



Hillsboro School District 1J

March 13, 2018
Board Meeting

Board of Directors

Lisa Allen • Martin Granum • Erika Lopez • Yadirra Martinez • Jaci Spross • Kim Strelchun • Mark Watson

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

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

Board Meeting Agenda

March 13, 2018

5:15 PM

1. 5:15 p.m. Executive Session
ORS 192.660(2)(e)--Evaluation of the Superintendent
2. 5:45 PM - Work Session
 - A. Discuss Board Evaluation Process and Timeline 5
Presenter: Lisa Allen / Greg McKenzie
 - B. Review Proposed Revisions to Approved 2018-19 School Calendar 6
Presenter: Kona Lew-Williams
 - C. Bond Update and Citizens' Bond Oversight Committee Selection 10
Presenter: Adam Stewart
 - D. Board Discussion Time
 1. Discuss Sidewalks Near Schools
Presenter: Mike Scott
 2. Discuss Board Meeting Efficiencies
Presenter: Mike Scott
 3. Board Discussion
 - E. Recess Board Meeting
3. 7:00 PM - Regular Session
Call to Order and Flag Salute
4. Approval of Agenda
5. Audience Time
6. Reports and Discussion
 - A. TEAM UP Program Report 18
Presenter: Mike McMurray
 - B. Human Resources Department Update 19
Presenter: Kona Lew-Williams
 - C. First Reading – New High School Course Proposals (*see written reports*)
Presenter: Travis Reiman
 1. Link Crew 20
 2. IB Global Politics 29
 3. IB Business Management 37
 4. IB Sports, Exercise, and Health Services 45
 5. AP Spanish Literature and Culture 59
 - D. Financial Report (*see written report*) 74

Presenter: Michelle Morrison

E. Policies - First Reading

If no public comments or questions are received regarding these policies during the review period, they will be placed on the consent agenda for approval during the next regular meeting.

- | | |
|--|----|
| 1. Policies Regarding Communicable Diseases (<i>see written report</i>) | 79 |
| Presenter: Elaine Fox | |
| a. Policy GBEB and GBEB-AR: Communicable Diseases – Staff | 80 |
| b. Policy JHCC and JHCC-AR: Communicable Diseases – Students | 84 |
| c. JHCC-AR-1: Procedures for Dealing with Students Having HIV, AIDS, or HBV (Delete) | 89 |
| d. JHCC/GBEB-AR-2: Communicable Diseases (Delete) | 90 |

7. Consent Agenda

Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.

- | | |
|---|-----|
| A. Approve Minutes of February 13, 2018, Board Meeting | 94 |
| B. Approve Minutes of February 27, 2018, Board Meeting | 97 |
| C. Approve Routine Personnel Matters | 105 |
| D. Accept Donations | 106 |
| E. Authorize 2018 Migrant Summer School Application | 107 |
| F. Approve Policy Revisions | |
| <i>The following policies were presented for first reading on February 27, 2018</i> | |
| 1. Policies Regarding Complaints | 108 |
| a. Policy GBM: Staff Complaints | 109 |
| b. Policy GBMA: Whistleblower | 110 |
| c. Policy KL: Public Complaints | 112 |
| d. Policy LGA: Compliance with Standards (Delete) | 115 |
| e. Policy JGAB: Use of Restraint and Seclusion | 116 |

8. Action Items

- | | |
|---|-----|
| A. Appoint Citizens' Bond Oversight Committee Members; Designate a Chair and Vice Chair | 119 |
| Presenter: Adam Stewart / Lisa Allen | |
| B. Approve Revisions to Adopted 2018-19 School Calendar | 120 |
| Presenter: Kona Lew-Williams | |
| C. Award Contract for Site Work Contracted Services for Glencoe High School and Hillsboro High School Field Renovation Projects to Bernhardt Golf | 124 |
| Presenter: Adam Stewart / Casey Waletich | |
| D. Award Contract for Construction Management / General Contractor (CM/GC) Services for Brookwood Elementary School Replacement to LCG Pence Construction | 125 |

Presenter: Adam Stewart / Casey Waletich

E. Award Contract for Construction of District-Wide Fiber Network

126

Presenter: Don Wolff

9. HCU / HEA Reports
10. Superintendent's Time
11. Board of Directors' Time
12. 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.)
13. Adjourn Regular Session
14. Next Meetings of the Board of Directors
 - April 10, 2018, Work Session
 - April 24, 2018, Regular Session

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
DISCUSS BOARD EVALUATION PROCESS AND TIMELINE

SITUATION

During the past few years, the Board has engaged in the development and adoption of a coordinated evaluation system that includes the annual evaluation of the Superintendent, an annual Board self-evaluation process, and a District school-year-end summary that is aligned with the District's Strategic Plan.

Tonight's report will provide an overview of the annual Board self-evaluation process that was adopted in February 2016, and the timeline for this year's evaluation cycle.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
REVIEW PROPOSED REVISIONS TO APPROVED 2018-19 SCHOOL CALENDAR

SITUATION

The 2018-19 adopted school calendar was reviewed during the February 27, 2018, Board meeting, at which time the Board requested that the following items be re-evaluated to determine whether there are other viable alternatives to the adopted calendar:

- Add a non-contract day on Wednesday, November 21, 2018, before Thanksgiving, to extend the Thanksgiving break
- Revise the dates of winter break to potentially correlate with neighboring districts
- Adjust the end-of-school-year date for students, moving it from Monday, June 17, 2019, to the previous week
- Readjust potential inclement weather make-up days so they appear during the school year (as potentially non-contract or inclement weather days), rather than at end of the school year

Three calendar options have been developed for the Board's consideration. It is recommended that the Board review these calendars and select one to approve during tonight's regular session.

Draft 1	Draft 2	Draft 3
● Non-contract day before Thanksgiving Break: Wednesday, 11/21 ● Winter break: Monday, 12/24 - Wednesday, 1/2 ● Last day for students: Thursday, 6/13 ● Possible inclement weather make-up days / non-contract days: Monday, 4/15 and Monday, 6/17 (The calendar may be adjusted so that the 14th becomes the last day for students if this is needed to make up for inclement weather. The 17th will become the last day for teachers.)	● Non-contract day before Thanksgiving Break: Wednesday, 11/21 ● Winter break: Monday, 12/24 - Wednesday, 1/2 ● Last day for students: Friday, 6/14 ● Possible inclement weather make-up days / non-contract days: Monday, 4/15 and Friday, 5/24	● Non-contract day before Thanksgiving Break: Wednesday, 11/21 ● Winter break: Monday, 12/24 - Friday, 1/4 ● Last day for Students: Friday, 6/14 ● Possible inclement weather make-up days / non-contract days: Tuesday, 6/18 and Wednesday, 6/19

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the draft calendars for the 2018-19 school year, and select one to adopt during tonight's regular session.



JULY 2018

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1 – NO SCHOOL
Licensed Non-Contract
Day (Winter Break)

21 – NO SCHOOL
Licensed Non-Contract
Day, MLK Day

30 – End of 1st Semester

31 – NO SCHOOL
Teacher Prep

JANUARY 2019

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22, 23, 24 – New Teacher
In-Service

27, 28 – In-Service

29 – Staff Development

30 – In-Service

31 – Licensed
Non-Contract Day

AUGUST 2018

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1 – NO SCHOOL
Grade Prep

18 – NO SCHOOL
Holiday – Presidents' Day

FEBRUARY 2019

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3 – NO SCHOOL
Holiday – Labor Day

4 – First Day of School

6 – First Day of School
for Kindergarten

SEPTEMBER 2018

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25 - 29 – NO SCHOOL
Licensed Non-Contract
Days (Spring Break)

MARCH 2019

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11 – NO SCHOOL
Elementary – Staff
Development and Work
Day

12 – NO SCHOOL
Licensed Non-Contract Day

OCTOBER 2018

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11 – End of 3rd Quarter

12 – NO SCHOOL
Elementary – Work Day
Secondary – Grade Prep

15 – No School
Non-Contract Day or
Inclement Weather Day

APRIL 2019

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1 – End of 1st Quarter
2 – NO SCHOOL
Elementary – Work Day
and Conference Prep
Secondary – Grade Prep

8 – NO SCHOOL
Elementary –

Parent Conferences

Secondary –

Staff Development

9 – NO SCHOOL

K-12 – Parent Conferences

12 – NO SCHOOL

Holiday – Veterans Day

(Observed)

21 – NO SCHOOL

Licensed Non-Contract Day

22 – NO SCHOOL

Holiday – Thanksgiving Day

23 – NO SCHOOL

Licensed Non-Contract Day

NOVEMBER 2018

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27 – NO SCHOOL
Holiday – Memorial Day

MAY 2019

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20 – 31 – NO SCHOOL
Licensed Non-Contract
Days (Winter Break)

25 – Christmas Day

DECEMBER 2018

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13 – EARLY RELEASE
Last Day of School for
K-11 Students

14 – Last Day for
Teachers*

17 – Possible Make-up
day for inclement
weather*

*The calendar may be
adjusted so that the 14th
becomes the last day for
students if this is needed
to make up for inclement
weather. The 17th will
become the last day for
teachers.

JUNE 2019

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JULY 2018

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AUGUST 2018

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30	31					

1 – NO SCHOOL
Licensed Non-Contract
Day (Winter Break)

21 – NO SCHOOL
Licensed Non-Contract
Day, MLK Day

30 – End of 1st
Semester

31 – NO SCHOOL
Teacher Prep

1 – NO SCHOOL
Grade Prep

18 – NO SCHOOL
Holiday – Presidents'
Day

25 - 29 – NO SCHOOL
Licensed Non-Contract
Days (Spring Break)

11 – End of 3rd Quarter

12 – NO SCHOOL
Elementary – Work
Day
Secondary – Grade
Prep

15 – Possible
Inclement Weather
Day or Non-Contract
Day

24 - Possible
Inclement Weather
Day or Non-Contract
Day

27 – NO SCHOOL
Holiday – Memorial Day

14 – EARLY RELEASE
Last Day of School for
K-11 Students

17 – Last Day for
Teachers

JANUARY 2019

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AUGUST 2018

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OCTOBER 2018

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NOVEMBER 2018

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1 – 4 – NO SCHOOL
Licensed Non-Contract
Day (Winter Break)

21 – NO SCHOOL
Licensed Non-Contract
Day, MLK Day

30 – End of 1st
Semester

31 – NO SCHOOL
Teacher Prep

1 – NO SCHOOL
Grade Prep

18 – NO SCHOOL
Holiday – Presidents'
Day

25 - 29 – NO SCHOOL
Licensed Non-Contract
Days (Spring Break)

11 – End of 3rd Quarter

12 – NO SCHOOL
Elementary – Work
Day
Secondary – Grade
Prep

27 – NO SCHOOL
Holiday – Memorial Day

14 – EARLY RELEASE
Last Day of School for
K-11 Students

17 – Last Day for
Teachers

18 & 19 – Possible make-
up days for inclement
weather

JANUARY 2019

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MARCH 2019

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HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
BOND UPDATE AND CITIZENS' BOND OVERSIGHT COMMITTEE SELECTION

SITUATION

As the District is preparing for the first construction projects to be funded by the 2017 bond, the District's Capital Projects Officer will provide information regarding capital construction program goals, procurement and insurance requirements for bond projects, and 2017 bond contingencies for the Board to review and discuss. Documents outlined below are provided for the Board's review:

- 1) Hillsboro 2017 Capital Construction Bond Program Goals
Describes the overall goals of the bond program and is focused on the priorities used during the bond campaign.
- 2) Procurement and Insurance Requirements for Bond Projects
Describes different types of procurements and the thresholds for when the District needs three quotes, rather than competitive bids. Also describes the insurance coverage limits required of our contractors and sub-contractors.
- 3) 2017 Bond Contingency Document
Describes the types of contingencies included in project budgets and who is authorized to access them. Proposed language regarding the use of Program Contingency A & B discusses the use of bond premium, bond interest and OSCIM Grant.

One of the promises made to the community during the bond campaign was that a Citizens' Bond Oversight Committee would be established. On December 12, the Board of Directors approved a plan for the formation of the committee, and an outline of the work to be performed and the reports to be provided to the Board. Applications were accepted from December 18, 2017, through February 16, 2018. To be eligible for appointment, applicants must live and be registered to vote in the Hillsboro School District, and must not be officers, agents, or employees of the District.

During the February 27 Board work session, Board members discussed the applications that were received and the selection process, and determined that 8 to 10 committee members, plus up to 4 students, would be optimal for effectively accomplishing the work of the committee. During this evening's work session, the Board will select candidates who will be appointed during this evening's regular session to serve on the Citizens' Bond Oversight Committee. One candidate will be designated to serve as Chair of the committee, and one candidate will be designated to serve as Vice Chair.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the provided documents regarding the bond program, and ask any questions they may have.

The Superintendent also recommends that the Board of Directors select candidates to be appointed during the regular session to serve on the Citizens' Bond Oversight Committee, and select the candidates who will be designated to serve as Chair and Vice Chair.

HILLSBORO 2017 CAPITAL CONSTRUCTION BOND PROGRAM GOALS

The 2017 Bond Program will assist the District in reaching the goal of an “equitable learning environment” for all students in all schools. While understanding that each school presents physical challenges due to its age and design, bond projects will inspire students to achieve their educational goals, while continuing to provide excellent stewardship of District resources. Bond projects will strive to create an Equitable Learning Environment for all students. This will be accomplished by ensuring that classrooms are comfortable and safe places for students and staff; by providing flexibility and allowing for implementation of technology and innovation; and ensuring that students are prepared for life after school, whether that is higher education or career.

The bond will accomplish these goals by focusing on the priorities identified during the bond campaign:

- **Prioritize Safety and Security**
 - Ensure that all district campuses are equipped with modern safety and security systems.
 - Provide improved Parent/Bus/Pedestrian traffic flow at all district campuses.
 - Upgrade all building facilities to current Seismic Code
 - Upgrade elementary school playgrounds
 - Install cameras and GPS systems on District School Buses
- **Renovate and Repair Aging Schools**
 - Upgrade HVAC Systems and add air conditioning to all school buildings
 - Replace failing water pipes
 - Replace/Repair roofs
 - Remodel Reedville Elementary School
 - Remodel Hillsboro High School
 - Construct lighted synthetic turf fields at Glencoe, Hillsboro and Century High Schools
 - Construct a track at Hillsboro High School
 - Replace poorest condition portable buildings with permanent modular structures
 - Other improvements as identified during construction at all school sites
- **Relieve Crowded Classrooms and Plan for Growth**
 - Construct new 600-student elementary school to replace Brookwood Elementary School
 - Construct new 600-student elementary school in North Plains
 - Construct new 600-student elementary school in South Hillsboro School District
 - Build new gymnasiums at elementary schools with gymnasiums
- **Provide a Modern Education for Every Student**
 - Upgrade classroom technology at all schools
 - Upgrade District technology infrastructure including construction of a Dark Fiber Ring to serve all District facilities
 - Career Technical Education investment at all District high schools
 - Purchase of flexible classroom furniture for all District schools

- Efficient and transparent in the expenditure of bond resources:
 - Report regularly to the board regarding progress toward the completion of all bond projects;
 - Implementation of a Citizen's Bond Oversight Committee to oversee bond expenditures and schedules;
 - Manage the sale and investment of bond proceeds to ensure the maximizing of resources while abiding by all state and federal laws.
- Equity and opportunities in public purchasing and contracting:
 - Business Equity: A goal to have 10% of the contract value for consulting services and construction contracts awarded to firms certified as minority, women, emerging, service-disabled veteran, or socially or economically disadvantaged businesses.
 - Career Learning: The District will look for ways to include District Career/Technical Education career-learning opportunities arising from bond work for students in relevant career fields. These could include, but are not limited to, architecture, engineering, building trades, construction and other related fields. These career learning opportunities may include internships, job shadowing, guest speakers, and career days and fairs.

HILLSBORO SCHOOL DISTRICT

PROCUREMENT REQUIREMENTS

<u>Procurement</u>	<u>Amount</u>	<u>Procurement Method</u>	<u>Required Approval</u>
Goods and Services	\$0-\$10,000	Document Justification	Superintendent or Designee
	\$10,000-\$150,000	Three Quotes	Superintendent or Designee
	Over \$150,000	Competitive Bids	Board of Education
Public Improvements	\$0-\$150,000	Three Quotes	Superintendent or Designee
	Over \$150,000	Competitive Bids	Board of Education
Personal Services	\$0-\$150,000	Negotiation	Superintendent or Designee
	Over \$150,000	Competitive Process	Board of Education

INSURANCE COVERAGES FOR CONTRACTORS

<u>Type of Coverage</u>	<u>Per Occurrence Limit</u>	<u>Aggregate Limit</u>
Professional Liability	\$2,000,000 per Occurrence	\$3,000,000 on Aggregate
General Liability:		
Contract Under \$10,000,000	\$2,000,000 per Occurrence	\$3,000,000 on Aggregate
Contract Over \$10,000,000	\$5,000,000 per Occurrence	\$8,000,000 on Aggregate
Commercial Auto Liability	\$1,000,000	
Workers Compensation	Per Statute (???)	

PERFORMANCE AND PAYMENT BOND	Required of Contractor for all contracts in excess of \$100,000
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BOND CONTINGENCY

In developing the 2017 Bond Program, District staff worked with industry professionals to determine the structural, engineering, other system upgrades needed in our existing schools and the three new elementary schools included in the Bond Program. As part of this process, the District developed estimated costs for these construction projects using the latest information available at the time. The result of this work was the \$408 million bond package presented to and approved by voters in November, 2017.

Even with the best information available at the time, developing budgets for each of the 180+ projects (Project Budgets) involved many uncertainties, including cost escalation, unforeseen conditions, scope added as part of the permitting process, etc. For this reason, each project includes contingency funds to address these unforeseen costs. Each project budget includes two forms of contingency, a Construction Contingency and an Owner Contingency. In addition, the entire \$408 million bond program (Program Budget) has two Program Contingencies, one for Added Scope and Unforeseen Conditions and one for Escalation. Below is a chart describing these types of Contingency and how they will be used:

Construction Contingency within a Project Budget

Use:	To move funds within a project budget, total Project Budget is not changed.
Examples:	Change orders necessitated by design clarifications, code interpretations or unforeseen conditions (i.e., unsuitable soil conditions, actual conditions differing from as-built drawings revealed upon demolition).
Amount included in Budget:	5%-6% in construction Project Budgets (not included in technology or flexible classroom furniture budgets)
How Contingency is Authorized:	Capital Projects Officer can authorize transfer of Construction Contingency within Project Budget.

Owner Contingency within a Project Budget

Use:	To move funds within a project budget, total Project Budget is not changed.
Examples:	Change orders necessitated by project scope added at District's discretion (i.e., adding upgraded finishes to project, adding square footage, etc.)
Amount included in Budget:	4% in construction Project Budgets (not included in technology or flexible classroom furniture budgets)
How Contingency is Authorized:	Capital Projects Officer can authorize transfer of Owner Contingency within Project Budget.

Budget Transfers between Project Budgets

Use:	To move funds between project budgets, total \$408 million Program Budget is not changed.
Examples:	If the actual cost of the playground at W. L. Henry comes in below our Project Budget, but the actual cost of the Parent/Bus Drop-Off project at McKinney is above our Project Budget.
How Budget Transfers between Project Budgets are Authorized:	Capital Project Officer - \$0-\$250,000 Budget Transfer Authority Superintendent - \$250,000-\$1.5 million Budget Transfer Authority and inform School Board.

Program Contingency A – Complete Bond Projects, Expand Scope of Bond Projects or Add Bond Projects

Funding Source:	OSCIM Grant, 50% of Bond Premium and 50% of projected Bond Interest
Use:	To purchase items not accounted for in original \$408 million bond program <u>or</u> to fund projects that have exhausted all funds within a project budget.
Examples:	Purchase of land, complete other projects identified by Bond Advisory Committee in excess of \$408 million bond ask
Amount included in Budget:	Estimated: OSCIM Grant - \$ 6.0 million Bond Premium - \$25.8 million Bond Interest - <u>~\$5.0</u> million \$36.8 million
How Contingency is Authorized:	CPO - \$0-\$250,000 to complete individual Project Superintendent – Over \$500,000-\$1.5 million and inform School Board Over \$1.5 million – School Board

Program Contingency B – Escalation

Funding Source:	50% of Bond Premium and 50% of projected Bond Interest
Use:	To fund variable construction market condition impacts on material and labor prices.
Examples:	Increases in construction costs in excess of the 6% per year escalation factor included in project budgets.
Amount included in Budget:	Estimated: Bond Premium - \$25.8 million Bond Interest - <u>~\$5.0</u> million \$30.8 million

How Contingency is Authorized: CPO - \$0-\$250,000 to complete individual Project
Superintendent – Over \$250,000-\$1.5 million and inform School Board
Over \$1.5 million – School Board

Note – We will revisit this Program Contingency budget regularly after receiving bids for the new elementary schools and major addition/renovation projects. Any unused dollars will be moved to the Program Contingency as projects are completed.

**HILLSBORO SCHOOL DISTRICT 1J March 13, 2018
TEAM UP PROGRAM REPORT**

SITUATION

Several community partners are working together with Hillsboro School District to create a new program, TEAM UP, which will be starting at Evergreen Middle School this coming fall. Tonight's report will provide information about this new program.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
HUMAN RESOURCES DEPARTMENT UPDATE

SITUATION

Throughout the year, the Board will be presented with information regarding work that is being performed by various departments throughout the District. Tonight's report will provide information regarding the Human Resources department.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
HIGH SCHOOL COURSE PROPOSAL:
LINK CREW — FIRST READING

SITUATION

A proposal for adding new courses may be developed and submitted by school site councils, curriculum committees, department coordinators, or teachers. Prior to forwarding a proposal to the Citizens' Curriculum Advisory Committee (CCAC), a thorough review is completed of the proposal, related action research, and evaluation plans, including approval by the appropriate site council.

The CCAC may ask for clarification of and additions to the action research and evaluation plans, and may recommend changes to the proposal. The CCAC will make recommendations regarding the proposals, and forward these recommendations to the Board of Directors for consideration. Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, entitled "Link Crew," has been submitted by Kim Bliss, a teacher of Social Science, and Stacey Hutchinson, a teacher of Physical Education at Hillsboro High School. The course proposal is attached. This proposal was presented to the CCAC at its regular meeting on January 8, 2018. Details regarding the CCAC recommendation will be presented to the Board during the March 13 Board meeting.

If the course is available during the 2018-19 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2019. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2018-19 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed new high school course, Link Crew.

Link Crew

Course Modification Proposal

Hillsboro High School

Course Description

The Link Crew program is aimed at helping freshmen navigate the difficult transition from middle school to high school. Successful and caring upperclassmen are grouped with freshmen in order to provide advice and guidance from a students' perspective. Throughout the year, these groups meet to participate in a series of activities aimed at developing a growth mindset, improved decision making, reflection skills, and answering any questions that may pop-up during a freshmen's first year.

The Link Crew class is currently in its fifth year, and acts as the leadership wing of the program. Those students enrolled in the class determine the direction of the program, plan activities, and work to develop their leadership skills. Frequently the Link Crew program, and class, are an entry point into leadership for students who many not view themselves as leaders. Beyond just leading the Link Crew program, students in the class work on goal setting and presentation skills. They work together running activities and planning events, such as fundraising opportunities, community service projects, study sessions, and movie nights.

Program Course Objectives:

Students will be able to:

- Students will be able to effectively present and run their leadership/ice breaker/team building activity in the Link Crew class, including a post-activity discussion to make connections between activity and life/school behaviors.
- Students will be able to demonstrate a willingness and desire to listen carefully.
- Students will be able to prioritize their personal commitment to being a leader in the Hilhi community and member of Link Crew by attending a majority of Link Crew and Hilhi activities and events.
- Students will be able to plan and implement organized projects and/or events.
- Students will be able to understand and execute their evenly distributed job responsibilities and duties within their group.
- Students will be able to demonstrate a willingness and desire to respect themselves, others, the Link Crew program, and Hilhi in general.
- Students will be able to demonstrate their commitment to serving their community through participation in various community service programs.
- Students will be able to select, plan, and present a relevant and engaging leadership/ice breaker/team building activity to the Link Crew class.
- Students will be able to understand and utilize strategies for problem solving while working on their group project.

- Students will be able to set and describe goals that fit the S.M.A.R.T.E.R. model.
- Students will be able to describe the vision/mission of Link Crew and explain how their Link Crew goal fits with this vision/mission and help them to make a significant contribution to the betterment of Hilhi.
- Students will be able to identify the steps and actions necessary to achieve the S.M.A.R.T.E.R. goals they have set for themselves.
- Students will be able to set personal, academic, and Link Crew S.M.A.R.T.E.R. goals for varying lengths of time that are appropriate to the time frame in which they have been set.
- Students will be able to reflect on their successes and failures, and adjust their goals accordingly.
- Students will be able to evaluate the progress they are making on their S.M.A.R.T.E.R. goals in a one page reflection.
- Students will be able to adjust their S.M.A.R.T.E.R. goals as necessary based on their reflection.
- Students will be able to maintain an acceptable level of class attendance in order to meaningfully help with in class group project planning.
- Students will be able to show critical thought and honest self-reflection on their selection and presentation of a leadership, ice breaker, and/or team building activity.
- Students will be able to give a verbal presentation in the allotted amount of time, without simply reading information off of their poster/PowerPoint and/or prepared note cards, and asked questions and was courteous as others presented.
- Students will be able to develop a visual (poster/PowerPoint) to enhance their presentation that is professional, tidy, with an adequate amount of information, and that helps to display the main points of their topic.

Rationale for proposed course - Describe the desired outcome for student learning and summarize best-practice research that supports this change;

This course is intended as an opportunity for students who many not view themselves as leaders to enter the leadership pathway without having to run for school office. It is only open to those who have applied, and been accepted, into the Link Crew program (~80-90 students per year). The priority of the class is the service of the freshmen class and trying to smooth their transition to high school. Students in the class consult with the administration, counselors, and freshmen teachers to identify needs of the freshmen class, and implement activities that will help to address these needs.

The Boomerang Project (the company that facilitates the Link Crew program nationwide) has done a bevy of research on the importance of freshmen year, and the incredible difference that a transition program, like Link Crew, can have in the academic success of students. Link Crew has been shown to increase graduation rates, increase attendance rates, decrease behavior issues, and improve school culture. At a school the size of Hillsboro High School, a class to direct and lead this program is incredibly beneficial. Students are able to take ownership of the program in a way that wouldn't be possible without the class. Freshmen orientation day is clearly the centerpiece of the Link Crew program, but having the class helps to extend the program beyond the first day of school, by increasing upperclassmen's involvement in the program and making it

easier to plan and implement activities and events throughout the entirety of the school year.

Beyond the benefits that the class, and program, have for freshmen, it has a tremendous benefit for those who enroll in it. The course is traditionally composed primarily of Latinas. I have had students say that it helped them to break out of their shell and find the confidence to speak out in their classes, join clubs that they were interested in, or move on to run for school wide leadership positions. I often refer to Link Crew as “Leadership-Light,” as it often serves as an entry point for students who don’t picture themselves as leaders to move into school-wide student council positions. The Hillsboro High School activities director, Sarah Cole, and I have worked over the past few years to raise the prominence of Link Crew, and better integrate it into her Leadership program. Student Council students are now required to be Link Crew Leaders, further bridging the gap between the two programs, and connecting different groups of students within the school, that might not usually get the chance to interact outside of the classroom. The low-level of commitment required for the majority of Link Crew Leaders means that we have members of virtually every student group, from band to robotics, football to theater, IB to special Ed. Link Crew is an all-inclusive club that focusses on having a diverse group of Link Crew Leaders that will mirror the diverse group of freshmen that they will be mentoring.

Link Crew Course Outline

1st Semester

- Activities/Events to Plan
 - Freshmen Dance
 - Freshmen Activity #1 – Growth Mindset
 - Freshmen Activity #2 – Decision Making
 - Freshmen Activity #3 – Asking Questions
 - First Quarter Cocoa & Cram
 - First Semester Cocoa & Cram
 - Pie the Staff Fundraiser
 - Oregon Food Bank Community Service Field Trip
 - Canned Food Drive Collection Event
 - Sponsor a Family Holiday Community Service
- Other Assessments
 - 1st Semester Goal Setting
 - 1st Semester Goal Reflection
 - Leadership, Ice-Breaking, Team-Building Activity
 - Show & Tell Presentation
 - Project Planning Report & Reflection
 - Community Service Hours
- Skills Developed
 - Public Speaking
 - To Lead is To Serve
 - Event/Project Planning

- Running an Activity
- Reflection
- Teamwork
- Leadership
- Responsibility
- Questioning
- Communication

2nd Semester

- Activities/Events to Plan
 - Freshmen Activity #3 – Reflection
 - Freshmen Activity #5 – Celebrating Successes
 - Third Quarter Cocoa & Cram
 - Second Semester Cocoa & Cram
 - Oregon Food Bank Community Service Field Trip
 - Friends of Trees Community Service Event
 - Staff Link Crew Recruitment Meeting
 - Recruitment of Next Year's Link Crew Leaders
 - Deliver Link Crew Leader Applications
 - May Development Day
 - Hillsboro Schools Foundation Phone-a-Thon
 - SpartQuake Dunk Tank Booth
 - SpartQuake Cotton Candy Booth
- Other Assessments
 - 2nd Semester Goal Setting
 - 2nd Semester Goal Reflection
 - Leadership, Ice-Breaking, Team-Building Activity
 - 99 Problems Presentation
 - Project Planning Report & Reflection
 - Community Service Hours
- Skills Developed
 - Public Speaking
 - To Lead is To Serve
 - Event/Project Planning
 - Running an Activity
 - Reflection
 - Teamwork
 - Leadership
 - Responsibility
 - Questioning
 - Communication

Academic Content Standards - List all content standards addressed by the content of the proposed course;

NASC1 - Communication

- NASC1.1: Students will be able to effectively present and run their leadership/ice breaker/team building activity in the Link Crew class, including a post-activity discussion to make connections between activity and life/school behaviors.
- NASC1.3: Students will be able to demonstrate a willingness and desire to listen carefully.

NASC2 - Organization and Managerial Skills

- NASC2.1: Students will be able to prioritize their personal commitment to being a leader in the Hilhi community and member of Link Crew by attending a majority of Link Crew and Hilhi activities and events.
- NASC2.2: Students will be able to plan and implement organized projects and/or events.
- NASC2.4: Students will be able understand and execute their evenly distributed job responsibilities and duties within their group.

NASC4 - Responsible Citizenship

- NASC.04.01 - Student takes responsibility for personal actions and acts ethically (e.g. demonstrates honesty, fairness, integrity).
- NASC4.2: Students will be able to demonstrate a willingness and desire to respect themselves, others, the Link Crew program, and Hilhi in general.
- NASC4.3 - Students will be able to demonstrate their commitment to serving their community through participation in various community service programs.

NASC5 - Group Process

- NASC5.1: Students will be able to select, plan, and present a relevant and engaging leadership/ice breaker/team building activity to the Link Crew class.
- NASC5.3: Students will be able to understand and utilize strategies for problem solving while working on their group project.

NASC6 - Goal Setting

- NASC6.1a: Students will be able to set and describe goals that fit the S.M.A.R.T.E.R. model.
- NASC6.1b: Students will be able to describe the vision/mission of Link Crew and explain how their Link Crew goal fits with this vision/mission and help them to make a significant contribution to the betterment of Hilhi.
- NASC6.1c: Students will be able to identify the steps and actions necessary to achieve the S.M.A.R.T.E.R. goals they have set for themselves.
- NASC6.2: Students will be able to set personal, academic, and Link Crew S.M.A.R.T.E.R. goals for varying lengths of time that are appropriate to the time frame in which they have been set.
- NASC6.3: Students will be able to reflect on their successes and failures, and adjust their goals accordingly.
- NASC6.3a: Students will be able to evaluate the progress they are making on their S.M.A.R.T.E.R. goals in a one page reflection.

- NASC6.3b: Students will be able to adjust their S.M.A.R.T.E.R. goals as necessary based on their reflection.

Oregon Essential Skills

- OES9d: Students will be able to maintain an acceptable level of class attendance in order to meaningfully help with in class group project planning.
- OES9c: Students will be able to prioritize work by deadline/importance and balance life outside of school with academic responsibilities in order to complete assignments on time. (OTM1)

AVID

- AVID.ORG.A1: Students will be able to maintain an organized Link Crew Notebook, with properly formatted Cornell Notes, and complete the Daily Reflection Assignment for each class period. (OTM2)

College & Career State Standards

- CCSSW9: Students will be able to show critical thought and honest self-reflection on their selection and presentation of a leadership, ice breaker, and/or team building activity.
- CCSSSL4: Students will be able to give a verbal presentation in the allotted amount of time, without simply reading information off of their poster/PowerPoint and/or prepared note cards, and asked questions and was courteous as others presented.
- CCSSSL5: Students will be able to develop a visual (poster/PowerPoint) to enhance their presentation that is professional, tidy, with an adequate amount of information, and that helps to display the main points of their topic.

Action Research Plan - Abstract

Link Crew

1. Identify the goals of the proposed course:

- Students will be able to effectively present and run their leadership/ice breaker/team building activity in the Link Crew class, including a post-activity discussion to make connections between activity and life/school behaviors.
- Students will be able to demonstrate a willingness and desire to listen carefully.
- Students will be able to prioritize their personal commitment to being a leader in the Hilhi community and member of Link Crew by attending a majority of Link Crew and Hilhi activities and events.
- Students will be able to plan and implement organized projects and/or events.
- Students will be able understand and execute their evenly distributed job responsibilities and duties within their group.
- Students will be able to demonstrate a willingness and desire to respect themselves, others, the Link Crew program, and Hilhi in general.

- Students will be able to demonstrate their commitment to serving their community through participation in various community service programs.
- Students will be able to select, plan, and present a relevant and engaging leadership/ice breaker/team building activity to the Link Crew class.
- Students will be able to understand and utilize strategies for problem solving while working on their group project.
- Students will be able to set and describe goals that fit the S.M.A.R.T.E.R. model.
- Students will be able to describe the vision/mission of Link Crew and explain how their Link Crew goal fits with this vision/mission and help them to make a significant contribution to the betterment of Hilhi.
- Students will be able to identify the steps and actions necessary to achieve the S.M.A.R.T.E.R. goals they have set for themselves.
- Students will be able to set personal, academic, and Link Crew S.M.A.R.T.E.R. goals for varying lengths of time that are appropriate to the time frame in which they have been set.
- Students will be able to reflect on their successes and failures, and adjust their goals accordingly.
- Students will be able to evaluate the progress they are making on their S.M.A.R.T.E.R. goals in a one page reflection.
- Students will be able to adjust their S.M.A.R.T.E.R. goals as necessary based on their reflection.
- Students will be able to maintain an acceptable level of class attendance in order to meaningfully help with in class group project planning.
- Students will be able to show critical thought and honest self-reflection on their selection and presentation of a leadership, ice breaker, and/or team building activity.
- Students will be able to give a verbal presentation in the allotted amount of time, without simply reading information off of their poster/PowerPoint and/or prepared note cards, and asked questions and was courteous as others presented.
- Students will be able to develop a visual (poster/PowerPoint) to enhance their presentation that is professional, tidy, with an adequate amount of information, and that helps to display the main points of their topic.

2. What data will be collected? (Include enrollment data).

- Enrollment data/demographics (ELL, SPED)
- Student Course Evaluation
- Freshmen Success Data
 - Behavior Data tracked year-to-year
 - Attendance Data tracked year-to-year
 - Credits Earned Data tracked year-to-year

3. When and how will data be collected?

Data will be collected at the end of each year school to gauge the effect that the Link Crew program, led by the Link Crew class, has had on the freshmen class as a whole. It will also be collected at the beginning of each school year to determine official enrollment demographics, and at the end of each semester to determine student performance and growth, as well as to evaluate the success and growth of the program. This data will then be used to track the effectiveness of the program/class, and look to identify which strategies are proving successful, and which less so, so as to improve the program, and class, moving forward.

Impact on the content program - Explain the potential impact on other curricular areas, staffing, and budget;

Staffing

This course requires .167 FTE, essentially 1 of 6 class periods for a full-time teacher. As the class has existed in its current state for the past five school years, no additional FTE is required going forward. In addition, there is a stipend for the Link Crew coordinator of \$1200 to account for the significant amount of time outside of the school day that is required to prepare for the beginning of the school year, and supervise various activities and events throughout the year. At most schools of similar size to Hillsboro High School (1000-1500 students) that have a Link Crew program and a Link Crew class, there is generally one or two additional teachers, sometimes sharing a somewhat larger stipend, who work together to run the program and supervise the large numbers of students that often attend Link Crew events. This is not the case at Hilhi, and would require a one-time investment of ~\$2500 to send someone to the Link Crew training to give the program the proper staffing that it needs.

Budget:

- District funds to support Freshmen Orientation and various activities and events throughout the year (\$2500 per year)
- Staff Stipend (~\$1200 per year)
- One time investment to send additional staff to training (~\$2500 per staff member)
- All additional funds are paid for by fundraising organized by the Link Crew class

Projected additional costs - Include startup and ongoing costs (e.g., equipment, supplies, anticipated travel, or field trip expense, etc.);

- None beyond those indicated above

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
HIGH SCHOOL COURSE PROPOSAL:
IB GLOBAL POLITICS — FIRST READING

SITUATION

A proposal for adding new courses may be developed and submitted by school site councils, curriculum committees, department coordinators, or teachers. Prior to forwarding a proposal to the Citizens' Curriculum Advisory Committee (CCAC), a thorough review is completed of the proposal, related action research, and evaluation plans, including approval by the appropriate site council.

The CCAC may ask for clarification of and additions to the action research and evaluation plans, and may recommend changes to the proposal. The CCAC will make recommendations regarding the proposals, and forward these recommendations to the Board of Directors for consideration. Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, entitled "IB Global Politics SL," has been submitted by Kim Bliss and Julio Galian, teachers of Social Science at Hillsboro High School. The course proposal is attached. This proposal was presented to the CCAC at its regular meeting on January 8, 2018. Details regarding the CCAC recommendation will be presented to the Board during the March 13 Board meeting.

If the course is available during the 2018-19 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2019. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2018-19 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed new high school course, IB Global Politics SL.

IB Global Politics SL
Courtney Leonard, Kim Bliss, and Julio Galian
Hillsboro High School

Course Description

Grade Level: 12

Credits: 1.0

The twenty-first century is characterized by rapid change and increasing interconnectedness, impacting people in unprecedented ways and creating complex global political challenges. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics, in order to better make sense of this changing world and their role in it as active citizens.

Global politics is an exciting dynamic subject which draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The course explores fundamental political concepts such as power, equality, sustainability and peace, in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives.

The course helps students to understand abstract political concepts by grounding them in real world examples and case studies. It also invites comparison between such examples and case studies to ensure a transnational perspective. The core units of the course together make up a central unifying theme of “people, power and politics.” The emphasis on people reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities and individuals. The concept of power is also emphasised as being particularly crucial to understanding the dynamics, tensions and outcomes of global politics.

Program Course Objectives

The aim of the Global Politics course is to enable students to:

- understand key political concepts and contemporary political issues in a range of contexts.
- develop an understanding of the local, national, international and global dimensions of political activity.
- understand, appreciate and critically engage with a variety of perspectives and approaches in global politics.

- appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

Source: *Global Politics Pilot Guide*, May 2015.

Is the proposed course part of a “pathway”? If so, which one?

The International Baccalaureate (IB) Global Politics SL course will serve as a capstone class for students pursuing their College and Career Pathway in Leadership and Public Service. Students will take this course in lieu of taking People and Politics.

Attach course framework.

The course is developed around four core units:

1. Power, sovereignty and international relations
2. Human rights
3. Development
4. Peace and conflict

Within the four core units, sixteen key concepts weave a conceptual thread through the course: power, sovereignty, legitimacy, interdependence, human rights, justice, liberty, equality, development, globalization, inequality, sustainability, peace, conflict, violence, non-violence.

Within the core units, concepts are studied at a number of different levels: global, international, regional, national, local and community.

Please see attached course outlines for four core units.

Rationale for proposed course. Describe the desired outcome for student learning and summarize best-practice research that supports this change.

At Hilhi, our goal is to provide students with more avenues to accessible IB content. As a part of the CCP in Leadership and Public Service, the IB GP course would allow students to engage in complex issues while developing the necessary skills, attitudes and habits to analyze critically and think deeply about the world.

Because we are an IB World School, developing students’ international mindedness and awareness of multiple partial perspectives and approaches – including their own – is at the

heart of our work, and the IB Global Politics course. The Global Politics course develops international mindedness in students through an examination of the fundamental political concepts and debates which have global significance. The course considers contemporary examples and case studies at a variety of levels, from local to global, as well as encouraging comparison between such examples and case studies.

The course encourages dialogue, discussion and debate. Nurturing students' capacity to listen to themselves and to others in order to understand where each is coming from is important for interpreting competing and contestable claims – but also for appreciating that political beliefs and positions are contextual and deeply held. By engaging in dialogue, discussion and debate in a respectful and attentive spirit, it is hoped that students will progress towards forming their own, well-informed viewpoints.

As a result of taking IB Global Politics, students will be better equipped to understand the challenges and opportunities for political progress in the real world, to build relationships with others and to resolve conflicts in a peaceful way. The course also encourages students to reach an awareness and appreciation of both their own civic responsibility at a local level and our shared responsibility as citizens of an increasingly interconnected world.

As a part of the assessment structure for all students in the course, they must engage in a personal project that reflects the importance given to not only appreciating and understanding the complex issues facing the world today, but also of engaging with them in an active and personal way. The personal project will also serve as the student's senior project.

(Source: *Global Politics Pilot Guide*, May 2015).

Academic Content Standards - List all content standards addressed by the content of the proposed course;

IB prescribes assessment objectives for students in the course. Having taken the Global Politics course, students will be able to:

- Demonstrate knowledge and understanding of specified content:
 - demonstrate knowledge and understanding of key political concepts and contemporary issues in global politics
 - demonstrate understanding of relevant source material
- Demonstrate application and analysis of knowledge and understanding:
 - apply knowledge of key political concepts to analyze contemporary issues in global politics in a variety of contexts

- identify and analyze relevant material and supporting examples
- use political concepts and examples to formulate, present and sustain an argument
- Demonstrate synthesis and evaluation:
 - compare, contrast, synthesize and evaluate evidence from sources and background knowledge
 - compare, contrast, synthesize and evaluate a variety of perspectives and approaches to global politics, and evaluate political beliefs, biases and prejudices, and their origin
- Select, use and apply a variety of appropriate skills and techniques:
 - produce well structured written material, which uses appropriate terminology
 - organize material into a clear, logical, coherent and relevant response
 - demonstrate evidence of research skills, organisation and referencing

(Source: *Global Politics Pilot Guide*, May 2015).

In addition to this, the course will also address the following Oregon Social Studies Content Standards and Common Core Literacy Standards:

Content Standards	CCSS
● HS.1. Evaluate continuity and change over the course of world and United States history. ● HS.2. Analyze the complexity and investigate causes and effects of significant events in world... ● HS.9. Identify historical and current events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict. ● HS.10. Evaluate an historical source for point of view and historical context. ● HS.12. Construct and defend a written historical argument using relevant primary and secondary sources as evidence. ● HS.13. Differentiate between facts and historical interpretations,	Reading for Literacy <i>Key Ideas and Details</i> 1. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. 2. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. <i>Craft and Structure</i> 3. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence <i>Integration of Knowledge and Ideas</i> 4. Integrate and evaluate multiple sources of information presented in diverse formats and

recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts. ● HS.25. Describe elements of early governments (i.e., Greek, Roman, English, and others) that are visible in United States government structure. ● HS.28. Evaluate how governments interact at the local, state, tribal, national, and global levels. ● HS.30. Analyze the roles and activities of political parties, interest groups and mass media and how they affect the beliefs and behaviors of local, state, and national constituencies. ● HS.33. Explain the role of government in various current events. ● HS.34. Explain the responsibilities of citizens (e.g., vote, pay taxes). ● HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change. ● HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society. ● HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view. ● HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects. ● HS.62. Propose, compare, and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion. ● HS.63. Engage in informed and respectful deliberation and discussion of issues, events, and ideas.	media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. 5. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. 6. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. <i>Range of Reading and Level of Text Complexity</i> 7. By the end of grade 12, read and comprehend history/social studies texts in the grades 11 CCR text complexity band independently and proficiently Writing for Literacy <i>Text Types and Purposes</i> 1. Write arguments focused on <i>discipline-specific content</i>. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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	<i>Production and Distribution of Writing</i> 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 2. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <i>Research to Build and Present Knowledge</i> 1. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 2. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. 3. Draw evidence from informational texts to support analysis, reflection, and research
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Impact on the content program - Explain the potential impact on other curricular areas, staffing, and budget;

Offering the IB Global Politics course has limited impact on department staffing. It is a course students would take in lieu of People and Politics. We would plan for one or two sections of the course the first year, and accordingly, reduce the number of People and Politics sections offered.

In addition, students have the opportunity to take the course in conjunction with taking IB Economics, an existing course. The connections that can be made with these two courses will deepen students understanding of the world, and each course will inform the others' content. In this way, offering IB Global Politics will positively impact student experience within the Social Studies department on campus.

Projected additional costs - Include startup and ongoing costs (e.g., equipment, supplies, anticipated travel, or field trip expense, etc.);

IB Professional Development, Teaching training:	\$2000 (from IB budget)
Course materials:	\$600 (from IB budget)

Attach a one- page draft course outline and list possible materials which would be proposed for use in this course.

Please see attached course outline, including information about course text, page 9.

Respectfully submitted,

Courtney Leonard, Assistant Principal

Date

Julio Galian, Social Studies Department Co-Chair

Date

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
HIGH SCHOOL COURSE PROPOSAL:
IB BUSINESS MANAGEMENT — FIRST READING

SITUATION

A proposal for adding new courses may be developed and submitted by school site councils, curriculum committees, department coordinators, or teachers. Prior to forwarding a proposal to the Citizens' Curriculum Advisory Committee (CCAC), a thorough review is completed of the proposal, related action research, and evaluation plans, including approval by the appropriate site council.

The CCAC may ask for clarification of and additions to the action research and evaluation plans, and may recommend changes to the proposal. The CCAC will make recommendations regarding the proposals, and forward these recommendations to the Board of Directors for consideration. Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, entitled "IB Business Management SL," has been submitted by Kim Bliss and Michiah Kaiser, teachers of Social Science at Hillsboro High School. The course proposal is attached. This proposal was presented to the CCAC at its regular meeting on January 8, 2018. Details regarding the CCAC recommendation will be presented to the Board during the March 13 Board meeting.

If the course is available during the 2018-19 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2019. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2018-19 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed new high school course, IB Business Management SL.

IB Business Management SL

Courtney Leonard, Kim Bliss, Tim Kasper, and Michiah Kaiser
Hillsboro High School

Course Description

Grade Level: 12

Credits: 1.0

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course.

Through the exploration of six underpinning concepts-- change, culture, ethics, globalization, innovation and strategy-- the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long-term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

(Source: *Diploma Programme Subject Brief, 2016*)

Program Course Objectives

The IB Business Management SL course supports the following for students:

- Encourages a holistic view of the world of business;
- Empower students to think critically and strategically about individual and organizational behavior;
- Promotes the importance of exploring business issues from different cultural perspectives;
- Enables the student to appreciate the nature and significance of change in a local, regional and global context;
- Promotes awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations; and,

- Develops an understanding of the importance of innovation in a business environment.

Is the proposed course part of a “pathway”? If so, which one?

The International Baccalaureate (IB) Business Management SL course will serve as a capstone class for students pursuing their College and Career Pathway in Business and Marketing. This course will replace the Business Management Seminar class that currently exists as the capstone for students.

Attach course framework.

IB Business Management is developed around six concepts: change, culture, ethics, globalization, innovation, and strategy.

These concepts connect course units of study: business organization and environment, human resource management, finance and accounts, marketing, and operations management.

Please see attached “Syllabus Content” from *Diploma Programme Business Management Guide*, 2014.

Rationale for proposed course. Describe the desired outcome for student learning and summarize best-practice research that supports this change.

At Hilhi, our goal is to provide students with more avenues to accessible IB content. The IB Business Management course is a natural capstone for our pathway which requires students to take accounting, marketing and finance classes prior to enrolling in IB Business Management.

As a part of the CCP in Business and Marketing at Hilhi, the IB Business Management course would allow students to engage in complex issues while developing the necessary skills, attitudes and habits to analyze critically and think deeply about topics including human resource management, finance and accounts, marketing and operations management. For students who plan to pursue business in their post-secondary, the course is fundamental for preparation.

Currently, students do not engage in an in-depth examination of business theory and practice in the existing capstone class. Offering IB Business Management increases the expectations for students’ culminating experience and adds an element of academic rigor as students undertake the IB Internal Assessment, which will become the capstone project.

The IB Business Management course supports the following for students:

1. Encourages a holistic view of the world of business;
2. Empower students to think critically and strategically about individual and organizational behavior;

3. Promotes the importance of exploring business issues from different cultural perspectives;
4. Enables the student to appreciate the nature and significance of change in a local, regional and global context;
5. Promotes awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations; and,
6. Develops an understanding of the importance of innovation in a business environment.

(Source: *Business management guide*, 2016).

Academic Content Standards - List all content standards addressed by the content of the proposed course.

IB prescribes assessment objectives for students in the course. Having taken the Business Management course, students will be able to:

1. Demonstrate knowledge and understanding of:
 - the business management tools, techniques and theories specified in the syllabus content;
 - the six concepts that underpin the subject; and,
 - real-world business problems, issues and decisions.
2. Demonstrate application and analysis of:
 - knowledge and skills to a variety of real-world and fictional business situations
 - business decisions by explaining the issue(s) at stake, selecting and interpreting data, and applying appropriate tools, techniques, theories and concepts
3. Demonstrate synthesis and evaluation of:
 - business strategies and practices, showing evidence of critical thinking
 - business decisions, formulating recommendations
4. Demonstrate a variety of appropriate skills to:
 - produce well-structured written material using business terminology
 - select and use quantitative and qualitative business tools, techniques and methods
 - select and use business material, from a range of primary and secondary sources.

(Source: *Business Management Guide*, 2016)

The course can also be mapped to existing standards from the National Business Education Association and the Common Core Standards for ELA, Science and Technical Subjects.

Business Education Standards	Common Core
I. Management Functions Achievement Standard: Analyze the management functions and their implementation and integration within the business environment. II. Management Theories Achievement Standard: Analyze management theories and their application within the business environment. III. Business Organization Achievement Standard: Analyze the organization of a business. IV. Personal Management Skills Achievement Standard: Develop personal management skills to function effectively and efficiently in a business environment. V. Ethics And Social Responsibility Achievement Standard: Examine the role of ethics and social responsibility in decision making. VI. Human Resource Management Achievement Standard: Describe human resource functions and their importance to an organization's successful operation. VII. Organized Labor	Key Ideas and Details: <u>CCSS.ELA-LITERACY.RST.11-12.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. <u>CCSS.ELA-LITERACY.RST.11-12.2</u> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Craft and Structure: <u>CCSS.ELA-LITERACY.RST.11-12.4</u> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i>. Integration of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.RST.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. <u>CCSS.ELA-LITERACY.RST.11-12.8</u> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. <u>CCSS.ELA-LITERACY.RST.11-12.9</u> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process,

Achievement Standard: Describe the role of organized labor and its influence on government and business.

VIII. Technology and Information Management

Achievement Standard: Utilize information and technology tools to conduct business effectively and efficiently.

IX. Industry Analysis

Achievement Standard: Analyze a business organization's competitive position within the industry.

X. Financial Decision Making

Achievement Standard: Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.

XI. Operations Management

Achievement Standard: Apply operations management principles and procedures to the design of an operations plan.

XII. Global Perspective

Achievement Standard: Examine the issues of corporate culture and managing in the global environment.

phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RST.11-12.10

By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.WHST.11-12.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.11-12.2.A

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

From the National Standards for Business Education © 2007 by the National Business Education Association, 1914 Association Drive, Reston, VA 20191.

CCSS.ELA-LITERACY.WHST.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.11-12.2.D

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths

	and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <u>CCSS.ELA-LITERACY.WHST.11-12.9</u> Draw evidence from informational texts to support analysis, reflection, and research.
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Impact on the content program - Explain the potential impact on other curricular areas, staffing, and budget:

Exchanging the existing capstone course for IB Business Management increases the amount of credit students require by .5. Thus, adding one section of the course requires an additional .167 FTE.

Projected additional costs - Include startup and ongoing costs (e.g., equipment, supplies, anticipated travel, or field trip expense, etc.);

IB Professional Development, Teaching training: \$2000 (from IB budget)

Course materials: \$600 (from IB budget)

Attach a one- page draft course outline and list possible materials which would be proposed for use in this course.

Please see attached draft with resources on page 10.

Respectfully submitted,

Courtney Leonard, Assistant Principal

Date

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
HIGH SCHOOL COURSE PROPOSAL:
IB SPORTS, EXERCISE, AND HEALTH SERVICES — FIRST READING

SITUATION

A proposal for adding new courses may be developed and submitted by school site councils, curriculum committees, department coordinators, or teachers. Prior to forwarding a proposal to the Citizens' Curriculum Advisory Committee (CCAC), a thorough review is completed of the proposal, related action research, and evaluation plans, including approval by the appropriate site council.

The CCAC may ask for clarification of and additions to the action research and evaluation plans, and may recommend changes to the proposal. The CCAC will make recommendations regarding the proposals, and forward these recommendations to the Board of Directors for consideration. Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, entitled "IB Sports, Exercise, and Health Services," has been submitted by Kim Bliss, a teacher of Social Science, and Stacey Hutchinson a teacher of Physical Education at Hillsboro High School. The course proposal is attached. This proposal was presented to the CCAC at its regular meeting on January 8, 2018. Details regarding the CCAC recommendation will be presented to the Board during the March 13 Board meeting.

If the course is available during the 2018-19 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2019. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2018-19 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed new high school course, IB Sports, Exercise, and Health Science SL.

Hillsboro School District

New Course Proposal

School	Hillsboro High School
Academic Program Area(s)	Health
Grade Level(s)	11 (1 semester) 12 (2 semesters)
Sponsors of Change/Contact Person	Courtney Leonard, Kim Bliss, Stacey Hutchinson
Title of Proposed Course	IB Sports, Exercise and health science SL
Required or elective?	Elective (required for the pathway)
Credit	1.5 credits

Is the proposed course part of a focused program of study? If so, which one?

The International Baccalaureate Sports, exercise and health science (IB SEHS) course will serve as a capstone class for students pursuing their College and Career Pathway in Health Sciences. This course will replace two existing courses: Health Foundations (.5 credits) and Fitness Training and Sports Medicine (1.0 credits). The same content will be addressed in the IB SEHS with the added benefits of an internationally normed curriculum model and assessment structure.

Attach course framework.

Please see attached "Syllabus Content-- Core," from *Diploma Programme Sports, exercise and health science guide*, January 2016. The course is devised around six core topics and a choice study of two of four prescribed topics.

1. Description of proposed course.

The IB DP course in sports, exercise and health science standard level (SL) involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of

international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

The aims of the sports, exercise and health science SL course are to:

- provide stimulating and challenging opportunities for scientific study and creativity within a global context;
- provide a body of knowledge, methods and techniques that characterize science and technology;
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology;
- develop an ability to analyse, evaluate and synthesize scientific information;
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities;
- develop experimental and investigative scientific skills;
- develop and apply the students' information and communication technology skills in the study of science;
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology;
- develop an appreciation of the possibilities and limitations associated with science and scientists; and,
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

(Source: International Baccalaureate Diploma Programme Subject Brief, 2014)

2. Rationale for proposed course. Describe the desired outcome for student learning and summarize best-practice research that supports this change.

At Hilhi, our goal is to provide students with more avenues to accessible IB content. As a part of the CCP in Health Services, the IB SEHS course would allow students to blend both practical and theoretical aspects of the sciences in order to move into post-secondary work in a high interest, high demand field.

Because Hilhi is an IB World School, developing students' international mindedness and awareness of multiple perspectives and approaches – including their own – is at the

heart of our work, and learning about the shared nature of scientific knowledge within the IB SEHS course promotes students' connection to a broader community.

Within the IB SEHS course, teachers will emphasize the global nature of sport in teaching various topics, including how different cultures view health and wellness. Students will recognize and appreciate the shared international commitment to understanding how health topics impact daily living across the globe.

On a practical level, students will engage in projects that mirror the work of real scientists by undertaking collaborative group research, a key 21st century skill.

Specifically, as a result of taking this course, students will be able to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities;
2. acquire a body of knowledge, methods and techniques that characterize science and technology;
3. apply and use a body of knowledge, methods and techniques that characterize science and technology;
4. develop an ability to analyse, evaluate and synthesize scientific information;
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies;
7. develop and apply 21st-century information and communication skills in the study of science;
8. become critically aware, as global citizens, of the ethical implications of using science and technology;
9. develop an appreciation of the possibilities and limitations of science and technology; and,
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

(Source: Diploma Programme Sports, exercise and health science guide, January 2016)

3. Academic Content Standards - List all content standards addressed by the content of the proposed course:

Please see attached “Syllabus Content-- Core,” from *Diploma Programme Sports, exercise and health science guide*, January 2016.

The course also encompasses specific assessment objectives. As a result of completing this course, students will achieve the following:

1. Demonstrate an understanding of:
 - a. scientific facts and concepts
 - b. scientific methods and techniques
 - c. scientific terminology
 - d. methods of presenting scientific information.
2. Apply and use:
 - a. scientific facts and concepts
 - b. scientific methods and techniques
 - c. scientific terminology to communicate effectively
 - d. appropriate methods to present scientific information.
3. Construct, analyse and evaluate:
 - a. hypotheses, research questions and predictions
 - b. scientific methods and techniques
 - c. scientific explanations.
4. Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.
5. Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

(Source: Sports, Exercise and Health Science Guide, 2014)

The course can also be mapped to existing standards from the National Health Science Standards, May 2015 and the Common Core Standards for ELA-- Science and Technical Subjects.

Health Science	Common Core
Foundation Standard 1: Academic Foundation Understand human anatomy, physiology, common diseases and disorders, and medical math principles. Foundation Standard 2: Communications Demonstrate methods of delivering and obtaining information, while communicating effectively. Foundation Standard 6: Ethics Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. Foundation Standard 9: Health Maintenance Practices Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors.	Key Ideas and Details: <u>CCSS.ELA-LITERACY.RST.11-12.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. <u>CCSS.ELA-LITERACY.RST.11-12.2</u> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. <u>CCSS.ELA-LITERACY.RST.11-12.3</u> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Craft and Structure: <u>CCSS.ELA-LITERACY.RST.11-12.4</u> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i>. <u>CCSS.ELA-LITERACY.RST.11-12.5</u> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. <u>CCSS.ELA-LITERACY.RST.11-12.6</u> Analyze the author's purpose in providing

	an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Integration of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.RST.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. <u>CCSS.ELA-LITERACY.RST.11-12.8</u> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. <u>CCSS.ELA-LITERACY.RST.11-12.9</u> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. Range of Reading and Level of Text Complexity: <u>CCSS.ELA-LITERACY.RST.11-12.10</u> By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently. Write arguments focused on <i>discipline-specific content</i>. <u>CCSS.ELA-LITERACY.WHST.11-12.1.A</u> Introduce precise, knowledgeable claim(s), establish the significance of
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	the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. <u>CCSS.ELA-LITERACY.WHST.11-12.1.B</u> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. <u>CCSS.ELA-LITERACY.WHST.11-12.1.E</u> Provide a concluding statement or section that follows from or supports the argument presented. <u>CCSS.ELA-LITERACY.WHST.11-12.2.A</u> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.WHST.11-12.2.B</u> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions,
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	concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. <u>CCSS.ELA-LITERACY.WHST.11-12.2.D</u> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Production and Distribution of Writing: <u>CCSS.ELA-LITERACY.WHST.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>CCSS.ELA-LITERACY.WHST.11-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge: <u>CCSS.ELA-LITERACY.WHST.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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	<u>CCSS.ELA-LITERACY.WHST.11-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <u>CCSS.ELA-LITERACY.WHST.11-12.9</u> Draw evidence from informational texts to support analysis, reflection, and research.
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4. Impact on the content program - Explain the potential impact on other curricular areas, staffing, and budget.

Because this course will be taking the place of two existing courses, there is no additional FTE impact. Students will take IB SEHS-- one semester in junior year and two semesters in senior year-- if they have chosen the Health Sciences pathway. Other students may take the course as an elective for their IB Honors pathway even if they are not pursuing the Health Sciences CCP.

5. Projected additional costs - Include startup and ongoing costs (e.g., equipment, supplies, anticipated travel, or field trip expense, etc.);

IB Professional Development, Teaching training:	\$2000 (from IB budget)
Course materials:	\$600 (from IB budget)

6. Attach a one- page draft course outline and list possible materials which would be proposed for use in this course.

Please see page 9, including resources page 11.

Respectfully submitted,

Courtney Leonard, Assistant Principal

Date

Stacey Hutchinson, Health and PE Department Co-Chair

Date

International Baccalaureate Sports, Exercise and Health Science Course Outline and Expectations, 2018-19

DRAFT

Instructor:

Office:

E-mail:

Telephone:

Office hours:

Welcome to IB Sports, Exercise and Health Science (IB SEHS)! We are thrilled you chose this course as your capstone in Health Sciences. Over the course of the next two years, you will learn fascinating perspectives and gain practical skills for your future studies in the field. You will also complete your senior project in conjunction with with an IB research project.

IB SEHS is a course that examines the science behind physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. You will cover a range of topics and carry out hands-on investigations in a variety of settings.

When you complete this course, you will have acquired the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. We will also examine relevant international issues by considering the interconnectedness of sport across the globe.

COURSE OBJECTIVES:

The purpose of IB SEHS is to:

- provide stimulating and challenging opportunities for scientific study and creativity within a global context;
- provide a body of knowledge, methods and techniques that characterize science and technology;
- enable you to apply and use a body of knowledge, methods and techniques that characterize science and technology;
- develop an ability to analyse, evaluate and synthesize scientific information;

- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities;
- develop experimental and investigative scientific skills;
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology;
- develop an appreciation of the possibilities and limitations associated with science and scientists; and,
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

COURSE THEMES AND UNITS OF STUDY:

There are six required core areas in the course:

Topic 1: Anatomy

- The skeletal system
- The muscular system

Topic 2: Exercise physiology

- Structure and function of the ventilatory system
- Structure and function of the cardiovascular system

Topic 3: Energy systems

- Nutrition
- Carbohydrate and fat metabolism
- Nutrition and energy systems

Topic 4: Movement analysis

- Neuromuscular function
- Joint and movement type
- Fundamentals of biomechanics

Topic 5: Skill in Sport

- The characteristics and classification of skill
- Information processing
- Principles of skill learning

Topic 6: Measurement and evaluation of human performance

- Statistical analysis
- Study design
- Components of fitness

- Principles of training program design

Options: We will study two of these four options.

- Optimizing physiological performance
- Psychology of sport
- Physical activity and health
- Nutrition for sport, exercise and health

RESOURCES:

Davis, R, Roscoe, J and Philips R. 2005. *Physical Education and the Study of Sport*. (Fifth Edition). London, UK. Mosby.

Fox, S. 1999. *Human Physiology*. Boston, USA. WCB/McGraw-Hill.

Sproule, John. 2012. *IB Sports, Exercise & Health Science Course Book*. Oxford University Press.

EVALUATION and ASSESSMENT:

ACADEMIC HONESTY:

FINAL REMARKS:

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
HIGH SCHOOL COURSE PROPOSAL:
AP SPANISH LITERATURE AND CULTURE — FIRST READING

SITUATION

A proposal for adding new courses may be developed and submitted by school site councils, curriculum committees, department coordinators, or teachers. Prior to forwarding a proposal to the Citizens' Curriculum Advisory Committee (CCAC), a thorough review is completed of the proposal, related action research, and evaluation plans, including approval by the appropriate site council.

The CCAC may ask for clarification of and additions to the action research and evaluation plans, and may recommend changes to the proposal. The CCAC will make recommendations regarding the proposals, and forward these recommendations to the Board of Directors for consideration. Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, entitled "AP Spanish Literature and Culture," has been submitted by Michelle Gray and Melissa Ellis, teachers of Spanish at Century High School. The course proposal is attached. This proposal was presented to the CCAC at its regular meeting on March 5, 2018. Details regarding the CCAC recommendation will be presented to the Board during the March 13 Board meeting.

If the course is available during the 2018-19 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2019. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2018-19 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed new high school course, AP Spanish Literature and Culture.

AP Spanish Literature and Culture

Michelle Gray

Missy Ellis

Century High School

Course Description

Grade Level: 10-12

Credits: 1.0

This course will engage students in reading and analysis of Spanish literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. Students will consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments require students to analyze and interpret literary works.

Introduction

"The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills.

Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism)." From AP Central /Collegeboard

Content and Program Course Objectives

At the core of the AP Spanish Literature and Culture course are learning objectives, which outline the expectations for what students should be able to do. These expectations are in accordance with the five goal areas (the five "C's") of the World-Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities.

The essential questions that apply to the AP Spanish Literature and Culture course as a whole:

- How do literary works reveal the perspectives and customs of a culture in a given period?

- In what way does the literary, historical, sociocultural and geopolitical context affect the creation of literary works of a certain period?
- What questions and dilemmas present in literary works of different authors and in different times and cultures are still relevant today?
- What does the study of literature written in Spanish contribute to the study of the language?
- What questions does literature raise about literature itself and the other arts?

The following are the course themes:

- Societies in Contact
- The Construction of Gender
- Time and Space
- Literacy Creation
- Interpersonal Relationships
- The Dual Nature of Being

The required reading list for students is attached.

Adjunto se encuentra la lista de lecturas requerida para los estudiantes.

Rationale

Nearly 60 percent of the students who take AP Spanish Language and Culture are not seniors. This means that students are expiring their options for World Language classes early in their high school experience. The students who have taken AP Spanish Language and Culture exam while at Century High School have a passing rate 84%. Those students are earning 12 college credits if they enter an Oregon public university. Over 94% of those passing the exam are Latino. Historically, this group of students has performed well below their peers on their CIM, OAKS and SBAC exams. Yet through these very rigorous and demanding AP tests they are earning college credits. By providing students an option to take the AP Spanish Literature and Culture course, we are offering students the opportunity to earn an additional 4 college credits. Students will also be working on reading various styles of text, analyzing literature and writing at a high level. Studies have shown that skills learned in one language are transferred to other languages. Therefore, this will, in turn improve their performance on their state reading and writing exams.

For communication, students continue to develop proficiency in the three modes of communication:

1. Interpersonal Communication (the active negotiation of meaning among individuals)

Learning Objectives for Interpersonal Communication

The student discusses texts and contexts in a variety of interactive oral formats in the target language.

The student discusses texts and contexts in a variety of interactive written formats in the target language.

The student uses a variety of literary and critical terminology in oral and written discussions of texts in the target language.

Achievement Level Descriptions for Interpersonal Communication

Achievement Level 5

Students at Achievement Level 5 engage fully in oral and written discussions of texts and contexts, connecting personal observations to those of their classmates and providing insightful comments and questions. They formulate and respond appropriately to critical and analytical questions about texts and contexts. In oral and written discussions they are able to interpret and analyze texts and contexts, supporting their opinions with textual evidence.

Achievement Level 4

Students at Achievement Level 4 participate in oral and written discussions on texts and contexts by asking probing or follow-up questions and providing answers that elaborate on main points. They formulate interpretive questions about textual details and respond appropriately, though perhaps not fully, to critical and analytical questions about texts and contexts. Their participation in oral and written discussions goes beyond providing information about texts; they are able to interpret texts and contexts, and state and support their opinions with some textual details.

Achievement Level 3

Students at Achievement Level 3 participate in oral and written discussions by asking and answering questions about texts and some contexts. They formulate factual questions and respond to interpretive questions about textual details. Their participation in oral and written discussions consists mainly of providing information

about texts. While they are able to state their opinions related to texts, they may struggle to support them with textual details.

Achievement Level 2

Students at Achievement Level 2 participate in oral and written discussions by answering direct, factual questions about texts. They are generally not able to sustain discussions by elaborating on main points or providing information about contexts. They may commit errors in using basic literary terms to discuss texts.

Achievement Level 1

Students at Achievement Level 1 participate at a level not consistent with the criteria outlined for Level 2, or produce no measurable performance at all (i.e., off-task).

2. Interpretive Communication (the appropriate cultural interpretation of meanings that occur in written or spoken form with no active negotiation of meaning)

Learning Objectives for Interpretive Communication

The student reads and comprehends literary and related written texts in the target language.

The student listens to and comprehends spoken target language related to literary content.

The student analyzes literary and related texts in the target language.

The student differentiates between personal and critical reactions in the target language.

The student identifies rhetorical figures used in target language texts.

The student analyzes the significance of rhetorical figures in target language texts.

The student identifies points of view in target language texts.

The student analyzes the significance of points of view in target language texts.

The student identifies stylistic features of target language texts.

The student analyzes the significance of stylistic features of target language texts.

The student identifies literary genres, periods, movements, and techniques and their characteristics in target language texts.

The student relates target language texts to genres, periods, movements, and techniques.

The student identifies sociocultural contexts in target language texts.

The student relates target language texts to sociocultural contexts.

The student situates textual language and registers within historical, social, and geopolitical contexts.

The student relates artistic representations and audiovisual materials, including films and music, to literary course content.

The student relates secondary texts to primary texts in support of textual analysis in the target language.

The student uses authorized reference tools for interpreting texts in the target language.

Achievement Level Descriptions for Interpretive Communication

Achievement Level 5

Students at Achievement Level 5 demonstrate an understanding of oral and written texts by analyzing main ideas and supporting details, the relationship between the structure of a text and its content, and the effect of word choice, symbolism and imagery in texts. They analyze stylistic features and make distinctions between narrative voices and the author's perspective in order to establish differences in meaning. They explain how the content and stylistic features of texts relate to genres, periods, major cultural movements, and techniques. They analyze themes and features of artistic representations, audiovisual materials, and spoken target language sources in relation to literary texts. They accurately use a wide variety of relevant literary terms to analyze texts, with very few errors that do not detract from the quality of their written and oral work (see Literary Terminology section).

Achievement Level 4

Students at Achievement Level 4 demonstrate an understanding of oral and written texts by interpreting main ideas and supporting details, and by explaining the relationship between the structure of a text and its content. They explain how a text's content relates to sociocultural contexts and how features of texts are characteristic of literary periods, genres, movements, or techniques. They make distinctions between stylistic features and between narrative voices in texts in order to establish differences in meaning. They identify the movement(s) to which a text belongs. They connect themes and features of artistic representations, audiovisual materials, and spoken target language sources to literary texts. They accurately use a variety of relevant literary terms to analyze texts, with occasional errors that generally do not detract from the quality of their written and oral work (see Literary Terminology section).

Achievement Level 3

Students at Achievement Level 3 demonstrate an understanding of oral and written texts by summarizing main ideas and supporting details, and distinguishing arguments (based on textual examples) from opinions (based on personal beliefs). They connect ideas and themes to characters and describe some stylistic features related to literary content. They identify features of literary genres, periods, movements, techniques, and sociocultural contexts related to course content, as well as the use of language registers to reflect social relationships in texts. They identify themes and features of artistic representations, audiovisual materials, and spoken target language sources related to literary texts. Though the identifications and connections they make are at times too superficial to support textual analysis, students at this level are able to use that information to answer interpretive questions about texts. They accurately use some relevant literary terms to analyze texts, though with more frequent errors that occasionally detract from the quality of their written and oral work (see Literary Terminology section).

Achievement Level 2

Students at Achievement Level 2 demonstrate an understanding of oral and written texts by summarizing and paraphrasing main ideas. They describe basic elements of literary texts such as setting, main characters, and plot. They identify features associated with broad literary genres and examples of formal and informal language used in texts. Students at this level generally do not interpret or analyze texts, but rather describe and summarize them. They use only a limited range of relevant literary terms with accuracy; errors in using terminology are more pervasive and often detract from the quality of their written and oral work.

Achievement Level 1

Students at Achievement Level 1 demonstrate an understanding of oral and written texts that is not consistent with the criteria outlined for Level 2, or produce no measurable performance at all (i.e., off-task).

3. Presentational Communication (the creation of written or spoken messages in a manner that facilitates interpretation by an audience with no active negotiation of meaning)

Learning Objectives for Presentational Communication

The student organizes information, concepts, and ideas in oral and written presentations in the target language.

The student presents information in a descriptive form in the target language.

The student writes analytical compositions related to literary texts in the target language.

The student creates and delivers oral presentations related to course content in a variety of formats in the target language.

The student incorporates information from secondary sources related to texts in oral and written presentations in the target language.

The student uses authorized reference materials in oral and written presentations.

The student acknowledges sources and cites them appropriately.

Achievement Level Descriptions for Presentational Communication

Achievement Level 5

Students at Achievement Level 5 produce and deliver oral and written presentations that are analytical in nature. Oral and written presentations have an explicit statement of purpose (thesis), a coherent structure, a cohesive and logical progression, and insight into the topic. Students support literary analysis by making interdisciplinary connections or cultural comparisons that demonstrate understanding of contexts. They integrate specific, well-chosen textual examples into their presentations, including references to secondary texts and brief discussions of historical and cultural contexts.

Achievement Level 4

Students at Achievement Level 4 produce and deliver oral and written presentations that are fundamentally analytical in nature; description and narration are present but do not outweigh analysis. Oral and written presentations have an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas. Students support literary analysis by citing and discussing appropriate textual examples. They facilitate comprehension of their oral and written work by using rhetorical markers,

transitions, and/or visual materials. At this level, students are able to refer to selected secondary texts and place texts in their historical and cultural contexts in oral and written presentations.

Achievement Level 3

Students at Achievement Level 3 produce and deliver oral and written presentations that feature conscious efforts to analyze texts; however, these attempts may not be successful. In general, description and narration outweigh analysis. Oral and written presentations have a statement of purpose, evidence of organization (i.e., a stated topic, an introduction and a conclusion), and a logical progression of ideas. Students can elaborate on their main points and support their observations by citing examples, but these examples may not always be clear and relevant.

Achievement Level 2

Students at Achievement Level 2 produce and deliver oral and written presentations that are descriptive or narrative in nature by summarizing or paraphrasing texts. They do not clearly state a purpose or organize presentations around a topic. Oral and written work is supported by describing basic elements of texts. Students at this level present main points and some details about a topic, but mostly produce plot summary and do not support an argument with textual examples.

Achievement Level 1

Students at Achievement Level 1 produce and deliver oral and written presentations that are not consistent with the criteria outlined for Level 2, or produce no measurable performance at all (i.e., off-task).

4. For Culture, Connections, and Communities, students gain knowledge and understand the relationships between products, practices, and perspectives of the culture studied in literary texts and through other media.

Learning Objectives for Cultures, Connections, Comparisons, and Communities

The student analyzes the relationship between products (both tangible and intangible) and perspectives of target cultures as manifested in target language texts.

The student relates texts to products and perspectives found in a variety of media from the target cultures.

The student analyzes the relationships between practices and perspectives of target cultures as manifested in target language texts.

The student relates texts to practices and perspectives found in a variety of media from the target cultures.

The student analyzes the role of personal assumptions and cultural beliefs in the interpretation of target language texts.

The student situates texts within literary and artistic heritages of the target cultures.

The student relates literary movements to cultural contexts.

The student analyzes how texts reinforce or challenge perceptions of a majority culture.

The student relates texts to their contexts (literary, historical, sociocultural, geopolitical) in the target language.

The student makes interdisciplinary connections to support analysis of literary and related texts.

The student relates texts to contemporary global issues using the target language.

The student uses information available in the target language and culture to support the interpretation of texts and compare distinctive viewpoints.

The student compares literary features of target language texts to those of other texts.

The student compares textual language and registers in target language texts produced in different historical, social, and geopolitical contexts.

The student compares cultural products, practices, or perspectives portrayed in texts to his or her own.

The student compares representations of key events produced through a variety of cultural perspectives.

The student deepens and reinforces understanding of literary texts through activities in the target language within and beyond the classroom setting.

The student shares knowledge of literature and culture with communities beyond the classroom setting.

Achievement Level Descriptions for Cultures, Connections, and Comparisons

Achievement Level 5

Students at Achievement Level 5 analyze how cultural beliefs and attitudes affect textual interpretation. They explain the role of cultural stereotypes in texts, and how behavior and attitudes present in texts reflect sociocultural contexts. They explain how literary movements reflect cultural change. They make connections between primary and secondary texts and apply information from other disciplines to support textual analysis. They analyze the functions of structural features and the effects of rhetorical features in texts related by period, genre, theme, movement, or technique. They analyze representations of key events in different texts and how representations of cultural products, practices, and perspectives in literary texts compare to their own culture.

Achievement Level 4

Students at Achievement Level 4 explain how personal beliefs and attitudes affect textual interpretation. They connect literary movements to cultural perspectives and can describe cultural products and practices that relate to cultural perspectives present in texts. They explain the relationship between themes found in texts and contemporary or global issues in order to enhance understanding of the texts. They apply information from other disciplines to the analysis of texts. They connect textual information to sociocultural contexts, and linguistic changes to historical and geopolitical contexts. They compare representations of key events in different texts and compare distinct points of view from target texts and cultures to points of view from their own culture.

Achievement Level 3

Students at Achievement Level 3 identify cultural practices and perspectives found in oral and written texts, songs, visuals, or other artifacts. They apply information from other disciplines to aid their comprehension of texts. They identify themes found in target texts that are relevant to contemporary society. They identify structural and rhetorical features in texts of the same period, genre, movement, or technique, as well as linguistic features representative of the time and place in which texts were written.

Achievement Level 2

Students at Achievement Level 2 identify cultural products in oral and written texts, and songs, visuals, or other artifacts. They identify some cultural practices found in written texts or visuals. They identify information from other disciplines that relates to course content, as well as main themes or events found in different texts, but they generally do not apply that information to the interpretation of texts or to making interdisciplinary connections and cultural comparisons

Achievement Level 1

Students at Achievement Level 1 demonstrate an understanding of cultural and interdisciplinary information in texts at a level not consistent with the criteria outlined for Level 2, or produce no measurable performance at all (i.e., off-task).

Additionally, students continue to develop language proficiency across a full range of language skills, with special attention focused on language used in critical reading and analytical writing.

Assessment

Assessment for the course will follow the same areas that will be tested during the AP exam. Student grades will be determined in the following manner:

Multiple Choice Activities

*	Listening assessment	25%
*	Reading analysis	25%

Free Response Activities

*	Text Explanation (short answer)	12.5%
*	Text and Art Comparison (short answer)	12.5%
*	Analysis of a Single Text (Essay)	12.5%
*	Text Comparison (Essay)	12.5%

AP rubrics will be used to score short answer and essay assignments.

Letter Grades

A	89.5%-100%
B	79.5%-89%

C	69.6%-79%
F	0-69%

Projected Costs

1. Teacher Copies of *Abriendo puertas: Antología de literature en español, Tomo I and Tomo II* and *Azulejo, Study Guide for the New AP Spanish Literature Course*.
 2. AP Summer Institute training for the instructor
 3. Any other teaching resources that the instructor deems necessary to instruct the class
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AP Spanish Literature and Culture Exam Day 2018

Exam Overview

The AP Spanish Literature and Culture Exam assesses students' proficiencies across a range of modes of communication—with special attention to the interpretative and presentational modes of communication—and asks students to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. Exam questions assess all themes outlined in the course and exam description. Questions are based on works from the required reading list and ones that are not on the required reading list—the latter to allow students to apply what they have learned through the study of the required works and the historical and sociocultural contexts of those texts. The exam expects students to identify, explain, analyze and compare various works of literature, while using appropriate literary terms and while discussing the works within their sociocultural, geopolitical, artistic, and historical contexts.

Encourage your students to visit the [AP Spanish Literature and Culture student page](#) for exam information and exam practice.

Exam Format

Section I

Multiple Choice — 65 Questions | 1 Hour, 20 Minutes | 50% of Exam Score

- **Part A** — 15 Questions; ~20 minutes
 - Interpretive Listening: Audio Texts
- **Part B** — 50 Questions; ~ 60 minutes

- Reading Analysis: Print Texts

Section II

Free Response — 4 Tasks | 1 Hour, 40 Minutes | 50% of Exam Score

- Text explanation (short answer; ~15 minutes)
- Text and art comparison (short answer; ~15 minutes)
- Analysis of a single text (essay; ~35 minutes)
- Text comparison (essay; ~35 minutes)

AP Spanish Literature and Culture Reading List

Readings for AP Spanish Literature and Culture

Study of the AP Spanish Literature and Culture curriculum requires that only unabridged, full text, Spanish language versions of the required readings be used.

- Isabel Allende, "Dos palabras"
- Anónimo, "Romance de la pérdida de Alhama"
- Anónimo, *Lazarillo de Tormes* (Prólogo; Tratados 1, 2, 3, 7)
- Gustavo Adolfo Bécquer, Rima LIII ("Volverán las oscuras golondrinas")
- Jorge Luis Borges, "Borges y yo"
- Jorge Luis Borges, "El Sur"
- Julia de Burgos, "A Julia de Burgos"
- Miguel de Cervantes, *Don Quijote* (Primera parte, capítulos 1-5, 8 y 9; Segunda parte, capítulo 74)
- Julio Cortázar, "La noche boca arriba"
- Hernán Cortés, "Segunda carta de relación" (selecciones)
- Sor Juana Inés de la Cruz, "Hombres necios que acusáis"
- Rubén Darío, "A Roosevelt"
- Don Juan Manuel, *Conde Lucanor*, Exemplo XXXV ("De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava")
- Osvaldo Dragún, *El hombre que se convirtió en perro*
- Carlos Fuentes, "Chac Mool"
- Federico García Lorca, *La casa de Bernarda Alba*
- Federico García Lorca, "Prendimiento de Antoñito el Camborio en el camino de Sevilla"
- Gabriel García Márquez, "El ahogado más hermoso del mundo"
- Gabriel García Márquez, "La siesta del martes"
- Garcilaso de la Vega, Soneto XXIII ("En tanto que de rosa y azucena")

- Luis de Góngora, Soneto CLXVI ("Mientras por competir con tu cabello")
- Nicolás Guillén, "Balada de los dos abuelos"
- José María Heredia, "En una tempestad"
- Miguel León-Portilla, *Visión de los vencidos* (dos secciones: "Los presagios, según los informantes de Sahagún" y "Se ha perdido el pueblo mexicana")
- Antonio Machado, "He andado muchos caminos"
- José Martí, "Nuestra América"
- Rosa Montero, "Como la vida misma"
- Nancy Morejón, "Mujer negra"
- Pablo Neruda, "Walking around"
- Emilia Pardo Bazán, "Las medias rojas"
- Francisco de Quevedo, Salmo XVII ("Miré los muros de la patria mía")
- Horacio Quiroga, "El hijo"
- Tomás Rivera,...y no se lo tragó la tierra (dos capítulos: "...y no se lo tragó la tierra" y "La noche buena")
- Juan Rulfo, "No oyes ladrar los perros"
- Alfonsina Storni, "Peso ancestral"
- Tirso de Molina, *El burlador de Sevilla y convidado de piedra*
- Sabine Ulibarri, "Mi caballo mago"
- Miguel de Unamuno, *San Manuel Bueno, mártir*

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
FINANCIAL REPORT

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

Example 17: Coordinated Cross-Departmental Team Building

Human Resources, Technology Services, and Business Office department leaders alternately plan and host inter-departmental team-building activities throughout the year, creating opportunities for cross-departmental staff to develop interpersonal connections and communication. The synergy that results from staff members' improved understanding of and appreciation for the work performed in other departments fosters an environment of trust and improves their ability to collaboratively and efficiently resolve system and building issues.

Business Office staff members are in the process of developing the proposed budget for 2018-19. The Smarter School Spending process creates a high level of disclosure and accountability for cross-departmental team leaders regarding the alignment of resources with the strategic plan.

Finance Team – Accounts Payable, Banking, and Student Body Accounting. Finance Manager Koral Unger provides direct support to office managers and bookkeepers, and serves as the District purchasing controller. Business Office staff members thank Sarah Foote for providing support to the Finance team while Ms. Unger was on leave, and during her transition back to work.

Business Office projects placed on hold while Ms. Unger was on leave have resumed, including Infinite Visions software collaboration and training with other school districts, and assessing Infinite Visions software, as software updates are installed, to determine how the Business Office can improve workflows and efficiency.

Finance Team – Financial Reporting and Grants. As the bond work progresses and staffing transitions take place in the Business Office, each replacement position is assessed to meet current workflow needs while staying within the staffing budget. The interview and selection process for the fiscal planning specialist position is expected to be completed prior to the March 13 Board meeting, but not in time for the successful candidate to be identified in the posted Board meeting packet.

While staffing transitions are taking place, Manager of Business Services Jeff Jones continues to collaborate with Student Services Department staff members to prepare the

2017-18 High Cost Disability report for the Oregon Department of Education (ODE). In order to qualify for the High Cost Disability carve-out grant reimbursement from the state of Oregon, school districts are required to identify and report costs on a per-student basis, which entails extensive data collection by District staff. The 2017-18 reimbursement of \$1,509,317 to the general fund is based on the 2016-17 high cost disability report that the District submitted to the Department of Education last year.

Payroll Team and Employee Benefits. Payroll supervisor Kim Grannis and Benefits supervisor Lynette Coffman have reviewed the licensed and classified union agreements to provide guidance during the bargaining process. Language updates, including overtime, technical, and practical changes, need to be included in the new contracts to ensure compliance with federal and state statutes, and to align with current processes for payroll and employee benefits deductions.

Workers' Compensation Report. In order to ensure accurate reports to the Board, and allow adequate time for the claims submitted each month to be fully processed, there is a one-month delay in reporting workers' compensation claims to the Board. The table below includes workers' compensation claims reported in January 2018.

The District received 4 workers' compensation claims in January 2018. As of January 31, 2018, there were 43 open claims; 14 were for medical costs only, and 29 included time loss. There were 8 employees on modified work plans during January.

Workers' Compensation Reports			
	2015-16	2016-17	2017-18
July	3	3	3
August	2	6	2
September	10	7	6
October	8	15	18
November	7	17	13
December	13	7	11
January	11	5	4
February	11	11	
March	12	12	
April	10	13	
May	8	10	
June	9	14	
Yearly Total:	104	120	57

Student Incident Report. There is a one-month delay in reporting student incidents to the Board, in order to allow adequate time to ensure that these reports are complete and accurate. There were 324 student incidents reported in January.

Student Incident Reports			
	2015-16	2016-17	2017-18
July	0	1	8
August	6	14	1
September	181	249	267
October	243	291	298
November	160	235	191
December	43	104	177
January	134	150	324
February	177	220	
March	165	228	
April	183	216	
May	175	261	
June	68	179	
Yearly Total:	1,467	2,148	1,266

Vehicle Accidents. There is a one-month delay in reporting vehicle accidents to the Board, in order to allow adequate time to ensure that monthly reports are accurate and complete. There were 8 bus accidents in January.

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
MONTHLY FINANCIAL REPORT - Actual as of February 28, 2018

	1st Quarter Actual	2nd Quarter Actual	January Actual	February Actual	3rd Quarter Actual	Fiscal YTD 2017-18	Budget 2017-18	% of 2017-18 Budget Expended	2016-17 Fiscal YTD	% of 2016-17 Budget Expended
Revenues										
Taxes	\$326,578.12	\$68,184,848.88	\$645,138.07	\$768,578.93	\$1,413,717.00	\$69,925,144.00	\$70,221,745.00	99.58%	\$65,461,791.25	97.37%
Interest	\$129,712.88	\$203,573.76	\$175,241.22	\$100,543.02	\$275,784.24	\$609,070.88	\$404,635.00	150.52%	\$343,136.88	111.43%
Local Sources	\$215,531.48	\$96,797.26	\$17,626.02	\$16,674.41	\$34,300.43	\$346,629.17	\$1,790,759.00	19.36%	\$643,076.33	33.93%
Total Local	\$671,822.48	\$68,485,219.90	\$838,005.31	\$885,796.36	\$1,723,801.67	\$70,880,844.05	\$72,417,139.00	97.88%	\$66,448,004.46	95.70%
County / ESD	\$1,034,848.32	\$819,323.88	\$0.00	\$652,880.36	\$652,880.36	\$2,507,052.56	\$3,554,545.00	70.53%	\$3,302,406.00	101.50%
State Sources	\$43,026,812.48	\$32,480,355.55	\$10,731,857.00	\$10,086,028.52	\$20,817,885.52	\$96,325,053.55	\$130,042,910.00	74.07%	\$104,765,280.05	84.25%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	\$0.00
Other Sources	\$5,686.02	\$4,300.30	\$11.24	\$1,198,553.12	\$1,198,564.36	\$1,208,550.68	\$1,000,000.00	0.00%	\$1,384.00	\$0.00
Beginning Balance	\$0.00	\$0.00	\$0.00	\$10,975,030.00	\$10,975,030.00	\$10,975,030.00	\$11,598,462.00	94.62%	\$14,558,454.24	106.59%
Total Revenue	\$44,739,169.30	\$101,789,199.63	\$11,569,873.55	\$23,798,288.36	\$35,368,161.91	\$181,896,530.84	\$218,613,056.00	83.20%	\$189,075,528.75	89.74%
Expenditures										
Instruction										
Salaries	\$6,795,543.15	\$20,134,691.80	\$6,730,773.50	\$6,697,835.22	\$13,428,608.72	\$40,358,843.67	\$77,955,932.49	51.77%	\$38,200,419.99	49.22%
Benefits	\$3,362,611.29	\$10,576,012.44	\$3,510,671.65	\$3,499,801.88	\$7,010,473.53	\$20,949,097.26	\$38,646,081.96	54.21%	\$17,599,692.34	48.50%
Purchased Service	\$1,100,513.39	\$2,023,679.98	\$465,242.88	\$243,259.08	\$708,501.96	\$3,832,695.33	\$4,203,855.40	91.17%	\$4,218,694.50	70.67%
Supplies / Materials	\$455,593.39	\$503,792.52	\$70,531.23	\$77,710.88	\$148,242.11	\$1,107,628.02	\$1,914,845.70	57.84%	\$1,241,050.60	86.21%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$3,000.00	0.00%
Other	\$82,017.74	\$72,031.05	\$8,548.50	\$4,928.75	\$13,477.25	\$167,526.04	\$199,392.45	84.02%	\$170,596.24	93.60%
Total Instruction	\$11,796,278.96	\$33,310,207.79	\$10,785,767.76	\$10,523,535.81	\$21,309,303.57	\$66,415,790.32	\$122,920,108.00	54.03%	\$61,433,453.67	50.56%
Support Services										
Salaries	\$6,722,765.59	\$9,720,965.89	\$3,162,041.73	\$3,214,836.67	\$6,376,878.40	\$22,820,609.88	\$39,746,401.28	57.42%	\$22,935,145.16	60.29%
Benefits	\$3,705,828.72	\$5,689,983.23	\$1,860,965.12	\$2,240,517.57	\$4,101,482.69	\$13,497,294.64	\$24,893,304.97	54.22%	\$11,863,335.74	64.41%
Purchased Service	\$3,025,668.90	\$2,405,862.39	\$1,380,905.88	\$922,601.88	\$2,303,507.76	\$7,735,039.05	\$14,973,635.57	51.66%	\$8,416,057.93	62.30%
Supplies / Materials	\$1,510,956.12	\$1,908,713.47	\$273,687.10	\$145,184.59	\$418,871.69	\$3,838,541.28	\$3,407,810.16	112.64%	\$4,106,379.54	61.84%
Capital Purchases	\$297,235.02	-\$190,970.84	\$70,356.60	\$17,947.80	\$88,304.40	\$194,568.58	\$101,962.00	190.82%	\$378,771.92	151.48%
Other	\$1,188,604.95	\$82,229.12	\$1,360.20	\$2,845.10	\$4,205.30	\$1,275,039.37	\$1,625,907.02	78.42%	\$1,213,486.82	87.52%
Total Support	\$16,451,059.30	\$19,616,783.26	\$6,749,316.63	\$6,543,933.61	\$13,293,250.24	\$49,361,092.80	\$84,749,021.00	58.24%	\$48,913,177.11	62.51%

<i>Expenditures (continued)</i>	1st Quarter Actual	2nd Quarter Actual	January Actual	February Actual	3rd Quarter Actual	Fiscal YTD 2017-18	Budget 2017-18	% of 2017-18 Budget Expended	2016-17 Fiscal YTD	% of 2016-17 Budget Expended
Community Services										
Salaries	\$67,930.31	\$96,054.51	\$26,461.36	\$27,275.13	\$53,736.49	\$217,721.31	\$316,891.23	68.71%	\$186,914.99	70.74%
Benefits	\$33,073.13	\$52,058.40	\$15,628.77	\$15,700.10	\$31,328.87	\$116,460.40	\$161,434.07	72.14%	\$79,562.83	72.39%
Purchased Service	\$6,676.96	\$14,171.82	\$18.50	\$0.00	\$18.50	\$20,867.28	\$88,964.02	23.46%	\$58,420.56	161.97%
Supplies / Materials	\$1,441.04	\$1,468.42	\$0.00	\$0.00	\$0.00	\$2,909.46	\$6,494.14	44.80%	\$7,485.14	245.97%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$919.52	0.00%	\$700.00	0.00%
Total Community Services	\$109,121.44	\$163,753.15	\$42,108.63	\$42,975.23	\$85,083.86	\$357,958.45	\$574,703.00	62.29%	\$333,083.52	80.30%
Capital Projects										
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Debt Service Payment	\$29,209.42	-\$725.97	\$0.00	\$0.00	\$0.00	\$28,483.45	\$528,500.00	5.39%	\$38,205.05	4.62%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Contingency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,840,724.00	0.00%	\$0.00	0.00%
Total Expenditures	\$28,385,669.12	\$53,090,018.23	\$17,577,193.02	\$17,110,444.65	\$34,687,637.67	\$116,163,325.02	\$218,613,056.00	53.14%	\$110,717,919.35	52.55%

HILLSBORO SCHOOL DISTRICT 1J

March 13, 2018

FIRST READING – POLICIES REGARDING COMMUNICABLE DISEASES:

GBEB: COMMUNICABLE DISEASES – STAFF (REVISED);

GBEB-AR: COMMUNICABLE DISEASES – STAFF (PROPOSED);

JHCC: COMMUNICABLE DISEASES – STUDENTS (REVISED);

JHCC-AR: COMMUNICABLE DISEASES – STUDENTS (PROPOSED);

**JHCC-AR-1: PROCEDURES FOR DEALING WITH STUDENTS HAVING HIV, AIDS
OR HBV (DELETE);**

JHCC/GBEB-AR-2: COMMUNICABLE DISEASES (DELETE)

SITUATION

Oregon School Boards Association (OSBA), working with the Oregon Health Authority (OHA) and the Oregon Department of Education (ODE), and in accordance with the revision of the *Communicable Disease Guide* published by OHA and ODE, has revised the communicable disease policy recommendations for school districts, separating the policies and administrative regulations for students and staff. The student policy is now designated as required, per Oregon law. Previous versions of the District's administrative regulations are recommended for deletion.

These policies and administrative regulations include:

- GBEB: Communicable Diseases – Staff (Revised)
- GBEB-AR: Communicable Diseases – Staff (Proposed)
- JHCC: Communicable Diseases – Students (Revised)
- JHCC-AR: Communicable Diseases – Students (Proposed)
- JHCC-AR-1: Procedures for Dealing with Students Having HIV, AIDS or HBV (Deletion recommended)
- JHCC/GBEB-AR-2: Communicable Diseases (Deletion recommended; replace with proposed new versions of GBEB-AR and JHCC-AR)

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of these policies regarding communicable diseases.

Hillsboro School District 1J

Code: **GBEB/JHCC**

Adopted: 7/96

Revised/Readopted: 6/23/09; _____

Communicable Diseases - Staff

~~The District will follow both the state and local health authorities' rules and regulations pertaining to communicable diseases.~~

~~The Superintendent will develop administrative regulations as needed to implement this policy to reduce the risk of contagion in the school setting.~~

~~The administrative regulation developed shall address specifically the emergency plan criteria outlined in GBEB/JHCC AR—Communicable Diseases for pandemic flu, declared public health emergency, or other contagion outbreak.~~ The district shall provide reasonable protection against the risk of exposure to communicable disease for employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the Communicable Disease Guidance published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

An employee who knows that they have or have been exposed to any restrictable disease, may not attend work unless authorized by Oregon law. When a principal / designee¹ has reason to suspect that any employee has or has been exposed to any restrictable disease and exclusion is required, the principal / designee¹ shall send the employee home. If the disease is a reportable disease, the principal / designee¹ will report the occurrence to the local health department.

Employees shall comply with all other measures adopted by the district and with all rules adopted by Oregon Health Authority, Public Health Division and the local health department.

Employees shall provide services to students as required by law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the principal / designee¹ shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

Employees who have the responsibility to work with or to provide services to persons other than students, shall provide the services to all such persons as required by law.

The district shall protect the confidentiality of an employee's health condition and record to the extent possible and consistent with federal and state law.

The district will include, as part of its emergency plan, a description of the actions to be taken by district staff in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The superintendent will develop administrative regulations necessary to implement this policy.

END OF POLICY

¹ Or site administrator for non-school locations / departments

Legal Reference(s):

[ORS 431.035](#) to -431.530
[ORS 433.255](#)

[ORS 433.260](#)
[OAR 333-019](#)-0010(5)

[OAR 437-002](#)-0360
[OAR 581-022](#)-0705

Communicable Diseases – Staff

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule and include but are not limited to chickenpox, diphtheria, hepatitis A, measles, mumps, pertussis, rubella, *Salmonella enterica* serotype Typhi infection, scabies, Shiga-toxigenic *Escherichia coli* (STEC) infection, shigellosis and tuberculosis disease, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by Board policy¹ or by the local health administrator after determining that it presents a significant public health risk in the school setting.
2. “Susceptible” means being at risk of contracting a restrictable disease by virtue of being in one or more categories described in law.
3. “Reportable diseases” means a human reportable disease, infection, microorganism or condition as specified in OAR Chapter 333, Division 18.

Restrictable Diseases

1. An employee of the district will not attend or work at a district school or facility while in a communicable stage of a restrictable disease unless authorized to do so under Oregon law.
2. When a principal / designee² has reason to suspect that an employee has or has been exposed to any restrictable disease that requires exclusion, the principal / designee² shall send the employee home. If the disease is reportable, the principal / designee² will report the occurrence to the local health department.
3. An employee will be excluded in such instances until such time as the employee presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505-677.525, a nurse practitioner licensed under ORS 678.375-678.390, local health department nurse or school nurse stating that the employee does not have or is not a carrier of any restrictable disease.

¹“OAR 333-019-0010(7) Nothing in these rules prohibits a school or children’s facility from adopting more stringent exclusion standards under ORS 433.284.”

² Or site administrator for non-school locations / departments

4. A principal / designee² will exclude a susceptible employee that has been exposed to a restrictable disease that is also a reportable disease unless the local health officer determines that exclusion is not necessary to protect the public's health, or the local health officer states the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. The principal / designee² may request the local health officer to make a determination as allowed by law.
5. A principal / designee² may allow attendance of an employee restricted for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting if the restriction has been removed by a school nurse or health care provider.
6. More stringent exclusion standards for employees from school or work may be adopted by the local health department or by the district through policy adopted by the Board.
7. The district's emergency plan shall address the district's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by Oregon Health Authority, Public Health Division and the local health department.
2. A principal / designee² may seek confirmation and assistance from the local health officer to determine the appropriate district response when the principal / designee² is notified that an employee or a student has been exposed to a restrictable disease that is also a reportable disease.
3. District staff with impaired immune responses, that are of childbearing age or some other medically fragile condition, should consult with a medical provider for additional guidance.
4. A principal / designee² shall determine other persons with a legitimate educational interest who may be informed of the communicable nature of an individual student's disease, or an employee's communicable disease, within guidelines allowed by law.

Equipment and Training

1. The principal / designee² shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The principal / designee² shall consult with the district's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All district personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA).

Hillsboro School District 1J

Code: **JHCC/GBEB**

Adopted: 7/96

Revised/Readopted: 10/07; 6/09/09; _____

Communicable Diseases - Student

The District will follow both the state and local health authorities' rules and regulations pertaining to communicable diseases.

The Superintendent will develop administrative regulations as needed to implement this policy to reduce the risk of contagion in the school setting.

The administrative regulation developed shall address specifically the emergency plan criteria outlined in JHCC/GBEB-AR—Communicable Diseases for pandemic flu, declared public health emergency, or other contagion outbreak. The district shall provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

When a principal / designee¹ has reason to suspect that a student has or has been exposed to any restrictable disease for which the student is required to be excluded, the principal / designee¹ involved shall exclude the student from school and if the disease is a reportable disease, will report the occurrence to the local health department. The principal / designee¹ will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the principal / designee¹ shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting.

The district will include, as a part of its emergency plan, a description of the actions to be taken by district personnel in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student's health condition and record to the extent possible and consistent with federal and state law.

The superintendent will develop administrative regulations necessary to implement this policy.

¹ Or site administrator for non-school locations / departments

END OF POLICY

Legal Reference(s):

[ORS 431.035 to-431.530](#)

[ORS 433.255](#)

[ORS 433.260](#)

[OAR 437-002-0360](#)

[OAR 581-022-0705](#)

Communicable Diseases – Student

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule and include but are not limited to chickenpox, diphtheria, hepatitis A, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and tuberculosis disease, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by Board policy¹ or by the local health administrator, after determining that it presents a significant public health risk in the school setting.
2. “Susceptible” means being at risk of contracting a restrictable disease by virtue of being in one or more categories described in law.
3. “Reportable diseases” means a human reportable disease, infection, microorganism or condition as specified in OAR Chapter 333, Division 18.

Restrictable Diseases

1. A principal / designee² who has reason to suspect that a student has or has been exposed to any restrictable disease for which the student is required to be excluded, shall exclude that student from school and send him/her home. If the disease is reportable, the principal / designee² will report the occurrence to the local health department.
2. The student will be excluded in such instances until such time as the student or the parent or guardian of the student presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505-677.525, a nurse practitioner licensed under ORS 678.375-678.390, local health department nurse or school nurse stating that the student does not have or is not a carrier of any restrictable diseases.
3. A principal / designee² will exclude a susceptible student that has been exposed to a restrictable disease that is also a reportable disease unless the local health officer determines that exclusion is not necessary to protect the public’s health, or the local health officer states the diseases is no longer

¹“OAR 333-019-0010(7) Nothing in these rules prohibits a school or children’s facility from adopting more stringent exclusion standards under ORS 433.284.”

² Or site administrator for non-school locations / departments

communicable to others or that adequate precautions have been taken to minimize the risk of transmission. The principal / designee² may request the local health officer to make a determination as allowed by law.

4. The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. A student may remain in an alternative educational setting until such time as a certificate from a physician, physician assistant, nurse practitioner, local health department nurse or school nurse states that the student does not have or is not a carrier of any restrictable disease, or until such time as a local health officer states that the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. A restrictable disease exclusion for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may also be removed by a school nurse or health care provider.
5. More stringent exclusion standards for students from school may be adopted by the local health department or by the district through Board adopted policy.
6. A disease is considered to be a restrictable disease if it is listed in OAR 333-019-0010, or it has been designated to be a restrictable disease through Board policy or by the local health administrator, after determining that it presents a significant public health risk in the school setting.
7. The district's emergency preparedness plan shall address the district's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by the Oregon Health Authority, Public Health Division and the local health department.
2. A principal / designee² may seek confirmation and assistance from the local health officer to determine the appropriate district response when the principal / designee² is notified that a student or an employee has been exposed to a restrictable disease that is also a reportable disease.
3. An principal / designee² shall determine other persons with a legitimate educational interest who may be informed of the communicable nature of an individual student's disease, or an employee's communicable disease, within guidelines allowed by law.

Education

1. The principal / designee² shall seek information from the district's school nurse or other appropriate health officials regarding the health needs/hazards of all students and the impact on the educational needs of a student diagnosed with a restrictable disease or exposed to a restrictable disease.
2. The principal / designee² shall, utilizing information obtained above, determine an educational program for such a student and implement the program in an appropriate (i.e., regular or alternative) setting.

3. The principal / designee² shall review the appropriateness of the educational program and the educational setting of each individual student.

Equipment and Training

1. The principal / designee² shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The principal / designee² shall consult with the district's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All district personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA).

Procedures for Dealing with Students Having HIV, AIDS or HBV

Although HIV, AIDS and HBV¹ is a serious illness, the risk of contracting the disease in a school setting is extremely low. It is not spread from one person to another by casual social contact. Spread occurs when a body fluid such as blood or semen is introduced through broken skin or onto the mucous membranes of the eye, mouth, vagina or rectum. Specific methods for the spread of HIV or HBV are sexual contact, sharing of intravenous needles, and transfusion of contaminated blood or blood products.

If any risk of contagion in the school setting exists, it would be limited to situations where open skin lesions or mucous membranes would be exposed to blood from an infected person. One example is a teacher providing first aid for a bleeding injury and getting blood into an open sore on his/her hand. Another example is an aggressive, neurologically disabled or preschool student exposing other students by biting or other oral contact.

Students with HIV, AIDS or HBV infections may be at increased risk of serious illness if exposed to certain infections such as chicken pox, measles, tuberculosis, herpes simplex and cytomegalovirus.

Basic Assumptions

Any procedure must be based on a set of assumptions that give credibility to the process. The following are among the assumptions that underlie this procedure:

1. All students in Oregon have a constitutional right to a free public education;
2. Because of the ways that the disease is transmitted, most students with an HIV infection pose no health risk if appropriate procedures are followed;
3. As a general rule, an infected student is entitled to remain in a regular classroom setting, and be eligible for all rights, privileges, and services provided by law and by Board policy;
4. Decisions regarding educational programs and school attendance will be made on a case-by-case basis, taking into consideration all available information on the immediate case;
5. The need for confidentiality is paramount because of the potential for social isolation should a student's condition become known to others.

¹AIDS - Acquired Immuno-Deficiency Syndrome; HIV - Human Immuno-Deficiency Virus, HBV - Hepatitis B Virus

Communicable Diseases

In accordance with state law, rule and health authority communicable disease guidelines, procedures, as established below, will be followed:

School Restrictable/School Reportable Diseases

1. Restrictable diseases are communicable diseases which occur in a setting where predictable and/or serious consequences may occur to the public. School restrictable diseases are defined as a disease which can be readily transmitted in a school setting and to which students and/or employees in a school may be particularly susceptible;
2. A District employee who is diagnosed to have a school restrictable disease shall not engage in any occupation which involves contact with students as long as the disease is in a communicable stage;
3. A student who is diagnosed to have a school restrictable disease shall not attend school as long as the disease is in a communicable stage. These restrictions are removed by the written statement of the local health officer or designee or a licensed physician (with the concurrence of the local health officer) that the disease is no longer communicable to others in the school setting. For those diseases indicated by an asterisk (*) the restriction may be removed by a school nurse. For pediculosis, or live head lice (indicated by a double asterisk (**)), the restriction may be removed after the parent provides a signed statement that a recognized treatment has been initiated, and no live lice are found on reentry. School restrictable diseases include, but are not limited to:
 - a. Chicken pox*;
 - b. Cholera;
 - c. Diphtheria;
 - d. Measles;
 - e. Meningococcal disease;
 - f. Mumps*;
 - g. Pediculosis** (head lice);
 - h. Pertussis (whooping cough);
 - i. Plague;
 - j. Rubella (German measles);
 - k. Scabies*;
 - l. Staphylococcal skin infections*;
 - m. Streptococcal infections*;
 - n. Tuberculosis;
 - o. Pandemic flu.

The school administrator may, when he/she has reasonable cause to believe the student has a school restrictable disease, exclude that student from attendance until a physician, public health nurse or school nurse certifies that the student is not infectious to others;

4. The local health officer or designee may allow students and employees with diseases in a communicable stage to continue to attend and to work in a school when measures have been taken to prevent the transmission of the disease;
5. More stringent rules for exclusion from school may be adopted by the local health department or by the District through Board-adopted policy;
6. A disease may not be considered to be a school restrictable disease unless it is listed in Section 3 above, in accordance with OAR 333-019-0015 (2), it has been designated to be a school restrictable disease through Board policy or the local health administrator determines that it presents a significant public health risk in the school setting;
7. When a person is diagnosed as having diphtheria, measles, pertussis (whooping cough) or rubella (German measles), the local health officer may exclude from any school in his/her jurisdiction any student or employee who is susceptible to that disease.
8. The District's emergency preparedness plan shall address the District's plan with respect to a declared public health emergency at the local or state level.

Notification

1. Any staff member who has reason to suspect that a student is infected with a reportable, but not school restrictable disease shall so inform the school administrator. All employees shall comply with all reporting measures adopted by the District and with all rules set forth by Oregon Health Services and county health department.
2. Employees have a responsibility to report to the District when infected with a school restrictable communicable disease unless stated otherwise by law.
3. In the event a school administrator is informed that a staff member or student may have a reportable disease, he/she will seek confirmation and assistance from the local health department to determine the appropriate District response. Reportable diseases include, but are not limited to:
 - a. Acquired immunodeficiency syndrome (AIDS);
 - b. Amebiasis;
 - c. Anthrax;
 - d. Botulism;
 - e. Brucellosis;
 - f. Campylobacteriosis;
 - g. Chancroid;
 - h. Chlamydia trachomatis infection of the genital tract;
 - i. Cholera;
 - j. Cryptosporidiosis;
 - k. Diphtheria;
 - l. Escherichia coli 0157-caused illness;

- m. Food-borne illness;
- n. Giardiasis;
- o. Gonococcal infections;
- p. Haemophilus influenzae-caused invasive disease;
- q. Hemolytic uremic syndrome;
- r. Hepatitis (A; B; non-A, non-B and delta);
- s. HIV infection*;
- t. Leprosy;
- u. Leptospirosis;
- v. Listeriosis;
- w. Lyme disease;
- x. Lymphogranuloma venereum;
- y. Malaria;
- z. Measles (Rubeola);
- aa. Meningococcal disease;
- bb. Pelvic inflammatory disease, acute, nongonococcal;
- cc. Pertussis;
- dd. Plague;
- ee. Poliomyelitis;
- ff. Psittacosis;
- gg. Q fever;
- hh. Rabies (human and animal cases);
- ii. Rocky Mountain spotted fever;
- jj. Rubella (including congenital rubella syndrome);
- kk. Salmonellosis (including typhoid fever);
- ll. Shigellosis;
- mm. Syphilis;
- nn. Tetanus;
- oo. Trichinosis;
- pp. Tuberculosis;
- qq. Tularemia;
- rr. Yersiniosis.

*Does not apply to anonymous HIV testing.

4. With consultation and direction from the District's school nurse or appropriate health authorities, the school administrator or designee shall determine which other persons may be informed of the infectious nature of the individual student or employee within guidelines provided in statute.

Education

1. The school administrator or designee shall seek information from the District's school nurse or other appropriate health officials regarding the health needs/hazards of all students and the educational needs of the infected student.
2. The school administrator or designee shall, utilizing information obtained in section 1 above, determine an educational program for the infected student and implement same in an appropriate (regular or alternative) setting.

3. The school administrator or designee shall, from time-to-time, review the appropriateness of the educational program and the setting of each individual student.

Equipment and Training

1. The school administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The school administrator or designee shall consult with the District's school nurse or other appropriate health officials as to whether it is necessary to provide special training in the methods of protection from such communicable disease.

All District personnel will be instructed annually by the school health nurse to use the proper precautions pertaining to blood and body fluid exposure.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
February 13, 2018
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

DRAFT

1. **EXECUTIVE SESSION**

ORS 192.660(2)(e)—Real Estate

Board Present:

Lisa Allen, Chair

Kim Strelchun, Vice Chair

Martin Granum

Jaci Spross

Mark Watson

Administration / Staff Present:

Mike Scott, Superintendent

Adam Stewart, Capital Projects Officer

Beth Graser, Director, Communications

Val Bokma, Assistant to the Board

Others Present:

Ed Hayden, Realtor

Kyle Hayden, Realtor

Board Chair Lisa Allen called the meeting to order at 4:52 PM, and moved the Board into executive session under ORS 192.660(2)(e)—real estate. Director Erika Lopez was unable to attend the executive session. The Board discussed real estate information provided by Capital Projects Officer Adam Stewart and the District's realtor; no action was taken. Board Chair Allen moved the Board out of executive session and recessed the meeting at 5:15 PM.

2. **WORK SESSION**

Board Present:

Lisa Allen, Chair

Kim Strelchun, Vice Chair

Martin Granum

Erika Lopez

Jaci Spross

Mark Watson

Staff Present:

Mike Scott, Superintendent

Val Bokma, Assistant to the Board

Board Candidates Present:

Jose Luis Nava

Yadira Martinez

Lamar Wise

Nadine Zimmerlund

Board Chair Lisa Allen called the meeting to order at 5:21 PM.

Director Martin Granum MOVED, SECONDED by Director Mark Watson to amend the agenda to include a discussion of procedural issues before conducting the interviews. The MOTION CARRIED (6-0).

Board members discussed procedures for conducting the interviews.

a. Interview School Board Candidates for Position 7 Vacancy

The Board of Directors interviewed candidates for the position 7 vacancy.

Candidates were asked the following interview questions:

1. Why are you interested in filling the open school board seat?
2. What does “stable and adequate funding” mean to you?
3. How will you help this board and this district close the achievement gap?
4. Where do you think your strengths and weaknesses fit in with the current board?
5. What are your top three priorities for the Hillsboro School District?
6. One of our top board priorities is equitable community engagement across diverse groups. Board members must be passionate about community outreach and engagement. Please tell us about your experience with community engagement and communicating across cultures.

Board members interviewed Jose Luis Nava.

Board members interviewed Yadira Martinez.

The meeting was recessed at 6:17 PM and reconvened at 6:28 PM.

Board members interviewed Lamar Wise.

Board members interviewed Nadine Zimmerlund.

The meeting was recessed at 7:08 PM and reconvened at 7:12 PM.

b. ACTION: Appoint New School Board Member

Board members discussed the nomination process and Board Chair Lisa Allen declared the nominations open for position 7 on the Hillsboro School District Board of Directors.

Director Kim Strelchun NOMINATED Nadine Zimmerlund to fill position 7 on the Hillsboro School District Board of Directors.

Board Chair Lisa Allen NOMINATED Yadira Martinez to fill position 7 on the Hillsboro School District Board of Directors.

Director Mark Watson NOMINATED Lamar Wise to fill vacant position 7 on the Hillsboro School District Board of Directors.

Director Martin Granum NOMINATED Luis Nava to fill position 7 on the Hillsboro School District Board of Directors.

Hearing no further nominations, Board Chair Lisa Allen declared the nominations closed.

Board members discussed the candidates' strengths and qualifications at length, stating that the candidates all have excellent qualifications and would all bring valuable strengths to the Board position, and that Board members would be honored

to serve with any one of them. After extensive discussion, Board Chair Lisa Allen called for votes on the nominees, announcing their names in the order in which they were nominated.

Director Kim Strelchun voted for Nadine Zimmerlund.

Directors Erika Lopez, Jaci Spross, Martin Granum, and Mark Watson, and Board Chair Lisa Allen voted for Yadira Martinez.

The meeting was recessed at 7:46 PM and reconvened at 7:52 PM.

Board Chair Lisa Allen thanked all of the candidates for their time and their desire to serve, and emphasized that selecting a single candidate was very difficult.

c. Administer the Oath of Office

Board Chair Lisa Allen administered the oath of office to newly appointed Director Yadira Martinez.

d. Board Discussion Time

Board members provided brief summaries of their recent and upcoming activities, welcomed Director Yadira Martinez to the Board, emphasized the valuable qualities of all of the Board candidates and the difficulty of reaching a decision, and thanked all of the candidates for applying, encouraging them to stay involved with the District.

e. Adjournment

The meeting was adjourned at 8:15 PM.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
February 27, 2018
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

DRAFT

1. **WORK SESSION**

Board Present:

Lisa Allen, Chair
Kim Strelchun, Vice Chair
Martin Granum
Erika Lopez
Yadira Martinez
Jaci Spross
Mark Watson

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Kona Lew-Williams, Chief Human Resources Officer
Michelle Morrison, Chief Financial Officer
Adam Stewart, Capital Projects Officer
Casey Waletich, Chief Operations Officer
Beth Graser, Director, Communications
Val Bokma, Assistant to the Board
Devin Hunter, Technology Support

Budget Committee Present:

Nina Carlson
Elizabeth Christensen
Heather Monaghan
Michael Smith

Board Chair Lisa Allen called the meeting to order at 5:15 PM.

- a. Review Citizens' Bond Oversight Committee Applications and the Selection Process
Capital Projects Officer Adam Stewart explained that applications for the Citizens' Bond Oversight Committee were accepted through February 16, and 19 community members, including one student, applied.

Board members discussed the applications and the selection process, and determined that 8 to 10 committee members, plus up to 4 students, would be optimal for effectively accomplishing the work of the committee. Board members asked Capital Projects Officer Stewart to notify the applicants of the decision regarding the number of positions on the committee, ensure that the applicants understand that the purpose of the committee is to provide oversight, and confirm whether the applicants are still interested in serving.

Board members discussed qualities and strengths that will be important to consider when selecting members and officers for the committee, and requested information regarding the feeder groups represented by the applicants and their membership on other District committees.

Capital Projects Officer Stewart stated that meetings of the Citizens' Bond Oversight Committee will be open to the public, notices of the meetings will be published, and handouts will be posted on the District website.

The Board is scheduled to select and appoint committee members and designate a chair and vice chair during the March 13 Board meeting,

- b. Teaching and Learning Report: Understanding the Titles
Assistant Superintendents Travis Reiman and Dayle Spitzer provided an overview of the types of federal funding that the District receives for specific programs.
- c. Budget Development Report
Superintendent Mike Scott and Chief Financial Officer Michelle Morrison provided information to the Board and Budget Committee regarding the District's budget development process, funding sources, funding restrictions, expenditures, and the timeline for developing and adopting the budget.
- d. Calendar Discussion
Chief Human Resources Officer Kona Lew-Williams explained that the Board adopted the 2017-18 and 2018-19 school year calendars in December 2016, and this was the first time that the District had adopted a two-year calendar. Adopting multiple years of school calendars is not common practice for public school districts because financial variables create uncertainties that make it difficult to predict the best options so far in advance.

Chief Human Resources Officer Lew-Williams summarized input that has been received from community members regarding the 2018-19 calendar, and presented an overview of factors that are considered in drafting a school year calendar.

Board members discussed potential changes to the 2018-19 school calendar and asked Chief Human Resources Officer Lew-Williams to prepare calendar revision options for the Board to review during the March 13 work session.

Board members recommended that the District not prepare school calendars two years in advance, due to the challenging nature of school funding.

- e. Board Discussion Time
 - 1) Discuss Contract Approval Process
Capital Projects Officer Adam Stewart explained that purchases of more than \$150,000 require Board approval, and the Board will be asked to authorize many contracts related to the bond program over the next 4 ½ years. Capital Projects Officer Stewart explained that many of the contracts related to the District's previous bond program were approved through the consent agenda, and asked the Board if there is an interest in having contracts that are within a specific cost range (to be determined) be included on the consent agenda.

The consensus of the Board was that approving bond-funded contracts on the consent agenda would be an option if they receive the information for review during the week prior to the posting of the Board meeting packet. Items can be removed from the consent agenda, as needed, to be discussed and approved as separate action items.
 - 2) Board Discussion
Due to time constraints, this item was moved to the regular session.
- f. Recess Board Meeting
The meeting was recessed at 6:54 PM.

REGULAR SESSION

Board Present:

Lisa Allen, Chair
Kim Strelchun, Vice Chair
Martin Granum
Erika Lopez
Yadira Martinez
Jaci Spross
Mark Watson

Others Present:

Ben Noyes and Mariachi
Sangre Azul
Quillen Franklin, LHS
Emory Souza, SRO
Angelica Suminski, LHS
Melody Hansen, HCU
Jill Golay, HEA

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Kona Lew-Williams, Chief Human Resources Officer
Michelle Morrison, Chief Financial Officer
Casey Waletich, Chief Operations Officer
Don Wolff, Chief Information Officer
Elaine Fox, Executive Director, Student Services
Olga Acuña, Director, Federal Programs
Beth Graser, Director, Communications
Kristin Gerber, TOSA / Teacher Mentor and Early Learning
Kelly Purdy, TOSA / CCP and Early Learning
Val Bokma, Assistant to the Board
Martha Méndez Bolaños, Bilingual Interpreter / Translator
Gaspar Lopez Lopez, Bilingual Interpreter / Translator
Marianna Roman, Bilingual Interpreter / Translator
Devin Hunter, Technology Support

2. Call to Order and Flag Salute

Board Chair Lisa Allen reconvened the meeting at 7:08 PM and led the Pledge of Allegiance.

3. RECOGNITION / PRESENTATION

a. Student Presentation: Hillsboro High School Mariachi Band

Mariachi Sangre Azul, a curricular mariachi class offered at Hillsboro High School and open to all Hillsboro School District high school students, performed for the Board with band director Ben Noyes.

b. Recognition: Liberty High School Life-Saving Staff

School Resource Officer Emory Souza, school nurse Angelica Suminski, and school nurse / basketball coach Tatiana Misa were recognized for saving the life of Liberty High School student Quillen Franklin in an emergency medical situation. (Tatiana Misa was unable to be present for the recognition.)

4. Approval of Agenda

Director Kim Strelchun MOVED, SECONDED by Director Jaci Spross, to approve the agenda. The MOTION CARRIED (7-0).

5. Audience Time

Leah O'Dell addressed the Board regarding procedures for documenting and communicating with parents regarding room clears.

Danny Adzima addressed the Board regarding mental health support for secondary students. (Mr. Adzima's comments were heard following the District evaluation report.)

Two audience members addressed the Board regarding access to contraception. Their comments were heard during Action Item 8c: Approve Revisions to Policy JHC: Student Health Services and Requirements.

6. REPORTS AND DISCUSSION

a. District Evaluation: 2016-17 School-Year-End Summary / Annual Student Achievement Report

Director of Communications Beth Graser presented the 2016-17 Report of Student Achievement and School-Year-End Summary. These documents are included in the Board meeting packet.

b. Technology Services Department Overview and Bond Projects Update

Chief Information Officer Don Wolff presented an overview of the Technology Services department, the District's technology infrastructure, and bond program work that is planned and in process.

c. Graduation Rates Update

Assistant Superintendent Dayle Spitzer reported on the District's 2017 graduation rates and the District's work to support continued improvement, providing an overview of the coordinated system of supports – including districtwide and school-centered elements – that focuses on the success of all students.

The District's 4-year graduation rate for the 2016-17 school year was 84.1 percent, with all high schools exceeding 80 percent.

d. Early Learning Hub Partnership Report

Director of Federal Programs Olga Acuña and Teachers on Special Assignment (TOSAs) Kelly Purdy and Kristin Gerber presented a report on the goals and progress of the Early Learning Team, a partnership between the Hillsboro School District and several community organizations who work to create a coordinated, effective early learning system for students, ensure that full-day preschool is available to children whose families could not otherwise afford it, and establish a strong foundation for childrens' future success. The District is in its third year of this work and is continuing to explore new opportunities to strengthen and expand the program.

e. Financial Report

Chief Financial Officer Michelle Morrison presented the monthly financial report. Board members requested additional information regarding student incident report data. The report is included in the Board meeting packet.

f. Policies—First Reading

The following policies were presented for first reading, and are included in the Board meeting packet. If no public comments or questions are received regarding these policies during the review period, they may be placed on the consent agenda for approval during the next regular Board meeting session.

1) Policies Regarding Complaints

a) Policy AC: Nondiscrimination and AC-AR: Discrimination Complaint Procedure

(Administrator: Chief Human Resources Officer Kona Lew-Williams)

b) Policy GBM: Staff Complaints

(Administrator: Chief Human Resources Officer Kona Lew-Williams)

- c) Policy GBMA: Whistleblower
(Administrator: Chief Human Resources Officer Kona Lew-Williams)
- d) Policy JFH: Student Complaints
(Administrator: Chief Human Resources Officer Kona Lew-Williams)
- e) Policy KL: Public Complaints
(Administrator: Chief Human Resources Officer Kona Lew-Williams)
- f) Policy LGA: Compliance with Standards (Delete)
(Administrator: Assistant Superintendent Travis Reiman)
- g) Policy JGAB: Use of Restraint and Seclusion
(Administrator: Executive Director Elaine Fox)

Board members requested additional revisions to policy AC: Nondiscrimination, policy JFH: Student Complaints; and policy KL: Public Complaints.

The meeting was recessed at 8:52 PM and reconvened at 8:59 PM.

7. CONSENT AGENDA

Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.

Director Kim Strelchun MOVED, SECONDED by Director Jaci Spross, to approve the Consent Agenda as printed. The MOTION CARRIED (7-0).

Consent Agenda items were as follows:

- a. Approve Minutes of January 9, 2018, Board Meeting
- b. Approve Minutes of January 23, 2018, Board Meeting
- c. Approve Routine Personnel Matters
- d. Approve Extension and Non-extension of Temporary, Probationary, and Contract Teachers and Administrators
- e. Approve Policy Revisions (presented for first reading on January 23, 2018)
 - 1) Policy FF: Naming Facilities
 - 2) Policy DDB: Native American Impact Aid Funds; and Policy DDC: Native American Education Program Grants: Title VI Indian Education
 - 3) Policy GBI: Gifts and Solicitations

8. ACTION ITEMS

a. Award Contract for Modular Buildings

Chief Operations Officer Casey Waletich asked the Board to award the contract for modular buildings to replace portable classrooms to Modern Building Systems. Details, which were included in the Board meeting packet, include:

- One 10,472-square-foot modular building to include kitchen, cafeteria, five classrooms, and restrooms at a cost of \$1,433,630;
- Two 2,776-square-foot modular buildings to include three classrooms and restrooms at a cost of \$197,120; and
- One 1,536-square-foot modular building to include two classrooms and restrooms at a cost of \$130,780.

This project is part of the 2017 bond program. Selected designs are included in the Board meeting packet.

Director Kim Strelchun MOVED, SECONDED by Director Jaci Spross, to award the contract for modular buildings to Modern Building Systems in the categories listed on page 80 of the Board meeting packet. The MOTION CARRIED (7-0).

b. Award Contract for Elementary School Flexible Classroom Furniture

Chief Operations Officer Casey Waletich asked the Board to award contracts for elementary school classroom furniture, explaining that this is the first phase of the bond-funded furniture purchase, and includes furniture for 11 elementary schools. The furniture to be included in these contracts is listed in the Board meeting packet.

Director Erika Lopez MOVED, SECONDED by Director Mark Watson, to award the contracts for elementary school flexible classroom furniture to the vendors listed in the Board meeting packet for targeted delivery during the months of July and August, 2018 and 2019.

Chief Operations Officer Waletich clarified that the contracts currently being presented for approval only include furniture for the first 11 schools, to be delivered during July and August 2018; and furniture for the remaining elementary schools, which is scheduled to be received during the summer of 2019, is not included in the current contract approval request.

Director Kim Strelchun MOVED, SECONDED by Director Erika Lopez, to AMEND THE MOTION to award the contracts for elementary school flexible classroom furniture to the vendors listed in the packet for targeted delivery during the summer months of 2018. The AMENDED MOTION CARRIED (7-0).

The MAIN MOTION CARRIED (7-0).

c. Approve Revisions to Policy JHC: Student Health Services and Requirements (presented for first reading on January 23, 2018)

Audience members Katie Riley and Bobbi Wolf addressed the Board regarding access to contraceptives for students.

Director Yadira Martinez declared that she had a potential conflict of interest on this matter, as an employee of Virginia Garcia Memorial Health Center, and she would therefore refrain from participating in the discussion or voting on the motion.

Director Jaci Spross MOVED, SECONDED by Director Martin Granum, to approve the revisions to policy JHC: Student Health Services and Requirements. The MOTION CARRIED (6-0).

d. Adopt Resolution to Admit Nonresident Students

Director of Communications Beth Graser asked the Board to approve the District's participation in the inter-district transfer process under the provisions of House Bill 3681, and presented a draft list of open transfer slots. A maximum of 75 slots were identified at specific locations.

Director Jaci Spross MOVED, SECONDED by Director Kim Strelchun, to adopt the following resolution:

The Hillsboro School District 1J Board of Directors hereby resolves to admit nonresident students for the 2018-19 school year under the provisions of

Oregon HB 3681. The Board further directs the administration to determine and announce the number and location of available transfer slots, and to devise an equitable process by which students will be selected for the slots.

The MOTION CARRIED (7-0).

e. Adopt Resolution Approving NWRESD Local Service Plan for 2018-19

Superintendent Mike Scott explained that local school districts must approve their education service district's Local Service Plan for the following year annually on or before March 1, and the services provided by the Northwest Regional Education Service District (NWRESD) align well with the goals of the Hillsboro School District.

Director Kim Strelchun MOVED, SECONDED by Director Erika Lopez, to adopt the resolution approving the NWRESD Local Service Plan for 2018-19. The balance of the NWRESD State School Fund attributable to Hillsboro School District for the 2018-19 school year will be received in cash after services have been received and charged to the District. The MOTION CARRIED (7-0).

9. NWRESD/HCU/HEA Reports

HCU Vice President of Bargaining Melody Hansen discussed contract negotiations and the importance of having an adequate pool of substitutes for all classified positions.

HEA President Jill Golay welcomed Director Yadira Martinez and discussed inclement weather school closures; teachers and students in Parkland, Florida; the stress level of America's teachers; and the importance of supports for students and staff.

10. Superintendent's Time

Superintendent Mike Scott discussed the District's valuable partnership with the City of Hillsboro; commended staff who prepared ahead of time for the work that is now being accomplished with bond funds; and expressed appreciation for the work accomplished by Hillsboro Schools Foundation to benefit students.

11. Board of Directors' Time

Board members welcomed Director Yadira Martinez, commended Hillsboro Schools Foundation for the success of their Gala; provided brief summaries of their recent and upcoming activities; and discussed District events and programs.

12. Follow-Up Items

Agenda Item / Request	Action
<u>Financial Report</u> Additional information regarding student incident report data	Will be provided
<u>Policies – First Reading</u> Additional revisions to policies AC, JFH, and KL	Will be presented at a future meeting
Data regarding restraint and seclusion	Will be provided

13. Executive Session

No executive session was called.

14. Adjournment

The meeting was adjourned at 9:37 PM.

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends that the Board of Directors:

- A. Ratify the acceptance of the resignation of the following licensed personnel:

Chris Salter

Assignment: 5th Grade
Location: Imlay Elementary School
Effective Date: June 18, 2018

Christine Smith

Assignment: 4th/5th Grade
Location: WV McKinney Elementary School
Effective Date: June 18, 2018

Adrienne Thomas

Assignment: Social Learning Center
Location: West Union Elementary School
Effective Date: June 18, 2018

Audrey Truesdale

Assignment: Dual Language Kindergarten
Location: Witch Hazel Elementary School
Effective Date: June 18, 2018

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2017
ACCEPT GIFTS AND DONATIONS
(as of February 28, 2018)

SITUATION

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

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

- Donation of \$12,500 from Reser Family Foundation to Reedville Elementary School to be used as follows:
 - \$500 for Girls on the Run afterschool program
 - \$2,000 for family Zumba
 - \$10,000 for the Playworks recess program
- Donation of \$14,306.41 from North Plains PTO to North Plains Elementary School to be used as follows:
 - \$97.93 for playground balls
 - \$745.00 for PebbleGo database licenses
 - \$4,242.00 for Bridges grades K-4 math curriculum
 - \$9,221.48 for Chromebooks for the computer lab

RECOMMENDATION

The Superintendent recommends that the Board of Directors accept these donations.

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
AUTHORIZE APPLICATION FOR
2018 MIGRANT EDUCATION SUMMER SCHOOL

SITUATION

Hillsboro School District has been invited to apply to the Oregon Department of Education for \$408,448 in Title I-C funds to operate the 2018 Hillsboro School District Summer Migrant Program. The District has served as the operating agency for this program since 1987. The District recovers all costs, direct and indirect, from the grant. The program will serve approximately 600 elementary and 250 secondary migrant-eligible students, and will employ up to 73 staff members during the four-week summer session (July 2 – August 2, 2018).

RECOMMENDATION

The Superintendent recommends that the Board of Directors authorize the Hillsboro School District to apply to the Oregon Department of Education for \$408,448 in Title I-C funds to operate the 2018 Hillsboro School District Summer Migrant Program.

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
APPROVE REVISIONS TO POLICIES REGARDING COMPLAINTS:
POLICY GBM: STAFF COMPLAINTS;
POLICY GBMA: WHISTLEBLOWER
POLICY KL: PUBLIC COMPLAINTS;
POLICY LGA: COMPLIANCE WITH STANDARDS (DELETE); AND
JGAB: USE OF RESTRAINT AND SECLUSION

SITUATION

The State Board of Education has revised the Oregon Administrative Rules (OARs) that relate to complaints, appeals, and retaliation, and the Oregon School Boards Association (OSBA) has provided recommendations for aligning the District's policies with these changes.

Key OAR revisions include, but are not limited to, the following:

- The local complaint procedure may not have more than four steps.
- The complaints relating to discrimination, retaliation, restraint and seclusion, and Division 22 standards are the only type of complaints that can be appealed to the Deputy Superintendent of Public Instruction.
- The appeal procedure for a complaint is limited to complaints that are pursued by a student, a parent or guardian of a student attending school in the district, or a person who resides in the district.
- The district is directed to have complaint procedures available at the district's administrative office and on the home page of the district's website.

OSBA is recommending that policy LGA: Compliance with Standards be deleted as a separate policy and incorporated into the public complaint policy.

Recommended revisions to these policies were presented to the Board for first reading on February 27, 2018. No public comments or questions were received regarding these policies during the review period.

Additional complaint-related policies that were presented for first reading on February 27 will be presented for approval at a future meeting, after research has been completed regarding additional requested revisions.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to these policies regarding complaints.

Hillsboro School District 1J

Code: GBM
Adopted: 07/96
Revised: 04/16

Staff Complaints*

It is an unlawful employment practice for an employer to discharge, demote, suspend, or in any manner discriminate or retaliate against an employee with regard to promotion, compensation, or other terms, conditions, or privileges of employment for the reason that the employee has in good faith reported information in a manner as to disclose employer violations of any federal or state law, rule or regulation, mismanagement, gross waste of funds, abuse of authority, or substantial and specific danger to public health and safety.

The Superintendent or designee will develop a complaint procedure that will be available for all employees who contend they have been subject to believe there is evidence of and wish to report a violation, interpretation, or inappropriate application of District personnel policies and/or administrative regulations; a mismanagement, gross waste of funds, or abuse of authority; or believe there is evidence that the District created a substantial and specific danger to public health and safety by its actions. Any school employee shall have the right of access to the complaint procedure adopted by the District. The complaint procedure will provide an orderly process for the consideration and resolution of problems in the application or interpretation of District personnel policies.

The complaint procedure will not be used to resolve disputes and disagreements related to the provisions of any collective bargaining agreement, nor will it be used in any instance where a collective bargaining agreement provides a dispute resolution procedure. Disputes concerning an employee's dismissal, contract nonrenewal, or contract non-extension will not be processed under this procedure.

Reasonable efforts will be made to resolve complaints informally.

Administrative regulations will be have been developed to outline procedural timelines and steps under this policy, as necessary. The District will use the complaint process outlined in administrative regulation GBM-AR: Staff Complaint Procedure to address any alleged violations of this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 659A.199](#) to [-659A.224](#)
[OAR 581-022-1720](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Whistleblower *

When an employee has good faith and reasonable belief that the employer has violated any federal, state, or local, law, rule or regulation; has engaged in mismanagement, gross waste of funds, or abuse of authority; or created a substantial and specific danger to public health and safety by its actions; and an employee then discloses or plans to disclose such information, it is an unlawful employment practice for an employer to:

1. Discharge, demote, transfer, reassign, or take disciplinary action against an employee or threaten any of the previous actions.
2. Withhold work or suspend an employee.
3. Discriminate or retaliate against an employee with regard to promotion, compensation, or other terms, conditions, or privileges of employment.
4. Direct an employee to not disclose or to give notice to the employer prior to making any disclosure, or discourage an employee from making a disclosure.
5. Prohibit an employee from discussing, either specifically or generally, the activities of the state or any agency of or political subdivision in the state, or any person authorized to act on behalf of the state, or any agency of or political subdivision in the state, with:
 - a. Any member of the Legislative assembly;
 - b. Any Legislative committee staff acting under the direction of any member of the Legislative assembly; or
 - c. Any member of the elected governing body of a political subdivision in the state or any elected auditor of a city, county, or metropolitan service district.

An employee's good faith and reasonable belief shall serve as an affirmative defense to civil or criminal charges related to the employee's disclosure of lawfully accessed information related to the violation, including information that is exempt from disclosure by public records law.

The District will use the complaint process in administrative regulation GBM-AR: Staff Complaint Procedure to address any alleged violations of this policy.

The District shall deliver a written or electronic copy of this policy to each staff member.

END OF POLICY

Legal Reference(s):

[ORS 192](#).501 to -192.505

[ORS 659A](#).199 to -659A.224

[OAR 581-022](#)-1720

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).

PROPOSED

Hillsboro School District 1J

Code: KL /KLD
Adopted: 07/96
Revised: 03/15

Public Complaints*

It is the Board's intent to handle public complaints in a fair and expedient manner. Complaints should, therefore, be handled and resolved as closely to their origin as possible.

No staff member, student, parent or guardian of a student attending school in the district or person who resides in the district will be denied the right to petition the district with a complaint. ~~Complaints~~ A complainant will be referred through the proper administrative channels process for solution resolution of a complaint before investigation or action by the Board. An ~~Exceptions are~~ will be a complaints against the superintendent or one that involves Board actions or Board operations.

The complaint procedure is available at the district's administrative office and on the home page of the district's website.

~~In working toward resolutions at the lowest possible level, the~~ The Board advises the public that there is a proper channeling of process for resolving complaints, involving instruction, discipline, learning materials, District program(s), or facilities is including but not limited to a complaint in one or more of the following order areas:

1. — Subject of complaint;
 2. — Principal / Administrator;
 3. — Superintendent or designee;
 4. — Board.
1. Instruction;
 2. Discipline;
 3. Learning materials;
 4. Compliance with State Standards;
 5. Restraint and/or seclusion;
 6. With a staff member; or

7. Retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation.

~~The Superintendent will develop administrative regulations to explain the process and procedures to be followed. Copies of the process will be available at appropriate sites throughout the District.~~

The complainant must follow the complaint procedure as outlined in administrative regulation KL-AR: Public Complaint Procedure. The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.

Any complaint about school personnel other than the Superintendent will be investigated by the administration before consideration and action by the Board. Whenever a complaint about personnel is made directly to the Board as a whole or to a Board member as an individual, it will be referred to administration for study and possible solution.

~~The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session. While audience members speaking during Board meeting open sessions may offer objective criticism of school-district operations and programs, the Board will not in public session hear comments regarding any individual district staff member or group of employees. personal complaints concerning school personnel nor against any person connected with the school system. To do so could expose the Board to a charge of being party to slander, and might prejudice any necessity to act as the final review of administrative recommendations regarding the matter. The Board chair will direct these audience members to the appropriate procedures in Board policy KL: Public Complaints and administrative regulation KL-AR: Public Complaint Procedure for Board consideration and disposition of a legitimate complaints involving individuals a staff member, and will connect the visitor with an administrator, as appropriate.~~

A hearing conducted before the Board regarding personnel shall take place in an executive session.

Due process rights of all concerned parties will be protected throughout the complaint process.

Complaints against the supervisor may be filed with the superintendent.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board.

Complaints against the Board chair may be made directly to the Board vice chair on behalf of the Board.

A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.

The superintendent will develop and administer the complaint process, as appropriate.

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion) or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the district or a person who resides in the district, may have appeal rights with the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0040. (See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction).

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination) and the complaint is not resolved at the local level through administrative regulation AC-AR: Discrimination Complaint Procedure, the complaint may meet the criteria to file an appeal with the Superintendent of Public Instruction as outlined in OAR 581-021-0049.

END OF POLICY

Legal Reference(s):

ORS 192.610 - 192.690

ORS 332.107

[ORS 659.852](#)

~~OAR 581-022-1940~~

[OAR 581-022-2370](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Hillsboro School District 1J

Code: LGA
Adopted: 07/96
Revised: 05/17

Compliance with Standards

The Board recognizes the need to comply with the educational standards, as outlined by the State Board of Education.

It is also recognized that a District may petition the State Superintendent of Public Instruction for a waiver of a specific standard. A petition shall specify the reason(s) the District is seeking the waiver and other relevant information. If it is determined that the request conforms with the intent of the standards, the State Superintendent shall recommend the waiver to the State Board of Education.

The District will maintain a record of any waivers that have been requested by the District and approved by the State Board of Education.

Procedures shall be developed whereby residents of the District or any parent of students attending school in the District may make an appeal or complaint alleging violation of standards. The District shall also include a procedure for direct appeal to the State Superintendent of Public Instruction of an alleged standards violation.

END OF POLICY

Legal Reference(s):

[ORS 327.102](#)
[ORS 327.103](#)
[ORS 329.085](#)
[ORS 336.035 - 336.086](#)

[OAR 581-022-0102 to -1941](#)

Use of Restraint and Seclusion

The Board is dedicated to the development and application of best practices within the District's public educational/behavioral programs. It is the intent of the Board to establish a policy that defines the circumstances that must exist and the requirements that must be met prior to, during, and after the use of physical restraint and/or seclusion as an intervention with District students.

Definitions

1. "Physical restraint" means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student. "Physical restraint" does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity. The definition of "physical restraint" does not include the use of mechanical, chemical, or prone restraint of a student as these methods are prohibited by Oregon law.
2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control, in a setting from which the student is not physically prevented from leaving.
3. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
4. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student. "Mechanical restraint" does not include:
 - a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
5. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that has not been prescribed by a licensed health professional or other qualified health care professional acting under the professional's scope of practice.
6. "Prone restraint" means a restraint in which a student is held face down on the floor.

The use of physical restraint and/or seclusion is only permitted as a part of a behavioral support plan when other less restrictive interventions would not be effective and the student's behavior poses a threat of imminent, serious physical harm to the student or others.

Except in the case of an emergency, only staff current in the required training in accordance with the District-designated physical restraint and seclusion training program will implement physical restraint or

seclusion with a student. In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher, or other school employee as necessary when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint or seclusion under these circumstances is only allowed so long as the student's behavior poses a threat of imminent, serious physical harm to themselves or to others. Any student being restrained or secluded within the District, whether in an emergency or as a part of a plan, shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must fulfill all legal requirements of Oregon Administrative Rule (OAR) 581-021-0568, as provided by Board policy JGAB-AR—Restraint and Seclusion.

The District shall utilize the Oregon Intervention System (OIS) training program of physical restraints for use in the District. As required by state regulation, the selected program shall include behavioral support, prevention, de-escalation, and crisis response techniques. Any program selected by the District must be in compliance with state and federal law with respect to the use of restraint and/or seclusion.

An annual review of the use of physical restraint and seclusion during the preceding school year shall be completed and submitted to the Deputy Superintendent of Public Instruction to ensure compliance with District policies and procedures. The results of the annual review shall be documented and shall include at a minimum:

1. The total number of incidents of physical restraint;
2. The total number of incidents of seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in physical restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;
7. The total number of students placed in physical restraint or seclusion more than ten times in a school year, and an explanation of what steps have been taken by the District to decrease the use of physical restraint and seclusion for each student;
8. The total number of physical restraint and seclusion incidents carried out by untrained individuals;
9. The demographic characteristics of all students upon whom physical restraint or seclusion was imposed;
10. The total number of rooms available for use by the District for seclusion of a student and a description of the dimensions and design of the rooms.

This report shall be made available to the Board and to the public at the District's main office and on the District's website.

At least once each school year the public shall be notified as to how to access the report.

The District shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL/KLD - Public Complaints and KL/KLD-AR - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and on the home page of the district's website.

A complainant, who is a student, is a parent or guardian of a student attending school in the district or is a person who resides in the district, may appeal a final decision by the Board to the Deputy Superintendent of Public Instruction as provided in OAR 581-002-0040.

The Superintendent / or designee shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of physical restraint or seclusion by District personnel.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 339.250](#)
[ORS 339.285](#)
[ORS 339.288](#)
[ORS 339.291](#)
[OAR 581-021-0061](#)

[OAR 581-021-0550](#)
[OAR 581-021-0553](#)
[OAR 581-021-0556](#)
[OAR 581-021-0559](#)
[OAR 581-021-0563](#)
[OAR 581-021-0566](#)

[OAR 581-021-0568](#)
[OAR 581-021-0569](#)
[OAR 581-021-0570](#)
[OAR 581-022-2370](#)

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
APPOINT CITIZENS' BOND OVERSIGHT COMMITTEE MEMBERS;
DESIGNATE A CHAIR AND VICE CHAIR

SITUATION

One of the promises made to the community during the bond campaign was that a Citizens' Bond Oversight Committee would be established. On December 12, the Board of Directors approved a plan for the formation of the committee, and an outline of the work to be performed and the reports to be provided to the Board. Applications were accepted from December 18, 2017, through February 16, 2018.

During the February 27 Board work session, Board members discussed the applications that were received and the selection process, and determined that 8 to 10 committee members, plus up to 4 students, would be optimal for effectively accomplishing the work of the committee. During this evening's work session, the Board will select candidates who will be appointed during this evening's regular session to serve on the Citizens' Bond Oversight Committee. One candidate will be designated to serve as Chair of the committee, and one candidate will be designated to serve as Vice Chair. The chair will preside over committee meetings and act as spokesperson for the committee.

RECOMMENDATION

The Superintendent recommends that the Board of Directors appoint members to the Citizens' Bond Oversight Committee, and designate a Chair and Vice Chair.

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
APPROVE REVISIONS TO ADOPTED 2018-19 SCHOOL CALENDAR

SITUATION

The 2018-19 school calendar was adopted in December 2016, and reviewed by the Board during the February 27, 2018, Board meeting. Board members requested that revisions be drafted for review during tonight's work session. Three calendar options will be presented to the Board for review during tonight's work session, and the Board is scheduled to adopt a revised 2018-19 school calendar during tonight's regular session.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve revisions to the 2018-19 school year calendar, selecting and adopting draft calendar 1, 2, or 3.



JULY 2018

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1 – NO SCHOOL
Licensed Non-Contract
Day (Winter Break)

21 – NO SCHOOL
Licensed Non-Contract
Day, MLK Day

30 – End of 1st Semester

31 – NO SCHOOL
Teacher Prep

JANUARY 2019

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		

AUGUST 2018

S	M	T	W	Th	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22, 23, 24 – New Teacher
In-Service

27, 28 – In-Service

29 – Staff Development

30 – In-Service

31 – Licensed
Non-Contract Day

1 – NO SCHOOL
Grade Prep

18 – NO SCHOOL
Holiday – Presidents' Day

FEBRUARY 2019

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

SEPTEMBER 2018

S	M	T	W	Th	F	S
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23	24	25	26	27	28	29
30						

3 – NO SCHOOL
Holiday – Labor Day

4 – First Day of School

6 – First Day of School
for Kindergarten

25 - 29 – NO SCHOOL
Licensed Non-Contract
Days (Spring Break)

MARCH 2019

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

OCTOBER 2018

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

11 – NO SCHOOL
Elementary – Staff
Development and Work
Day

12 – NO SCHOOL
Licensed Non-Contract Day

11 – End of 3rd Quarter

12 – NO SCHOOL
Elementary – Work Day
Secondary – Grade Prep

15 – No School
Non-Contract Day or
Inclement Weather Day

APRIL 2019

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

NOVEMBER 2018

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1 – End of 1st Quarter
2 – NO SCHOOL
Elementary – Work Day
and Conference Prep
Secondary – Grade Prep
8 – NO SCHOOL
Elementary –
Parent Conferences
Secondary –
Staff Development
9 – NO SCHOOL
K-12 – Parent Conferences
12 – NO SCHOOL
Holiday – Veterans Day
(Observed)
21 – NO SCHOOL
Licensed Non-Contract Day
22 – NO SCHOOL
Holiday – Thanksgiving Day
23 – NO SCHOOL
Licensed Non-Contract Day

27 – NO SCHOOL
Holiday – Memorial Day

MAY 2019

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DECEMBER 2018

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30	31					

20 – 31 – NO SCHOOL
Licensed Non-Contract
Days (Winter Break)

25 – Christmas Day

13 – EARLY RELEASE
Last Day of School for
K-11 Students

14 – Last Day for
Teachers*

17 – Possible Make-up
day for inclement
weather*

*The calendar may be
adjusted so that the 14th
becomes the last day for
students if this is needed
to make up for inclement
weather. The 17th will
become the last day for
teachers.

JUNE 2019

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JULY 2018

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AUGUST 2018

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SEPTEMBER 2018

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OCTOBER 2018

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NOVEMBER 2018

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DECEMBER 2018

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23	24	25	26	27	28	29
30	31					

1 – NO SCHOOL
Licensed Non-Contract
Day (Winter Break)

21 – NO SCHOOL
Licensed Non-Contract
Day, MLK Day

30 – End of 1st
Semester

31 – NO SCHOOL
Teacher Prep

1 – NO SCHOOL
Grade Prep

18 – NO SCHOOL
Holiday – Presidents'
Day

25 - 29 – NO SCHOOL
Licensed Non-Contract
Days (Spring Break)

11 – End of 3rd Quarter

12 – NO SCHOOL
Elementary – Work
Day
Secondary – Grade
Prep

15 – Possible
Inclement Weather
Day or Non-Contract
Day

24 - Possible
Inclement Weather
Day or Non-Contract
Day

27 – NO SCHOOL
Holiday – Memorial Day

14 – EARLY RELEASE
Last Day of School for
K-11 Students

17 – Last Day for
Teachers

JANUARY 2019

S	M	T	W	Th	F	S
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FEBRUARY 2019

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24	25	26	27	28		

MARCH 2019

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17	18	19	20	21	22	23
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APRIL 2019

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MAY 2019

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19	20	21	22	23	24	25
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JUNE 2019

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JULY 2018

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AUGUST 2018

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19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER 2018 19

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER 2018 21/22

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2018 15

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER 2018 15

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 – 4 – NO SCHOOL
Licensed Non-Contract
Day (Winter Break)

21 – NO SCHOOL
Licensed Non-Contract
Day, MLK Day

30 – End of 1st
Semester

31 – NO SCHOOL
Teacher Prep

1 – NO SCHOOL
Grade Prep

18 – NO SCHOOL
Holiday – Presidents'
Day

25 - 29 – NO SCHOOL
Licensed Non-Contract
Days (Spring Break)

11 – End of 3rd Quarter

12 – NO SCHOOL
Elementary – Work
Day
Secondary – Grade
Prep

27 – NO SCHOOL
Holiday – Memorial Day

14 – EARLY RELEASE
Last Day of School for
K-11 Students

17 – Last Day for
Teachers

18 & 19 – Possible make-
up days for inclement
weather

JANUARY 2019 17

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2019 18

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH 2019 16

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2019 21

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2019 22

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2019 10

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
AWARD CONTRACT FOR SITE WORK CONTRACTED SERVICES FOR
GLENCOE HIGH SCHOOL AND HILLSBORO HIGH SCHOOL
FIELD RENOVATION PROJECTS TO BERNHARDT GOLF

SITUATION

On January 23, 2018, the Board of Directors, acting as the Local Contract Review Board, approved the use of an alternative procurement method for request for proposal with competitive bid for process for synthetic turf fields in 2018-2022. On February 14, 2018, the District published a Request for Proposal (RFP) for the site work portion of this project at Glencoe High School and Hillsboro High School. Additional RFPs related to synthetic turf fields will be published as the bond work progresses.

One firm submitted a proposal for these projects. An evaluation committee, composed of Hillsboro School District Chief Operations Officer Casey Waletich, Hillsboro School District Construction Coordinator Jim Peterson, and Rick Rainone and Craig Markus of Cornerstone Construction Management, independently evaluated the proposal, using a tool that considered the following criteria:

- Firm background – Maximum 15 points
- Project Approach – Maximum 15 points
- Similar Project Experience – Maximum 20 points
- Scheduling/Expediting Approach – Maximum 15 points
- Key Individual Experience/Team Availability – Maximum 15 points
- History of Legal Claims – Maximum 5 points
- Bid Proposal – 15 points

The result of this process is a recommendation to award the contract for site work services for Glencoe High School and Hillsboro High School athletic field renovation projects to Bernhardt Golf.

RECOMMENDATION

The Superintendent recommends that the Board of Directors award the contract for site work services for Glencoe High School and Hillsboro High School athletic field renovation projects to Bernhardt Golf.

HILLSBORO SCHOOL DISTRICT 1J
MARCH 13, 2018
AWARD CONTRACT FOR CONSTRUCTION MANAGEMENT / GENERAL
CONTRACTOR (CM/GC) SERVICES FOR BROOKWOOD ELEMENTARY SCHOOL
REPLACEMENT TO LGC PENCE CONSTRUCTION

SITUATION

At the January 11, 2018 board meeting, the Board, acting as the Local Contract Review Board, approved the use of the Construction Management/General Contractor alternative construction method for the Brookwood Elementary School Replacement Project. On January 31, 2018, the District published a Request for Proposals for these services.

A total of 5 construction firms submitted proposals for this project. A screening committee composed of Jim Peterson, Emil Hameed and Rick Rainone independently screened these proposals using a tool that considers the following criteria:

- Firm background – Maximum 10 points
- Project Approach – Maximum 20 points
- Project Support-Pre-Construction Phase – Maximum 15 points
- K-12 Project Experience – Maximum 15 points
- Scheduling/Expediting Approach – Maximum 10 points
- Key Individual Experience/Team Availability – Maximum 15 points
- History of legal claims – Maximum 5 points
- Cost Proposal – 10 points

Following the screening process the team agreed to interview the top three firms. On March 1st, an interview team consisting of School Board Member Martin Granum, Emil Hameed, Adam Stewart, Casey Waletich, Tim Ganey and Rick Rainone interviewed three firms. These firms were Bremik Construction, P&C Construction and LCG Pence Construction. Following the interviews, the team met to discuss the interviews and rank the firms. The interview team used the following criteria to rank the firms:

- Quality of the Team proposed for these projects
- Quality of the Approach to the Projects presented during the Interview
- Responses to interview questions

The result of this process is a recommendation to award the contract for Construction Management/General Contractor services for Brookwood Elementary School Replacement to LCG Pence Construction.

RECOMMENDATION

The Superintendent recommends that the Board of Directors award the contract for Construction Management/General Contractor services for the Brookwood Elementary School Replacement to LCG Pence Construction.

HILLSBORO SCHOOL DISTRICT 1J
March 13, 2018
AWARD CONTRACT FOR CONSTRUCTION OF DISTRICT-WIDE FIBER NETWORK

SITUATION

On February 5, 2018, the District published a Request for Proposals (RFP) for both leased fiber and the construction of a District owned and maintained fiber network. The RFP closed on March 5, and two respondents, Comcast Business and Henkels & McCoy, submitted proposals. A formal review of the proposals was conducted by Don Wolff, Eric Harrison (ESD), and Glenn Sexton (Northwest Information Services) on March 5. The scoring criteria included price, references, maintenance plan, personnel qualifications and experience, and flexibility of services and/or plan. Based on the formal review, Henkels & McCoy was selected as the respondent with the highest score.

Board action to authorize this contract is scheduled during the March 13 Board meeting in order to meet the eRate requirements and receive the best possible pricing. The District's Chief Information Officer will present additional information regarding the contract recommendation during tonight's meeting.

RECOMMENDATION

The Superintendent recommends that the Board of Directors authorize the administration to award the contract for the construction of a District owned and maintained fiber network, as defined in the RFP, to Henkels & McCoy in the amount of \$13,940,965.35.