



Hillsboro School District 1J

April 24, 2018
Board Meeting

Board of Directors

Lisa Allen • Martin Granum • Erika Lopez • Yadira 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

April 24, 2018

5:00 PM

1. **5:00 PM - Executive Session**

ORS 192.660(2)(i)--Evaluation of the Superintendent

2. **5:15 PM - Work Session**

A. School Safety Discussion

Presenter: Mike Scott

6

B. Recess Board Meeting

3. **6:00 PM - 2018-19 BUDGET COMMITTEE MEETING (Special Session)**

7

A. Call to Order, Welcome

Presenter: Lisa Allen, Board Chair

B. Approve Proposed Agenda

Presenter: Lisa Allen, Board Chair

C. Committee Responsibilities, Roles, and Processes

Presenter: Michelle Morrison, Chief Financial Officer

D. Review Budget Process and Proposal

Presenter: Mike Scott, Superintendent

E. Election of Budget Committee Chair

Presenter: Lisa Allen, Board Chair

F. Budget Message

Presenter: Mike Scott, Superintendent

G. Presentation of Superintendent's Recommended Budget

Presenter: Michelle Morrison, Chief Financial Officer

H. Committee Discussion

Presenter: Budget Committee Chair

I. Public Input

Presenter: Budget Committee Chair

J. Additional Committee Discussion

Presenter: Budget Committee Chair

K. Possible Action

Presenter: Budget Committee Chair

L. Review Next Steps

Presenter: Michelle Morrison, Chief Financial Officer

M. Adjourn Budget Committee Meeting

Presenter: Budget Committee Chair

4. **7:00 PM - Regular Session**

Call to Order and Flag Salute

5. Approval of Agenda	
6. Audience Time	
7. Reports and Discussion	
A. NWRESD Update	8
Presenter: Rob Saxton / Lisa Poehlitz	
B. Financial Report (<i>see written report</i>)	9
Presenter: Michelle Morrison	
C. Policies - First Reading	
<i>Policies that are scheduled for first reading are included in the Board meeting packet. Staff members will not formally present policies for first reading, unless the Board requests information that is not already included in the Board meeting packet. 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.</i>	
1. Policies Regarding Controlled Substances (<i>see written report</i>)	14
Presenter: Casey Waletich	
a. Policy JFCG/JFCH/JFCI: Use of Tobacco Products, Alcohol, Drugs and Inhalant Delivery Systems	15
b. Policy GBK/KGC: Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems	17
2. Policies Regarding Medications (<i>see written report</i>)	20
Presenter: Elaine Fox	
a. Policy JHCD: Nonprescription Medication (Delete)	21
b. Policy JHCDA: Prescription Medication (Delete)	22
c. Policy JHCD/JHCDA: Medications (Proposed)	24
d. JHCD/JHCDA-AR: Medications (Revised)	27
3. Policy GBH/JECAC: Staff/Student/Parent Relations (<i>see written report</i>)	36
Presenter: Dayle Spitzer	
4. Policy EEA: Student Transportation Services (<i>see written report</i>)	39
Presenter: Casey Waletich	
8. Consent Agenda	
<i>Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.</i>	
A. Approve Minutes of March 13, 2018, Board Meeting	43
B. Approve Routine Personnel Matters	52
C. Accept Donations	54
D. Approve Contractor Prequalification	55
E. Approve New High School Course Proposals (<i>presented for first reading on March 13, 2018</i>)	
1. Link Crew	57

2. IB Global Politics	66
3. IB Business Management	74
4. IB Sports, Exercise, and Health Services	82
5. AP Spanish Literature and Culture	96
F. Approve Policy Revisions	
1. Policies Regarding Complaints (<i>presented for first reading on February 27, 2018</i>)	111
a. Policy AC: Nondiscrimination and AC-AR: Discrimination Complaint Procedure	112
b. Policy JFH: Student Complaints	119
2. Policies Regarding Communicable Diseases (<i>presented for first reading on March 13, 2018</i>)	120
a. Policy GBEB and GBEB-AR: Communicable Diseases – Staff	121
b. Policy JHCC and JHCC-AR: Communicable Diseases – Students	125
c. JHCC-AR-1: Procedures for Dealing with Students Having HIV, AIDS, or HBV (Delete)	130
d. JHCC/GBEB-AR-2: Communicable Diseases (Delete)	131
9. Action Items	
A. Approve Inter-District Transfers Presenter: Beth Graser	135
B. Approve 2018-19 Alternative Education Programs Presenter: Dayle Spitzer / Gregg O'Mara	136
C. Approve Financing of School Buses Presenter: Michelle Morrison	141
D. Amend Authorization and Award Contract for CM/GC Services for Reedville Elementary School Renovations to INLINE Construction at a Not-to-Exceed Cost of \$5,200,000 Presenter: Casey Waletich	146
E. Amend Authorization and Award Contract for Site Work Contracted Services at Glencoe High School and Hillsboro High School for Synthetic Turf Fields and Track at a Not-to-Exceed Cost of \$4,675,200 to Bernhardt Golf Presenter: Casey Waletich	147
F. Award Turf Contract for Glencoe High School and Hillsboro High School Field Renovation Projects to Fieldturf Presenter: Casey Waletich	148
G. Award Contracts for Roofing Projects at Tobias Elementary School, Peter Boscow, and North Plains Elementary School Presenter: Casey Waletich	149
10. HCU / HEA Reports	
11. Superintendent's Time	

12. Board of Directors' Time

13. 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.)

14. Adjourn Regular Session

15. Next Meetings of the Board of Directors

- May 8, 2018, Work Session (and Budget Committee Meeting, if needed)
- May 22, 2018, Regular Session

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
SCHOOL SAFETY DISCUSSION

SITUATION

Staff will provide an overview of the District's safety protocol and plans.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
HILLSBORO SCHOOL DISTRICT BUDGET COMMITTEE MEETING

SITUATION

On April 24, 2018, the District's 2018-19 Proposed Budget will be presented to the District's 14-member Budget Committee by the District Superintendent and Chief Financial Officer.

The Budget Committee Meeting agenda is provided below. The Proposed Budget will be posted on the District website.

6:00 PM 2018-19 BUDGET COMMITTEE MEETING (Special Session)		
a.	Call to Order, Welcome	Lisa Allen, Board Chair
b.	Approve Proposed Agenda	Lisa Allen, Board Chair
c.	Committee Responsibilities, Roles, and Processes	Michelle Morrison, Chief Financial Officer
d.	Review Budget Process and Proposal	Mike Scott, Superintendent
e.	Election of Budget Committee Chair	Lisa Allen, Board Chair
f.	Budget Message	Mike Scott, Superintendent
g.	Presentation of Superintendent's Recommended Budget	Michelle Morrison, Chief Financial Officer
h.	Committee Discussion	Budget Committee Chair
i.	Public Input	Budget Committee Chair
j.	Additional Committee Discussion	Budget Committee Chair
k.	Possible Action	Budget Committee Chair
l.	Review Next Steps	Michelle Morrison, Chief Financial Officer
m.	Adjourn Budget Committee Meeting	Budget Committee Chair

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT UPDATE

SITUATION

Lisa Poehlitz represents Hillsboro School District on the Northwest Regional Education Service District (NWRES D) Board of Directors. This evening, Director Poehlitz will provide an update on the work of the ESD.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
April 24, 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 18: Operations Leadership – Sample Oregon Assessment of Knowledge and Skills (OAKS) Test Exercise

K-12 administrators attend professional learning collaboration (PLC) meetings each month. Breakout sessions for operations administrators enable department leaders to collaborate and improve departmental support services to District schools. During a recent breakout session, department leaders completed sample assessments, based on OAKS* tests that are required by the Department of Education for students of different age levels in various content areas. Following the assessment challenge, each leader shared thoughts on the testing content and process, and how operations departments can support principals, teachers, and students as they prepare for and participate in assessments. (*OAKS: Oregon Assessment of Knowledge and Skills)

Finance Team – Accounts Payable, Banking, and Student Body Accounting. Finance Manager Koral Unger has tendered her resignation, effective June 30, which will result in additional transitions in the Business Office. The advance notice provides time for Ms. Unger to train the person who will fill the position. Business Office staff will continue to support the Finance team through the transitions to maintain smooth operations for banking, payable transactions, and team oversight. Ms. Unger will remain connected to the Business Office to assist with various projects.

Finance Team – Financial Reporting and Grants.

The Business Office staff is pleased to welcome Christy Woodard in her new role as the fiscal planning specialist for grants. Ms. Woodard, a valued addition to the team, is quickly learning cyclical activities and processes for supporting office managers and grant coordinators. With 42 special revenue funds, 35 schools, and multiple grant contacts to learn about, this is no small challenge.

During the summer, Manager of Business Services Jeff Jones will expand his role in providing general fund budget support to schools.

An audit team from Grove, Mueller & Swank, P.C., will be in the District, conducting interim testing, from May 29 to May 31, 2018, as part of the 2018 annual comprehensive District audit.

Payroll Team and Employee Benefits. Payroll supervisor Kim Grannis has updated both federal and state tax tables for District employees. Ms. Grannis provided objective and helpful communications regarding potential impacts on employee tax withholdings.

To ensure that all Benefits team members have access to information and electronic forms for insurance benefits, family/medical leave, and workers' compensation, Benefits supervisor Lynette Coffman developed and scheduled structured cross-training for members of the Benefits team. This new approach standardizes protocol for supporting District staff who request benefits assistance. Ms. Coffman anticipates that District staff will be able to access all benefits forms online, and she has coordinated informational events at various school sites as a resource for staff who are interested in retirement planning and staff who are participating in the Preferred Medical Plans (supplemented by a health reimbursement arrangement).

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 February 2018.

The District received 10 workers' compensation claims in February 2018. As of February 28, 2018, there were 50 open claims; 18 were for medical costs only, and 31 included time loss. There were six (6) employees on modified work plans during February.

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	10
March	12	12	
April	10	13	
May	8	10	
June	9	14	
Yearly Total:	104	120	67

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 192 student incidents reported in February.

Student Incident Reports					
	2016-17 Total Incidents	Average Incidents Per School Day	2017-18 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport
July	1	N/A	8	N/A	0
August	14	N/A	1	N/A	0
September	249	13.1	267	14	2
October	291	15.3	298	14.9	1
November	235	14.7	191	11.9	0
December	104	13	177	16.1	1
January	150	10	324	16.2	1
February	220	12.9	192	11.3	2
March	228	12.7			
April	216	11.4			
May	261	11.9			
June	179	14.9			
Yearly Total:	2,148		1,458		7

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 was one (1) bus accident in February.

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
MONTHLY FINANCIAL REPORT - Actual as of March 31, 2018

	1st Quarter Actual	2nd Quarter Actual	January Actual	February Actual	March 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	\$326,579.00	\$68,184,849.00	\$645,138.00	\$377,458.00	\$1,229,663.00	\$2,252,259.00	\$70,763,687.00	\$70,221,745.00	100.77%	\$66,797,626.53	99.36%
Interest	\$129,715.00	\$203,575.00	\$175,242.00	\$100,545.00	\$3.00	\$275,790.00	\$609,080.00	\$404,635.00	150.53%	\$409,968.45	133.13%
Local Sources	\$215,534.00	\$96,795.00	\$17,627.00	\$326,076.00	\$55,688.00	\$399,391.00	\$711,720.00	\$1,790,759.00	39.74%	\$1,079,298.23	56.95%
Total Local	\$671,828.00	\$68,485,219.00	\$838,007.00	\$804,079.00	\$1,285,354.00	\$2,927,440.00	\$72,084,487.00	\$72,417,139.00	99.54%	\$68,286,893.21	98.35%
County / ESD	\$1,034,848.00	\$819,324.00	\$0.00	\$661,203.00	\$0.00	\$661,203.00	\$2,515,375.00	\$3,554,545.00	70.77%	\$3,610,235.17	110.96%
State Sources	\$43,026,812.00	\$32,480,355.00	\$10,731,857.00	\$12,177,751.00	\$10,706,028.00	\$33,615,636.00	\$109,122,803.00	\$130,042,910.00	83.91%	\$114,780,950.01	92.31%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	\$0.00
Other Sources	\$5,685.00	\$4,300.00	\$11.00	\$188.00	\$199.00	\$398.00	\$10,383.00	\$1,000,000.00	0.00%	\$1,514.95	\$0.00
Beginning Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,598,462.00	0.00%	\$14,558,454.24	106.59%
Total Revenue	\$44,739,173.00	\$101,789,198.00	\$11,569,875.00	\$13,643,221.00	\$11,991,581.00	\$37,204,677.00	\$183,733,048.00	\$218,613,056.00	84.04%	\$201,238,047.58	95.51%
Expenditures											
Instruction											
Salaries	\$6,795,543.00	\$20,134,691.00	\$6,723,593.00	\$6,701,120.00	\$6,680,116.00	\$20,104,829.00	\$47,035,063.00	\$77,955,932.49	60.34%	\$44,516,257.67	57.35%
Benefits	\$3,362,611.00	\$10,576,013.00	\$3,508,632.00	\$3,501,915.00	\$3,551,931.00	\$10,562,478.00	\$24,501,102.00	\$38,646,081.96	63.40%	\$20,602,677.34	56.78%
Purchased Service	\$1,101,829.00	\$2,004,412.00	\$949,141.00	\$418,152.00	\$167,576.00	\$1,534,869.00	\$4,641,110.00	\$4,203,855.40	110.40%	\$4,833,527.05	80.97%
Supplies / Materials	\$454,788.00	\$501,302.00	\$96,300.00	\$128,955.00	\$112,923.00	\$338,178.00	\$1,294,268.00	\$1,914,845.70	67.59%	\$1,419,788.37	98.63%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$3,000.00	0.00%
Other	\$82,018.00	\$72,032.00	\$9,330.00	\$5,306.00	\$4,352.00	\$18,988.00	\$173,038.00	\$199,392.45	86.78%	\$173,863.96	95.40%
Total Instruction	\$11,796,789.00	\$33,288,450.00	\$11,286,996.00	\$10,755,448.00	\$10,516,898.00	\$32,559,342.00	\$77,644,581.00	\$122,920,108.00	63.17%	\$71,549,114.39	58.89%
Support Services											
Salaries	\$6,722,766.00	\$9,720,966.00	\$3,162,137.00	\$3,220,986.00	\$3,248,066.00	\$9,631,189.00	\$26,074,921.00	\$39,746,401.28	65.60%	\$26,182,929.74	68.83%
Benefits	\$3,706,131.00	\$5,722,464.00	\$1,860,982.00	\$2,247,184.00	\$1,924,837.00	\$6,033,003.00	\$15,461,598.00	\$24,893,304.97	62.11%	\$13,529,589.11	73.45%
Purchased Service	\$3,025,669.00	\$2,412,940.00	\$814,103.00	\$2,026,670.00	\$711,287.00	\$3,552,060.00	\$8,990,669.00	\$14,973,635.58	60.04%	\$9,420,251.23	69.73%
Supplies / Materials	\$1,510,956.00	\$1,909,218.00	\$289,211.00	\$313,923.00	\$437,055.00	\$1,040,189.00	\$4,460,363.00	\$3,407,810.16	130.89%	\$4,532,969.68	68.27%
Capital Purchases	\$297,235.00	-\$190,971.00	\$70,357.00	\$23,697.00	\$369,629.00	\$463,683.00	\$569,947.00	\$101,962.00	558.98%	\$404,689.70	161.84%
Other	\$1,188,604.00	\$82,229.00	\$1,562.00	\$3,455.00	\$340.00	\$5,357.00	\$1,276,190.00	\$1,625,907.02	78.49%	\$1,215,359.56	87.66%
Total Support	\$16,451,361.00	\$19,656,846.00	\$6,198,352.00	\$7,835,915.00	\$6,691,214.00	\$20,725,481.00	\$56,833,688.00	\$84,749,021.01	67.06%	\$55,285,789.02	70.66%

<i>Expenditures (continued)</i>	1st Quarter Actual	2nd Quarter Actual	January Actual	February Actual	March 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	\$67,929.00	\$96,054.00	\$26,461.00	\$28,327.00	\$39,553.00	\$94,341.00	\$258,324.00	\$316,891.23	81.52%	\$207,995.64	78.72%
Benefits	\$33,073.00	\$52,058.00	\$15,629.00	\$15,994.00	\$18,559.00	\$50,182.00	\$135,313.00	\$161,434.07	83.82%	\$89,758.94	81.67%
Purchased Service	\$6,677.00	\$14,171.00	\$1,264.00	\$6,955.00	\$0.00	\$8,219.00	\$29,067.00	\$88,964.02	32.67%	\$82,606.74	229.02%
Supplies / Materials	\$1,441.00	\$1,468.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,909.00	\$6,494.14	44.79%	\$8,954.50	294.25%
Capital Purchases	\$0.00	\$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	\$0.00	\$919.52	0.00%	\$700.00	0.00%
Total Community Services	\$109,120.00	\$163,751.00	\$43,354.00	\$51,276.00	\$58,112.00	\$152,742.00	\$425,613.00	\$574,703.00	74.06%	\$390,015.82	94.02%
Capital Projects											
Purchased Service	\$0.00	\$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	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	0.00%
Debt Service Payment	-\$41.00	-\$726.00	\$0.00	\$0.00	-\$3.00	-\$3.00	-\$770.00	\$528,500.00	-0.15%	\$531,428.69	64.33%
Transfers	\$0.00	\$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	\$0.00	\$9,840,724.00	0.00%	\$0.00	0.00%
Total Expenditures	\$28,357,229.00	\$53,108,321.00	\$17,528,702.00	\$18,642,639.00	\$17,266,221.00	\$53,437,562.00	\$134,903,112.00	\$218,613,056.01	61.71%	\$127,756,347.92	60.64%

HILLSBORO SCHOOL DISTRICT 1J

April 24, 2018

FIRST READING – POLICIES REGARDING CONTROLLED SUBSTANCES: POLICY JFCG/JFCH/JFCI: USE OF TOBACCO PRODUCTS, ALCOHOL, DRUGS AND INHALANT DELIVERY SYSTEMS; AND POLICY GBK/KGC: PROHIBITED USE, DISTRIBUTION OR SALE OF TOBACCO PRODUCTS AND INHALANT DELIVERY SYSTEMS

SITUATION

The proposed revisions to the District's policies regarding controlled substances are based on recommendations from Oregon School Boards Association (OSBA) to ensure that these policies align with the provisions of Senate Bill 754, which prohibits the sale or distribution of tobacco products or inhalant delivery systems to persons under the age of 21. The bill also prohibits the possession of tobacco products or inhalant delivery systems for persons under age 21 on District grounds, in a District facility or while at a District-sponsored activity.

In order to minimize confusion, OSBA is also recommending that the current District policy GBK/JFCG/KGC be renamed GBK/KGC in order to avoid duplicating the coding of policy JFCG/JFCH/JFCI. Language relating to students will primarily appear in policy JFCG/JFCH/JFCI.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy JFCG/JFCH/JFCI: Use of Tobacco Products, Alcohol, Drugs and Inhalant Delivery Systems; and policy GBK/KGC: Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems.

Hillsboro School District 1J

Code: JFCG/JFCH/JFCI

Adopted: 7/96

Readopted: 04/28/09; 10/01/15; _____

Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems**

Student possession, use, distribution, or sale of tobacco products, or inhalant delivery systems, alcohol, or unlawful drugs, including drug paraphernalia or any substance purported to be an unlawful drug, on or near any District property or grounds, including parking lots, or while participating in District-sponsored activities, is prohibited and will result in disciplinary action. If possession, use, distribution, or sale occurred near District grounds, disciplinary action may include removal from any or all extracurricular activities, and/or denial or forfeiture of any school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). If possession, use, distribution, or sale occurred on District grounds, at school-sponsored activities or otherwise while the student was under the jurisdiction of the school, students will be subject to discipline up to and including expulsion. Denial and/or removal from any or all extracurricular activities and/or forfeiture of any school honors or privileges may also be imposed. A student may be referred to law enforcement officials. Parents will be notified of all violations involving their student and subsequent action taken by the school.

The student may also be subject to further requirements before re-admission, which may include drug/alcohol rehabilitation and/or family counseling services. A referral to community resources and/or cessation programs designed to help the student overcome tobacco product, inhalant delivery system, alcohol or unlawful drug use may also be made. The cost of such programs is the individual responsibility of the parent and the private health care system.

Clothing, bags, hats, and other personal items used to display, promote, or advertise tobacco products, inhalant delivery systems, alcohol, or unlawful drugs are prohibited on all District grounds, including parking lots, at school-sponsored activities and in District vehicles.

Any person under age 21 possessing a tobacco product or inhalant delivery system on district property, in a district facility or while attending a district-sponsored activity is in violation of state law and is subject to a court-imposed fine.

Any person who distributes, sells or allows to be sold, tobacco products or any substance sold for the purpose of being smoked, vaporized or aerosolized, in any form, a tobacco-burning or inhalant delivery system device, to a person under 21 years of age is in violation of state law and is subject to a court-imposed fine.

An "unlawful drug" is any drug as defined by the Controlled Substance Act, including, but not limited to, marijuana, cocaine, opiates, amphetamines, and phencyclidine (PCP). As used in this policy, unlawful drug also means possession, use, sale, or supply of prescription and nonprescription drugs in violation of Board policy and any accompanying administrative regulations.

Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of District property is a Class A felony as provided by ORS 475.904.

~~For the purpose of this policy, "tobacco" is defined to include any lighted or unlighted/electronic cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless dip, chew, or snuff in any form.~~

~~Any person under age 18 possessing a tobacco or inhalant delivery system product is in violation of state law and is subject to a court imposed fine.~~

~~Any person who distributes, sells, or allows to be sold tobacco products or any substance sold for the purpose of being smoked, vaporized, or aerosolized, in any form, or a tobacco burning or inhalant delivery system device, to a person under 18 years of is in violation of state law and is subject to a court imposed fine.~~

Penalties for student possession, use, or sale of tobacco, alcohol, and other controlled substances are contained in the *Standards of Student Conduct handbook*.

~~Parents must attend any conference scheduled to consider the student's re-admission after suspension or expulsion due to a violation of this policy.~~

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 161.605](#)
[ORS 161.625](#)
[ORS 163.575](#)
[ORS 332.107](#)
[ORS 336.067](#)
[ORS 336.222](#)
[ORS 336.227](#)
[ORS 339.240](#)
[ORS 339.250](#)

[ORS 339.883](#)
[ORS 431.840](#)
[ORS 431.845](#)
[ORS 431A.175](#)
[ORS 433.835 to -433.990](#)
[ORS Chapter 475](#)

[OAR 581-021-0050 to -0075](#)
[OAR 581-021-0110](#)
[OAR 581-022-2045](#)

[OAR 581-053-0230\(9\)\(s\)](#)
[OAR 581-053-0330\(1\)\(m\)-\(o\)](#)
[OAR 581-053-0430\(12\)-\(14\)](#)
[OAR 581-053-0531\(11\)-\(13\)](#)
[OAR 581-053-0630](#)
[OAR 584-020-0040](#)

SB 754 (2017)

Controlled Substances Act, 21 U.S.C. § 812 (2017); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2017).
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2017).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2017).

Hillsboro School District 1J

Code: ~~GBK/JFCG/KGC~~

Adopted: 7/96

Readopted: 11/25/08; 12/01/15; _____

Prohibited Use, ~~Possession~~, Distribution, or Sale of Tobacco Products and Inhalant Delivery Systems

~~The Board recognizes its responsibility to promote the health, welfare and safety of students, staff, and others on District property and at school-sponsored activities. The Board wishes to establish a school and working environment that is free of smoke, aerosols, and vapors containing inhalants. Student possession, use, distribution, or sale of tobacco products in any form or inhalant delivery systems, including any smoking or use of an inhalant delivery device, on District premises, at school-sponsored activities on or off of District premises, in District-owned, rented, or leased vehicles, on all District grounds, including parking lots or otherwise, while a student is under the jurisdiction of the District, is prohibited.~~

The use, distribution, or sale of tobacco products or inhalant delivery systems by staff and all others on district property, including parking lots, at district-sponsored events, in district-owned, rented or leased vehicles or otherwise while on duty on or off district premises is prohibited. Use, distribution or sale of tobacco products or inhalant delivery systems by all others on District premises, in any building or facility, on District grounds, including parking lots, in any vehicle owned, leased, rented, or chartered by the District, school, or public charter school, and at all school-sponsored activities property, in district vehicles or at district-sponsored events, on or off district premises, on all district grounds, including parking lots, is prohibited. Staff and/or all others authorized to use any private vehicle to transport district students to school-sponsored activities are prohibited from using tobacco products or inhalant delivery systems in those vehicles while students are under their care.

For the purpose of this policy, “tobacco products” is defined to include, but is not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew, or snuff, in any form. This does not include products that are USFDA-approved for sale as a tobacco cessation products or other therapy products used for the purpose of cessation for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

For the purpose of this policy, “inhalant delivery system” means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include products that are USFDA-approved for sale as a tobacco cessation products or other therapy products marked and sold solely for the approved purpose for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

Clothing, bags, hats, and other personal items used by staff and students to display, promote, or advertise tobacco products or inhalant delivery system products are prohibited on all District grounds, including parking lots, at school-sponsored activities, or in District vehicles. Advertising is prohibited in all school-sponsored publications, in all school buildings, on District grounds, including parking lots, and at all school-sponsored events. District acceptance of gifts or funds from the tobacco product and inhalant

delivery system industries is similarly prohibited. The District will not contract with other public or private alternative schools that allow student the use of tobacco products or inhalant delivery systems on campus.

~~“Tobacco use prohibited” signs will be posted in appropriate locations in all District buildings.~~

~~Violation of this policy will lead to appropriate disciplinary action up to and including expulsion for students. When considering disciplinary action for a student with disabilities, the District must follow the requirements of Board policy JGDA: Discipline of Students with Disabilities, including those involving functional behavioral assessment, change of placement, manifestation determination, and an interim alternative educational setting. Community or school service may be required. A referral to law enforcement may be made. Parents will be notified of all violations involving their student and subsequent action taken by the school. Information about cessation support and/or tobacco education programs and how students can access these programs will be provided. At the discretion of the principal, attendance and completion of such programs, or successful completion of a behavior modification plan, may be allowed as a substitute for, or as part of student discipline.~~

Staff violations of this policy will lead to disciplinary action up to and including dismissal.

Violation of this policy by nonstudents all others will result in appropriate sanctions as determined and imposed by the Superintendent or the Board, and may result in the individuals’ removal from District property. The District reserves the right to restrict access to District property by individuals who are repeat offenders.

~~Staff violations of this policy will lead to disciplinary action up to and including dismissal.~~

Information about community resources and/or cessation programs to help staff may be provided.

The Superintendent shall consult with local officials to promote enforcement of law that prohibits the use or possession of tobacco products or inhalant delivery systems by persons under 21 years of age on or off district grounds or at district-sponsored activities.

This policy shall be enforced at all times. The Superintendent will develop administrative regulations guidelines as needed to implement this policy, including provisions for notification of the district’s policy, through such means as staff handbooks, newsletters, inclusion on school event programs, signs at appropriate locations; disciplinary consequences; and procedures for filing and handling complaints about violations of the district’s policy.

~~The administration will develop appropriate regulations, procedures, consent forms, and such notifications as needed for an orderly implementation of this policy.~~

END OF POLICY

Legal Reference(s):

[ORS 167.400](#)

[ORS 332.107](#)

[ORS 336.222](#)

[ORS 336.227](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.883](#)

[ORS 431A.175](#)

[ORS 433.835 to- 433.990](#)

[OAR 581-021-0050 to -0075](#)

[OAR 581-021-0110](#)

[OAR 581-022-0413](#)

[OAR 581-053-0230\(9\)\(s\)](#)

[OAR 581-053-0330\(1\)\(m\)](#)

[OAR 581-053-0430\(12\)](#)

[OAR 581-053-0531\(11\)](#)

[OAR 581-053-0630](#)

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
FIRST READING – POLICIES REGARDING MEDICATIONS:
POLICY JHCD: NONPRESCRIPTION MEDICATION (DELETE);
POLICY JHCDA: PRESCRIPTION MEDICATION (DELETE);
POLICY JHCD/JHCDA: MEDICATIONS;
JHCD/JHCDA-AR: MEDICATIONS

SITUATION

The proposed revisions to the District's policies regarding medications are based on recommendations from Oregon School Boards Association (OSBA) to ensure that the policy aligns with recent legislative changes to Oregon Administrative Rule (OAR) 581-021-0037, "Administration of Medication to Students." OSBA is recommending that the District's current separate policies for prescription and nonprescription medications be combined into a single policy addressing all medications, and the administrative regulation be updated. Statute requires that revisions to this administrative regulation be presented to school boards for approve.

Revisions to OAR 581-021-0037 include, but are not limited to, a new definition of medication; requirements regarding nonprescription medications that are not approved by the Food and Drug Administration (FDA); and changes to school districts' responsibilities during before-school and after-school activities on school property.

Policies addressing medications, which are being presented to the Board for first reading, include:

- Policy JHCD: Nonprescription Medication (Delete)
- Policy JHCDA: Prescription Medication (Delete)
- Policy JHCD/JHCDA: Medications (Proposed)
- JHCD/JHCDA-AR: Medication (Revised)

RECOMMENDATION

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

Hillsboro School District 1J

Code: **JHCD**
Adopted: 10/96
Revised: 11/07; 6/12; 12/01/15

Nonprescription Medication (Version 1)**

The District recognizes that administering nonprescription medication to students and/or self-medication may be necessary when the failure to take such medication during school hours would prevent the student from attending school. Consequently, students may be permitted to take nonprescription medication at school.

A request to the District to allow a student to self-medicate with a nonprescription medication shall include written permission and instruction from a parent or guardian, and shall include an assurance from the parent or guardian that the student has received appropriate instruction for its use.

A request to the District to administer a nonprescription medication shall include written permission and instruction from a parent or guardian.

The District reserves the right to reject a request to administer or allow self-administration of a nonprescription medication when such medication is not necessary for the student to remain in school.

The District shall designate staff authorized to administer medication to students. Training shall be provided as required by law.

Nonprescription medication will be handled, stored, monitored, disposed of, and records maintained in accordance with established District regulations governing administering noninjectable or injectable, or prescription or nonprescription, medicines to students, including procedures for the disposal of sharps and glass.

This policy and administrative regulation shall not prohibit, in any way, the administration of recognized first aid to students by District employees in accordance with established state law, Board policy, and procedures.

The Superintendent shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules, and for the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 109.640](#)
[ORS 339.866 to -339.871](#)
[ORS 433.800 to -433.830](#)

[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)
[OAR 581-021-0037](#)

[OAR 581-022-0705](#)

Cross Reference(s):

JHCDA - Administering Injectable Medicines to Students

Nonprescription Medication** to Students
and Self-Medication by Students** - JHCD

Hillsboro School District 1J

Code: **JHCDA**
Adopted: 11/07
Readopted: 11/10; 7/14; 01/01/17
Orig. Code(s): JHCDA

Prescription Medication ** (Version 1)

The District recognizes that the administration of prescription medication to students and/or student self-medication may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes the need to ensure the health and well-being of students who require regular doses or injections of medication, as a result of experiencing a life-threatening allergic reaction or adrenal crisis¹, or have a need to manage hypoglycemia, asthma, or diabetes. Therefore, in situations when a licensed health care professional is not immediately available, a designated trained staff member may administer to a student, epinephrine, glucagon, or other medications, as prescribed and allowed by Oregon law.

When prescribed by a physician² or other health care professional who is licensed to prescribe medication, students in grades K-12 will be allowed to self-administer prescription medication, including medication for asthma or severe allergy, as defined by state law, and subject to age-appropriate guidelines.

A written treatment plan for a student who self-administers medication will be developed and signed by a physician or other Oregon licensed health care professional, and kept on file. A written request and permission form signed by a parent or guardian is required, and will be kept on file. If the student is deemed to have violated Board policy or medical protocol by the District, the District may revoke the permission given to a student to self-administer medication.

The Superintendent/designee will require that an individualized health care plan is developed for every student with a known life-threatening allergy, and for every student for whom the District has been given proper notice of a diagnoses of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities.

A request for the District to administer prescription medication to a student shall include the written permission of the parent or guardian, and shall be accompanied by written instructions from a physician, physician assistant, or nurse practitioner. A prescription label prepared by a pharmacist will be deemed sufficient to meet the requirements for a physician's order.

The District reserves the right to reject a request to administer or allow self-administration of a medication, when such medication is not necessary for the student to remain in school.

A premeasured dose of epinephrine may be administered by designated, trained District staff to any student or other individual on school premises who, the personnel believe in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

¹Under proper notice given to the district.

²A registered nurse who is employed by a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

A process shall be established by which, upon a parent's / guardian's written request, a backup prescribed auto-injectable epinephrine is kept at a reasonable, secured location in the student's classroom, as provided by state law.

Training shall be provided to designated staff, as required by law, in accordance with approved protocols as established by the Oregon Health Authority. Staff designated to receive training shall also receive blood-borne pathogens training. Current first aid and CPR cards are strongly encouraged for designated staff.

Prescription medication will be handled, stored, monitored, disposed of, and records maintained in accordance with established District regulations governing administering noninjectable or injectable, or prescription or nonprescription, medicines to students, including procedures for the disposal of sharps and glass.

The Superintendent or designee will ensure student health management plans are developed, as required by training protocols, maintained on file, and pertinent health information is provided to District staff, as appropriate. Such plans will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities.

This policy and administrative regulation shall not prohibit, in any way, the administration of recognized first aid to students by District employees in accordance with established state law, Board policy and procedures.

END OF POLICY

Legal Reference(s):

[ORS 109.640](#)
[ORS 339.866 to -339.871](#)
[ORS 433.800 to -433.830](#)
[ORS 475.005 to -475.285](#)

[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)
[OAR 333-055-0000 to -0035](#)
[OAR 581-021-0037](#)

[OAR 581-022-0705](#)
[OAR 851-047-0030](#)
[OAR 851-047-0040](#)

Cross Reference(s):

JHCD - Nonprescription Medication

Hillsboro School District 1J

Code: **JHCD/JHCDA**
Adopted:

Medications/*** (Version 2)

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis¹, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer to themselves prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. Training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE).

Current first-aid and CPR cards are strongly encouraged for designated personnel. Current first-aid and CPR cards are required for designated personnel.

When a licensed health care professional is not immediately available, personnel designated by the district may administer to a student, epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

The district reserves the right to reject a request for district personnel to administer, or to permit a student to administer to themselves, a medication when such medication is not necessary for the student to remain in school.

The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.

¹Under proper notice given to the district by a student or student's parent or guardian.

A request to the district to administer or allow a student to self-administer prescription medication or a nonprescription medication that is not approved by the Food and Drug Administration (FDA) shall include a signed prescription and treatment plan from a prescriber² or an Oregon licensed health care professional.

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law³, is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district administrative regulations governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a back-up prescribed autoinjectable epinephrine is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by designated personnel to any student or other individual on school premises who a staff member believes, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription and/or nonprescription medication, subject to state law.

A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, when that person in good faith assisted the student in self-administration of the medication, subject to state law.

A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages, when that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy, who is unable to self administer the medication, subject to state law.

²A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

³Subject to ORS 109.610, 109.640 and 109.675.

The district and the members of the Board are not liable in a criminal action or for civil damages when a student or individual is unable to self-administer medication, when any person in good faith administers autoinjectable epinephrine to a student or individual, subject to state law.

The superintendent shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules and the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 109.610](#)
[ORS 109.640](#)
[ORS 109.675](#)
[ORS 332.107](#)
[ORS 339.866](#) to -339.871

[ORS 433.800](#) to -433.830
[ORS 475.005](#) to -475.285

[OAR 166-400-0010](#)(17)
[OAR 166-400-0060](#)(29)

[OAR 333-055-0000](#) to -0035
[OAR 581-021-0037](#)
[OAR 581-022-2220](#)
[OAR 851-047-0030](#)
[OAR 851-047-0040](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2017); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration in Oregon Schools: A Manual for School Personnel* (2016).

Prescription/Nonprescription Medications**

Students may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated, trained staff personnel or may be permitted to administer prescription or nonprescription medication to themselves. Self-medication by students will also be permitted in accordance with this administrative regulation and state law.

1. Definitions

- a. "Medication" means any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for premeasured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia. Medication includes any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies.
- b. "Prescription medication" means any noninjectable drug, chemical compound, suspension, or preparation in suitable form for use as a curative or remedial substance, taken either internally or externally by a student under the written direction of a physician; and bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies. Prescription medication does not include dietary food supplements. Per Oregon Administrative Rule (OAR) 851-047-0030 through 851-047-0040, a registered nurse may administer a subcutaneous injectable medication that under federal law requires a prescription by a prescriber.
- c. "Nonprescription medication" means only Federal Drug Administration approved, non-alcohol-based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eye, nose, and cough drops; cough suppressants; analgesics; decongestants; antihistamines; topical antibiotics; anti-inflammatories; and antacids that do not require written or oral instructions from a physician. Nonprescription medication does not include dietary food supplements medication that under federal law does not require a prescription from a prescriber.
- d. "Adrenal crisis" means adrenal crisis as defined in Oregon Revised Statute (ORS) 433.800.
- e. "Adrenal insufficiency" means adrenal insufficiency as defined in ORS 433.800.
- f. "Notice of a diagnosis of adrenal insufficiency" means written notice to the District from a student or the parent or guardian of a student who has been diagnosed as adrenal insufficient, with a copy of an order from the student's physician primary care provider that includes the student's diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis, and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered.
- g. "Physician¹Prescriber¹" means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the State of Oregon, an nurse practitioner with prescriptive authority licensed by the Oregon State Board of Nursing Oregon-

¹A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

- licensed, advance practice registered nurse with prescriptive authority, a dentist licensed by the Board of Dentistry for the State of Oregon, an optometrist licensed by the Board of Optometry for the State of Oregon, or a naturopathic physician licensed by the Board of Naturopathy for the State of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
- h. ~~“Student self-medication” means a student must be able to administer medication to himself/herself without requiring a trained staff member to assist in the administration of the medication.~~
 - i. ~~“Age appropriate guidelines” means the student must be able to demonstrate the ability, developmentally and behaviorally, to self-medicate with permission from the parent/guardian, building administrator/designee, and in the case of a prescription medication, a physician.~~
 - j. ~~“Training” means yearly instruction by a qualified trainer to be provided to designated staff on the administration of prescription and nonprescription medication, based on requirements set out in guidelines approved by the Oregon Department of Education (ODE), including discussion of applicable District policies, procedures, and materials.~~
 - k. “Qualified trainer” means a person who is familiar with the delivery of health services in a school setting, and who is a registered nurse licensed by the Oregon State Board of Nursing, a doctor of medicine or osteopathy or a physician assistant licensed by the Board of Medical Examiners for the state of Oregon, or a pharmacist licensed by the State Board of Pharmacy for the State of Oregon.
 - l. “Severe allergy” means a life-threatening hypersensitivity to a specific substance such as food, pollen, or dust or insect sting.
 - m. “Asthma” means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
 - n. “Designated staff personnel” means the staff person who is school personnel designated by the building principal to administer prescription or nonprescription medication pursuant to district policy and procedure.

2. Designated Staff Personnel/Training

- a. The principal will designate ~~trained staff~~ personnel authorized to administer prescription or nonprescription medication to a students while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care programs on school-owned property, and in transit to or from school or a school-sponsored activities activity, as required by Oregon law. The principal will supervise and ensure that building and activity practices and procedures are consistent with the requirements of law, rules; and this administrative regulation.
- b. The principal will ensure that the training required by Oregon law and Oregon Administrative Rules is provided to designated personnel. Training must be conducted by a qualified trainer. Training will be provided annually to designated personnel authorized to administer medication to students. The first year and every third year of training requires in-person instruction; during the intervening years, designated personnel may complete an online training that has been approved by the Oregon Department of Education (ODE) so long as a trainer is available within a reasonable amount of time following the training to answer questions and provide clarification.
- c. Training will provide an overview of applicable provisions of Oregon law, administrative rules, District policy and administrative regulations, and include, but not be limited to, the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping and reporting of medication administration and errors in administration, emergency medical response for life-threatening side effects, allergic reactions or adrenal insufficiency, and student confidentiality. Materials as recommended and/or approved by ODE will be used.

- d. ~~Training will be provided yearly to designated staff authorized to administer medication to students.~~
- e. A copy of the District's policy and administrative regulation will be provided to all staff authorized to administer medication to students and others, as appropriate.
- f. Designated personnel who complete the required training will have their names entered into a database, and the sign-in sheet will be retained.

3. Administering Premeasured Doses of Epinephrine to a Student or Other Individual

A premeasured dose of epinephrine may be administered by trained, designated District staff members personnel to any student or other individual on school premises who, the personnel believe in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

4. Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis

A student experiencing symptoms of adrenal crisis, while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from a school or a school-sponsored activity, may be treated by designated staff personnel and shall be subject to the following:

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal will designate staff one or more school personnel to be responsible for administering the medication to treat adrenal insufficiency;
- b. The designated staff personnel will successfully complete training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis, in accordance with the rules adopted by the Oregon Health authority;
- c. The student or the student's parent or guardian must provide an adequate supply of the student's prescribed medication to the District;
- d. The District will require the development of an individualized health care plan for the student that includes protocols for preventing exposures to allergens, and establishes if or when a student may self-carry prescription medication when the student has not been approved to self-administer medication;
- e. In the event that a student experiences symptoms of adrenal crisis and the designated staff personnel determines the medication to treat adrenal insufficiency should be administered, any available staff member will immediately call 911 and the student's parent or guardian.

5. Administering Medication to a Students

- a. A request for to permit designated staff personnel to administer medication to a student may be approved by the District, and is subject to the following:
 - (1) A written request for the District's designated staff personnel to administer prescription medication to a student if, because of the prescribed frequency for the medication or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, and in transit to or from school or a school-sponsored activities activity, must be submitted to the school office, and shall include:

- (a) The written, signed permission of the student's parent/ or guardian or the student, if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
- (b) The written instruction from the physician, physician assistant, or nurse practitioner prescriber for the administration of the prescription medication to the student, including that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration; and
 - (vi) Other special instructions from the prescriber, if any; and
 - (vii) Signature of the prescriber.

The prescription label, prepared by a pharmacist at the direction of the prescriber will be considered to meet this requirement if it contains the information listed in (i) - (vi) above.

- (2) A written request for the District designated personnel to administer nonprescription medication to a student must be submitted to the school office; and shall include is subject to the following:

- (a) The nonprescription medication is necessary for the student to remain in school;
- (b) The nonprescription medication is provided in the original manufacturer's container by the parent or guardian of the student;
- ~~(c) The written, signed permission of the parent/guardian;~~
- (d) The written instruction from the student's parent/ or guardian for the administration of the nonprescription medication to the student, including that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration;
 - (vi) Other special instructions, if any; and
 - (vii) Signature of the student's parent or guardian.

If the written instruction is not consistent with the manufacturer's guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.

- (e) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;

- (vi) A statement that the medication must be administered while the student is in school;
- (vii) Other special instructions, if any; and
- (viii) Signature of the prescriber.

- b. An individualized health care and allergy plan will be developed for a student with a known life-threatening allergy and will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic reactions while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, and will include a determination on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- e. ~~Medication is to be submitted in its original container.~~
- d. ~~Medication is to be brought to and returned from the school by the parent/guardian.~~
- e. It is the student's parent's/ or guardian's or the student's, if the student is allowed to seek medical care without parental consent, responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication.
- f. It is the student's parent's/ or guardian's or the student's, if the student is allowed to seek medical care without parental consent, responsibility to ensure that the school is informed in writing of any changes in medication instructions.
- g. In the event a student refuses medication, the parent/ or guardian will be notified immediately, except where a student is allowed to seek medical care without parental consent. No attempt will be made to administer medication to a student who refuses ~~District-administered~~ a medication.
- h. Any error in administration of a medication will be reported to the parent/ or guardian immediately, except where a student is allowed to seek medical care without parental consent, and documented on the ~~D~~district's Medication Incident Report form. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration; or method of administration, etc.
- i. Medication shall not be administered ~~or self-medication allowed~~ until the necessary permission form and written instructions have been submitted, as required by the ~~D~~district.

6. ~~Student Self-Medication of Prescription or Nonprescription Medication~~ Administration of Medication by a Student to Themselves

- a. ~~A S~~student self-medication of prescription medication by K-12 students, including a students in kindergarten through grade 12 with asthma or severe allergies, ~~will be allowed,~~ may be permitted to administer medication to themselves without assistance from designated personnel and is subject to the following:
 - (1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
 - (a) A permission form from a parent/ or guardian ~~signed permission form,~~ except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675, and other documentation requested by the ~~D~~district, must be submitted for self-medication of all prescription medications;
 - (b) If the student has asthma, diabetes and/or a severe allergy, ~~A~~a medication that is prescribed by a physician prescriber or other Oregon health care professional who is licensed to prescribe medication, and a written treatment plan developed by a

physician prescriber or other Oregon licensed health care professional for managing the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care programs on school-owned property; and or in transit to or from school or a school-sponsored activities activity. The physician prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;

- (c) ~~Principal permission is required for all self-medication of prescription medicine requests.~~ The permission to self-administer the medication from a principal / designee² and a prescriber or registered nurse practicing in a school setting.

(2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:

- (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675;
- (b) The student's name affixed to the manufacturer's original container; and
- (c) The permission to self-administer medication from a building principal / designee².

(3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:

- (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
- (b) A written order from the student's prescriber that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;
 - (vi) A statement that the medication must be administered while the student is in school;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.

b. ~~Student self-medication of nonprescription medication by K-12 students may be allowed, subject to the following:~~

- (1) ~~A parent or guardian permission form and other documentation requested by the District must be submitted for self-medication of all nonprescription medications. The signed form from the parent or guardian will ensure that the student has received proper instruction for use;~~
- (2) ~~Principal/designee permission for all self-medication of nonprescription medicine requests is required.~~

² Or site administrator for non-school locations / departments

- c. ~~Students who are developmentally and/or behaviorally unable to self-medicate will be provided assistance by designated staff. A permission form and written instructions will be required, as provided in section 5. above;~~
- d. ~~All prescription and nonprescription medication must be kept in its appropriately labeled, original container, as follows:~~
 - (1) ~~Prescription labels must specify the name of the student, name of the medication, dosage, method of administration, frequency or time of administration, and any other special instructions, including permission for the student to self-medicate;~~
 - (2) ~~Nonprescription medication must have the student's name affixed to the original container.~~
- e. The student may have in ~~his/her~~ **their** possession only the amount of medication needed for that school day, except that, for manufacturer's packaging that contains multiple dosages, the student may carry one package, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
- f. Sharing and/or borrowing of medication with another student is strictly prohibited.
- g. For a ~~students who have~~ **has** been prescribed bronchodilators or epinephrine, ~~staff the designated personnel~~ will request from the parent/guardian, that the parent/ or guardian provide backup medication for emergency use by that student. Backup medication, if provided by the parent/guardian, will be kept at the student's school in a location to which the student has immediate access, in the event the student has an asthma and/or severe allergy emergency.
- h. Upon written ~~request from a parent/ or guardian request,~~ and with a ~~physician's~~ **prescriber's** written statement that the lack of immediate access to backup autoinjectable epinephrine may be life-threatening to a student, and the location where the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup autoinjectable epinephrine to be kept in a reasonably secure location in the student's classroom.
- i. ~~A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;~~
- j. ~~Permission to self-medicate for a student to administer medication to themselves may be revoked if the student violates the Board's policy and/or these this administrative regulations.~~
- k. ~~Additionally, A~~ **students** may be subject to discipline, up to and including expulsion, as appropriate;
- l. ~~A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication.~~

7. Handling, ~~Storage,~~ Monitoring and Safe Storage of Medication Supplies for Administering Medication to Students

- a. Medication administered by designated ~~staff~~ **personnel** to a ~~student~~ or self-administered by ~~the~~ a student must be delivered by the parent/guardian to the school, in its original container, accompanied by the permission form and written instructions, as required above.
- b. Medication in capsule or tablet form and categorized as a sedative, stimulant, anticonvulsant, narcotic analgesic, or psychotropic medication will be counted by designated ~~staff~~ **personnel** in the presence of another ~~District~~ employee upon receipt, documented in the student's medication log, and routinely monitored during storage and administration. Discrepancies will be reported to the principal immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.

- c. Designated staff personnel will follow the written instructions of the physician prescriber and the student or the student's parent/ or guardian, and training guidelines as may be recommended by the ODE for administering all forms of prescription and/or nonprescription medications.
- d. Medication will be secured as follows:
 - (1) Non-refrigerated medications will be stored in a locked cabinet, drawer, or box.
 - (2) Medications requiring refrigeration will be stored in a locked box in a refrigerator.
 - (3) Access to medication storage keys will be limited to the principal and designated staff personnel.
- e. Designated staff personnel will be responsible for monitoring all medication supplies, and for ensuring that medication is secure at all times, not left unattended after administering, and that the medication container is properly sealed and returned to storage.
- f. In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated staff personnel will notify the student's parent/ or guardian or the student (in situations involving ORS 109.610, 109.640 and 109.675) immediately.

8. Emergency Response

- a. Designated staff personnel will notify 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects that result from District-administered medication or from student self-medication or allergic reactions. The parent/ or guardian, school nurse, and principal will be notified immediately.
- b. Minor adverse reactions that result from District-administered medication or from student self-medication will be reported to the parent/ or guardian immediately, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 106.640 or 109.675.
- c. Any available District staff will immediately call 911 and the student's parent or guardian if the designated staff member personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.

9. Disposal of Medication

- a. Medication not picked up by the student's parent/ or guardian or the student, when allowed pursuant to ORS 109.610, 109.640 and 109.675, at the end of the school year or within five school days of the end of the medication period, whichever is earlier, will be disposed of by designated staff personnel in a nonrecoverable fashion, as follows:
 - (1) Medication in capsule, tablet or liquid form will be removed from its original container (destroy any and personal information) will be destroyed;
 - (2) Crush Solid medications will be crushed, mixed or dissolved in water; (this applies to liquid medications as well) will be mixed or dissolved in water; and
 - (3) Mixed with an undesirable substance, such as e.g., coffee grounds, kitty litter, flour, etc., and
 - (4) Placed in impermeable, non-descript containers such as empty cans or sealable bags; and
 - (5) placing these containers Placed in the trash.

Flush prescriptions down the toilet **only** if the accompanying patient information specifically instructs it is safe to do so (ONDCP Federal Government Guidelines February 20, 2007);

- (6) Other medication will be disposed of in accordance with established training procedures including sharps and glass.
- b. All medication will be disposed of by designated school staff personnel in the presence of another school employee and documented as described in Section 10. Below.

10. ~~Documentation~~ Transcribing, Recording and Record Keeping

- a. A medication log will be maintained for each student who is administered medication by the District. The medication log will include, but not be limited to:
 - (1) The name of the student, name of the medication, dose, and route of medication administered; dosage, method of administration, date, and time of administration; frequency of administration and the name of the person administering the medication;
 - (2) Student refusals of medication;
 - (3) Errors in administration of medication;
 - (4) Incidents of Emergency and minor adverse reaction incidents by a student to medication;
 - (5) Discrepancies in medication supply;
 - (6) Disposal of medication, including date, quantity, manner in which the medication was destroyed, and the signature of the staff involved.
- b. All records relating to administration of medicines medications, including permissions slips and written instructions, will be maintained in a separate medical file apart from the student's education records file, unless otherwise related to the student's educational placement and/or individualized education program. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- c. Student medical files health information will be kept confidential. Access shall be limited to those designated staff personnel authorized to administer medication to students, the student, and his/her their parent/ or guardian. Information may be shared with other staff with a legitimate educational interest in the student or others, as may be authorized by the parent/ or guardian in writing or others as allowed under state and federal law.

~~A school administrator, teacher, or other District employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription and/or nonprescription medication, per state law.~~

~~A school administrator, school nurse, teacher, or other District employee designated by the school administrator, are not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, when that person in good faith assisted the student in self-administration of the medication, per state law.~~

~~A school administrator, school nurse, teacher, or other District employee are not liable in a criminal action or for civil damages, when that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy, who is unable to self-administer the medication, per state law.~~

~~A school District and the members of a school District board are not liable in a criminal action or for civil damages when a student or individual is unable to self-administer medication, when any person in good faith administers autoinjectable epinephrine to a student or individual, per state law.~~

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
FIRST READING – POLICY GBH/JECAC:
STAFF / STUDENT / PARENT RELATIONS

SITUATION

The revisions to Board policy GBH/JECAC: Staff / Student / Parent Relations are recommended by Oregon School Boards Association (OSBA) in order to accommodate the Oregon laws that relate to parental plans in cases of separated or divorced parents.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy GBH/JECAC: Staff / Student / Parent Relations.

Hillsboro School District 1J

Code: **GBH/JECAC**
Adopted: 7/96
Readopted: 11/25/08; 06/09/09
Revised: 10/24/17; _____

Staff/Student/Parent Relations**

The Board encourages parents to be involved in their student's school educational activities and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

1. Receiving and inspecting their student's education records and consulting with school staff concerning the student's welfare and education, to the same extent as provided to the parent having sole custody;
2. Authorizing emergency medical, dental, psychological, psychiatric, or other health care for the student if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued.

~~Noncustodial parents will not be granted visitation or telephone access to the student during the school day. The student will not be released to the noncustodial parent unless allowed by court order. If the district is provided with a court order or parenting plan that curtails the rights of the noncustodial parent, the student shall not be released to the noncustodial parent nor shall the noncustodial parent be granted visitation or phone access during the day.~~

In the case of joint custody, the district will adhere to all conditions specified and ordered by the court. The district may request in writing any special requests or clarifications in areas concerning the student and the district's relationship and responsibilities.

The district will use reasonable methods to identify and authenticate the identity of both parents.

END OF POLICY

Legal Reference(s):

[ORS 107.101](#)
[ORS 107.102](#)

[ORS 107.106](#)
[ORS 107.154](#)

[ORS 109.056](#)
[ORS 163.245](#) to -163.257

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).

Cross Reference(s):

JM - Staff-Student Relations

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
FIRST READING - POLICY EEA: STUDENT TRANSPORTATION SERVICES

SITUATION

The proposed revisions to policy EEA: Student Transportation Services are based on recommendations from Oregon School Boards Association (OSBA) to ensure that the policy aligns with legislative changes to Oregon Administrative Rule (OAR) 581-053-0004, Administration of Pupil Transportation. Revisions to this OAR include the requirement that aides or assistants who ride on school buses be trained on emergency procedures and their role in the safety of all students riding the bus. The OAR revisions also require districts or transportation contractors to verify that a school bus driver's physical examination was certified by a medical examiner whose certificate was listed on the National Registry of Certified Medical Examiners, as of the date of issuance of the medical examiner's certificate.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy EEA: Student Transportation Services.

Hillsboro School District 1J

Code: EEA

Adopted: 7/96

Revised/Readopted: 9/07; 11/03/08; 12/18/12;

Student Transportation Services

School transportation services will be provided for students within the limitations of available resources for transporting students to and from school, and for transporting students to and from curricular and extracurricular activities sponsored by the District. The District will comply with all state and federal laws and regulations pertaining to school bus transportation including transportation will be provided for homeless students to and from the student's school of origin¹ as required by the No Child Left Behind Act of 2001 (NCLBA) Every Student Succeeds Act of 2015 (ESSA) and provisions in NCLB which may require school choice. These services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the Board, superintendent, or designee, in accordance with District procedures.

Elementary students in grades K-6 who live more than one mile from school will be transported. Secondary students in grades 7-12 who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan.

Miles from school will be determined by the [transportation supervisor] in accordance with Oregon Administrative Rule (OAR) 581-023-0040(1)(c).

The District may use Type 10 School Activity Vehicles to transport students from home to school, school to home, and from District-sponsored activities.

The district may also provide transportation using federal funds² or through cooperative agreements with local victims assistance units for a student to attend a safe district school³ out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

All students with disabilities for whom transportation is identified as a related service in their IEPs will be provided transportation as required.

¹"School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled.

When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

²"Federal funds" means funds available through Title IV, Part A, and Title V, Part A.

³If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Children ~~Students~~ attending any private, ~~or~~ parochial or public charter school under the compulsory school attendance laws will, where the private, ~~or~~ parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school children.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under Oregon Revised Statute (ORS) 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.⁴ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215, vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

~~School B~~ buses carrying ~~school children~~ students will be considered extensions of the school ~~situation~~ experience. All students using school transportation will abide by the code of conduct posted in each bus and published in the student handbook. Students may be required to show appropriate identification. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of other students, will be reported by the bus driver to the director of transportation. The director of transportation will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of school bus transportation for a period of time as deemed proper by the principal.

~~The bus driver will be responsible for the bus at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.~~ The principal or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

~~All vehicles used to transport children shall be maintained to provide safe and efficient transportation service with a minimum of delays and disruptions due to mechanical or equipment failure. The Board will develop a bus replacement schedule, reviewed annually, subject to available funds.~~

~~The District may also provide transportation using federal funds or through cooperative agreements with local victims assistance units for a student to attend a safe District school out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends, or for students who are supposed to attend a school that has been identified as persistently dangerous. If there are no other schools within the District a student may transfer to, the~~

⁴“Proper fit” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

~~District may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.~~

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The school bus driver will be responsible for the school bus at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

Legal Reference(s):

ORS 327.006	ORS 815.055	OAR 581-053-0031
ORS 327.033	ORS 815.080	OAR 581-053-0040
ORS 327.043	ORS 820.100 to-820.190	OAR 581-053-0053
ORS 332.405		OAR 581-053-0060
ORS 332.415	OAR 581-021-0050 to-0075	OAR 581-053-0070
ORS 339.240 to-339.250	OAR 581-022-1530	OAR 581-053-0210
ORS 343.155 to-343.246	OAR 581-023-0040	OAR 581-053-0220
ORS 343.533	OAR 581-053-0002	OAR 581-053-0230
ORS 343.155 to-343.243	OAR 581-053-0003	OAR 581-053-0240
ORS 811.210	OAR 581-053-0004	OAR 735-102-0010
ORS 811.215	OAR 581-053-0010	

~~No Child Left behind Act of 2001~~Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2015).
~~Elementary and Secondary Education Act (ESEA) Flexibility Waiver, July 18, 2012.~~
~~McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 (2001).~~

Cross Reference(s):

EEAB - School Bus Scheduling and Routing
EEAC - School Bus Safety Program
EEACC - Student Conduct on School Buses

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

DRAFT

1. **EXECUTIVE SESSION**

ORS 192.660(2)(i)—Evaluation of the Superintendent

Board Present:

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

Administration / Staff Present:

Mike Scott, Superintendent
Val Bokma, Assistant to the Board

Others Present:

Greg McKenzie, Consultant

Board Chair Lisa Allen called the meeting to order at 5:15 PM, and moved the Board into executive session under ORS 192.660(2)(i)—evaluation of the Superintendent. The Board discussed the Hillsboro School District Superintendent evaluation. Consultant Greg McKenzie (NextUp Leadership) facilitated the discussion. No action was taken. Board Chair Allen moved the Board out of executive session and recessed the meeting at 5:47 PM.

2. **WORK SESSION**

Board Present:

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

Administration / 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
Val Bokma, Assistant to the Board

Others Present:

Greg McKenzie, Consultant

Diana Kleintob, Technology Support

Board Chair Lisa Allen called the meeting to order at 5:51 PM.

a. **Discuss Board Evaluation Process and Timeline**

Consultant Greg McKenzie (NextUp Leadership) presented an overview of the Board evaluation process that the Hillsboro School District Board of Directors adopted in February 2016. Board members discussed the evaluation process and timeline. Since most of the Board members have not yet completed their first year of service, the Board agreed that the evaluation timeline should be modified this year so that the process will be completed during the summer or early fall. It was suggested that completing the evaluation process prior to the Board's full-day summer work session (tentatively scheduled for August 6) could be beneficial for planning this meeting.

b. Review Proposed Revisions to Approved 2018-19 School Calendar

Chief Human Resources Officer Kona Lew-Williams presented three draft revision options for the 2018-19 school calendar, which incorporated changes that Board members requested during the February 27 Board work session, as a result of input received from the community. Chief Human Resources Officer Lew-Williams also discussed the process of developing the draft revision options.

The three calendar options were included in the Board meeting packet.

Board members discussed the draft calendar revision options and reached a consensus in support of draft option 3. Features of draft option 3 include the following:

- Non-contract day before Thanksgiving break: Wednesday, November 21
- Winter break: Monday, December 24 – Friday, January 4
- Last day for students: Friday, June 14
- Possible inclement weather make-up days / non-contract days: Tuesday, June 18, and Wednesday, June 19

The Board took action to adopt the selected calendar during the regular session.

c. Bond Update and Citizens' Bond Oversight Committee Selection

Capital Projects Officer Adam Stewart explained that the Board agreed during the February 27 work session to appoint 8 to 10 candidates, plus up to four (4) students, to serve on the Citizens' Bond Oversight Committee. Information that Board members requested regarding the applicants' feeder groups and service on other committees has been provided.

Director Kim Strelchun explained that although Matthew Buckingham did not indicate on his application that he would be interested in serving in a leadership position, she contacted him to ask about this and he confirmed that he is willing to serve in this capacity. Director Strelchun asked the Board to consider Matthew Buckingham for committee leadership.

Board members each recommended eight (8) applicants to serve on the committee, agreeing that up to ten (10) committee members would be appointed.

- Director Kim Strelchun recommended Monte Akers, Maureen Barnhart, Peter Brandom, Matthew Buckingham, Matthew Costigan, William Caleb Ford, Patrick Preston, and Kevin Zuercher.
- Director Jaci Spross recommended Monte Akers, Maureen Barnhart, Matthew Buckingham, April Davis, William Caleb Ford, Patrick Preston, Jeffrey Johnathan Sarafa, and Kevin Zuercher.
- Director Erika Lopez recommended Peter Brandom, Matthew Buckingham, Matthew Costigan, Earl Fines, Sonja Marie Likumahuwa-Ackman, Patrick Preston, Holly Robison, and Kevin Zuercher.
- Director Mark Watson recommended Peter Brandom, Matthew Costigan, William Caleb Ford, Sonja Marie Likumahuwa-Ackman, Glenn Miller, Patrick Preston, Jeffrey Johnathan Sarafa, and Kevin Zuercher.

- Director Yadira Martinez recommended Maureen Barnhart, Matthew Buckingham, William Caleb Ford, Sonja Marie Likumahuwa-Ackman, Glenn Miller, Patrick Preston, Holly Robison, and Kevin Zuercher.
- Director Martin Granum recommended Maureen Barnhart, Peter Brandom, Matthew Buckingham, Matthew Costigan, William Caleb Ford, Holly Robison, Jeffrey Johnathan Sarafa, and Kevin Zuercher.
- Board Chair Lisa Allen recommended Maureen Barnhart, Peter Brandom, Matthew Buckingham, Matthew Costigan, April Davis, Sonja Marie Likumahuwa-Ackman, Patrick Preston, and Holly Robison.

All Board members supported the selection of Amanda Adzima as a student member of the committee.

Candidates who received the highest number of recommendations for committee membership were:

- Matthew Buckingham, Patrick Preston, and Kevin Zuercher (6)
- Maureen Barnhart, Peter Brandom, Matthew Costigan, and William Caleb Ford (5)
- Sonja Marie Likumahuwa-Ackman and Holly Robison (4)
- Jeffrey Johnathan Sarafa (3)

After making their recommendations regarding Citizens' Bond Oversight Committee members, to be appointed during the regular session, Board members discussed their recommendations for the committee chair and vice chair positions.

- Director Kim Strelchun recommended Matthew Buckingham to serve as chair and Patrick Preston to serve as vice chair.
- Director Jaci Spross recommended Matthew Buckingham to serve as chair and Amanda Adzima to serve as vice chair.
- Director Erika Lopez recommended Peter Brandom to serve as chair and Amanda Adzima to serve as vice chair.
- Director Mark Watson recommended Matthew Buckingham to serve as chair and Patrick Preston to serve as vice chair.
- Director Yadira Martinez recommended Matthew Buckingham to serve as chair and Amanda Adzima to serve as vice chair.
- Director Martin Granum recommended Matthew Buckingham to serve as chair and Patrick Preston to serve as vice chair.
- Board Chair Lisa Allen recommended Matthew Buckingham to serve as chair and Patrick Preston to serve as vice chair.

Matthew Buckingham received the highest number of recommendations for the committee chair position (6), and Patrick Preston received the highest number of recommendations for the vice chair position (4).

Appointments of committee members and designation of the committee chair and vice chair were conducted during the regular session.

Following the discussion of committee members and officers, Capital Projects Officer Stewart asked the Board for feedback regarding the following documents, which will be shared with the Citizens' Bond Advisory Committee:

- Hillsboro 2017 Capital Construction Bond Program Goals
- Procurement and Insurance Requirements for Bond Projects
- 2017 Bond Contingency Document

Board members provided positive feedback. The documents are included in the Board meeting packet.

d. Board Discussion Time

1) Discuss Sidewalks Near Schools

Board Chair Lisa Allen and Director Kim Strelchun explained that the City of Hillsboro is currently working on its pedestrian plan, scheduling projects for the next (approximately) 30 years, and this provides an opportunity for the District to send a letter to the City Council and the planning team, asking the City to increase the weighting of sidewalks near schools that have high youth pedestrian traffic and are areas of high concern. The Transportation Committee will be finalizing the plan during its March 27 meeting.

Board members discussed the suggestion and its implications, and reached a consensus in favor of sending a letter to the City with this request.

Board members expressed appreciation for the partnership of the City and the County. A suggestion was made that the Board conduct joint meetings with the councils of cities within the District's boundaries.

2) Discuss Board Meeting Efficiencies

Due to time constraints, this item was postponed and will be scheduled on a future meeting agenda.

3) Board Discussion

Due to time constraints, this item was moved to the regular session.

e. Recess Board Meeting

The meeting was recessed at 7:00 PM.

REGULAR SESSION

Board Present:

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

Others Present:

Monte Akers,
Hillsboro Optimist Club
Mike and Laura McMurray,
Hillsboro Hops
Kristy Kottkey, Team Up
Rebecca Nelson, CCAC
Kim Bliss, HHS
Kathy Grant, EMS
Michelle Gray, CHS
OJ Gulley, EMS
Michiah Kaiser, HHS
Brian Pendergrass, HHS
Devin Hunter, HCU
Jill Golay, HEA

Administration / 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
Don Wolff, Chief Information Officer
Elaine Fox, Executive Director, Student Services
Brian Haats, Director, Human Resources
Saideh Haghighi, Director, Equity and Human Resources
Becky Kingsmith, Coordinator, Teaching and Learning
Val Bokma, Assistant to the Board
Kathy Wilson, Assistant to the Superintendent
Martha Méndez Bolaños, Bilingual Interpreter / Translator
Gaspar Lopez Lopez, Bilingual Interpreter / Translator
Diana Kleintob, Technology Support

3. Call to Order and Flag Salute

Board Chair Lisa Allen reconvened the meeting at 7:11 PM, and led the Pledge of Allegiance.

4. Approval of Agenda

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

5. Audience Time

No requests to address the Board were received.

6. REPORTS AND DISCUSSION

a. Team Up Program Report

Hillsboro Hops President Mike McMurray presented an overview of the new “Team Up” program that is being created by community partners, including Hillsboro Hops, Columbia Industries, Hillsboro Optimist Club, Dick’s Auto Group, Burgerville, and Hillsboro School District. Team Up will start at Evergreen Middle School this coming fall, with a goal of reigniting a love of learning in students who have been identified as disconnected from their schools or communities, offering them enhanced community connections, career opportunity awareness, character development, and an understanding of the value and relevance of critical thinking and math skills on their lives and futures.

b. Human Resources Department Update

Chief Human Resources Officer Kona Lew-Williams, Director Saideh Haghighi, and Director Brian Haats presented an overview of the District's Human Resources Department and its focus on providing support and serving as a resource for District students, staff, and community members.

c. First Reading – New High School Course Proposals

Assistant Superintendent Travis Reiman, Citizens' Curriculum Advisory Committee (CCAC) Vice Chair Rebecca Nelson, Hillsboro High School International Baccalaureate (IB) Coordinator Kim Bliss, and District teachers presented the following new course proposals for first reading:

- 1) Link Crew – Brian Pendergrass (Hillsboro High School)
- 2) IB Global Politics – sponsored by Julio Galian; presented by Kim Bliss (Hillsboro High School)
- 3) IB Business Management – Michiah Kaiser (Hillsboro High School)
- 4) IB Sports, Exercise, and Health Services – sponsored by Stacey Hutchinson; presented by Kim Bliss (Hillsboro High School)
- 5) AP Spanish Literature and Culture – sponsored by Michelle Gray and Missy Ellis; presented by Michelle Gray (Century High School)

The course proposals are included in the Board meeting packet. They are scheduled to be presented to the Board for approval on April 24, 2018, and implemented during the 2018-19 school year.

d. Financial Report

Chief Financial Officer Michelle Morrison presented the monthly financial report. Board members asked that additional information regarding budget implications be included in new course proposals, and requested additional information regarding student incident reports.

The financial report is included in the Board meeting packet.

e. 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 Communicable Diseases
 - a) Policy GBEB and GBEB-AR: Communicable Diseases – Staff
 - b) Policy JHCC and JHCC-AR: Communicable Diseases – Students
 - c) JHCC-AR-1: Procedures for Dealing with Students Having HIV, AIDS, or HBV (Delete)
 - d) JHCC/GBEB-AR-2: Communicable Diseases (Delete)

7. CONSENT AGENDA

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

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

Consent Agenda items were as follows:

- a. Approve Minutes of February 13, 2018, Board Meeting
- b. Approve Minutes of February 27, 2018, Board Meeting
- c. Approve Routine Personnel Matters
- d. Accept Donations
- e. Authorize 2018 Migrant Summer School Application
- f. Approve Policy Revisions

The following policies were presented for first reading on February 27, 2018

- 1) Policies Regarding Complaints
 - a) Policy GBM: Staff Complaints
 - b) Policy GBMA: Whistleblower
 - c) Policy KL: Public Complaints
 - d) Policy LGA: Compliance with Standards (Delete)
 - e) Policy JGAB: Use of Restraint and Seclusion

8. ACTION ITEMS

- a. Appoint Citizens' Bond Oversight Committee Members; Designate a Chair and Vice Chair

Director Kim Strelchun MOVED, SECONDED by Director Jaci Spross, to appoint the following members to the Citizens' Bond Oversight Committee: Amanda Adzima (student), Kevin Zuercher, Patrick Preston, Maureen Barnhart, Peter Brandom, Matthew Buckingham, Matthew Costigan, William Caleb Ford, Holly Robison, Sonja Marie Likumahuwa-Ackman, and Jeffrey Johnathan Sarafa. The MOTION CARRIED (7-0).

Director Kim Strelchun MOVED, SECONDED by Director Erika Lopez, that the Board appoint Matthew Buckingham as the committee chair and Patrick Preston as the committee vice chair. The MOTION CARRIED (7-0).

Board members expressed appreciation for all community members who applied to serve on the committee, emphasized the difficulty of making the candidate selections, and encouraged applicants who were not selected to remain involved with the District in other available roles.

- b. Approve Revisions to Adopted 2018-19 School Calendar

Chief Human Resources Officer Kona Lew-Williams explained that three draft revised 2018-19 school calendars were reviewed by the Board during the work session and summarized the key points of the calendar options.

Director Martin Granum MOVED, SECONDED by Director Erika Lopez, to approve revisions to the 2018-19 school year calendar, selecting and adopting draft calendar 3. The MOTION CARRIED (7-0).

Apologies were extended to anyone who may have been inconvenienced as a result of the calendar revisions. The original calendars were developed and adopted during a year when the District had to make up several snow days, and it was suggested that this experience may have impacted decisions that were made in developing the 2018-19 school calendar. Board members have recommended that the District no longer adopt calendars more than one year in advance.

- c. Award Contract for Site Work Contracted Services for Glencoe High School and Hillsboro High School Field Renovation Projects to Bernhardt Golf
Capital Projects Officer Adam Stewart explained that the Board of Directors, acting as the Local Contract Review Board, approved the use of an alternative procurement method for site work for turf fields at Glencoe High School and Hillsboro High School on January 23, 2018.

Director Jaci Spross MOVED, SECONDED by Director Kim Strelchun, to award the contract for site work services for Glencoe High School and Hillsboro High School athletic field renovation projects to Bernhardt Golf. The MOTION CARRIED (7-0).

- d. Award Contract for Construction Management / General Contractor (CM/GC) Services for Brookwood Elementary School Replacement to LCG Pence Construction
Capital Projects Officer Adam Stewart explained that the Board of Directors, acting as the Local Contract Review Board, approved the use of the CM/GC alternative construction method for the Brookwood Elementary School replacement project on January 11, 2018.

Director Martin Granum MOVED, SECONDED by Director Jaci Spross, to award the contract for CM/GC services for the Brookwood Elementary School Replacement to LCG Pence Construction. The MOTION CARRIED (7-0).

- e. Award Contract for Construction of District-Wide Fiber Network
Chief Information Officer Don Wolff explained that the cost of the District-wide fiber network project has increased since the original estimate was developed during the bond planning process, and the current cost is \$13.9 million. The District is investigating the potential use of eRate, as well as the possibility of offsetting the cost with savings on other bond-funded technology projects.

Chief Information Officer Wolff also discussed the significant increases in the District's bandwidth needs in recent years and the substantial long-term cost savings that are anticipated as a result of constructing a District-owned and District-maintained fiber network.

Director Mark Watson MOVED, SECONDED by Director Martin Granum, to 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. The MOTION CARRIED (7-0).

9. NWRESA/HCU/HEA Reports

HEA President Jill Golay discussed the revised 2018-19 school calendar; collaboration between the unions and administration; the importance of reading with very young children; and the 5K fun run on May 26, with proceeds to benefit Butternut Creek Elementary School. She also thanked the Board for their efforts and accomplishments.

HCU President Devin Hunter discussed the revised 2018-19 school calendar; collaboration between the unions and administration; the importance of the District's Human Resources department; and the value of team-building opportunities, not only between departments, but also for school staff.

10. Superintendent's Time

Superintendent Scott discussed District events, processes, programs, and priorities.

11. Board of Directors' Time

Board members discussed District events, programs, and processes, and provided brief summaries of their recent and upcoming activities.

12. Follow-Up Items

Agenda Item / Request	Action
<u>Financial Report</u> : Provide additional information regarding student incident reports	Will be provided
<u>Board of Directors' Time</u> : Create a scheduling process for Board members attending high school listening sessions, and provide follow-up information	Will be provided

13. Executive Session

No executive session was called.

14. Adjournment

The meeting was adjourned at 8:50 PM.

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends that the Board of Directors:

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

Linda Holscher

Assignment: 1.0 FTE Home/Hospital Teacher
Location: Student Services
Effective Date: June 18, 2018
Years of Service: 38 years

Linda Little

Assignment: 1.0 FTE Language Arts
Location: Brown Middle School
Effective Date: June 18, 2018
Years of Service: 26 years

Deborah Monnier

Assignment: 1.0 FTE AVID – Tutorial and Social Studies
Location: Century High School
Effective Date: June 18, 2018
Years of Service: 19 years

Susan Weidkamp

Assignment: 1.0 FTE Science
Location: Glencoe High School
Effective Date: June 18, 2018
Years of Service: 35 years

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

Sarah Dufficy

Assignment: 1.0 FTE Elementary Resource Specialist
Location: Minter Bridge Elementary School
Effective Date: June 18, 2018

Shelby Ellis

Assignment: 0.5 FTE 3rd/4th Grade
Location: Mooberry Elementary School
Effective Date: February 28, 2018

Lisa Hugelier

Assignment: 1.0 FTE 1st Grade
Location: Butternut Creek Elementary School
Effective Date: June 18, 2018

Brandon Irvine

Assignment: 1.0 FTE Physical Education
Location: Imlay Elementary School
Effective Date: June 18, 2018

Annie Spiegelberg

Assignment: 1.0 FTE 1st Grade
Location: Free Orchards Elementary School
Effective Date: June 18, 2018

- C. Approve the employment of the following licensed personnel in the 2017-18 school year:

Nicholas Ingalls

Education: BA – Oregon State University, Corvallis, OR
Experience: None
Assignment: 1.0 FTE – Mathematics – Century High School

Sheila Loe

Education: MA – Louisiana Tech University, Ruston, LA
Experience: 33 years
Assignment: 0.833 FTE – Social Learning Center – Century High School

Evan Ransom

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 0.5 FTE – 5th Grade – Imlay Elementary School

- D. Approve the employment of the following Super/Tech personnel in the 2017-18 school year:

Dave True

Assignment: Supervisor – Facilities and Maintenance
Location: Facilities
Effective Date: March 2, 2018

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2017
ACCEPT GIFTS AND DONATIONS
(as of March 31, 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 \$23,809.99 from Jackson PTA to Jackson Elementary School to be used as follows:
 - \$70 for registration for Oregon Battle of the Books program
 - \$297.50 for Parents & Pastries school event
 - \$706.88 for materials for teacher book study
 - \$853.60 for Houghton Mifflin Harcourt Fountas Benchmark materials
 - \$21,882.01 for playground equipment

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
APPROVE CONTRACTOR PREQUALIFICATION

SITUATION

In 2013, a Request for Qualification (RFQ) was issued to pre-qualify general contractors and groupings of sub-contractors. The Board of Directors approved a list of pre-qualified contractors, and the District has continued to use this list to issue bids for construction projects since that time.

In February 2018, a Request for Qualification (RFQ) was reissued in order to update the District's pre-qualified contractor list. Three groups of contractors were evaluated:

- General contractors
- Line voltage electrical sub-contractors
- Mechanical sub-contractors

Responses were received from 48 contractors, and 21 of them were pre-qualified by the selection committee. The RFQs are on file for review at the Construction Management office.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review and approve the pre-qualified contractor list.

April 24, 2018

Request for Qualifications 2018-2022

Prequalification of Contractors for Construction Projects

Selection Committee Recommendations

Group 1 General Contractors

1. 2KG Contractors, Inc.
2. Bremik Construction
3. Brockamp & Jaeger, Inc.
4. Corp Inc Construction
5. Emerick Construction Co.
6. Five-Star Builders
7. INLINE Construction
8. Nu Construction
9. Par-Tech Construction, Inc.
10. Robinson Construction Co.
11. Ross Builders NW
12. Russell Construction, Inc.
13. Skanska
14. TS Gray Construction

Group 2 Line Voltage/Electrical Contractors

1. Global Electric
2. Milestone Electric
3. Beaver Electric

Group 3 Mechanical Contractors

1. Charter Mechanical
2. Gormley Plumbing & Mechanical
3. Hydro-Temp Mechanical, Inc.
4. Tom Stevens Boiler Repair, Inc.

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
APPROVE NEW HIGH SCHOOL COURSE PROPOSAL:
LINK CREW

SITUATION

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. The Board reviewed the first reading of the course proposal 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 approve 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, extended contract will be an option for the Link Crew coordinator 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, who may also receive extended contract, because they 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)
- Extended contract (~\$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
April 24, 2018
APPROVE NEW HIGH SCHOOL COURSE PROPOSAL:
IB GLOBAL POLITICS

SITUATION

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. The Board reviewed the first reading of the course proposal 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 approve 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
April 24, 2018
APPROVE NEW HIGH SCHOOL COURSE PROPOSAL:
IB BUSINESS MANAGEMENT

SITUATION

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. The Board reviewed the first reading of the course proposal 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 approve 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
April 24, 2018
APPROVE NEW HIGH SCHOOL COURSE PROPOSAL:
IB SPORTS, EXERCISE, AND HEALTH SERVICES

SITUATION

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. The Board reviewed the first reading of the course proposal 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 approve 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
April 24, 2018
APPROVE NEW HIGH SCHOOL COURSE PROPOSAL:
AP SPANISH LITERATURE AND CULTURE

SITUATION

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. The Board reviewed the first reading of the course proposal 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 approve 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
-

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
April 24, 2018
APPROVE REVISIONS TO POLICIES REGARDING COMPLAINTS:
POLICY AC: NONDISCRIMINATION;
AC-AR: DISCRIMINATION COMPLAINT PROCEDURE; AND
POLICY JFH: STUDENT COMPLAINTS

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.

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. However, Board members requested clarification and additional revisions to these policies, including expanding the protected classes and clarifying the role of principals and the procedures for student complaints.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy AC: Nondiscrimination; AC-AR: Discrimination Complaint Procedure; and policy JFH: Student Complaints.

Hillsboro School District 1J

Code: AC
Adopted: 7/96
Revised/Readopted: 6/19/07; 08/25/09; 2/12;
11/01/16;

Nondiscrimination

The District prohibits discrimination and harassment on any basis protected by law; including, but not limited to:

1. An individual's perceived or actual race, color, religion, sex, sexual orientation¹, gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status or veterans' status; or
2. The perceived or actual race, color, religion, sex, sexual orientation¹, gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status or veterans' status of any other persons with whom the individual associates.

The District prohibits discrimination and harassment; including, but not limited to, in employment, assignment, and promotion of personnel; in educational opportunities and services offered students; in student assignments to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals; and to establish channels through which citizens patrons can communicate their concerns to the administration and the Board.

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act of 1973, Title VI, Title VII, Title IX, and other civil rights or discrimination issues². The District will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees, and the public, and such procedures will be available at the district's administrative office and on the home page of the district's website.

The District prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted, or participated in an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

¹"Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.

²Districts are required to notify students and employees of the name, office address and telephone number of the employee or employees appointed.

Legal Reference(s):

<u>ORS 174.100</u>	<u>ORS 659A.006</u>	<u>ORS 659A.321</u>
<u>ORS 192.630</u>	<u>ORS 659A.009</u>	<u>ORS 659A.409</u>
<u>ORS 326.051(1)(e)</u>	<u>ORS 659A.029</u>	<u>OAR 581-021-0045</u>
<u>ORS 659.805</u>	<u>ORS 659A.030</u>	<u>OAR 581-021-0046</u>
<u>ORS 659.815</u>	<u>ORS 659A.040</u>	<u>OAR 581-021-0049</u>
<u>ORS 659.850 to -860</u>	<u>ORS 659A.103 to -145</u>	<u>OAR 581-022-2310</u>
<u>ORS 659.865</u>	<u>ORS 659A.230 to -233</u>	<u>OAR 581-022-2370</u>
<u>ORS 659.870</u>	<u>ORS 659A.236</u>	<u>OAR 839-003</u>
<u>ORS 659A.003</u>	<u>ORS 659A.309</u>	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2017).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2017); 29 C.F.R Part 1626 (2017).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2017).

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2017).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2017); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2017).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2017).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (2017).

Title II of the Genetic Information Nondiscrimination Act of 2008 (2017).

Cross Reference(s):

ACA - Americans with Disabilities Act

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunity

Discrimination Complaint Procedure

Complaints regarding the interpretation or application of Board policy AC: Nondiscrimination or harassment, on any basis protected by law, shall be processed according to the following procedures.

Step 1:

A written complaint must be filed with the campus principal / designee¹. The principal or site administrator or other designated official shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within ten district business days of receipt of the complaint. ~~He or she will reply in writing to the complainant at the conclusion of the investigation.~~

Any staff member who receives a written or oral complaint shall refer the complainant to the principal or site administrator.

~~If the principal or site administrator is the subject of the complaint, the individual shall file a complaint with the Superintendent or designee. If the Superintendent is the subject of the complaint, the complaint shall be referred to the Board chair. The Board may refer the investigation to a third party.~~

~~Complaints against the Board as a whole or against an individual Board member, shall be made to the Board chair and may be referred to District counsel. Complaints against the Board chair shall be made directly to the Board vice chair.~~

Step 2.

If the complainant wishes to appeal the initial (step 1) principal's / designee's¹ decision, ~~he or she~~ they may submit a written appeal to the District-level administrator who is designated to receive these appeals. The written appeal must be submitted within five District business days after receipt of the principal's / designee's¹ response to the complaint. The administrator receiving the appeal shall review the merits of the principal's / designee's¹ decision, and may meet with all parties involved. The administrator receiving the appeal will respond in writing to the complainant within ten District business days.

The following district-level administrators are designated to receive these appeals:

- The Executive Director of Elementary Education Office of School Performance administrator who oversees the school will receive appeals for complaints related to elementary and secondary schools;
- ~~The Executive Director of Secondary Education will receive appeals for complaints related to secondary schools;~~

¹ Or site administrator for non-school locations / departments

- The Human Resources Director who manages licensed staff will receive appeals for complaints related to district department-level licensed staff;
- The Human Resources Director who manages classified staff will receive appeals for complaints related to district department-level classified staff.

~~The written appeal must be submitted within five District business days after receipt of the initial response to the complaint. The administrator receiving the appeal shall review the merits of the complaint and the initial decision, and may meet with all parties involved. The administrator shall respond in writing to the complainant within ten District business days.~~

Step 3.

If the complainant wishes to appeal the step 2 decision, ~~he or she~~ they may submit a written appeal to the Superintendent / designee within five District business days after receipt of the step 2 response to the complaint. The Superintendent / designee shall review the merits of the complaint and the initial decision, and may meet with all parties involved. The Superintendent / designee shall respond in writing to the complainant within ~~ten~~ 15 District business days.

Step 4.

If the complainant is not satisfied with the decision reached in step 3 of this process by the superintendent or designee, a written appeal may be filed with the Board within ~~ten~~ five District business days after receipt of the response to step 3. The Board ~~shall~~ may hear the appeal within ~~45 days of receiving it~~ or deny the request for appeal. The Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will ~~include the legal basis for the decision, findings of fact, and conclusions of law~~ address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within ten District business days of this meeting.

If the principal / designee¹ is the subject of the complaint, the complainant may start at step 3 and file a complaint with the superintendent or designee. If the superintendent is the subject of the complaint, the complaint may start at step 4 and should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at step 4 and should be made to the Board chair and may be referred to district counsel. Complaints against the Board chair may start at step 4 and be made directly to the Board vice chair.

Timelines may be extended, based upon mutual consent of both parties in writing.

If the complainant is a person who resides in the district, a parent or guardian of a student who attends school in the district or is a student and is not satisfied after exhausting local complaint procedures; or 90 days, whichever occurs first, ~~he or she~~ they may appeal in writing to the Superintendent of Public Instruction under Oregon Administrative Rule (OAR) ~~581-022-1940~~ 581-021-0049.



Hillsboro School District

DISCRIMINATION COMPLAINT FORM

Name of Complainant: _____

Date: _____

School or Activity: _____

~~_____~~ ☐ Student ☐ Parent ☐ Employee ☐ Member of the Public ~~_____~~

Type of discrimination:

- ☐ Race ☐ Color ☐ National or Ethnic Origin ☐ Marital Status ☐ Pregnancy
☐ Age ☐ Religion ☐ Sexual Orientation ☐ Veteran's Status ☐ Disability
☐ Sex ☐ Familial Status

Specific complaint – provide detailed information including names, dates, places, and activities:

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

The complaint form should be mailed or taken to the campus principal or site administrator. Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.



Discrimination Complaint Form

Complainant Information			
Name of complainant:			
Position / Role of complainant:			
☐ Student ☐ Parent ☐ Employee ☐ Member of the Public			
Phone:		Email:	
Complaint Information			
Name of alleged offender:			
Date and place of incident(s) / school or activity:			
Type of discrimination:			
☐ Race	☐ Color	☐ National or Ethnic Origin	☐ Marital Status
☐ Age	☐ Religion	☐ Sexual Orientation	☐ Veteran's Status
☐ Sex	☐ Familial Status	☐ Mental or Physical Disability	☐ Pregnancy
☐ Economic Status			
Description of incident(s) / specific complaint (provide detailed information including names, dates, places, and activities and results of the discussion):			

Name of witness(es) (if any): 	
Evidence to corroborate complaint – e.g., letters, photos, etc. (attach evidence if possible): 	
What steps have you taken to resolve the issue(s) (if applicable)? 	
What steps would you have the District take to resolve the complaint? 	
All of the information on this form is accurate and true to the best of my knowledge.	
Signature:	Date:

Attach additional pages as needed.

The complaint form should be mailed or submitted to the site administrator. Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Hillsboro School District 1J

Code: **JFH**
Adopted: 7/96
Readopted: 06/09/09
Revised: _____

Student Complaints

~~Students have an inherent right to express their personal grievances. The District has a responsibility to address these grievances.~~

The Board recognizes the necessity for each school to develop and maintain an orderly procedure for resolving student complaints. The building principal / designee¹ administrator shall involve staff and students in establishing procedures which fairly and quickly resolve student complaints. Procedures established should allow for:

1. Informal conferences between the parties concerned;
2. Written appeal to the building principal / designee¹ administrator for a hearing when step one does not resolve the problem complaint;
3. Written appeal to the Superintendent or designee requesting a hearing when step two does not resolve the problem complaint;
4. Written appeal to the Board, requesting a hearing when step three does not solve the problem complaint.

It is the purpose of appeals and hearings to provide access to appropriate school officials when an informal conference cannot resolve the problem complaint. It is not the purpose of appeals and hearings to provide a forum through which nonrelated issues are conveyed. It is recommended that as many student problems complaints as possible be handled through informal conferences.

END OF POLICY

Legal Reference(s):

[ORS 192.610 to -192.690](#)
[ORS 332.107](#)

[OAR 581-022-2370](#)

¹ Or site administrator for non-school locations / departments

HILLSBORO SCHOOL DISTRICT 1J

April 24, 2018

APPROVE REVISIONS TO 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)

Recommended revisions to these policies were presented to the Board for first reading on March 13, 2018. No public comments or questions were received regarding these policies during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to 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 1J
April 24, 2018
INTER-DISTRICT TRANSFERS

SITUATION

House Bill 2747, passed by the Legislature during the 2013 full session, governs the second of two processes by which students are allowed to transfer between school districts. Under House Bill 2747, district school boards must take action to announce the number of students who will be allowed to leave and enter their district for the following school year. They must also determine the process by which transfer requests will be considered, the length of the transfer approval, and any other terms associated with the approval. Students wishing to leave their district of residence to seek enrollment in a non-resident district must obtain a release from their district of residence.

It is recommended that the District participate in this process, both to accept transfers to the District and release students to attend other districts.

Details of the proposed plan will be shared during the meeting.

RECOMMENDATION

The Superintendent recommends that the Board of Directors adopt the plan presented for inter-district transfers for the 2018-19 school year.

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
APPROVE 2018-19 ALTERNATIVE EDUCATION PROGRAMS

SITUATION

Board policy IGBHA directs an annual evaluation and approval of alternative programs available to Hillsboro students. The purpose of this report is to provide Board members with a review of the programs currently available to District students, and to ask the Board to formally approve this updated list of alternative programs. The programs listed have proven to be effective alternatives for District students. District administration has ensured, and will continue to ensure, that each program meets the evaluation criteria set forth in OAR 581-022-1350.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the District's alternative programs.

HILLSBORO SCHOOL DISTRICT
Alternative Programs – 2018-19 School Year

Expanded Options

The 2005 Legislature approved the Expanded Options program (Senate Bill 300) for high school students who are 16 years of age or older. The program provides an opportunity to attend college-level classes while still in high school, with tuition paid by the District. There is a limit to the number of credits the District can provide, and participation priority is given to students who qualify for the free or reduced-price meal program. Students must be accepted by an eligible public post-secondary Oregon institution, and follow a learning plan agreed upon by the student, staff, and parents to reflect each student's goals.

Miller Education Center (MEC) High School / Hillsboro Big Picture

This high school program is located on its own campus. In addition to stressing core curriculum, state standards, and graduation requirements, the program provides students the opportunity to learn responsibility and gain self-esteem through community service projects, challenge courses, and job training. The high school also offers a program for teen parents, including on-site childcare, parenting classes, and early childhood education. The low student-to-teacher ratio allows for small group instruction and individual counseling. MEC is currently in process to change our curriculum delivery model. Big Picture Learning is a nationally recognized model of instruction that focuses on educating the whole child. Students "Leave to Learn" two days per week. This internship-based model of learning directly correlates to Hillsboro School District's strategic objective that all students graduate career-and college ready.

Teen Parent Program (Miller Education Center – West & Century High School)

Students in grades 9 through 12, who are expecting or have a newborn child (ages 6 weeks to 48 months) have an opportunity to continue their education either at Century High School or Miller Education Center. Understanding how individuals develop, emotionally, socially and psychologically, provides a foundation for healthy families and productive citizens. All members of society influence the growth and development of children; therefore, knowledge and understanding of human development influence individual action and ensure a healthy, promising future for children. The District's program addresses the need for consistent, high-quality criteria for three distinct, but related programs: (1) Child Development and Parenthood Education Program; (2) Career-Based Childhood Care and Education Program; and (3) School-Based Teen Parent Program. These standards support the belief that nurturing children requires knowledge of human development, and application of that knowledge when interacting with young children.

GED Program (Miller Education Center – West)

Students who are 16 years of age (or within 2 months of their 16th birthday) may opt into the Hillsboro School District GED (General Educational Development) program. MEC West offers tutoring services for students seeking to complete GED requirements. Students can be referred from their home schools or walk in to be enrolled. When students have demonstrated the skills necessary to pass the four tests (language arts,

mathematics, social studies, and science), they are referred to the education service district (ESD) for final testing.

PEARL Middle School (Miller Education Center – Walnut Street Annex)

Students who have been expelled from their home middle school may be placed into the Personalized Education and Real Learning (PEARL) middle school program. Each student receives individualized educational goals based on their academic needs.

PEARL High School (Miller Education Center – Walnut Street Annex)

Students in the PEARL program participate in a place-based learning environment that encourages personal responsibility and credit attainment. They attend the program for the duration of their expulsion, which allows them to stay on track with their credits toward graduation.

Fifth Year Diploma Completion Program (Miller Education Center – Walnut Street Annex)

Students who are within 8 credits of graduating may enroll into the Hillsboro School District High School Completion program. Instructors will create individualized plans, based on proficiency standards that will meet the needs of each student.

Transition Options Program (TOPS) (Miller Education Center – Walnut Street Annex)

Students who have been accepted into another program OR have transferred into Hillsboro School District with seven weeks or less left in the term may enroll into the Transition Options Program (TOPS), while waiting for placement into their new program. Students may work on-line with Hillsboro Online Academy (HOA) curriculum, or have proficiency lessons created for them, based on their academic levels. Support is also provided for English language learners working toward a high school diploma. TOPS is also an appropriate option for students ages 17 to 21 who are returning to school to obtain the credits they need to transition into other educational options, including other MEC programs and Portland Community College (PCC) or other post-secondary opportunities.

YES to College (PCC)

PCC's YES to College program benefits students who are 16 to 20 years of age, have dropped out of high school OR may not be able to graduate with their class, are interested in earning their GED as the first step toward college and career, or are non-native English speakers, improving their English proficiency. YES to College pairs each student with a College Success Coach to help them adjust to PCC and college life.

Gateway to College (PCC)

The Gateway to College program at PCC serves at-risk youth, ages 16 to 20, who have either struggled in the school setting or are at risk of dropping out. Students simultaneously accumulate high school and college credits, earning their high school diploma, while progressing toward an associate's degree.

Early College High School (ECHS) (PCC)

Early College High School (ECHS) is an opportunity for students to blend high school and college in a coherent, personalized, and rigorous education program at Portland Community College. The program is designed as an option for the last two years of high school, and students generally attend PCC full time for six terms. Tuition is paid by the Hillsboro School District. It is possible for a student to earn a high school diploma, an associate's degree, or up to two years of college credit in his/her career pathway.

The Early College program is for students who are 16 years of age, live within the Hillsboro School District boundaries, and have the following characteristics:

- Are mature and ready to take on new challenges
- Are the first members of their families to attend college
- Are interested in a career area that is not offered at their high school
- Are willing to leave their high school and attend PCC full time
- Are not comfortable socially or educationally at their traditional high school
- Are willing to commit to two years in the program, and complete the required career development coursework
- Are concerned that college might not otherwise be an option

Hillsboro In-School Program (HIP) (Miller Education Center – East)

The Hillsboro In-School Program (HIP) is for low-income, at-risk students. The Hillsboro In-school Program (HIP) is designed for sophomores, juniors, and seniors to participate in a year-round program of support. Students attend several activities during the school year and a summer program. They gain basic skills and pre-employment training, while participating in work-crew activities in the community. Post-secondary campus visits and options are explored. During the summer program, students attend basic skills and pre-employment training classes in the morning, followed by work-crew activities in the afternoon. Counseling and advocacy services are also key components of the program.

Connect (Miller Education Center – East)

Connect is for low-income high school students who are currently out of school and desire relevant career pathway training. Participants engage in work-readiness skills workshops, job shadows, and internships. Job placement opportunities and career pathway options are encouraged while completing GED or post-secondary placement.

Hillsboro Online Academy

Hillsboro Online Academy is the newest school in the Hillsboro School District, and the first non-charter, public, online school in Oregon. The Academy features a rigorous, yet flexible, menu of online learning programs, designed to meet the varied needs of students and their families. An individual learning plan is central to the Academy's mission. Also core is connecting students to careers and the community. All online courses are supported by Hillsboro teachers. For more information, visit: www.hillonlineacademy.org.

Home Instruction

Students with health, IEP, or expulsion alternative needs may receive instruction in their homes by District itinerant teachers as an alternative education option. Instruction is

arranged with the Director of Alternative Programs, Executive Director of Student Services, principals, and Assistant Superintendent of the Office for School Performance.

Oregon National Guard Youth Challenge Program

Oregon Youth Challenge Program (OYCP) is a residential program located east of Bend, Oregon. The program serves youth ages 16 to 18, male and female, who are drug free and have had no previous felony convictions. OYCP targets students who have dropped out of high school or are likely to drop out. Students spend five and one-half months in the Bend facility, during which time they can earn up to eight credits toward a high school diploma or earn a GED. Students then enter a post-residential phase in their own community for twelve months that includes a strong mentorship component. Core components of the program are citizenship, academic excellence, life-coping skills, community service, health and hygiene, skills training, leadership, and physical fitness.

Job Corps

Job Corps is a federally-funded comprehensive program that provides essential academic and career skills training and prepares students for success in every aspect of their lives. Job Corps is open to students 16 to 24 year's old ready to work toward a successful future. The applicant faces one or more barrier to employment like needing additional career technical training, education, counseling, and/or assistance to complete regular schoolwork or to secure and maintain employment.

PLACEMENT OPTIONS PROGRAMS

Harkins House – Washington County Juvenile Services

Harkins House is a Washington County Juvenile Probation pre-adjudicated youth shelter. It currently has space for 14 boys and girls, ages 12 to 17. Students are placed at Harkins House through the court system, and usually stay for four to eight weeks at a time. While residing at Harkins House, they attend school either at the shelter or at their home school, whichever is appropriate.

Washington County Jail

The Washington County Jail Educational Program provides GED instruction and testing for inmates, ages 18 to 20. A Hillsboro School District teacher works with all eligible inmates in an educational setting at the jail. Academic and career goals are discussed, and juvenile inmates work one-on-one and in small groups to earn credits toward a diploma or the completion of a GED.

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
APPROVE FINANCING OF SCHOOL BUSES

SITUATION

Each month, as part of the State School Fund (SSF) formula, the Hillsboro School District receives funds designated for the replacement of its school buses. These funds are accounted for in a separate Transportation Equipment Fund (Fund 299) in the District budget, not in the General Fund. Historically, these funds have been used to purchase new buses, both full sized and smaller special needs buses. It is the District's intent to enter into a new 5-year lease for (10) conventional buses.

The District will be replacing one (1) large (box) courier van for central printing, and mail distribution services will also be included in the financing agreement. The payments for this portion of the lease agreement will be covered by the General Fund.

The cost for these eleven (11) vehicles is anticipated to be approximately \$1,152,810. The total cost, with principal and interest payments of approximately \$244,068 per year for five (5) years, at an annual interest rate of 2.93 percent, will be approximately \$1,220,340. Below is the debt service schedule:

Payment #	Due Date	Total Payment
1	7/1/2018	\$244,068
2	7/1/2019	\$244,068
3	7/1/2020	\$244,068
4	7/1/2021	\$244,068
5	7/1/2022	\$244,068
TOTALS		\$1,220,340

Buses to be purchased will be four (4) Blue Bird Type C Vision conventional propane buses and six (6) Blue Bird Type C Vision conventional diesel buses. The District published a Request for Proposal in the Daily Journal of Commerce and Hillsboro Tribune on January 24, 2018 and January 26, 2018, respectively. Following the proposal evaluation process of the three bus vendors, Western Bus Sales was selected and a letter of intent to award bid, pending Board approval, was issued.

US Bank, the Lessee, requires the District to approve a resolution to authorize reimbursement from lease proceeds. The reimbursement process allows the District to work directly with Western Bus Sales on order fulfillment, paying when each bus is received. Once all 11 vehicles have been received, and US Bank listed as lienholder, the District may request reimbursement from lease proceeds.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the financing of eleven (11) vehicles on a five-year lease, with an annual payment of \$244,068, and adopt a resolution for reimbursement, as required by U.S. Bank Government Leasing.

LEASE PROCEEDS REIMBURSEMENT RESOLUTION

RESOLUTION NO. 042418

RESOLUTION OF THE HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS, DECLARING ITS INTENTION TO REIMBURSE ITSELF FROM THE PROCEEDS OF ONE OR MORE TAX-EXEMPT FINANCINGS FOR CERTAIN EXPENDITURES MADE AND/OR TO BE MADE IN CONNECTION WITH THE ACQUISITION, CONSTRUCTION, AND EQUIPPING OF CERTAIN CAPITAL IMPROVEMENTS

WHEREAS HILLSBORO SCHOOL DISTRICT 1J (the "Lessee") is a political subdivision organized and existing under the laws of OREGON; and

WHEREAS the Lessee has paid, beginning no earlier than July 1, 2018, and will pay, on and after the date hereof, certain expenditures (the "Expenditures") in connection with the capital project (the "Project"), as more fully described in Appendix A attached hereto; and

WHEREAS the HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS of the Lessee (the "Board") has determined that the money to be advanced on and after the date hereof to pay the Expenditures is available only for a temporary period and it is necessary to reimburse the Lessee for the Expenditures from the proceeds of one or more issues of tax-exempt obligations (the "Obligations");

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD AS FOLLOWS:

Section 1. The Board hereby declares the Lessee's intent to reimburse the Lessee with the proceeds of the Obligations for the Expenditures with respect to the Project made on and after July 1, 2018, and prior to July 1, 2019. The Lessee reasonably expects on the date hereof that it will reimburse the Expenditures with the proceeds of the Obligations.

Section 2. Each Expenditure [was and] will (a) be of a type properly chargeable to capital account under general federal income tax principles (determined in each case as of the date of the Expenditure) and (b) comply with all applicable US Bank Equipment Lease and Regulations.

Section 3. The maximum cost of the Project is expected to be \$1,220,340.

Section 4. The Lessee will make a reimbursement allocation, which is a written allocation by the Lessee that evidences the Lessee's use of proceeds of the Obligations to reimburse an Expenditure, no later than 18 months after the later of the date on which the Expenditure is paid, or the Project is placed in service or abandoned, but in no event more than three years after the date on which the Expenditure is paid. The Division recognizes that exceptions are

available for certain “preliminary expenditures,” costs of issuance, certain de minimis amounts, expenditures by “small Lessees” (based on the year of issuance and not the year of expenditure) and expenditures for construction projects of at least 5 years.

Section 5. This resolution shall take effect immediately upon its passage.

PASSED AND ADOPTED this 24th day of April, 2018.

Lisa Allen
Chair, Board of Directors

Attested by:

Mike Scott
Superintendent

APPENDIX A - DESCRIPTION OF PROJECT

Vehicles to be purchased will be:

- four (4) – conventional propane buses (Western Bus Sales)
- six (6) – conventional diesel buses (Western Bus Sales)
- one (1) – large box van (Freightliner Custom Chassis)

Delivery to be made after July 1, 2018, and prior to December 31, 2018.

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
AMEND AUTHORIZATION AND AWARD CONTRACT FOR CONSTRUCTION
MANAGEMENT/GENERAL CONTRACTOR (CM/GC) SERVICES FOR REEDVILLE
ELEMENTARY SCHOOL RENOVATIONS TO INLINE CONSTRUCTION AT A
NOT-TO-EXCEED COST OF \$5,200,000

SITUATION

During the January 23, 2018, Board meeting, the Board awarded the Construction Management/General Contractor (CM/GC) contract for the Reedville Elementary School renovation project to INLINE Construction. However, the award resolution did not include the not-to-exceed cost of the project. Tonight, the Board will be asked to include the not-to-exceed cost of this project in the award to INLINE Construction. The not-to-exceed cost for the Reedville Elementary School renovations is \$5,200,000.

RECOMMENDATION

The Superintendent recommends that the Board of Directors amend the authorization previously adopted, awarding the contract for CM/GC services for Reedville Elementary School renovations to INLINE Construction at a cost not to exceed \$5,200,000.

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
AMEND AUTHORIZATION AND AWARD CONTRACT FOR SITE WORK
CONTRACTED SERVICES AT GLENCOE HIGH SCHOOL AND HILLSBORO HIGH
SCHOOL FOR SYNTHETIC TURF FIELDS AND TRACK AT A NOT-TO-EXCEED
COST OF \$4,675,200 TO BERNHARDT GOLF

SITUATION

During the March 13, 2018, Board meeting, the Board awarded the contract for site work contracted services for the Glencoe High School and Hillsboro High School field renovation projects to Bernhardt Golf. However, the award resolution did not include the not-to-exceed costs of these projects. Tonight, the Board will be asked to include the not-to-exceed cost of the projects in the award to Bernhardt Gold. The not-to-exceed cost for site work contracted services for the synthetic turf field project at Glencoe High School is \$2,147,050. The not-to-exceed cost for site work contracted services for the synthetic turf field and track project at Hillsboro High School is \$2,508,150.

RECOMMENDATION

The Superintendent recommends that the Board of Directors amend the authorizations previously adopted, as follows:

- Award the contract for site work contracted services for the synthetic turf field project at Glencoe High School at a cost not to exceed \$2,147,050 to Bernhardt Golf.
- Award the contract for site work contracted services for the synthetic turf field and 6-lane track project at Hillsboro High School at a cost not to exceed \$2,508,150 to Bernhardt Golf.

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
AWARD TURF CONTRACT FOR
GLENCOE HIGH SCHOOL AND HILLSBORO HIGH SCHOOL
FIELD RENOVATION PROJECTS TO FIELDTURF

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 March 14, 2018, the District published a Request for Proposal (RFP) for the turf portion of this project at Glencoe High School and Hillsboro High School.

Five turf companies submitted proposals for these projects. The District hired an independent turf consultant to evaluate the submitted proposals and compile testing results to advise the District. An evaluation committee, composed of Hillsboro School District Chief Operations Officer Casey Waletich and Rick Rainone and Craig Markus of Cornerstone Construction Management evaluated the proposals and testing results. The turf products were then ranked by the committee.

The result of this process is a recommendation to award the turf contract for Glencoe High School for \$708,566.50 and Hillsboro High School for \$500,460.19 to Fieldturf.

RECOMMENDATION

The Superintendent recommends that the Board of Directors award the turf contract for Glencoe High School for \$708,566.50 and Hillsboro High School for \$500,460.19 to Fieldturf.

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
AWARD CONTRACT FOR ROOFING PROJECTS AT TOBIAS ELEMENTARY
SCHOOL, PETER BOSCOW, AND NORTH PLAINS ELEMENTARY SCHOOL

SITUATION

As part of the 2017 Bond Program, the District will be replacing and repairing roofs throughout the District. The District has identified portions of roofs at three buildings that will be addressed during the summer of 2018. These buildings are Tobias Elementary School, the Peter Boscow gymnasium, and North Plains Elementary School.

The District issued an Invitation to Bid for these projects to pre-qualified roofing contractors on March 1, 2018; a mandatory pre-bid conference was held on March 5, 2018; and bids were due to the District at 1:00 p.m. on March 21, 2018.

At Tobias Elementary School, the bid documents call for the replacing of roof areas 2-15 (see attached roof detail), as well as replacing the parapet wall and roof coping. The low bid for this project was submitted by Anderson Roofing at a cost of \$842,174.

At the Peter Boscow gymnasium, we are replacing roof areas 1-8, as well as replacing the parapet wall and roof coping. The low bid was submitted by Anderson Roofing at a cost of \$243,688.

Finally, at North Plains, we will be replacing roof area 1. The low bid for this project was submitted by Griffith Roofing at a cost of \$186,712.

A summary of the areas to be replaced this summer and the contract recommendations is provided below, and diagrams indicating the roofing areas are attached.

Tobias Elementary School

Roof Areas: 2-15
Alternate Bid: Replace Parapet Wall and Roof Coping
Contract Awarded to: Anderson Roofing
Low Bid-Base + Alternate: \$842,174

Peter Boscow Gymnasium

Roof Areas: 1-8
Alternate Bid: Replace Parapet Wall and Roof Coping
Contract Awarded to: Anderson Roofing
Low Bid-Base + Alternate: \$243,688

North Plains Elementary School

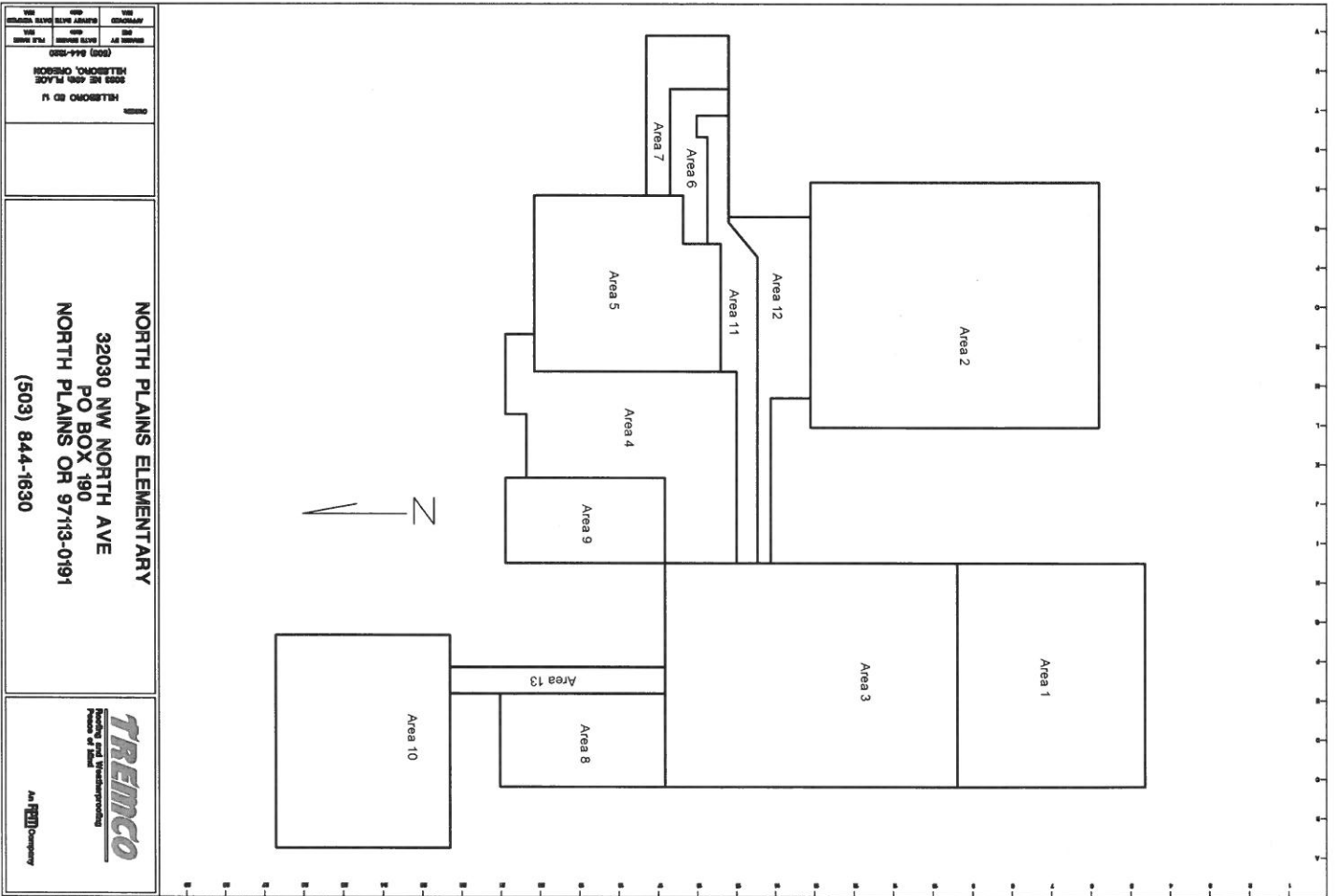
Roof Areas: 1
Contract Awarded to: Griffith Roofing

Low Bid Amount: \$186,712

RECOMMENDATION

The Superintendent recommends that the Board of Directors award contracts for the roofing projects described in the Board meeting packet, as follows:

- Award contract for roof areas 2-15 at Tobias Elementary School to Anderson Roofing, in the amount of \$842,174;
- Award contract for roof areas 1-8 at the Peter Boscow gymnasium to Anderson Roofing, in the amount of \$243,688;
- Award contract for roof area 1 at North Plains Elementary School to Griffith Roofing, in the amount of \$186,712.



PREPARED BY: DATE: 04-16-2004 PROJECT: 32030 NW NORTH AVE LOCATION: NORTH PLAINS OR 97113-0191 OWNER: HELSBOGN ED U	
DESIGNED BY: DATE: PROJECT: LOCATION: OWNER:	
PROJECT NAME: NORTH PLAINS ELEMENTARY ADDRESS: 32030 NW NORTH AVE CITY: NORTH PLAINS OR 97113-0191 PHONE: (503) 844-1630	
CLIENT: HELSBOGN ED U	
ARCHITECT: TREINCO ADDRESS: 32030 NW NORTH AVE CITY: NORTH PLAINS OR 97113-0191 PHONE: (503) 844-1630	

