



Hillsboro School District 1J

November 15, 2016
Board Meeting

Board of Directors

Monte Akers • Lisa Allen • Wayne Clift • Glenn Miller • Erik Seligman • Janeen Sollman • Kim Strelchun

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

Board Meeting Agenda
November 15, 2016
5:15 PM

1. 5:15 PM - Work Session
 - A. Update on Locker Room Upgrade Project 5
Presenter: Casey Waletich
 - B. Introduce Citizens' Curriculum Advisory Committee (CCAC) Applicant 6
Presenter: Travis Reiman
 - C. High School Academic Program Development Process Update 7
Presenter: Travis Reiman
 - D. Budget Update 8
Presenter: Adam Stewart
 - E. Substitute Contract Update 9
Presenter: Michelle Morrison / Brian Haats
 - F. Legislative Priorities Update 10
Presenter: Beth Graser
 - G. Strategic Plan Goals Update 11
Presenter: Mike Scott
 - H. Annual Support Services Report (*see written report*) 12
Presenter: Adam Stewart
 - I. Review Board / Superintendent Working Agreements 18
Presenter: Wayne Clift
 - J. Board Discussion Time
 - K. Recess Board Meeting
2. 7:00 PM - Regular Session
Call to Order and Flag Salute
3. Recognition / Student Presentation
 - A. Student Presentation: Hillsboro High School Drama
Presenter: Wayne Clift
4. Approval of Agenda
5. Audience Time
6. Reports and Discussion
 - A. Migrant / Bilingual / English Language Learner Programs – Parent Advisory Council Report 19
Presenter: Travis Reiman / Olga Acuña
 - B. First Reading—2016-17 Drug, Alcohol, and Tobacco Prevention Plan (*see written report*) 20

Presenter: Casey Waletich	
C. First Reading – New Course Proposal: Introduction to Bioscience Technologies <i>(see written report)</i>	25
Presenter: Travis Reiman	
D. Financial Report <i>(see written report)</i>	35
Presenter: Adam Stewart	
E. Policies - First Reading	
<i>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 Board and Staff Ethics	40
Presenter: Adam Stewart	
a. Policy BBFA: Board Member Ethics and Conflicts of Interest	41
b. Policy BBFB: Board Member Ethics and Nepotism	48
c. Policy GBC: Staff Ethics	50
2. Policy BDC: Executive Sessions	57
Presenter: Mike Scott	
3. Policy BFC: Adoption and Revision of Policies	61
Presenter: Mike Scott	
7. 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 October 11, 2016, Board Meeting	63
B. Approve Minutes of October 25, 2016, Board Meeting	66
C. Approve Routine Personnel Matters	73
D. Accept Donations	75
E. Approve Policy Revisions	
<i>The following policies were presented for first reading on October 25, 2016</i>	
1. Policy AC: Nondiscrimination and AC-AR: Discrimination Complaint Procedure	76
2. Policy EBCD: Emergency School Closures	82
3. Policy IGBAF-AR: Special Education – Individualized Education Program (IEP)	84
8. Action Items	
A. Appoint CCAC Member	93
Presenter: Travis Reiman	
B. Award Contract for Locker Room Upgrade Project (Nine Sites)	94
Presenter: Adam Stewart	
9. NWRESD / HCU / HEA Reports	
10. Superintendent's Time	

11. Board of Directors' Time

12. Executive Session

If needed, the Board may wish to go into Executive Session to discuss matters according to ORS 192.660. (Only used if the Board needs to come back to the Regular Session to take action.)

13. Adjourn Regular Session

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
UPDATE ON LOCKER ROOM UPGRADE PROJECT

SITUATION

In an effort to be responsive to the needs of all students, the District has developed a design plan and solicited bids for installing private showering and changing areas at the following nine sites: Century High School, Glencoe High School, Hillsboro High School, Liberty High School, Brown Middle School, Evergreen Middle School, Poynter Middle School, South Meadows Middle School, and Hare Field Athletic Complex.

The number of private areas to be installed at each site at this time is based on working within original or existing designs with minimal modifications, and is summarized below.

<u>High Schools:</u>	<u>Middle Schools:</u>	Hare Field (2)
Century (4)	Brown (4)	
Glencoe (4)	Evergreen (4)	
Hillsboro (4)	Poynter (2)	
Liberty (4)	South Meadows (2)	

Invitations to bid were issued to pre-qualified contractors on October 14, 2016, and the bid award is intended to be based on the cumulative amount of nine separate line items. Bids were received and opened at 2:00 PM on October 25, 2016. The District received bids from three contractors, and the apparent low bid was determined to be Five Star Builders, Inc. All bids and bid documents are on file for review at the District Construction Management office.

<u>Project</u>	<u>Bidder</u>	<u>Bid</u>	<u>Bid Bond Received</u>
Locker Room Upgrades at Nine Sites	Five Star Builders	\$255,943	Yes
	InLine Construction	\$286,116	Yes
	Evergreen Pacific	\$305,283	Yes

District staff will present information regarding this project to the Board during tonight's work session, and will ask the Board to award the contract during tonight's regular session.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
INTRODUCE CITIZENS' CURRICULUM ADVISORY COMMITTEE APPLICANT

SITUATION

In accordance with policy IFF, the Board of Directors has established the Citizens' Curriculum Advisory Committee (CCAC) to provide for citizen involvement in the development of the schools' curriculum and instructional programs, and input into those curricular areas identified by the Board. CCAC members are parents and/or citizens who reside in the District's attendance area, and are appointed by the Board. The term of service for CCAC members is two years. Terms are staggered so that one half of members' terms end each year.

Two CCAC members, Irma Alonso Castillo (appointed in September 2015) and Meg Guerreiro (appointed in September 2016), recently notified the District of their resignations from the committee. The CCAC has reviewed the qualifications of Kristi Wilson, who submitted her application in September, shortly after the posted due date, and has been attending CCAC meetings as an observer. The committee is requesting that Ms. Wilson be considered as a candidate for one of the vacant positions, and that the Board approve her appointment through June 30, 2018.

Rather than recruiting additional members, the committee is recommending that the other open position remain vacant through the end of the term (June 2017).

During tonight's work session, Board members will receive information regarding Ms. Wilson's qualifications and reasons for applying for committee membership, and they will take action on her appointment during tonight's regular session.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
HIGH SCHOOL ACADEMIC PROGRAM DEVELOPMENT PROCESS UPDATE

SITUATION

This fall, leaders from the Office for School Performance have been gathering input from the community regarding shared values around educational outcomes for students, and providing guidance to school leaders regarding governance structures. Citizens' Curriculum Advisory Committee members have begun reviewing and analyzing the input that has been collected from community members, staff, students, and families. During tonight's report, the Board will receive an update on the work that has been accomplished to date, and the timeline for next steps in developing the District's 2017-18 course catalog.

RECOMMENDATION

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

**HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
BUDGET UPDATE**

SITUATION

Now that the November 2016 election is over, staff will present a brief overview of the anticipated budgetary impact of the results of ballot measures pertaining to education. A more in-depth budget discussion will be scheduled for the December 6 Board meeting.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
SUBSTITUTE CONTRACT UPDATE

SITUATION

On July 1, 2016, The District entered into a three-year service agreement with EMS SubDesk (EMS) to provide substitute staffing services for all classifications of substitutes. District representatives from Human Resources and the Business Office meet regularly with EMS staff to review the following performance areas:

1. Vacancy fill rate
2. Quality of substitutes
3. Responsiveness to urgent issues
4. Customer service and web support
5. General management of substitute payroll and labor practices

District staff has determined that services in these areas have been exemplary to date. EMS staff has responded promptly to inquiries, technical challenges, and any unforeseen developments that may affect substitutes during contract implementation. In addition to full contract compliance, District staff appreciates the partnership of this vendor and the benefits of the arrangement on behalf of staff, students, and substitutes.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
LEGISLATIVE PRIORITIES DISCUSSION

SITUATION

It is customary for the Board of Directors to discuss and approve priorities for upcoming legislative sessions in the fall preceding those sessions. The approved priorities become a working tool for conversations with elected officials from the Hillsboro area, and with legislative leaders in key committee assignments and leadership roles at the state and federal levels. The use of consistent priorities also makes it possible for individual Board members to participate in the process, while maintaining a common voice with their fellow directors.

Now that the November 2016 election is over, staff recommends that the Board discuss the implications of education-related measures that either did or did not pass, as well as other items of interest that could impact Hillsboro students and staff.

Topics to cover include:

- Election results on measures pertaining to education
- K-12 budget allocation
- Increased physical education requirements
- Special education legislation
- OSBA's legislative priorities (see draft 2017 priorities on pages 7-17 of the [September Board Packet](#))

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss the outcome of the November 8, 2016, election, OSBA's legislative priorities, and other possible items of interest for the 2017 legislative session, so that staff can draft legislative priorities for the Board's consideration.

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
STRATEGIC PLAN PERFORMANCE UPDATE

SITUATION

In June, the Board adopted a new five-year Strategic Plan for the District, as well as the 2016-17 work plan and SMART goals. The ultimate objectives of the Strategic Plan are to maximize the student experience, K-12, and to ensure that all students graduate prepared for both civic life and a successful transition to career and/or college. To achieve these objectives, District leaders and staff are focused on continuous improvement in the following areas: Student Experience; Instruction; Learning Environment; Leadership for Learning; Organization; and Governance. The top ten system goals for the year have also been identified.

Updates will be provided three times per year on activities and accomplishments within the focal areas, and on progress toward the achievement of the District's system goals.

<http://www.hsd.k12.or.us/AboutHSD/TheFutureofHSD/StrategicPlan/StrategicPlanReporting.aspx>

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the Strategic Plan performance update and ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
ANNUAL SUPPORT SERVICES REPORT

SITUATION

Each fall, Support Services departments provide an annual report of information for the past school year.

FACILITIES AND MAINTENANCE

Maintenance Projects

- Facilities and Maintenance staff identify problems to be addressed on an ongoing basis.
- Work orders are generated from buildings, fire inspection reports, safety inspections, safety meetings, staff and student accident reports, and building safety audits.
- Facilities and Maintenance staff processed 4925 work orders during the 2015-16 school year.
- Facilities and Maintenance staff develop a priority list of projects, taking into consideration building needs, long-term maintenance, health and safety, and Americans with Disabilities Act (ADA) requirements.
- Using the priority listing of projects, Facilities and Maintenance staff, architects, and other consultants develop cost estimates, specifications, and bid documents.

Summer Projects

Summer provides an opportunity for the District's Facilities and Maintenance and Construction Management departments to complete major maintenance and projects.

- The 2016 budget for summer major maintenance projects was approximately \$1,000,000.
- 1,902 work orders were processed from June through August 2016.
- Summer shutdown and energy conservation measures: The department implemented procedures for how buildings were to be operated during the summer months. This included how the heating, ventilation, and air conditioning (HVAC) systems, air conditioning, lighting, etc. were to be operated, based on a variety of factors. These measures resulted in a savings of nearly \$200,000, compared to the same timeframe during the previous year.
- Senate Bill (SB) 1149 energy efficiency projects at 13 different schools included: lighting upgrades, direct digital controls (DDCs), and mechanical upgrades. A districtwide water audit was also included.
- Water testing for lead was conducted districtwide. This included collecting over 5700 water samples at all District facilities.

Major Maintenance and Construction Projects Completed (Summer 2016)

LOCATION / SCHOOL	PROJECT
Admin Center	Seal and paint exterior back wall, lighting upgrade, ADA automatic door opener in main entrance
Century High	Repair roof drains
Glencoe High	Paint front entry and west side of building, expand student store and remodel day care area
Hillsboro High	Auditorium lighting control upgrade
Free Orchards	Office area door replacement and repair
MEC East CTS	Bathroom remodel to make ADA accessible
North Plains	Water piping replacement project
W. L. Henry	Electrical services upgrade
Districtwide	Water testing for lead
	Playground inspection and repair, replenishment of playground chips
	Playground drainage repair
	HVAC coil cleaning
	Energy projects: lighting, controls, mechanical
	Organize and manage volunteer projects
	Backflow device testing
	Bleacher and backboard inspections
	Inspect fire alarms
	Inspect fire doors
	Inspect fire sprinkler systems
	Inspect fire extinguishers
	Inspect kitchen hood suppression systems
	Sweep parking lots
	Stripe parking lots
	Refinish gym wood floors
	Clear weeds from detention ponds
	Finish school main floors, clean buildings

Staffing

- Facilities and Maintenance department staff are extremely hard-working and dedicated to providing the best working and learning environment possible. It is a department that often works behind the scenes, yet is a critical part of the Hillsboro School District.

Challenges

- Custodial staffing numbers: As with many departments in the District, there is a need to continue to identify ways to increase custodial staffing levels. The District's current ratio of staff to square footage creates a significant challenge regarding building maintenance.
- Preventative Maintenance: Historically, the District has done a tremendous job of maintaining its buildings (roofing, parking lots, equipment, etc.). As buildings age, and state funding levels remain uncertain, it is extremely important that the District continues to be able to complete preventative maintenance in a timely manner.

NUTRITION SERVICES

Meal Participation

The information below shows student meal participation for 2015-16 at 2,676,135, an increase of 30,112 student meals, or 1.125 percent, above the previous school year.

Quick Facts	2015-16	2014-15	2013-14
Student Meals Served	2,676,135	2,646,023	2,532,078
Adult Meals Served	45,573	20,925	34,238

Financial Highlights

Quick Facts	2015-16	2014-15	2013-14
Total Revenues	8,073,073	\$7,641,317	\$7,058,118
Total Expenditures	7,837,662	\$8,480,782	\$7,235,569
Increase / Decrease in Ending Fund Balance	235,411	<\$839,465>	<\$177,451>

Total revenues increased by \$431,756, or 9.5 percent, from the previous year, due to increased federal reimbursement rates for meals served and increased breakfast participation. Expenditures decreased \$643,120, or 10.9 percent. Reasons for this decrease include changes in items offered, reductions in staff hours at two sites where meal participation declined, higher commodity utilization for food purchases, and a one-year suspension of indirect cost application. The current unaudited fund balance as of June 30, 2016, is \$607,261.

Program Highlights

The District continues to operate meal programs following revisions in the Healthy, Hunger-Free Kids Act (HHFKA) of 2010. The requirements include offering 100 percent whole grains on all school menus, additional fruit requirements at breakfast, and new Smart Snack rules that apply to all foods served in schools. District schools continue to implement all nutritional provisions, which include offering a variety of fruits and vegetables that meet plant-color requirements, menu patterns that are age-specific and meet established calorie minimums and maximums, and menus that meet sodium-level and fat specifications. These requirements reflect current Dietary Guidelines for Americans, and ensure that school children are offered nutritious, healthy, and wholesome meals. Smart Snack implementation was required, and applies to all foods that are sold outside of USDA meal programs. This affects all foods sold in student stores, fund raising, and any other methods of sale during the school day.

The 2015-16 school year was the first year of a two-year approved Farm-to-School grant. Purchases from local Oregon vendors, such as Truitt Brothers (Troutdale), Bob's Red Mill (Milwaukie), Springbank Farms (Lebanon), Vial Family Farms (Hillsboro), and Charlie's Produce (multiple farms) were beneficial to the school district, due to the support provided by this grant.

During the school year, Nutrition Services school staff provided extra meal programs beyond serving breakfast and lunch meals to District students. These programs included:

- Head Start programs offered at five schools, serving 55,273 meals
- Ninety-six (96) after-school snack programs, serving 100,294 after-school snacks

Nutrition education interactive presentations continue to provide District elementary students with information regarding: making healthy food choices, food that is grown in Oregon, and the importance of daily exercise. Presentations were made to nearly 100 classrooms. To emphasize the program, age-appropriate books were provided for teachers to use with their nutrition curriculum. The Hillsboro High School greenhouse program has planted and grown 3,000 strawberry plants for distribution to students who participated in the presentations.

South Meadows Middle School continues to be the production kitchen for 13 elementary satellite school kitchens and the Miller Education programs, providing meal entrees and warehouse supplies, and coordinating the deliveries to sites.

Liberty High School's production baking kitchen provides select bakery products and coordinates deliveries to all school kitchen sites. Scratch bakery items are made with local Bob's Red Mill flour, and are free from the additives and preservatives that are typically used in commercial bakery items. The Liberty High School kitchen also provides District catering services upon request.

Summer feeding programs served meals from June 20 through August 19. The sites included Miller Education Center, four community parks, four apartment complexes, elementary and secondary migrant summer school programs, and three summer-school sites. These programs served 34,728 lunches and 857 dinners.

Fourteen (14) District schools meet the criteria for participation in the Community Eligibility Provision (CEP). CEP establishes a percentage of the student population as economically disadvantaged at a single school or an identified group of schools that qualify to participate. All students enrolled at CEP schools are offered breakfast and lunch at no cost. The program data was reassessed in April, and it was decided to continue the participation of the current CEP schools. Additional kitchen equipment was purchased, and increased labor hours were added to CEP schools, where needed. The District has two years remaining under this provision before reapplication is required. The current districtwide percentage of students eligible has declined since initially approved and, if the trend continues, the number of schools able to operate within CEP may decline.

The Nutrition Services warehouse is the central distribution site for the department. Warehouse staff members order, store, and deliver USDA commodity and purchased foods, paper products, and chemicals. They also fill small equipment purchase requests for all District school kitchens. The delivery system from the Nutrition Services warehouse is efficient and effective in supplying the needs of school kitchens and staff. Nutrition Services

has a maintenance employee on staff to perform all kitchen equipment repairs, and to provide services for new kitchen equipment purchases and installations.

The Nutrition Services Department is committed to making a difference in academic success for students by providing and encouraging healthy food choices, and is dedicated to ensuring that all students are well-nourished and prepared for the future.

TRANSPORTATION SERVICES

New Replacement Buses

With the District's bus fleet aging, the continued growth in afterschool programs, and an increase in the number of students needing specialized transportation, ten new special education buses were ordered and delivered in time for the start of the school year. For the first time, the District purchased propane-fueled buses. Propane not only runs cleaner, it is a more fuel efficient, with a lower per-gallon cost than diesel, and has lower associated maintenance costs.

Transportation Improvement Projects

This summer, in addition to providing transportation for several summer programs, the Transportation department also completed two improvement projects. The first was the addition of a larger door to the existing "wash bay" building to accommodate a 330-gallon "tote" for diesel exhaust fluid (DEF), instead of purchasing DEF in 55-gallon barrels. This change will enable the District to pay a lower price, saving \$1.87 per gallon. The savings are expected to pay for the installation costs of the larger door within one calendar year. The second project was the installation of an above-ground 1000-gallon propane tank. This will not only allow the Transportation department to fuel the District's propane fleet, but will also allow the District to take advantage of an additional alternative fuel rebate. It is anticipated that the District's additional savings will pay for this project within the next few years.

Summer Training for Transportation

This past summer, the department trained three new transportation assistants (TAs), and trained and certified seven new school bus drivers. Department staff are currently recruiting and hiring seven additional drivers to fill open positions. In addition to training new staff, the following Oregon Department of Education (ODE) and District-required continuing education courses were taught:

- 8 First Aid, Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED) classes
- 1 Defensive Driving class
- 1 Core class
- 1 Core refresher class
- 1 Transportation Students with Special Needs class
- 2 Oregon Intervention System (OIS) classes

2015-16 Statistics*	
Miles driven	2,336,530
Reimbursable miles	2,185,167
Pupils transported	13,360
Routes	99 regular 55 special education
Runs	538 regular 315 special education
Total buses in the fleet (yellow fleet)	126 regular 65 special education (including 10 propane)
Total additional vehicles (white fleet)	3 box trucks 2 secure cabs 2 shop trucks 3 utility vehicles (4WD)
Accidents	43

*Note: first year with no mid-day kindergarten

2015-16 Staffing	
Drivers	170
Transportation Assistants	58
Technology Integration	1
Dispatchers	4
Routers	2
Trainers	3
Office Staff	4
Mechanics	10
Supervisors	3
Director	1

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
REVIEW BOARD / SUPERINTENDENT WORKING AGREEMENTS

SITUATION

The ongoing duties of the Board include resource allocation, formulating policy, and interacting with the community in support of the District mission. In order to effectively meet the District's challenges, it is essential that the Board and Superintendent function together as a leadership team. The Board / Superintendent working agreements, which facilitate unity among the team members, are annually reviewed and readopted by the Board.

In September 2016, the Board adopted the 2016-17 Board / Superintendent working agreements, and expressed an interest in periodically reviewing the working agreements throughout the year.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review and discuss the 2016-17 Board / Superintendent working agreements.

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
MIGRANT / BILINGUAL / ENGLISH LANGUAGE LEARNER
PROGRAMS – PARENT ADVISORY COUNCIL REPORT

SITUATION

The role of the Hillsboro School District's Parent Advisory Council (HSD PAC) is to advise HSD staff members on matters concerning planning, developing, administering, and evaluating the District's migrant education, parent engagement, English language learner, and bilingual programs; and to make recommendations with respect to State policies and guidelines, project proposals, and other matters of interest to the PAC.

Additionally, the PAC collaborates with the federal programs department to plan and implement leadership development for migrant / bilingual program parents, and increase collaboration between educators and parents.

The members of the PAC are selected from the various schools in which there are high concentrations of migrant and bilingual program students. In order to ensure that the majority of the membership is representative of those who benefit from migrant / bilingual programs, the responsibility of recommending members for appointment is delegated to the District or area parent advisory committee from which the member is selected.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
FIRST READING — 2016-17 DRUG, ALCOHOL, AND TOBACCO
PREVENTION PLAN

SITUATION

District Policy IGAEB directs an annual review and re-adoption of the District's drug, alcohol, and tobacco prevention programs. This report outlines curricular programs and activities that are provided to students as part of the District's comprehensive Drug, Alcohol, and Tobacco Prevention Plan.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the 2016-17 Drug, Alcohol, and Tobacco Prevention Plan.

HILLSBORO SCHOOL DISTRICT 1J 2016-17 DRUG, ALCOHOL, AND TOBACCO PREVENTION PLAN

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

DISTRICT HEALTH CURRICULUM

In 2012, the Oregon Department of Education (ODE) revised the Oregon Health Education Standards (OHES). The standards can be reviewed on the ODE website <http://www.ode.state.or.us/home/> and on the [District](#) website.

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

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

The District's text materials, approved by ODE, support these standards and address drug, alcohol, and tobacco prevention.

The District-adopted "Here's Looking at You 2000" program for grades K through 5 continues to be an important supplement to the adopted health curriculum. This program teaches students useful social skills, such as self-control and resisting peer pressure, with a focus on "gateway" drugs, such as nicotine, alcohol, and marijuana. Education and activities about cocaine and steroids are also provided. "Here's Looking at You 2000" is one of the curricula that ODE has listed as effective for drug, alcohol, and tobacco prevention, based on research studies.

"Second Steps" curriculum is currently being used in elementary and middle schools. "Second Steps" is a pro-social / emotional curriculum designed to help students learn how to be empathetic, be problem solvers, use impulse control, and manage stress. Lessons are taught by classroom teachers in elementary schools, and health teachers in middle schools. In addition, grades 4 through 8 are exposed to "Steps to Respect," which enhances the "Second Steps" curriculum. This curriculum goes further with peer resistance, harassment, bullying, and anger management.

K-12 PREVENTION ACTIVITIES

The District continues to teach and reinforce substance abuse prevention through a variety of programs outside the regular curriculum.

Care Teams. Care Teams operate as an intervention strategy in grades K through 12 districtwide. The teams, made up of teachers, counselors, administrators, care coordinators, and school resource officers, identify potential at-risk students, assess the level of risk, and plan interventions. Risk factors include declining grades, erratic attendance, insubordination, frequent disciplinary referrals, disregard for personal appearance, drug talk, and a sudden change in friends. Interventions include parent contact, referral for outside evaluation and counseling, and case management of student progress in school. The link between home, school, and outside resource agencies is an important support for students at risk.

Peer Mediation / Mentoring. This peer-assistance program is available at District high schools, and serves as an informal safety net for students. Peer mediators are identified by students and teachers as individuals to whom students routinely turn for help. These students are provided training in active listening and other communication techniques. The goal of the program is to provide a caring listener for any student who is troubled, is considering using drugs / alcohol / tobacco, or is putting himself or herself at risk. Peer mediators are not trained to solve problems, but rather to refer their peers to qualified adults. Peer mediators have also worked with the Tobacco-Free Coalition of Washington County, and assisted during Red Ribbon Week – the national “Say No to Drugs” campaign.

BLAST / Zone Programs. The District partners with Hillsboro Parks and Recreation (HPR) to provide after-school tutoring, academic support, and recreational activities for students who attend Brookwood, Butternut Creek, Eastwood, Free Orchards, Groner, W. L. Henry, Imlay, Indian Hills, Jackson, Ladd Acres, Lincoln Street, McKinney, Minter Bridge, Mooberry, Orenco, Patterson, Quatama, Reedville, Rosedale, Tobias, and Witch Hazel Elementary Schools. All middle schools participate in the Zone program through HPR. The Zone and BLAST programs include homework support, academic enrichment activities, life skills, and service learning five days per week for approximately 2.5 hours each day.

School Resource Officers (SROs). The Hillsboro Police Department and the Washington County Sheriff’s Office provide an ongoing, visible deterrent to drug and alcohol activity at school. SROs assist in prevention by providing information on drug / alcohol / tobacco use and abuse, both in formal classroom settings and informally, through contact with students at lunchtime, during activities and, upon request, during individual conversations with students. They teach students about the legal consequences of drug / alcohol / tobacco use, and assist in investigations referred to them by school administration. SROs are seen by school staff, parents, and students as effective partners in crime prevention, as well as drug / alcohol / tobacco education providers.

Student Safety Survey. A student safety survey is administered annually to students to provide data regarding self-reported behaviors with respect to safety and drug / alcohol frequency of use. Results of the survey are used by schools and the District to measure the effectiveness of prevention programs, and the perceptions of students related to

drugs and alcohol. In addition, survey information is used to plan future programs to continue reducing students' abuse of illegal substances.

The District uses the Oregon Student Wellness Survey and the Oregon Healthy Teens Survey to compare results with other districts and the state. The Oregon Student Wellness Survey (grades 6, 8, 11) is administered in even-numbered years, and the Oregon Healthy Teens Survey (grades 8, 11) is administered in odd-numbered years. The results below are a comparison from the 2016 Oregon Student Wellness Survey and the 2014 Oregon Student Wellness Survey.

Category	6th 2014	6th 2016	State 6th 2016	8th 2014	8th 2016	State 8th 2016	11th 2014	11th 2016	State 11th 2016
Tobacco 30-day use	.8	.2	.9	4.9	1.3	3.3	9	6.9	7.7
E-cig, vape pen, e-hookah 30-day use	Question not asked at this grade level						20	12.7	14
Alcohol 30-day use	3.4	3.4	4	16.6	10.6	15.4	30.6	28.5	29.8
Marijuana 30-day use	1.2	.8	1.2	6.9	4.5	7.2	20.5	19.3	18.9

Standards of Student Conduct and Athletic/Activity Handbook. These publications provide specific policies regarding the use, possession, or distribution of drugs, alcohol, or tobacco by students at any school site, school-sponsored activity, or school-sponsored sporting event.

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

All schools, grades K through 12, are working on greater articulation of transition activities within their feeder-school alignments. The goal is to have seamless transitions between the three school levels and between each grade.

Care Coordinator Program. Care coordinators provide outreach to students and parents when high-risk behaviors have been observed. After conducting an informal assessment, care coordinators provide referral and case management services and psycho-education. Families may be referred to community mental health, drug and alcohol treatment, and/or parent education programs. Care coordinators also lead District Flight Teams in response to school tragedies, and train Flight Team members to identify high-risk students. They coordinate District suicide prevention and intervention activities, including staff awareness trainings, intensive two-day intervention training, and District protocol development. All activities stress the importance of drug and alcohol awareness, as related to suicide risk and prevention. Finally, the care coordinators facilitate parenting classes that are open to District parents of students in grades 7 through 12. Topics include communication, positive discipline, and alcohol and drug prevention.

Positive Behavior Intervention Support (PBIS). PBIS is a well-designed, comprehensive, schoolwide system to support students in managing behavior. PBIS focuses on universal instruction and interventions to enhance positive behavior in students. PBIS educates students on consequences of negative behaviors, including substance abuse.

Youth Contact Student Assistance Program. Contracted by the District, Youth Contact provides counseling services for students at all middle and high schools. These counselors work especially with students who have been identified as being at risk of using drugs and/or alcohol, or have used drugs or alcohol and need support to help them stay free from further use. The counselors facilitate support groups, teach students strategies for avoiding risky situations, and reinforce good problem-solving and goal-setting skills. Hundreds of hours of individual and family counseling are provided by Youth Contact counselors.

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
HIGH SCHOOL COURSE PROPOSAL:
INTRODUCTION TO BIOSCIENCE TECHNOLOGIES — FIRST READING

SITUATION

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

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

A new course proposal, entitled "Introduction to Bioscience Technologies," has been submitted by Brian Pendergrass, a science teacher, AVID teacher (Advancement Via Individual Determination), and Link Crew coordinator at Hillsboro High School. The course proposal is attached. This proposal was presented to the CCAC at their regular meeting on November 7, 2016, and was recommended to go to the Board for consideration by a unanimous vote.

If the course is available during the 2017-18 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2018. 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 2017-18 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 the Board of Directors review the first reading of the proposed new high school course, Introduction to Bioscience Technologies.

Course Modification Proposal Introduction to Bioscience Technologies

Description of proposed course

Introduction to Bioscience Technologies would provide students with an introduction to the world of modern biological research. In addition to teaching students the basic laboratory methods used in modern biological research laboratories, the course will explore the wide range of research topics scientists are currently studying, and their possible impacts on society. In addition to formal lab reports and lab behavior and techniques, students will conduct research projects and formal discussions surrounding the ethical and moral questions invoked by current biological research topics.

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 exploratory and introductory class for those interested in biotechnology careers. Students who enroll in this class will learn about current topics in biotechnology research, while also learning about the different laws that are present to regulate the field and ensure the safe use of radiation, chemicals, animals, and equipment within the bioscience laboratory. This will help to prepare students for post-secondary employment in a high-wage job (average starting salary in the Portland area is \$28,000) in the Hillsboro area. In addition, through cooperation with the Bioscience Technologies program at Portland Community College (PCC), students enrolled in this program will leave with a significant amount of college credit, and hopefully the desire to continue their education after their high school graduation. PCC is eager to partner with the Hillsboro School District on this venture, and plans are in the works for field trips to conduct more complicated experiments in the labs at PCC, which will also provide additional professional experience in the field.

In addition to the connections the class and program offer to career and college, the class offers many benefits to all students in the Hillsboro High School community. *The course will serve as a much needed additional science elective for students attending Hillsboro High School, and eventually other schools, as well.* The extensive number of laboratory activities will make this the most intensive, hands-on laboratory science class in the school. It has been shown that hands-on activities can be especially beneficial to students in special education and those who are English language learners. In learning about the current topics in biotechnology research, a heavy emphasis will be placed on student academic discourse, and the use of evidence to support thinking on the ethical and moral implications of modern bioscience discoveries.

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

Next Generation Science Standards (NGSS)

- HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
- HS-LS3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis; (2) viable errors occurring during replication; and/or (3) mutations caused by environmental factors.
- HS-LS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
- HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

Career Technical Education (CTE) Standards

- HLPE01.01: Summarize how bioscience products improve the quality of life within legal and ethical parameters.
- HLPE02.01: Apply the fundamentals of mathematical and statistical concepts to bioscience processes and techniques.
- HLPE02.02: Integrate the fundamentals of general, organic, and biological chemistry as they apply to bioscience processes and techniques.
- HLPE02.03: Integrate the fundamentals of cell biology, genetics, molecular biology, and microbiology as they apply to bioscience processes and techniques.
- HLPE03.01: Identify techniques used in biotechnology.
- HLPE03.02: Identify trends in the field of bioscience.
- HLPE04.01: Use of the principles of solution preparation, and measurement and calibration of instruments, while maintaining a safe laboratory environment.
- HLPE04.02: Perform procedures using aseptic techniques and contamination control.

- HLPE05.01: Identify the processes for product design, production and regulatory compliance, and the individuals' role therein.
- HLPE06.01: Summarize and explain the larger ethical (affects society), moral (personal values), and legal issues related to bioscience research, product development and use in society.

Oregon Essential Skills

- A. Read and comprehend a variety of text.
- B. Write clearly and accurately.
- C. Apply mathematics in a variety of settings.
- D. Listen actively and speak clearly and coherently.
- E. Think critically and analytically.
- F. Use technology to learn, live, and work.
- G. Demonstrate civic and community engagement.
- H. Demonstrate global literacy.
- I. Demonstrate personal management and teamwork skills.

Common Core State Standards (CCSS) for Literacy in Science and Technical Subjects

Reading

1. 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.
2. 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.
3. 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.
4. 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 *grades 11–12 texts and topics*.
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. 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.
7. 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.
8. 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.

9. 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.
10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

Writing

1. Write arguments focused on *discipline-specific content*.
 - 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. Use words, phrases, and clauses, as well as varied syntax, to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone, while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures / experiments, or technical processes.
 - 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.
 - 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.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - 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.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing, as needed, by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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.
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.
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.
9. Draw evidence from informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Staffing

This initial course offering would require .167 FTE, essentially 1 of 6 class periods for a full time teacher. As the program builds, additional FTE would be required. Some of this will be built into FTE and courses that are already present in most schools. AP/IB (Advanced Placement / International Baccalaureate) biology will be a required course in the full pathway, and other classes such as AP chemistry, forensics, and courses in the Health Sciences pathway (e.g., anatomy and physiology) will also be included as suggested electives. Integrating other teachers from within the Hillsboro High School science and Career Technical Education (CTE) departments, as well as teachers from other schools, will enhance the collaboration across the District, and best utilize the many diverse experiences of various staff members with biotechnology experience.

Budget:

- Perkins money next year (~\$5000)
- In 2 years, Career Pathway incentive funds will be pursued (~\$2200-\$45,000)
- District and instructor is currently working with NWRESA to find additional funding, possibly from community partners
- Revitalization Grant in 2017-18 (up to \$400,000) will be heavily pursued by the District

- No additional District funds will be used for this class/program above the standard amount allotted for other CTE/science courses

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

- Startup equipment cost: \$3200 + Cost to fix autoclave*
 - 4 sets of micropipettes (p20, p200, p1000)
- Cost of yearly consumables: \$1400
 - Genes in a Bottle kit
 - pGLO Bacterial Transformation kit
 - Microbes and Health kit
 - Cell culture tubes
 - 10X PBS
 - 50X TAE
 - Tris/Glycine/SDS 10X Buffer
 - Petri dishes: 60mm
 - Ampicillin
 - E. coli**
 - Fast Blast DNA stain
 - Inoculation loops
 - LB agar powder
 - Micro centrifuge tubes
 - Pipet tips: 2-200uL
 - Pipet tips: 100-1000uL
 - Transfer pipets
- Textbooks: \$94 each (\$3760 for 40)*
- Travel
 - \$600 (busses)
 - \$700 (substitutes)

*Optional, depending on funding

**Note: E. coli are the most commonly used model organisms in biological research labs around the world. This is a 100% safe strain of E.coli that has zero chance of causing illness. Learning how to grow and manipulate bacteria is an essential part of all basic biotechnology classes. This lab experience is in articulation with the Portland Community College lab class (for dual credit), and will provide students the necessary skills to compete for jobs in a bioscience laboratory.

Action Research Plan (attached)

One Page Draft Course Outline (attached)

Introduction to Bioscience Technologies Course Summary

Introduction to Bioscience Technologies will provide students with an introduction to the world of modern biological research. In addition to teaching students the basic laboratory methods used in modern biological research laboratories, the course will explore the wide range of research topics that scientists are currently studying, and their possible impacts on society. In addition to formal lab reports based on extensive hands-on laboratory activities, students will conduct research projects and formal discussions surrounding the ethical and moral questions invoked by current biological research topics.

This will be an exploratory and introductory course, targeted at tenth graders, for the full Bioscience Technologies CTE (Career Technical Education) pathway. Collaborating with the program at Portland Community College, students will have the opportunity to articulate numerous college credits. As currently proposed, this course alone is projected to earn each student 11 articulated credits from Portland Community College. Including tuition, fees, and books, this is a savings of approximately \$1800 per student (depending on exact textbook prices). It is anticipated that the full program will be able to offer a Basic (or Advanced) Bioscience Technician Certificate from Portland Community College, which can be used to apply for high-wage jobs in the Portland area (average starting salary is \$28,000).

This initial course offering would require .167 FTE, essentially 1 of 6 class periods for a full time teacher. As the program builds, additional FTE would be required. Some of this will be built into FTE and courses that are already present in most schools. AP/IB (Advanced Placement / International Baccalaureate) biology will be a required course in the full pathway, and other classes such as AP chemistry, forensics, and courses in the Health Sciences pathway (e.g., anatomy and physiology) will also be included as suggested electives. Integrating other teachers from within the Hillsboro High School science and CTE departments, as well as teachers from other schools will enhance the collaboration across the District, and best utilize the many diverse experiences of various staff members with biotechnology experience. Initially, students at Hillsboro High School will be given priority enrollment, with open seats then offered to interested students from other District high schools. As the program expands and evolves, this may change (depending on the number of sections and scheduling logistics), opening the course up to all high school students in the Hillsboro School District.

Introduction to Bioscience Technologies

Course Outline*

Unit #1: Careers in Biotechnology

- What is Biotechnology?
- Who Uses Biotechnology?
- Careers in Biotechnology
- Biotechnology in the Real World (Guest Speakers from OHSU & BioRad; Field Trip to Genentech)

Unit #2: Laws & Regulation

- Biotechnology Industry and Research
- Governmental Regulation of Biotechnology
- Industry Practices
- Bioethics in Biotechnology: Good or Bad?

Unit #3: Laboratory Safety

- Laboratory Safety
- Laboratory Equipment
- Laboratory Activities
 - DNA Extractions and Precipitations
 - Pipetting
- Bioethics: Waste Disposal

Unit #4: Laboratory Math

- Using Numerical Data
 - Significant Figures
 - Scientific Notation
 - Units of Measure

Unit #5: Solutions

- Preparing Solutions
 - Percent Solutions
 - Using Stock Solutions
 - Molar Solutions
- Laboratory Activities
 - Kool-Aid Column Chromatography
 - Making Solutions
 - Titration
 - Using Radioactive Tags (field trip to Portland Community College)

Unit #6: Microbiology

- Microbiology and Cell Biology
 - Three Domains of Life
 - Microorganisms and History
- Bacteria
- Uses of Bacteria in Biotechnology
- Culturing Bacteria in the Laboratory
- Microbiological Techniques
- Laboratory Activities
 - Making Microbiology Media
 - Disk Diffusion Test (Modified Kirby-Bauer Test)
 - Microbes and Health: An Illustration of Koch's Postulates
 - Gram Staining
 - Quantifying Bacterial Numbers
- How to: Use Aseptic Technique to Transfer Bacteria
- Are You Really Human? – The Human Microbiome

Unit #7: Cell Culture

- Eukaryotic Cells
- Uses of Eukaryotic Cells in Biotechnology
- Eukaryotic Cell Culture
- Laboratory Activities
 - Eukaryotic Cell Culture (field trip to Portland Community College)
 - Staining Eukaryotic Cells
- Bioethics (student research and debate on current issues in bioethics): Should Human Embryos Be Used for Research?
- Bioethics (student research and debate on current issues in bioethics): Designer Babies
- Bioethics: Model Organisms (field trip to Oregon National Primate Research Center)

*In order for students to earn dual credit, this course outline is aligned with PCC's Introduction to Bioscience Technologies course, which includes formal lab reports, lab behavior and techniques, student research projects, and formal discussions surrounding the ethical and moral questions invoked by current biological research topics.

Action Research Plan - Abstract Intro to Bioscience Technologies

1. Identify the goals of the proposed course:

Students should be able to:

- Interpret and evaluate information about bioscience technology across the broad spectrum of current applications.
- Make informed decisions that relate to applications of bioscience that impact self, family, community, and the environment.
- Work effectively within the safety parameters, regulations, and guidelines in a bioscience laboratory or biomanufacturing environment.
- Identify hazards (mechanical, electrical temperature and pressure, chemicals, radiation, and biological) that apply to a particular bioscience setting, take appropriate steps to minimize risk to self, co-workers, and the environment during routine work, and deal with accidents appropriately.
- Carry out calculations needed to prepare solutions, make dilutions, interpret protocols, and evaluate data in a bioscience laboratory or manufacturing environment.
- Work in the bioscience laboratory environment, applying principles of safety, quality and teamwork.
- Carry out common laboratory measurements (weight, volume, temperature, pH, and light), demonstrating an understanding of the limits of detection, principles of calibration, and limits in the precision and accuracy of the instrumentation used.
- Perform calculations needed to prepare solutions, make dilutions, maintain records and evaluate data in a bioscience laboratory environment.
- Use an understanding of microbiological principles and properties to work effectively in standard laboratory experiments.
- Communicate clearly and succinctly the purpose, procedures, results, and interpretation of data collected from measuring/monitoring equipment and from laboratory experiments.

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

- Enrollment data / demographics (e.g., students in special education and English language learners)
- Grades (broken down by demographics)
- Student Course Evaluation
- Post-Secondary Interest Before / After
- Career Interest Before / After

3. When and how will data be collected?

Data will be collected at the end of each year, as students forecast for future classes. 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.

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
FINANCIAL REPORT

Business Office. 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.

Collaboration Example 3: Coordination of Operations Support

In order to create a well-coordinated and defined set of operational systems, District department leaders meet monthly to collaborate and coordinate their efforts to improve support to principals and each other, by sharing tools and training, and discussing current and upcoming events and issues. The group shares a core belief that improving the connection of the District's operations network will result in a higher level of support for staff, students, and the community. All participants contribute to the drafting of the meeting agendas and notes.

Finance Team – Accounts Payable, Banking, and Student Body Accounting. The Finance team met with Northwest Regional Education Service District (NWRESD) staff and Tigard-Tualatin School District staff to explore auditor-approved paperless business office functions. NWRESD and other school districts in Oregon are already using electronic attachments and maximizing tools within the Infinite Visions system to reduce paper waste and to document transactions electronically. The Finance team is developing an implementation plan, beginning with Automated Clearing House (ACH) vendor payments and employee mileage reimbursements.

Finance Team – Financial Reporting and Grants. Finance Manager Jeff Jones completed a draft of the District's 2015-16 Comprehensive Annual Financial Statement ahead of schedule. The Grove, Mueller, Swank audit team is reviewing the draft and will identify any revisions that need to be made. In addition to setting up 2016-17 grant budgets and requesting reimbursements from funding agencies, Mr. Jones is collaborating with the Student Services department to compile the District's High Cost Disability Report for reimbursement from the Oregon Department of Education.

Payroll Team and Employee Benefits. Payroll Supervisor Kim Grannis and the Payroll team have been exploring TimeClock Plus software integration features with key staff in the Transportation Services, Facilities and Support Services, and Technology Services departments. Currently, Transportation Services is the only department using TimeClock Plus to record employees' time (salaries are annualized).

Benefits Supervisor Lynette Coffman and Benefits team members attended Oregon Bureau of Labor and Industries (BOLI) seminars this fall, to improve their knowledge and expertise in employee leave laws and workplace accommodations. This year, the Benefits team will also focus on employee wellness programs and retirement planning.

Risk Management. Risk Manager Leah McCarthy represents the District in liability and workman’s compensation claims. Ms. McCarthy works closely with insurers to maximize the benefits to the District, students, and staff during pre-loss and throughout the life of claims. Ms. McCarthy also collaborates with District staff to reduce loss exposure and to ensure that situations are documented accurately and clearly.

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 September 2016.

The District received seven workers’ compensation claims in September 2016. As of September 30, 2016, there were 54 open claims; 32 were for medical costs only, and 22 included time loss. There were 6 employees on modified work plans during September.

Worker’s Compensation Claims			
	2014-15	2015-16	2016-17
July	1	3	3
August	9	2	6
September	10	10	7
October	12	8	
November	3	7	
December	6	13	
January	16	11	
February	6	11	
March	11	12	
April	8	10	
May	11	8	
June	8	9	
Yearly Total:	101	104	16

Student Incident Report. There is a one-month delay in reporting student accidents to the Board, in order to allow adequate time to ensure that these reports are complete and accurate. There were 249 student accidents reported in September.

Student Incident Reports			
	2014-15	2015-16	2016-17
July	4	0	1
August	1	6	14
September	83	181	249
October	156	243	
November	64	160	
December	59	43	
January	94	134	
February	98	177	
March	78	165	
April	109	183	
May	106	175	
June	36	68	
Yearly Total:	888	1,467	264

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 bus accident in September.

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
MONTHLY FINANCIAL REPORT - as of October 31, 2016

Revenues	July Actual	August Actual	September Actual	1st Quarter Actual	October Actual	2nd Quarter Actual	Fiscal YTD 2016-17	Budget 2016-17	% of 2016-17 Budget Expended	2015-16 Fiscal YTD	% of 2015-16 Budget Expended
Taxes	\$0.00	\$0.00	\$109,310.56	\$109,310.56	\$79,147.80	\$79,147.80	\$188,458.36	\$67,230,674.00	0.28%	\$232,347.10	0.35%
Interest	\$22,629.68	\$31,464.00	\$27,873.31	\$81,966.99	\$0.00	\$0.00	\$81,966.99	\$307,952.00	26.62%	\$66,767.66	18.89%
Local Sources	\$12,871.62	\$59,231.64	\$99,492.46	\$171,595.72	\$80,387.76	\$80,387.76	\$251,983.48	\$1,895,229.00	13.30%	\$215,340.85	14.53%
Total Local	\$35,501.30	\$90,695.64	\$236,676.33	\$362,873.27	\$159,535.56	\$159,535.56	\$522,408.83	\$69,433,855.00	0.75%	\$514,455.61	0.76%
County/ESD	\$0.00	\$923,487.50	\$307,829.17	\$1,231,316.67	\$0.00	\$0.00	\$1,231,316.67	\$3,253,669.00	37.84%	\$1,406,356.89	41.44%
State Sources	\$20,039,146.00	\$10,013,509.00	\$10,337,711.76	\$40,390,366.76	\$10,013,509.00	\$10,013,509.00	\$50,403,875.76	\$124,345,402.00	40.54%	\$50,152,869.26	41.60%
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	\$0.00	\$830.13	\$469.70	\$1,299.83	\$0.00	\$0.00	\$1,299.83	\$0.00	0.00%	\$473.86	3.29%
Beginning Balance	\$13,383,454.24	\$0.00	\$0.00	\$13,383,454.24	\$0.00	\$0.00	\$13,383,454.24	\$13,657,752.00	97.99%	\$17,604,269.16	100.00%
Total Revenue	\$33,458,101.54	\$11,028,522.27	\$10,882,686.96	\$55,369,310.77	\$10,173,044.56	\$10,173,044.56	\$65,542,355.33	\$210,690,678.00	31.11%	\$69,678,424.78	33.23%
Expenditures											
Instruction											
Salaries	\$32,950.46	\$125,183.58	\$6,299,115.82	\$6,457,249.86	\$6,389,774.85	\$6,389,774.85	\$12,847,024.71	\$79,116,611.61	16.24%	\$11,788,417.91	16.24%
Benefits	\$9,547.83	\$35,061.30	\$2,776,539.38	\$2,821,148.51	\$3,095,351.72	\$3,095,351.72	\$5,916,500.23	\$37,786,428.92	15.66%	\$5,497,835.45	16.11%
Purchased Service	\$407,108.53	\$164,162.51	\$569,588.80	\$1,140,859.84	\$222,134.05	\$222,134.05	\$1,362,993.89	\$2,969,803.33	45.90%	\$912,601.47	17.29%
Supplies/Materials	\$109,721.73	\$123,123.24	\$228,303.33	\$461,148.30	\$230,150.56	\$230,150.56	\$691,298.86	\$1,424,484.63	48.53%	\$562,542.83	25.81%
Capital Purchases	\$0.00	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	0.00%	\$461.25	1.42%
Other	\$69,010.00	\$8,589.02	\$15,060.88	\$92,659.90	\$26,509.50	\$26,509.50	\$119,169.40	\$197,254.76	60.41%	\$94,023.46	53.98%
Total Instruction	\$628,338.55	\$456,119.65	\$9,891,608.21	\$10,976,066.41	\$9,963,920.68	\$9,963,920.68	\$20,939,987.09	\$121,494,583.25	17.24%	\$18,855,882.37	16.49%
Support Services											
Salaries	\$1,572,700.64	\$1,747,148.80	\$3,457,025.42	\$6,776,874.86	\$3,291,859.67	\$3,291,859.67	\$10,068,734.53	\$38,038,656.98	26.47%	\$9,059,348.72	23.88%
Benefits	\$815,514.44	\$783,114.26	\$1,713,065.39	\$3,311,694.09	\$1,812,314.64	\$1,812,314.64	\$5,124,008.73	\$18,419,332.24	27.82%	\$4,691,386.82	23.68%
Purchased Service	\$1,379,201.73	\$901,963.40	\$780,764.97	\$3,061,930.10	\$1,980,293.28	\$1,980,293.28	\$5,042,223.38	\$13,509,529.66	37.32%	\$4,914,329.36	36.72%
Supplies/Materials	\$499,125.43	\$530,949.75	\$1,156,207.92	\$2,186,283.10	\$375,095.23	\$375,095.23	\$2,561,378.33	\$6,489,844.64	39.47%	\$2,863,402.06	51.31%
Capital Purchases	\$1,560.00	\$64,035.75	\$70,306.09	\$135,901.84	\$96,092.63	\$96,092.63	\$231,994.47	\$250,052.97	92.78%	\$536,012.58	66.81%
Other	\$30,438.00	\$1,079,527.12	\$15,655.90	\$1,125,621.02	\$67,358.43	\$67,358.43	\$1,192,979.45	\$1,536,470.53	77.64%	\$1,168,582.27	87.72%
Total Support	\$4,298,540.24	\$5,106,739.08	\$7,193,025.69	\$16,598,305.01	\$7,623,013.88	\$7,623,013.88	\$24,221,318.89	\$78,243,887.02	30.96%	\$23,233,061.81	29.46%

<i>Expenditures (continued)</i>	July Actual	August Actual	September Actual	1st Quarter Actual	October Actual	2nd Quarter Actual	Fiscal YTD 2016-17	Budget 2016-17	% of 2016-17 Budget Expended	2015-16 Fiscal YTD	% of 2015-16 Budget Expended
Community Services											
Salaries	\$13,951.48	\$35,424.74	\$20,744.32	\$70,120.54	\$21,508.08	\$21,508.08	\$91,628.62	\$264,225.41	34.68%	\$65,115.40	27.72%
Benefits	\$5,762.88	\$10,589.12	\$10,037.09	\$26,389.09	\$10,344.53	\$10,344.53	\$36,733.62	\$109,906.57	33.42%	\$29,953.96	25.29%
Purchased Service	\$4,229.02	\$11,273.76	\$1,208.18	\$16,710.96	\$8,191.54	\$8,191.54	\$24,902.50	\$36,069.36	69.04%	\$24,370.04	12.57%
Supplies/Materials	\$0.00	\$1,974.63	\$0.00	\$1,974.63	\$1,066.50	\$1,066.50	\$3,041.13	\$3,043.15	99.93%	\$1,139.33	35.73%
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	\$1,568.52	0.00%	\$0.00	0.00%
Total Community Services	\$23,943.38	\$59,262.25	\$31,989.59	\$115,195.22	\$41,110.65	\$41,110.65	\$156,305.87	\$414,813.01	37.68%	\$120,578.73	21.88%
Capital Projects											
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$19,909.22	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 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$19,909.22	0.00%
Debt Service Payment	\$0.00	\$0.00	\$38,205.05	\$38,205.05	\$0.00	\$0.00	\$38,205.05	\$826,118.76	4.62%	\$341,443.76	41.20%
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	\$9,604,527.00	0.00%	\$0.00	0.00%
Total Expenditures	\$4,950,822.17	\$5,622,120.98	\$17,154,828.54	\$27,727,771.69	\$17,628,045.21	\$17,628,045.21	\$45,355,816.90	\$210,583,929.04	21.54%	\$42,570,875.89	20.30%

HILLSBORO SCHOOL DISTRICT 1J

November 15, 2016

FIRST READING – POLICY BBFA: BOARD MEMBER ETHICS AND CONFLICTS OF INTEREST; POLICY BBFB: BOARD MEMBER ETHICS AND NEPOTISM; AND POLICY GBC: STAFF ETHICS

SITUATION

Language in the Oregon Revised Statutes regarding relatives and household members has been modified, as a result of House Bill 2079. Oregon School Boards Association (OSBA) has recommended updates to Board policies BBFA: Board Member Ethics and Conflicts of Interest; BBFB: Board Member Ethics and Nepotism; and GBC: Staff Ethics, to reflect these legislative changes, with clarification provided by the Oregon Government Ethics Commission. Additional revisions include minor clerical / housekeeping updates.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policies BBFA: Board Member Ethics and Conflicts of Interest; BBFB: Board Member Ethics and Nepotism; and GBC: Staff Ethics.

Board Member Ethics and Conflicts of Interest

No Board member will use his/her official position or office to obtain personal financial benefit or to avoid financial detriment for him or herself, his or her relatives, or household members, or for any business with which the Board member, household member, or a relative is associated.

This prohibition does not apply to any part of an official compensation package, honorarium allowed by ORS 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the annual \$50 gift limit from one who has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. District-provided meals at Board meetings are acceptable under the reimbursement of expenses exception.

I. Conflicts of Interest

“Business” means any corporation, partnership, proprietorship, enterprise, association, franchise, firm, organization, self-employed individual, or any legal entity operated for economic gain. This definition excludes any income-producing tax exempt 501(c) not-for-profit corporation with which a public official or a relative of the public official is associated only as a member or board director or in a nonremunerative capacity.

“Business with which a Board member or relative is associated” means any private business or closely held corporation of which a Board member or relative is a director, officer, owner, employee, or agent; or any private business or closely held corporation in which a Board member or relative owns or has owned stock, another form of equity interest, stock options, or debt instruments worth \$1,000 or more at any point in the preceding year; any publicly held corporation in which a Board member or relative owns or has owned \$100,000 or more in stock or another form of equity interest, stock options, or debt instruments at any point in the preceding calendar year; or any publicly held corporation of which a Board member or relative is a director or officer.

~~“Relative” in the conflict of interest context is defined as a Board member’s spouse¹, any children of the Board member or of the Board member’s spouse, brothers, sisters, half brothers, half sisters, spouses of siblings, parents of a Board member or of a Board member’s spouse, aunts, uncles, nieces, nephews, and stepparents.~~ “Relative” means the spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law of the Board member; or the parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a

¹The term spouse includes domestic partner.

legal support obligation, whose employment provides benefits² to the Board member, or who receives any benefit from the Board member's public employment.

"Member of the household" means any person who resides with the public official.

No Board member will solicit or receive, either directly or indirectly, any pledge or promise of future employment based on any understanding that the Board member's vote, official action, or judgment would be thereby influenced.

No Board member will ~~use or~~ attempt to use ~~or use~~ for personal gain any confidential information gained through his/her official position or association with the District. A Board member will respect individuals' privacy rights when dealing with confidential information gained through association with the District.

If a Board member participates in the authorization of a public contract, the Board member may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

Individual Board members and the Board as a public entity are bound by ~~Code of Ethics~~ **ethics laws** for public officials, as stated in Oregon law.

Potential Conflict of Interest

"Potential conflict of interest" means any action or any decision or recommendation by a Board member that could result in a financial benefit or detriment for self or relatives or for a business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly declare a potential conflict of interest. A Board member may, after declaring his/her potential conflict of interest, either vote or abstain on the issue. Abstaining from a vote does not meet the legal requirement of publicly stating a potential conflict.

Actual Conflict of Interest

"Actual conflict of interest" means any action or any decision or recommendation taken by a Board member that would result in a financial benefit or detriment to self or relatives or for any business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly declare an actual conflict of interest. The Board member may not vote lawfully if an actual conflict of interest exists, unless a vote is needed to meet a minimum requirement of votes to take official action. Such a vote does not allow the Board member to participate in any discussion or debate on the issue out of which an actual conflict arises.

²Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition, or retirement allotments.

Class Exception

It will not be a conflict of interest if the Board member's action would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation, or other group, including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged. For example, if a Board member's spouse is a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a Board member's spouse is the only one in the bargaining unit ~~that~~ who has a doctorate, and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

II. Gifts

Board members are public officials, and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. All gift-related provisions apply to the Board member, their relatives, and members of their household. The \$50 gift limit applies separately to the Board member, and to the Board member's relatives or members of their household, meaning that the Board member and each member of their household and relative can accept up to \$50 each from the same source/gift giver.

"Gift" means something of economic value given to a Board member without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

1. — ~~"Relative" in the gift context means the spouse of the Board member, any children of the Board member or of the Board member's spouse, siblings, spouses of siblings, parents of the Board member or of the Board member's spouse, any individual for whom the Board member has a legal support obligation, any individual for whom the Board member provides benefits arising from the Board member's public employment, or any individual from whom the Board member receives benefits arising from that individual's employment.~~ "Relative" means: the spouse³, parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law of the Board member; or the parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits⁴ to the Board member, or who receives any benefit from the Board member's public employment.

2. — "Member of the household" means any person who resides with the Board member.

³The term spouse includes domestic partner.

⁴Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition, or retirement allotments.

Determining the Source of Gifts

Board members should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the Board member's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. If the giver does not have a legislative or administrative interest, the ethics rules on gifts do not apply, and the Board member need not keep track of it, although they are advised to do so anyway, in case of a later dispute.

Determining Legislative and Administrative Interest

A "legislative or administrative interest" means an economic interest distinct from that of the general public, in any action subject to the decision or vote of a person acting in the capacity of a Board member. For example, everyone within a county has a general interest in the fire department, but the person who sells the uniforms to the fire department has a legislative or administrative interest in the fire department that is distinct from the general public.

Determining the Value of Gifts

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

"Fair market value" is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell, and purchased by one who was willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the Board member does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals, the payor of the Board member's admission or meal will include all costs other than any amount donated to a charity.

For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25, and the amount donated to charity was \$75, the benefit conferred on the Board member is \$25. This example requires that the Board member does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the Board member's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
 - a. The source divides the amount spent on food, beverage, and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;

- b. The source divides the amount spent on food, beverage, and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
 - c. The source calculates the actual amount spent on the Board member.
3. Upon request by the Board member, the source will give notice of the value of the merchandise, goods, or services received.
 4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale Value

Board members may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

Entertainment

Board members may not solicit or accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member unless:

1. The entertainment is incidental to the main purpose of another event (e.g., a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (e.g., a golf tournament at a conference); or
2. The Board member is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when a Board member appears at an entertainment event for a “ceremonial purpose” at the invitation of the source of the entertainment who requests the presence of the Board member at a special occasion associated with the entertainment. Examples of an appearance by a Board member at an entertainment event for a ceremonial purpose include throwing the first pitch at a baseball game, appearing in a parade, or ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts:

1. Campaign contributions are not considered gifts under the ethics rules.
2. Gifts from “relatives” and “members of the household” to the Board member are permitted in an unlimited amount; they are not considered gifts under the ethics rules.

3. Informational or program material, publications, or subscriptions related to the recipient's performance of official duties.
4. Contributions made to a legal expense trust fund if certain requirements are met.
5. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative ~~or~~ administrative interest, with the following exceptions:
 - a. Organized Planned Events. Board members are permitted to accept payment for travel conducted in the Board member's official capacity, for certain limited purposes:
 - (1) Reasonable expenses (i.e. e.g., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:
 - (a) The Board member is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the District; AND
 - i) The giver is a unit of ~~is~~:
 - a) A ~~f~~Federal, state, or local government;
 - b) An Oregon or federally recognized Native American Tribe; or
 - c) A ~~n~~Non-profit corporation.
 - (b) The Board member is representing the District:
 - i) On an officially sanctioned trade-promotion or fact-finding mission; or
 - ii) On ~~an~~ officially designated negotiations or economic development activities *where receipt of the expenses is approved in advance by the Board.*
 - (2) The purpose of this exception is to allow Board members to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions, or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.
6. Food or beverage consumed at a reception, meal, or meeting IF held by an organization and IF the Board member is representing the District. Again, this exception does not authorize private meals where the participants engage in discussion.

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome, and may include private or public meetings

during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal.

7. Food or beverage consumed by the Board member acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(67)(b)(I)(i).
8. Waiver or discount of registration expenses or materials provided to a Board member at a continuing education event that the Board member may attend to satisfy a professional licensing requirement.
9. A gift received by the Board member as part of the usual or customary practice of the Board member's private business, employment, or position as a volunteer that bears no relationship to the Board member's holding of public office.

Honoraria

A Board member may not solicit or receive, whether directly or indirectly, honoraria for the Board member or any relative or member of the household of the Board member if the honoraria are solicited or received in connection with the official duties of the Board member.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token, or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation, or expertise of the Board member or candidate.

END OF POLICY

Legal Reference(s):

[ORS 162.015 - 162.035](#)

[ORS 162.405 - 162.425](#)

[ORS 244.010 - 244.400](#)

[ORS 332.055](#)

[ORS 659A-006](#)

[OAR 199-005-00031](#) to [199-0210-002015](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS (2008)

Board Member Ethics and Nepotism

In order to avoid both potential and actual conflicts of interests, Board members will abide by the following rules when a Board member’s relative or member of the household is seeking and/or holds a position with the District:

1. A Board member may not appoint, employ, promote, discharge, fire, demote, or advocate for such an employment decision for a relative or a member of the household, unless the Board member complies with the conflict of interest requirements of ORS Chapter 244;
2. This policy does not apply to decisions regarding unpaid volunteer positions, unless it is a Board member position or another Board-related unpaid volunteer position (i.e., a Board committee position);
3. A Board member may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or a member of the household. A Board member may still serve as a reference or provide a recommendation.

For the purposes of this policy, a “member of the household” means any person who resides with the Board member, and “relative” means:

1. The Board member’s spouse¹;
2. Any children of the Board member or his/her spouse; and
3. Brothers, sisters, half brothers, half sisters, brothers-in-law, sisters-in-law, sons-in-law, daughters-in-law, mothers-in-law, fathers-in-law, aunts, uncles, nieces, nephews, stepparents, stepchildren, or parents of the Board member, or the parents of his/her spouse.

“Member of the household” means any person who resides with the Board member.

“Relative” means: the spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law of the Board member; or the parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment

¹The term spouse includes domestic partner.

provides benefits² to the Board member, or who receives any benefit from the Board member's public employment.

Class Exception

It will not be a conflict of interest if the Board member's action would affect to the same degree a class, including the Board member's relative or household member. For example, if a Board member's spouse is a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a Board member's spouse is the only one in the bargaining unit who has a doctorate, and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

END OF POLICY

Legal Reference(s):

[ORS 244.010 - 244.400](#)

[ORS 332.016](#)

[ORS 659A.309](#)

[OAR 199-005-0003](#) to [199-0210-0020](#) ~~150~~

[OAR 584-020-0040](#)

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS (2008)

²Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

Staff Ethics

I. Conflict of Interest

No District employee will use his/her District position to obtain personal financial benefit or to ~~avoidance of financial detriment or financial gain or avoidance of financial detriment~~ for ~~him or herself or his/her~~ relatives, or household members, or for any business with which the employee, household member, or relative is associated.

This prohibition does not apply to any part of an official compensation package, honorarium allowed by ORS 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the \$50 gift limit for one who has a legislative or administrative interest in any matter subject to the decision or vote of the District employee.

District employees will not engage in, or have a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as staff members. This means that:

1. Employees will not use their position to obtain financial gain or ~~avoidance of financial detriment~~ from students, parents, or staff.
2. Any device, publication, or any other item developed during the employee's paid time shall be District property.
3. Employees will not further personal gain through the use of confidential information gained in the course of, or by reason of, their position or activities in any way.
4. No District employee may serve as a Board or budget committee member in the District.
5. An employee will not perform any duties related to an outside job during his/her regular working hours or during the additional time that he/she needs to fulfill the position's responsibilities; nor will an employee use any District facilities, equipment, or materials in performing outside work.
6. If an employee authorizes a public contract, the employee may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

If an employee has a potential or actual conflict of interest, the employee must notify his/her supervisor in writing of the nature of the conflict, and request that the supervisor dispose of the matter giving rise to the conflict.

In order to avoid both potential and actual conflicts of interests, District employees must abide by the following rules when an employee's relative or member of the household is seeking and/or holds a position with the District:

1. A District employee may not appoint, employ, promote, discharge, fire, demote, or advocate for such an employment decision for a relative or a member of the household, unless he/she complies with the conflict of interest requirements of ORS Chapter 244. This rule does not apply to employment decisions regarding unpaid volunteer positions, unless it is a Board-related position.
2. A District employee may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or a member of the household. An employee may still serve as a reference, provide a recommendation, or perform other acts that are part of the normal job functions of the employee.
3. More than one member of an employee's family may be hired as a regular District employee. In accordance with Oregon law, however, the District may refuse to hire individuals, or may transfer current employees, in situations where an appointment would place one family member in a position of exercising supervisory, appointment, or grievance adjustment authority over another member of the same family. Employees who are members of the same family may not be assigned to work in the same building except by the Superintendent's / designee's approval.

In the *conflict of interest context*, a ~~“member of the household” means any person who resides with the employee and “relative” means:~~

- ~~1. The employee's spouse¹.~~
- ~~2. Any children of the employee, or his/her spouse.~~
- ~~3. Brothers, sisters, half brothers, half sisters, brothers-in-law, sisters-in-law, sons-in-law, daughters-in-law, mothers-in-law, fathers-in-law, aunts, uncles, nieces, nephews, stepparents, stepchildren, or parents of the employee, or his/her spouse.~~

~~“Member of household” means any person who resides with the employee.~~

~~“Relative” means: the spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law of the employee; or the parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits² to the employee, or who receives any benefit from the employee's public employment.~~

¹The term spouse includes domestic partner.

²Examples of benefits may include, but not be limited to, elements of an official compensation package including

II. Gifts

District employees must comply with the following rules involving gifts:

Employees are public officials, and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the District employee. All gift-related provisions apply to the employee, their relatives, and members of their household. The \$50 gift limit applies separately to the employee, and to the employee's relatives or members of household, meaning that the employee and each member of their household and relative can accept up to \$50 each from the same source/gift giver.

- 1.—“Gift” means something of economic value given to an employee without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.
- 2.—“Relative” *in the gift context* means ~~the spouse of the employee; any children of the employee or of the employee's spouse; siblings, spouses of siblings, or parents of the employee or of the employee's spouse; any individual for whom the employee has a legal support obligation; or any individual for whom the employee provides benefits arising from the employee's public employment or from whom the employee receives benefits arising from that individual's employment:~~ the spouse³, parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law of the employee; or the parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits⁴ to the employee, or who receives any benefit from the employee's public employment.
- 3.—“Member of the household” means any person who resides with the employee.

Determining the Source of Gifts

Employees should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the employee's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the District employee. If the giver does not have a legislative ~~or~~ administrative interest, the ethics rules on gifts do not apply, and the employee need not keep track of it, although they are advised to do so anyway, in case of a later dispute.

benefits such as insurance, tuition or retirement allotments.

³The term spouse includes domestic partner.

⁴Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

Determining Legislative and Administrative Interest

A “legislative or administrative interest” means an economic interest, distinct from that of the general public, in any action subject to the official decision of an employee.

A decision means an act that commits the District to a particular course of action within the employee’s scope of authority, and that is connected to the source of the gift’s economic interest. A decision is not a recommendation or work performed in an advisory capacity. If a supervisor delegates the decision to a subordinate, but retains responsibility as the final decision maker, both the subordinate and the supervisor’s actions would be considered a “decision.”

Determining the Value of Gifts

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

“Fair market value” is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell, and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the employee does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals, the payor of the employee’s admission or meal will include all costs other than any amount donated to a charity.

For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25, and the amount donated to charity was \$75, the benefit conferred on the employee is \$25. This example requires that the employee does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the employee’s meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
 - a. The source divides the amount spent on food, beverage, and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner.
 - b. The source divides the amount spent on food, beverage, and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner.
 - c. The source calculates the actual amount spent on the employee.
3. Upon request by the employee, the source will give notice of the value of the merchandise, goods, or services received.

4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale value

Employees may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

Entertainment

Employees may not solicit or accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision of the employee unless:

1. The entertainment is incidental to the main purpose of another event (e.g. a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (e.g. a golf tournament at a conference); ~~or~~
2. The employee is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when an employee appears at an entertainment event for a “ceremonial purpose” at the invitation of the source of the entertainment, who requests the presence of the employee at a special occasion associated with the entertainment. Examples of an appearance by an employee at an entertainment event for a ceremonial purpose include: throwing the first pitch at a baseball game, appearing in a parade, and ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts that apply to employees.

1. Gifts from “relatives” and “members of the household” to the employee are permitted in an unlimited amount; they are not considered gifts under the ethics rules.
2. Informational or program material, publications, or subscriptions related to the recipient’s performance of official duties.
3. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative ~~or~~ administrative interest, with the following exceptions:
 - a. *Organized Planned Events.* Employees are permitted to accept payment for travel conducted in the employee’s official capacity, for certain limited purposes:

- (1) Reasonable expenses (i.e. food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:
 - (a) The employee is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the District; AND
 - i) The giver is a unit of a:
 - a) A federal, state, or local government;
 - b) An Oregon or federally recognized Native American Tribe; or
 - c) A non-profit corporation.
 - (b) The employee is representing the District:
 - i) On an officially sanctioned trade-promotion or fact-finding mission; or
 - ii) On officially designated negotiations or economic development activities where receipt of the expenses is approved in advance by the Superintendent / designee.
 - (2) The purpose of this exception is to allow employees to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.

4. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the employee is representing the District.

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome, and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal.

5. Food or beverage consumed by an employee acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(5)(b)(I)(ii).
6. Waiver or discount of registration expenses or materials provided to an employee at a continuing education event that the employee may attend to satisfy a professional licensing requirement.
7. A gift received by the employee as part of the usual or customary practice of the employee’s private business, employment, or position as a volunteer that bears no relationship to the employee’s District employment.

8. Reasonable expenses paid to **an** employee for accompanying students on an educational trip.

Honoraria

An employee may not solicit or receive, whether directly or indirectly, honoraria for the employee or any **relative or** member of the household of the employee if the honoraria are solicited or received in connection with the official duties of the employee.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token, or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation, or expertise of the employee.

END OF POLICY

Legal Reference(s):

ORS 244.010 to-244.400
ORS ~~260.005~~
ORS ~~294.311~~
ORS ~~294.336~~
ORS 332.016
ORS 659A.309

OAR 199-005-000~~51~~ to-199-020-0020
OAR 584-020-0040

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE
FOR PUBLIC OFFICIALS (~~2008~~).

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
FIRST READING – POLICY BDC: EXECUTIVE SESSIONS

SITUATION

Revisions to Board policy BDC: Executive Sessions have been recommended by Oregon School Boards Association (OSBA) to reflect recent legislative changes, including the addition of school safety as an executive session topic. Additional revisions include clerical / housekeeping updates.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy BDC: Executive Sessions.

Executive Sessions

The Board may be called together exclusively for the purpose of meeting in ~~meet in~~ executive session, or a Board may decide to go into executive session at any time during a regular, special or emergency meeting to discuss appropriate subject matters subjects allowed by statute, but may not take final action, except for the expulsion of students and matters pertaining to, or examination of, the confidential medical records of a student, including that student's educational program. This does not mean that the Board cannot reach a consensus in executive session, but final actions / decisions must be made by formal vote in open session.

An executive session may be convened by the Board chair upon the request of three Board members, or by common consent of the Board for a purpose authorized under Oregon Revised Statute (ORS) 192.660, during a regular, special, or emergency meeting. The presiding officer will announce the executive session by identifying the authorization under ORS ~~192.610-192.690 or ORS 332.061~~ 192.660 for holding such session, and by noting that the subject of the executive session shall be undisclosed under ORS 192.660(4).

The purposes for which an Board may hold an executive session may be held and the correct citation for this authority are as follows:

1. To consider the employment of a public officer, employee, staff member, or individual agent. ~~-(ORS 192.660(2)(a)-)~~
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member, or individual agent, ~~unless the officer, employee or agent who does not~~ requests an open meeting. ~~-(ORS 192.660(2)(b)-)~~
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. ~~-(ORS 192.660(2)(d)-)~~
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. ~~-(ORS 192.660(2)(e)-)~~
5. To consider information records that are exempt by law from public inspection. ~~-(ORS 192.660(2)(f)-)~~
6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. ~~-(ORS 192.660(2)(h)-)~~
7. To review and evaluate the job employment-related performance of the chief executive officer of any public body, a public officer, employees, and staff who does not request an open hearing. ~~-(ORS 192.660(2)(i)-)~~

8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(k))
9. To consider a student review the expulsion or examine confidential medical records including the student's educational program—ORS 332.061 of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
10. To discuss matters pertaining to or examination of the confidential medical records of a student, including that student's educational program. (ORS 332.061(1)(b))

~~No executive session may be held to take final action with the sole exception of student expulsion. This does not mean that initial offers of employment or real estate transactions must be made in a public meeting but the ultimate decision must be made in a public meeting.~~

~~In the case of executive sessions, the minutes shall be limited in nature so as not to disclose matters which, by law, are exempt from public disclosure. It is sufficient for executive session minutes to read that an executive meeting was held and record why it was called.~~

~~Representatives of the news media must be allowed to~~ Members of the press may attend executive sessions, except for portions of an executive session relating those matters pertaining to:

1. ~~to strategy for collective bargaining and~~ Deliberations with persons designated by the Board to carry on labor negotiations;
2. ~~consideration of student expulsion.~~ Hearings on the expulsion of minor students or examination of the confidential medical records of a student, including that student's educational program; and
3. ~~Representatives of the news media shall be barred from executive sessions called under 192.660(2)(h) (Current litigation or litigation likely to be filed),~~ if the member of the news media is a party to the litigation or is an employee, agent, or contractor of a news media organization that is a party to the litigation.

Unless specific permission is granted by the Board Chair, all staff, representatives of the media and any other parties present at the meeting must return all printed material disseminated at the executive session to the Board Secretary before leaving the room. Board members may inform the Board Chair of their intention to keep any/all printed executive session materials.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential medical records and educational program; the discussion; and each Board member's vote on the issue.

Minutes shall be kept for all executive sessions.

Content discussed in executive sessions is confidential. The Board requires that information discussed or reviewed at the executive session not be made public by the media or anyone else in attendance.

END OF POLICY

Legal Reference(s):

[ORS 192.610 to -192.710](#)

[ORS 332.045](#)

[ORS 332.061](#)

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
FIRST READING – POLICY BFC: ADOPTION AND REVISION OF POLICIES

SITUATION

Revisions to Board policy BFC: Adoption and Revision of Policies have been recommended by Oregon School Boards Association (OSBA) to clarify the expectations for an efficient, transparent, streamlined process for adopting and revising Board policies.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy BFC: Adoption and Revision of Policies.

Adoption and Revision of Policies

~~Policies and regulations may be adopted, added to, or amended at a regular meeting of the Board provided that the proposed changes have been presented at a regular meeting preceding the meeting when action will be taken on the proposed or amended policy.~~ Board policies will be subject to alteration, addition, or deletion upon majority vote of the Board at any regular or special meeting in which all members have been notified in writing of the proposed alteration, addition, or deletion at least 24 hours in advance. In most cases, a first reading of the policy will be scheduled on a regular meeting agenda prior to its adoption at a subsequent regular or special meeting. When, in the best interests of the District, however, immediate adoption of a proposed policy is necessary, the Board may adopt such policy at the first meeting in which it is presented.

Proposed policies may be placed on the consent agenda for adoption. Any revisions to a policy from the first reading will not require the policy to go through an additional reading, except as the Board determines that the revision(s) need further study and an additional reading would be advantageous.

The formal adoption of policies will be recorded in the Board minutes. Only those written statements so adopted and so recorded will be regarded as official Board policy.

When additions, deletions, or amendments are made to Board policy, the addition, deletion, or amendment will carry the adoption date, and the corrected copy will be published at the earliest opportunity.

The operation of any individual policy, section, or sections of policy ~~or regulation~~ not established by law or state or federal regulation specifically listed in the current collective bargaining agreement may be temporarily suspended by a majority vote of the Board ~~when such action is in the interest of the Board, a citizen, a staff member, or child~~ at a regular or special meeting.

~~The action to adopt a policy will replace any prior policy of the District with which it may be in conflict.~~ The policy manual will be reviewed to keep it current.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 332.505

OAR 581-022-1610
OAR 581-022-1720

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS - MINUTES

October 11, 2016

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

WORK SESSION

Board Present:

Wayne Clift, Chair
Glenn Miller, Vice Chair
Monte Akers
Lisa Allen
Erik Seligman
Kim Strelchun
Janeen Sollman

Staff Present:

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

Others Present:

Jill Golay, HEA

Board Chair Wayne Clift called the meeting to order at 5:17 PM.

a. 2017-18 Budget Discussion

Superintendent Mike Scott, Chief Financial Officer Adam Stewart, and Director of Business Services Michelle Morrison presented information regarding the 2017-18 budget planning process. Challenges that the District may face include the potential for a significant increase or significant decrease in funding, due to combined factors, including PERS rate increases and the implications of multiple measures on the November 2016 ballot (Measures 97, 98, and 99).

District leaders are exploring a process for aligning funding priorities with the District's strategic plan goals, and a team of District representatives will participate in the Smarter School Spending for Student Success program, developed by the Government Finance Officers Association (GFOA) to assist school districts in creating a structure for developing sustainable plans for aligning student achievement goals with resource allocation, despite funding fluctuations.

Board members discussed the importance of identifying the most effective investments for improving student achievement, and the need for effective communication with community members.

b. HSD Assessment Update

Assistant Superintendent Dayle Spitzer provided an overview of the expected contents of the school and District report cards that are scheduled for release on October 13.

c. Discuss Inclement Weather Makeup Triggers

Chief Human Resources Officer Kona Lew-Williams explained the District's process for determining whether or not to recommend that school closure days related to inclement weather be made up. The criteria that are considered when developing these recommendations include the statutory requirements for instructional time, contractual obligations with bargaining units, year-end calendar days (days of the week), balancing instructional time for each semester, and the decisions of neighboring districts. Chief Human Resources Officer Lew-Williams recommended that when school is closed

because of inclement weather for two or more days during a school year, these criteria be used to develop a recommendation to present to the Board for approval in March.

Board members asked questions about the statutory requirements for instructional time. Staff will research and provide clarification.

Board members suggested that if school is closed for at least three days, a decision regarding makeup days be reached as early as possible (if possible, earlier than March), so that families can adjust their summer plans.

d. High School Academic Program Development – Community Values Update

Assistant Superintendent of Academic Services Travis Reiman presented an update on the process of gathering community input regarding high school academic program development, to ensure that the District's program direction is aligned with the community's shared values. He presented an overview of the input that was received in response to the "HSD Community Values in Education" survey, which was available in both English and Spanish. Citizens' Curriculum Advisory Committee (CCAC) Chair Elizabeth Moore described the process used by committee members to review stakeholders' input and identify trends. Assistant Superintendent Reiman discussed next steps, continuing opportunities for stakeholders to participate in program development, and the timeline for developing the new course catalog.

Upcoming events include a CCAC-hosted panel discussion regarding heterogeneous groupings versus ability groupings of students (October 17), and another community forum (October 24). In November, after the CCAC has analyzed and summarized all of the input, recommendations will be developed regarding instructional grouping. The course catalog will be drafted in November / December, and stakeholders will have an opportunity to review it and provide feedback, prior to its publication.

Board members discussed the survey responses; the need to ensure that high school graduates are prepared for career opportunities, as well as college entrance; and the importance of ensuring that all students are aware of the venue for suggesting additions to the course catalog.

e. Northwest Regional Education Service District (NWRESD) Update / Input

Superintendent Mike Scott explained that Hillsboro School District (HSD) has been participating this year as a full member of Northwest Regional Education Service District (NWRESD), and has benefited from the relationship because of the alignment between HSD and NWRESD focus areas, and because of the significant increase in HSD's access to grant opportunities. Superintendent Scott recommended that HSD continue to participate as a full NWRESD member in the 2017-18 school year.

f. Board Discussion Time

1) American Education Week Brainstorming

Board members discussed options for honoring staff during American Education Week (November 14-18), and agreed to send out notes of appreciation and baskets of apples, in addition to reading a proclamation during the October 25 Board meeting. Communications department staff will contact Board members to coordinate details of packing and delivering the baskets.

2) Board Discussion

Board members discussed District events and processes, staff accomplishments, and community partnerships; and provided brief summaries of their recent and upcoming activities.

Adjourn Board meeting

The meeting was adjourned at 7:41 PM.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
October 25, 2016
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

1. **WORK SESSION**

Board Present:

Wayne Clift, Chair
Glenn Miller, Vice Chair
Monte Akers
Lisa Allen
Janeen Sollman
Kim Strelchun

Staff Present:

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

Others Present:

Melody Hansen, HCU
Jill Golay, HEA
Joe Vermeire, HEA

Board Chair Wayne Clift called the meeting to order at 5:17 PM, and announced that Director Erik Seligman would not be able to attend.

a. Bond Advisory Committee Update

Chief Financial Officer Adam Stewart presented an update on the Hillsboro School District (HSD) Bond Advisory Committee, and discussed the following documents, which are included in the Board packet: the Bond Advisory Committee calendar, the October 26 Bond Advisory Committee meeting agenda, materials that will be reviewed during the October 26 Bond Advisory Committee meeting, and the Bond Advisory Committee roster.

Board members discussed the value of having a broad spectrum of experiences and perspectives represented on the committee. Chief Financial Officer Stewart will look into the possibility of identifying a community member who does not have strong ties to the District and can be invited to serve as a third at-large committee member.

b. First Reading – 2017-18 and 2018-19 District Calendars

Chief Human Resources Officer Kona Lew-Williams presented the proposed 2017-18 and 2018-19 District calendars for first reading. On both calendars, school is scheduled to begin after Labor Day. (The majority of respondents to surveys of staff and community members in recent years indicated a preference for beginning school after Labor Day.) The calendars are aligned with Oregon University winter and spring breaks, comply with instructional seat time requirements, accommodate District conference schedules, and reflect the 191-day contract for licensed staff members. If funds for additional school days are available in the future, the calendars can be revised and presented to the Board again.

The calendars are included in the Board packet, and are scheduled for Board approval on December 6, 2016.

c. High School Academic Program Development Update

Assistant Superintendent of Academic Services Travis Reiman reported on the process of engaging the community in the development of high school academic programs. He provided an update on the October 17 panel discussion at the Citizens' Curriculum Advisory Committee (CCAC) special session, and public comment that was received during the October 24 community forum. The CCAC will analyze all of the input that has been received, and will draft an outline of HSD's core values, and a recommendation regarding best practices for the grouping of students (heterogeneous versus ability grouping). The 2017-18 course catalog is scheduled to be drafted in November / December, with community feedback gathered and additional revisions completed in December / January.

Assistant Superintendent Reiman said that themes recurring in the community feedback include options, differentiation, supports, and course offerings that are relevant to students' selected paths. He said that choices will need to be made regarding professional development and focus areas, in order to increase the relevant choices for students as quickly as possible.

Board members discussed the importance of ensuring that students understand that "advanced placement" courses are valuable for those who are moving directly into careers after high school, as well as those who plan to attend college.

d. Oregon School Board Association (OSBA) Conference Planning

Board members discussed plans for attending the OSBA annual convention in November. Directors Glenn Miller and Kim Strelchun are currently registered to attend the conference.

e. Board Discussion Time

1) Budget Committee Selection Process

Superintendent Mike Scott explained that the appointment of new Budget Committee members needs to be delayed until the December 6 Board meeting, in order to accommodate the schedules of interview participants; therefore, the Board will be asked to suspend policy BDEA, which states that Budget Committee appointments will be made in October. Superintendent Scott also clarified that one of the four open Budget Committee positions has a one-year term (due to a resignation), and that the interviews are subject to public meeting laws.

2) Professional Development – National School Boards Association (NSBA) Annual Conference

Board members discussed the following requests to attend National School Boards Association (NSBA) professional development events:

NSBA Annual Conference, Denver, CO, March 2017

- Directors Lisa Allen and Glenn Miller

NSBA Advocacy Conference, Washington, DC, January 2017

- Director Kim Strelchun

(As a result of her position on OSBA's Legislative Policy Committee (LPC), Director Strelchun will receive an OSBA

scholarship, which will cover the cost of her lodging, and a portion of her registration cost.)

Board members discussed their professional development budget, the preliminary cost estimates associated with these three requests, and the process outlined in the Board / Superintendent working agreements for reviewing and approving professional development requests. They reached a consensus in support of the requests.

Additional Board Discussion Time

Board members discussed school events and communication procedures.

Recess Board Meeting

The meeting was recessed at 6:33 PM.

REGULAR SESSION

Board Present:

Wayne Clift, Chair
Glenn Miller, Vice Chair
Monte Akers
Lisa Allen
Janeen Sollman
Kim Strelchun

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Kona Lew-Williams, Chief Human Resources Officer
Adam Stewart, Chief Financial Officer
Elaine Fox, Executive Director, Student Services
Casey Waletich, Executive Director, Facilities, Safety, Operations
Olga Acuña, Director, Federal Programs
Beth Graser, Director, Communications
Leah McCarthy, Risk Manager
Val Bokma, Assistant to the Board
Martha Méndez Bolaños, Bilingual Interpreter / Translator
Miriam Brady, Bilingual Assistant
Devin Hunter, Technology Support

Others Present:

Melody Hansen, HCU
Jill Golay, HEA

2. Call to Order and Flag Salute
Board Chair Clift reconvened the meeting at 7:01 PM, led the Pledge of Allegiance, and announced that Director Erik Seligman would be unable to attend.
3. Approval of Agenda
Director Glenn Miller MOVED, SECONDED by Director Janeen Sollman, to approve the agenda. The MOTION CARRIED (6-0).
4. Audience Time
No audience members asked to address the Board.
5. REPORTS AND DISCUSSION
 - a. October 1 Enrollment Report
Chief Human Resources Officer Kona Lew-Williams presented the annual October enrollment report. Enrollment has decreased by approximately 150 students since

October 2015. Since this is the third consecutive year of slight, unanticipated enrollment decreases, the District will be contracting with a demographer who has also worked with the Beaverton and Tigard-Tualatin School Districts, to provide a second opinion on the growth projections that the District has been using. This demographer will focus on the local area, researching actual building permit requests, rather than relying on the census numbers and population trends of a larger geographical area.

Board members discussed the enrollment decrease.

The enrollment report is included in the Board packet.

b. Summer School Program Report

Assistant Superintendent Travis Reiman and Director of Federal Programs Olga Acuña presented the annual summer school program report, and discussed the benefits of these programs. The report is included in the Board meeting packet.

c. Annual Risk Management Report

Chief Financial Officer Adam Stewart presented the annual risk management report, and commended Risk Manager Leah McCarthy for her work in managing the District's claims. Chief Financial Officer Stewart explained that the increase in student incident reports is due to the fact that all student incidents must now be reported. (Previously, reports were submitted at the discretion of school staff.)

The annual risk management report is included in the Board meeting packet.

d. Local Wellness Program – Annual Assessment

Chief Financial Officer Adam Stewart presented the annual local wellness program assessment. The report is included in the Board meeting packet.

e. Annual Safety Report

Executive Director of Facilities, Safety, and Operations Casey Waletich presented the annual safety report. Board members asked questions about safety supplies and procedures at the schools. In response to questions regarding safe routes to school, Executive Director Waletich explained that City and District staff have met to discuss recent traffic-related incidents and, after conducting research, will meet again to identify effective preventative strategies.

The annual safety report is included in the Board meeting packet.

f. Financial Report

Chief Financial Officer Stewart presented the monthly financial report. The report is included in the Board meeting packet.

g. Policies—First Reading

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

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

Chief Human Resources Officer Kona Lew-Williams presented policy AC: Nondiscrimination and AC-AR: Discrimination Complaint Procedure for first reading, explaining that the revisions are based on recommendations from OSBA and the District's legal counsel. This policy and administrative regulation

are scheduled for approval on November 15, and are included in the Board packet.

- 2) Policy EBCD: Emergency School Closures
Chief Human Resources Officer Kona Lew-Williams presented policy EBCD: Emergency School Closures for first reading, explaining that the revisions have been recommended by OSBA to reflect a legislative change that allows up to 14 hours of emergency school closure time, due to adverse weather and facilities failure, to be included in the calculation of instructional time. This policy is scheduled for approval on November 15, and is included in the Board packet.
- 3) Policy IGBAF-AR: Special Education – Individualized Education Program (IEP)
Executive Director of Student Services Elaine Fox presented policy IGBAF-AR: Special Education – Individualized Education Program (IEP) for first reading. She explained that the revisions include the deletion of a redundant paragraph, and updates that align the policy with new legislative requirements regarding the selection of statewide assessments for students on individualized education plans. This policy is scheduled for approval on November 15, and is included in the Board packet.

6. CONSENT AGENDA

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

Director Kim Strelchun MOVED, SECONDED by Director Monte Akers, to approve the Consent Agenda as printed. The MOTION CARRIED (6-0).

Consent Agenda items were as follows:

- a. Approve Minutes of September 13, 2016, Board Meeting
- b. Approve Minutes of September 27, 2016, Board Meeting
- c. Approve Routine Personnel Matters
- d. Accept Donations
- e. Approve Policy Revisions

The following policies were presented for first reading on September 27, 2016

- 1) Policy GCBDD/GDBDD: Sick Time
- 2) Policy IK-AR: Academic Achievement – Secondary Grading and Reporting Practices
- 3) Policy IKF: Graduation Requirements
- 4) Policy IGAEB: Drug, Alcohol, and Tobacco Prevention Plan, Health Education

7. ACTION ITEMS

- a. Proclaim American Education Week

Board Chair Wayne Clift expressed the Board's appreciation for the District's dedicated staff members, and read the following proclamation into the record:

Whereas public schools are the backbone of our society, providing young people with the tools they need to maintain our nation's precious values of freedom, civility, and equality; and

Whereas, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

Whereas education employees, be they licensed, classified and technical support staff, or administrators, work tirelessly to serve our children and communities with care and professionalism; and

Whereas our nation is celebrating the week of November 14-18, 2016, as American Education Week;

Now, therefore, be it resolved that the Board of Directors of Hillsboro School District does proclaim the week of November 14-18, 2016, as American Education Week in Hillsboro School District, with the theme “Great Public Schools: A Basic Right and Our Responsibility.”

The Board of Directors further encourages all citizens to extend their commitment to public education and to the future of our children by supporting our community’s schools through the contribution of time and energy.

Director Janeen Sollman MOVED, SECONDED by Director Lisa Allen, to approve the proclamation as stated. The MOTION CARRIED (6-0).

b. Suspend Appointment of Budget Committee Members

Chief Financial Officer Adam Stewart requested that the Board suspend the appointment of Budget Committee members until the December 6 Board meeting. He explained that Board policy DBEA: Budget Committee states that Budget Committee members will be appointed by the Board in October, but that additional time is needed to complete the interviews of the nine applicants who applied for the four vacant positions.

Director Monte Akers MOVED, SECONDED by Director Kim Strelchun, that the Board of Directors suspend the appointment of Budget Committee members until the December 6 Board meeting. The MOTION CARRIED (6-0).

8. NWRESA/HCU/HEA Reports

HEA President Jill Golay thanked the Board for the American Education Week proclamation, saying that kind words and appreciation are meaningful. She also discussed the draft 2017-18 and 2018-19 District calendars, and recent HEA activities.

HCU Secretary Melody Hansen spoke about the need for additional special education staff; and for equipment, support, and planning / collaboration time for special education assistants.

9. Superintendent’s Time

Superintendent Scott discussed District events and programs; commended District Office leaders for the support they provide to school administrators; and provided a brief summary of his recent activities.

10. Board of Directors’ Time

Board members provided brief summaries of their recent activities, discussed District programs, commended staff members for their accomplishments, and spoke about the long-term impact that teachers have on the lives of their students.

11. Follow-Up Items

Agenda Item / Request	Action

12. Executive Session

No executive session was called.

13. Adjournment

The meeting was adjourned at 8:10 PM.

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends that the Board of Directors:

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

Enedelia Schofield

Assignment: Principal
Location: Butternut Creek Elementary
Effective Date: December 31, 2016
Years of Service: 15

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

Michael Raffaele

Assignment: 1.0 FTE LRC
Location: Century High School
Effective Date: June 17, 2016

- C. Approve the employment of the following administrative personnel in the 2016-17 school year:

Enedelia Schofield

Assignment: Principal
Location: Butternut Creek Elementary School
Effective Date: January 1, 2017

Anya Hershberger

Assignment: Temporary Coordinator of College and Career
Location: Administration Center
Effective Date: November 21, 2016

- D. Approve the employment of the following licensed personnel in the 2016-17 school year:

Jordan Bruemmer

Education: BA – Oregon State University, Corvallis, OR
Experience: None
Assignment: 1.0 FTE Kindergarten – Tobias Elementary School

Christie Lee

Education: BA – George Fox University, Newberg, OR
Experience: None
Assignment: 1.0 FTE 4th Grade – Minter Bridge Elementary School

Jessica Rogers

Education: BA – Oregon State University, Corvallis, OR
Experience: 1 year
Assignment: 1.0 FTE 1st Grade – Lincoln Street Elementary School

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
ACCEPT GIFTS AND DONATIONS
(as of October 31, 2016)

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 \$15,000 from Hillsboro Schools Foundation to be used for after-school homework clubs, and distributed as follows:
 - \$3,750 to Brown Middle School
 - \$3,750 to Evergreen Middle School
 - \$3,750 to Poynter Middle School
 - \$3,750 to South Meadows Middle School
- Donation of \$11,650 from Brookwood Boosters to Brookwood Elementary School to be used as follows:
 - \$2,800 for field trips
 - \$8,850 for student supplies
- Donation of \$10,194.11 from Jackson PTA to Jackson Elementary School to be used as follows:
 - \$7,770.00 for iPad minis
 - \$1,249.00 for AC slim charging cart
 - \$1,000.00 for Destination Imagination team registration
 - \$175.11 for CD/cassette recorder
- Donation of \$5,000 from Tobias PTO to Tobias Elementary School for the literacy program

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
APPROVE REVISIONS TO POLICY AC: NONDISCRIMINATION AND
AC-AR: DISCRIMINATION COMPLAINT PROCEDURE

SITUATION

Oregon School Boards Association (OSBA) and the District's legal counsel have recommended revisions to policy AC: Nondiscrimination and AC-AR: Discrimination Complaint Procedure, to align the District's policy with statutes prohibiting discrimination, and to more clearly identify the roles and responsibilities of participants in the complaint process. It is recommended that the reference to "grievance procedures" be removed from policy AC: Nondiscrimination, since grievances are a separate process, related to contractual matters, and established during bargaining with employee groups.

These proposed revisions were presented to the Board for first reading on October 25, 2016. No public comments or questions were received during the review period.

RECOMMENDATION

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

Nondiscrimination

The District shall promote prohibits nondiscrimination and an environment free of harassment on any basis protected by law, including but not limited to. The District shall not discriminate on the basis of:

- An individual's perceived or actual race, color, religion, sex, sexual orientation¹, national or ethnic origin, marital status, parental status, age, or mental or physical disability or perceived disability, pregnancy, familial status, or veterans' status; or
- because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, or veterans' status of any other persons with whom the individual associates.

In keeping with requirements of federal and state law, the District strives to remove any vestige of 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 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 Board will adopt and the District will publish grievance complaint procedures providing for prompt and equitable resolution of complaints from students, and employees, and the public complaints.

Federal civil rights laws The District prohibits retaliation and discrimination against an individual because he/she who has opposed any discrimination act or practice; because that person has filed a charge; or testified, assisted, or participated in an investigation, proceeding, or hearing; and ADA further prohibits anyone from coercing, intimidating, threatening, or

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 reminded that the district is required to notify students and employees of the name, office address, and telephone number of the employee or employees appointed.

interfering with an individual for exercising the any rights guaranteed under the Act state and federal law.

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 659A.009	ORS 659A.321
ORS 192.630	ORS 659A.029	ORS 659A.409
ORS 326.051(1)(e)	ORS 659A.030	
ORS 342.934(3)	ORS 659A.040	OAR 581-021-0045
ORS 659.150	ORS 659A.103-100 to -145	OAR 581-021-0046
ORS 659.805	ORS 659A.109	OAR 581-021-0049
ORS 659.815	ORS 659A.112-659A.139	OAR 581-022-1140
ORS 659.850 to -860	ORS 659A.142	OAR 839-003-0000
ORS 659.865	ORS 659A.145	
ORS 659.870	ORS 659A.233	
ORS 659A.003	ORS 659A.236	
ORS 659A.006	ORS 659A.309	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2006).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2006); 29 C.F.R Part 1626 (2006).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2006).

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2006).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).

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

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

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.

Title II of the Genetic Information Nondiscrimination Act of 2008.

Discrimination Complaint/Grievance Procedure

Complaints regarding the interpretation or application of the District's nondiscrimination Board policy AC: Nondiscrimination shall be processed according to the following procedures.

Informal Procedure

~~Any person who feels that he or she has been discriminated against should discuss the matter with the campus principal or site administrator, who shall investigate the complaint and respond to the complainant within ten work days. If the response is not acceptable to the complainant, he or she may initiate formal procedures.~~

~~If the principal or site administrator is the subject of the complaint, the individual may file a complaint directly with the Title IX complaint person indicated in the formal procedure.~~

Formal Procedure

Step 1:

~~A written complaint must be filed with the campus principal or site administrator within five work days of receipt of the response to the informal complaint. The principal or site administrator or other designated official shall further investigate, decide the merits of the complaint, and determine the action to be taken, if any. He or she will then reply in writing to the complainant at the conclusion of the investigation with ten work days.~~

~~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) decision of the principal or site administrator, he or she may submit a written appeal to the assistant superintendent of human resources District-level administrator who is designated to receive these appeals:~~

- The Executive Director of Elementary Education will receive appeals for complaints related to elementary schools;
- The Executive Director of Secondary Education will receive appeals for complaints related to secondary schools;
- 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 work District business days after receipt of the initial response to the complaint. The Title IX complaint person administrator receiving the appeal shall review the merits of the complaint and the initial decision, and shall may meet with all parties involved, as necessary, make a decision. The administrator shall respond in writing to the complainant within ten work District business days.

Step 3.

If the complainant wishes to appeal the Step 2 decision, he or she may submit a written appeal to the Superintendent / designee within five work 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 District business days.

Step 4 ~~3~~.

If the complainant is not satisfied with the decision reached in step 3 of this process, a written appeal may be filed with the Superintendent or designee Board within five ten work District business days after receipt of the response to ~~Step 3 2~~. ~~The Superintendent or designee shall meet with the concerned parties and provide a copy of the decision to the complainant within ten work days.~~ The Board shall hear the appeal within 45 days of receiving it. The Board's decision will be final and will include the legal basis for the decision, findings of fact, and conclusions of law. A copy of the Board's final decision shall be sent to the complainant in writing within ten District business days of this meeting.

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

If the complainant is not satisfied after exhausting local complaint procedures, ~~or 90 days, whichever occurs first~~, he or she may appeal in writing to the Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-022-1940.



Hillsboro School District

DISCRIMINATION COMPLAINT FORM

Name of Complainant: _____

Date: _____

School or Activity: _____

- Student Parent Employee ~~Non-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, and results of informal discussion:

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

Action requested to resolve complaint 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

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
APPROVE REVISIONS TO POLICY EBCD: EMERGENCY SCHOOL CLOSURES

SITUATION

Modifications made by the Oregon State Board of Education to Oregon Administrative Rule (OAR) 581-022-1620, Required Instructional Time, in 2015 include a statement that up to 14 hours of emergency school closure time due to adverse weather conditions and facilities failure may be included in a school district's calculation of instructional time, upon approval by the local school board, beginning in the 2015-16 school year. The proposed revisions to policy EBCD: Emergency School Closures, have been recommended by Oregon School Boards Association (OSBA) to align this policy with the modified OAR.

These proposed revisions were presented to the Board for first reading on October 25, 2016. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy EBCD: Emergency School Closures.

Hillsboro School District 1J

Code: EBCD
Adopted: 08/96
Revised: 11/08

Emergency School Closures**

In case of fog, snow, ice, or other hazardous or emergency conditions, the Superintendent may alter District and transportation school and bus schedules as appropriate for the particular condition emergency. Such alterations include closure¹ of all schools, closure of selected schools or grade levels, adjustment of routes, delayed openings of schools, and early dismissal of students.

The Superintendent / designee will develop and maintain such plans and procedures as are necessary to carry out alternate school and bus schedules.

Students, parents, and staff will be informed at the beginning of each school year as to the procedures that will be used to notify them in case of an emergency closure.

END OF POLICY

Legal Reference(s):

[OAR 437-002-0360](#)
[OAR 437-002-0377](#)
[OAR 581-022-1420](#)
[OAR 581-022-1620](#)
[OAR 581-053-0002](#)

¹Upon approval by the Board, per OAR 581-022-1620, up to 14 hours of emergency school closures due to adverse weather conditions and facilities failure may be included in the calculation of instructional time, beginning in the 2015-16 school year. "Instructional time" is defined in OAR 581-022-0102.

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
APPROVE REVISIONS TO POLICY IGBAF-AR: SPECIAL EDUCATION –
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SITUATION

The State Board of Education has made a change in Oregon Administrative Rule (OAR) 581-015-2200, to reflect the revisions made to the guidance for Individualized Education Plan (IEP) teams in the selection of statewide assessments for students on IEPs. The new requirement states that “Oregon IEP teams will be required to select the Oregon’s Extended Assessment as the only option for all subject areas assessed. Students who participate in Oregon’s Extended Assessment will not participate in Oregon’s general assessments.” The purpose of this new requirement is to “allow the states’ assessment models to appropriately measure the student populations they were designed to measure.”

Oregon School Boards Association (OSBA) has recommended revisions to policy IGBAF-AR, to align the administrative regulation with the new requirements. Due to the nature of IGBAF-AR, the Oregon Department of Education (ODE) requires that revisions to this administrative regulation be approved by school boards.

These proposed revisions were presented to the Board for first reading on October 25, 2016. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the revisions to policy IGBAF-AR: Special Education – Individualized Education Program (IEP).

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

- a. The District ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the District is responsible; and
 - (3) Before the District implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.

- b. The District uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.

- c. The District develops and implements all provisions of the IEP as soon as possible following the IEP meeting.

- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s), the student's related services provider(s), and other service provider(s).

- ~~e. The District informs all teachers and service providers of their specific responsibilities for implementing the IEP accommodations, modifications, and/or supports that must be provided for or on behalf of the student to fully implement the IEP, including any amendments the District and parents agreed to make between annual reviews.~~

- e. f. The District takes steps to ensure that parent(s) / guardian(s) are present at each IEP meeting or have the opportunity to participate through other means.

- f. ~~g.~~ The District ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications, and/or supports that must be provided for, or on behalf of, the student; and
 - (2) Their responsibility to fully implement the IEP, including any amendments the District and parent(s) / guardian(s) agreed to make between annual reviews.

The District takes whatever action is necessary to ensure that parent(s) / guardian(s) understand the proceedings of the IEP team meeting, including arranging for an

interpreter for parent(s) / guardian(s) with deafness or whose native language is other than English.

~~g.~~ The District provides a copy of the IEP to the parent(s) / guardian(s) at no cost.

2. IEP Meetings

- a. The District conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The District convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s) / guardian(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the District and the parent(s) / guardian(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the agreement to amend or modify IEP subsection.
- e. When the parent(s) / guardian(s) requests a meeting, the District will either schedule a meeting within a reasonable time or provide timely written prior notice of the District's refusal to hold a meeting.
- f. If an agency other than the District fails to provide agreed upon transition services contained in the IEP, the District convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The District's IEP team members include the following:
 - (1) The student's parent(s) / guardian(s);
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the District will determine which teacher or teachers will participate;
 - (5) A representative of the District (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about District resources. The representative of the District will have the authority to commit District resources and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent(s) / guardian(s) or District, other persons who have knowledge or special expertise regarding the student.

- b. Student participation:
 - (1) Whenever appropriate, the student with a disability is a member of the team.
 - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the District includes the student in the IEP team meeting.
 - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the District will take other steps to consider the student's preferences and interests in developing the IEP.

- c. Participation by other agencies:
 - (1) With parent / guardian or adult student written consent, and where appropriate, the District invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
 - (2) If the District refers or places a student in an education service district (ESD), state operated program, private school, or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call, or participating through other means.

- 4. Agreement for Nonattendance and Excusal
 - a. The District and the parent / guardian may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The District designates specific individuals to authorize excusal of IEP team members.
 - b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the District ensures:
 - (1) The parent / guardian and the District consent in writing to the excusal;
 - (2) The team member submits written input to the parent(s) / guardian(s) and other members of the IEP team before the meeting; and
 - (3) The parent / guardian is informed of all information related to the excusal in the parent's / guardian's native language or other mode of communication according to consent requirements.

- 5. IEP Content
 - a. In developing the IEP, the District considers the student's strengths, the parent's / guardian's concerns, the results of the initial or most recent evaluation, and the academic, developmental, and functional needs of the student.

- b. The District ensures that IEPs for each eligible student includes:
- (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including parents / guardians;
 - (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
 - (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standards, statements of measurable goals, and short-term objectives. The goals and, if appropriate, objectives:
 - (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
 - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
 - (3) A statement of the special education services, related services, supplementary aids, and services that the District provides to the student:
 - (a) The District bases special education and related services, modifications, and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum, and participating with other students (including those without disabilities), in academic, nonacademic, and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications, or supports includes a description of the inclusive dates, amount or frequency, location, and who is responsible for implementation.
 - (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic, and extracurricular activities.
 - (5) A statement of any individual modifications and accommodations in the administration of state or Districtwide assessments of student achievement.

- (a) A student will not be exempt from participation in state or Districtwide assessment because of a disability unless the parent / guardian requests an exemption;
 - (b) If the IEP team determines that the student will take ~~an~~ the alternate assessment ~~in any area~~ instead of ~~a~~ the regular statewide or a Districtwide assessment, a statement of why the student cannot participate in the regular assessment, and why the alternate assessment ~~selected~~ is appropriate for the student.
- (6) A statement describing how the District will measure the student's progress toward completion of the annual goals, and when periodic reports on the student's progress toward the annual goals will be provided.

6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the District and the parent / guardian may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the District and the parent/ guardian.

- a. The District and the parent / guardian record any amendments, revisions, or modifications on the student's current IEP. If additional IEP pages are required, these pages must be attached to the existing IEP.
- b. The District files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The District provides the parent / guardian prior written notice of any changes in the IEP and, upon request, provides the parent / guardian with a reserved copy of the IEP with the changes incorporated.

7. IEP Team Considerations and Special Factors

- a. In developing, reviewing, and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent / guardian for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or Districtwide assessments;
 - (4) The academic, developmental, and functional needs of the child.
- b. In developing, reviewing, and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.

- c. As appropriate, the IEP team also considers the following special factors:
- (1) For a student whose behavior impedes his or her learning or that of others, strategies, positive behavioral intervention, and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate; ~~and~~
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.; ~~and~~
 - (5) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the IEP in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.
 - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the District has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the District, fail to provide any of the services identified on the IEP, the District will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:

- (1) Participation of students with disabilities in state and Districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

9. Extended School Year Services

- a. The District makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide a FAPE; and
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP; and
 - (3) Provided at no cost to the parent / guardian.
- c. The District does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of service.
- d. The District provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The District's criteria for determining the need for ESY services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

9. Assistive Technology

- a. The District ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services, or supplementary aids and services.
- b. On a case-by-case basis, the District permits the use of District-purchased assistive technology devices in the student's home or in other settings if the student's IEP

team determines that the student needs access to those devices to receive a FAPE. In these situations, District policy will govern liability and transfer of the device when the student ceases to attend the District.

10. Transfer Students

a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the District and enrolls in a District school within the same school year, the District (in consultation with the student's parent(s)) provides a FAPE to the student (including services comparable to those described in the student's IEP from the previous district), until the District either:

- (1) Adopts the student's IEP from the previous district; or
- (2) Develops, adopts, and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of State:

If a student transfers into the District with a current IEP from a district in another state, the District, in consultation with the student's parent(s) / guardian(s), will provide a FAPE to the student, including services comparable to those described in the student's IEP from the previous district, until the District:

- (1) Conducts an initial evaluation (if determined necessary by the District to determine Oregon eligibility) with parent / guardian consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the District develops, adopts, and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the District provides prior written notice to the parent(s) / guardian(s), explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
APPOINT MEMBER TO THE
CITIZENS' CURRICULUM ADVISORY COMMITTEE

SITUATION

In accordance with Policy IFF, the Board of Directors established the Citizens' Curriculum Advisory Committee (CCAC) to provide for citizen involvement in the development of the schools' curriculum and instructional programs, and input into those curricular areas identified by the Board. CCAC members are parents and/or citizens who reside in the District's attendance area, and are appointed by the Board. The term of service for CCAC members is two years. Terms are staggered so that one-half of members' terms end each year.

Two CCAC members, Irma Alonso Castillo (appointed in September 2015) and Meg Guerreiro (appointed in September 2016), recently notified the District of their resignations from the committee. The CCAC has reviewed the qualifications of Kristi Wilson, who submitted her application in September, shortly after the posted due date, and has been attending CCAC meetings as an observer. The committee is requesting that Ms. Wilson be considered as a candidate for one of the vacant positions, and that the Board approve her appointment through June 30, 2018.

Rather than recruiting additional members, the committee is recommending that the other open position remain vacant through the end of the term (June 2017).

RECOMMENDATION

The Superintendent recommends the Board of Directors appoint Kristi Wilson to the Citizens' Curriculum Advisory Committee.

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2016
AWARD CONTRACT FOR LOCKER ROOM UPGRADE PROJECT (NINE SITES)

SITUATION

In an effort to be responsive to the needs of all students, the District has developed a design plan and solicited bids for installing private showering and changing areas at the following nine sites: Century High School, Glencoe High School, Hillsboro High School, Liberty High School, Brown Middle School, Evergreen Middle School, Poynter Middle School, South Meadows Middle School, and Hare Field Athletic Complex.

The number of private areas to be installed at each site at this time is based on working within original or existing designs with minimal modifications, and is summarized below.

<u>High Schools:</u>	<u>Middle Schools:</u>	Hare Field (2)
Century (4)	Brown (4)	
Glencoe (4)	Evergreen (4)	
Hillsboro (4)	Poynter (2)	
Liberty (4)	South Meadows (2)	

Invitations to bid were issued to pre-qualified contractors on October 14, 2016, and the bid award is intended to be based on the cumulative amount of nine separate line items. Bids were received and opened at 2:00 PM on October 25, 2016. The District received bids from three contractors, and the apparent low bid was determined to be Five Star Builders, Inc. All bids and bid documents are on file for review at the District Construction Management office.

<u>Project</u>	<u>Bidder</u>	<u>Bid</u>	<u>Bid Bond Received</u>
Locker Room Upgrades at Nine Sites	Five Star Builders	\$255,943	Yes
	InLine Construction	\$286,116	Yes
	Evergreen Pacific	\$305,283	Yes

RECOMMENDATION

The Superintendent recommends that the Board of Directors authorize the administration to award the contract for the locker room upgrades at nine sites to Five Star Builders, Inc., in the amount of \$255,943.