Hillsboro School District 1J

December 6, 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
December 6, 2016
5:15 PM

1. 5:15 PM - Work Session
   - A. Budget Committee Candidate Update — 5
     Presenter: Michelle Morrison
   - B. Budget Update — 6
     Presenter: Adam Stewart
   - C. Bond and Long-Range Planning Update — 7
     Presenter: Adam Stewart
   - D. Legislative Priorities Update — 8
     Presenter: Beth Graser
   - E. Review Board / Superintendent Working Agreements — 12
     Presenter: Wayne Clift
   - F. Discuss North Plains Tax Exemption Request — 13
     Presenter: Adam Stewart
   - G. Strategic Plan Goals Update — 14
     Presenter: Mike Scott
   - H. High School Academic Program Development Process Update — 15
     Presenter: Travis Reiman
   - I. Board Discussion Time
     1. OSBA Annual Convention Reports — 16
        Presenter: Glenn Miller / Kim Strelchun
     2. Board Discussion
2. 7:00 PM - Regular Session
   Call to Order and Flag Salute
3. Approval of Agenda
4. Audience Time
5. Reports and Discussion
   - A. Division 22 Assurances — 17
     Presenter: Travis Reiman
   - B. New High School Course Proposal: Introduction to Computer Science – First Reading — 18
     Presenter: Travis Reiman
   - C. New High School Course Proposal: Introduction to Agricultural Science and Technology – First Reading — 25
     Presenter: Travis Reiman

D. New High School Course Proposal: eDynamic Learning: Introduction to Careers Electives – First Reading 37
Presenter: Travis Reiman

E. Financial Report *(see written report)* 59
Presenter: Adam Stewart

F. 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 JHCA/JHCB - Immunization, Physical Examination, Vision Screening / Eye Examination, and Dental Screening 64
Presenter: Wendy Juden

2. Policy JHCDA – Prescription Medications 68
Presenter: Wendy Juden

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

A. Approve Minutes of November 25, 2016, Board Meeting 71

B. Approve Routine Personnel Matters 79

C. Accept Donations 82

D. Approve Parent Organization Activities for Liability Insurance Coverage 83

E. Adopt Planning Calendar for 2017-18 Budget 90

F. Adopt 2016-17 Drug, Alcohol, and Tobacco Prevention Plan 92
(The 2016-17 Drug, Alcohol, and Tobacco Prevention Plan was presented for first reading on November 15, 2016)

G. Approve New Course Proposal: Introduction to Bioscience Technologies 97
(This course proposal was presented for first reading on November 15, 2016)

H. Approve Policy Revisions
(The following policies were presented for first reading on November 15, 2016)

1. Policies Regarding Board and Staff Ethics 107

a. Policy BBFA: Board Member Ethics and Conflicts of Interest 108

b. Policy BBFB: Board Member Ethics and Nepotism 115

c. Policy GBC: Staff Ethics 117

2. Policy BDC: Executive Sessions 124

3. Policy BFC: Adoption and Revision of Policies 127

7. Action Items

A. Appoint Budget Committee Members 129
Presenter: Adam Stewart

B. Approve 2017-18 and 2018-19 School Calendars 130
Presenter: Kona Lew-Williams

C. Authorization to Approve Intergovernmental Agreement with City of Cornelius 133
Presenter: Adam Stewart

D. Ratify Modification to Current Contract with Hillsboro Classified United 144
Presenter: Kona Lew-Williams

E. Vote on North Plains Senior Plaza Tax Exemption Request 145
Presenter: Adam Stewart

F. Elect Member to the OSBA Board of Directors 148
Presenter: Wayne Clift

G. Vote on OSBA Resolution 149
Presenter: Wayne Clift

8. NWRESD / HCU / HEA Reports
9. Superintendent's Time
10. Board of Directors' Time
11. 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.)
12. Adjourn Regular Session

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
BUDGET COMMITTEE CANDIDATE UPDATE

SITUATION

State law and policy DBEA provide for the establishment of a Budget Committee to review the District's proposed budget. The Budget Committee consists of all seven Board members and an equal number of qualified electors. Budget Committee members are appointed for three-year terms, with staggered expiration dates. Terms for Budget Committee positions 5, 6, and 7 expired on June 30, 2016. Position 1 is also open, due to a resignation, and will be filled for the remainder of the term (through June 30, 2017).

Budget Committee vacancies were advertised on the District website throughout the summer. Two applications for reappointment and seven new applications were received. During the September 27 Board meeting, Board members discussed the applications and the selection process, and agreed that applicants should be interviewed, with finalists to be appointed during a future meeting. In order to accommodate the schedules of applicants and staff members, interviews were scheduled in November.

During tonight's work session, the interview team will update the Board on the candidate interviews, and make recommendations. The Board will appoint Budget Committee members 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
December 6, 2016
BUDGET UPDATE

SITUATION

In preparation for developing the District's 2017-18 budget, the Board will receive an update with the most recent budget information.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
BOND AND LONG-RANGE PLANNING UPDATE

SITUATION

The Hillsboro School District Bond Advisory Committee met on October 26 and November 16. Their next committee meeting is scheduled for January 4, and their first community open house is also planned in January.

Tonight's report will provide an update of the Bond Advisory Committee's progress and next steps.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 6, 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.

Hillsboro School District Board members provided input regarding their potential items of legislative interest during their work session on November 15, 2016, discussing the implications of November 2016 ballot measures, K-12 budget allocation, increased physical education requirements, special education legislation, and Oregon School Boards Association's (OSBA's) legislative priorities. This evening, Board members will review their draft legislative priorities, and provide feedback. The Board is scheduled to adopt legislative priorities on January 10, 2017.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the draft legislative priorities and provide feedback.

DRAFT Hillsboro School District Legislative Priorities — 2017-2019

Rev. 11/29/16

Prior to the beginning of each full legislative session, the Hillsboro School District Board of Directors adopts a set of priorities to guide advocacy efforts and provide talking points for Board members, when interacting with elected officials. These priorities also provide important information to staff and community members about items of high importance to the District.

For the 2017-2019 biennium, the Board has identified the following priorities:

1. Provide stable and adequate funding for K-12 education.
    a. Fund schools in a manner that reflects Oregon's goal of providing a high quality education for students; work toward investing at a level that makes a higher percentage of Oregon students competitive, both nationally and globally.
        i. To maintain current service level while absorbing annual cost increases and the increase to PERS employer rates, Hillsboro School District (HSD) would need the State to allocate approximately $8.51 billion to K-12 education for the biennium.
        ii. If the Governor's Budget recommendation includes $7.9 billion for K-12 education (this is the anticipated level), the District would experience a shortfall of approximately $9.5 million in 2017-18.
    b. At a minimum, maintain K-12's portion of the state's general fund budget of 39.0%; preferably, begin reinvesting to restore K-12's 2005-2007 level of 42.7%.
    c. While money should be added to the State School Fund (SSF) to support any new initiatives, the current SSF allocation should not be carved out and tied to specific expenditures, with the result that the funding "base" needed to support general school operations is reduced in order to provide something new or different.
        i. Money to support Measure 98: CTE expansion, college and career readiness, and dropout prevention, should not represent a carve-out from the State School Fund (SSF).
            1. If CTE programs were initiated due to a CTE Revitalization grant, and if the grant program is absorbed into Measure 98 funding, the program's continuation should be allowable under Measure 98 rules.
        ii. Grants that currently support needed programs like preschool should be continued so that the programs can continue; however, it is necessary to find a permanent funding source that does not diminish the SSF.
    d. Do not use punitive budgeting practices; withholding funds from a district that fails to meet certain targets—when a primary reason those targets weren't met is a lack of funding/resources—is counter-intuitive and counter-productive.

2. Actively and collaboratively seek new funding mechanisms for K-12 education.
    a. With the defeat of Measure 97, we need lawmakers from all parties to work with economists, business representatives, and a variety of other stakeholder groups to craft a palatable plan for revenue reform in our state that will serve to create a more reliable and equitable funding stream for needed programs, such as public education.

3. Address cost-drivers to the current education system.
    a. Things like special education services and mental health support for our students are not fully covered by the SSF, even with a weighted allocation. Providing this support for students costs HSD several million dollars each year.

b. In addition, PERS costs HSD approximately $1 million for every 1% of obligation—HSD's PERS employer rate will jump to the mid 20 percent range in the 2017-19 biennium.

4. Provide additional funding for any new requirements.
    a. Any new requirements that will cost districts money and/or staff time to implement need to have new funding sources identified for them. For example:
        i. New PE requirements for 2017-18 still do not have an identified funding source.
        ii. Dyslexia screening for students in grades K-2 requires significant revision if it is to be implemented in January of 2018. As it is currently written, the screenings would take significant staff time and may result in a large number of students being improperly identified. In addition, the screener needs to be provided in at least Spanish, if not multiple languages, in addition to English.
        iii. K-12 districts are currently required to pay for Early Intervention (EI) services, which are provided by the ESD, even though we don't serve those students until kindergarten. Districts need more resources for assessment and service delivery. HSD has used approximately $550,000 in service credits from the ESD to pay for these services in the past year.

5. Clarify, streamline, and support state reporting requirements.
    a. Oregon Department of Education (ODE) currently requires school districts to complete 81 different reports annually. Preparing these reports requires thousands of hours of staff time each year. HSD urges the Legislature to:
        i. Support ODE's ability to fully audit their current reporting requirements and identify areas where:
            1. Business rules could be clarified to provide additional guidance to districts, generate more consistency in data submission across districts, and reduce the need for cross-audits/validation of data;
            2. Districts could submit raw data and have ODE apply the business rules centrally;
            3. Cross audits could be minimized/eliminated;
            4. There are reports that are merely "legacies," and do not serve any current purpose (also – identify the purpose for each current report);
            5. There are similar reports that could be easily combined;
                Examples: Physical Education Facilities and Physical Education Minutes; CTE Student and CTE Course; possibly Kinder Assessments (there are currently three different submissions for each student)
            6. There are requests for data that districts cannot access;
                Example: Class Roster, which includes information on Average Daily Membership (ADM) and Staff Assignment. When students take some of their classes online or through PCC, HSD may not have access to information about their classes or instructors; this results in hundreds of audit errors, stating that the student was claimed on ADM but not Class Roster
            7. And so on.
        ii. Avoid passing new legislation that requires additional reports, and consider whether the requested data can be gleaned from existing reports.

iii. Include a realistic estimate of the impact any new reporting will have on districts, and identify additional supports that will be provided (e.g., additional staffing, funds to pay existing staff, and/or sufficient time to work with the student information system software provider to create appropriate reports within the system).

Examples of reporting requirements with no supports: Recent Arrivers (requires manual tracking of students); Restraint and Seclusion; Class Roster; IUID; etc.

HILLSBORO SCHOOL DISTRICT 1J
December 6, 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
December 6, 2016
DISCUSS NORTH PLAINS SENIOR PLAZA
TAX EXEMPTION REQUEST

SITUATION

During the May 24, 2016, meeting of the Hillsboro School District Board of Directors, the Board approved a 20-year tax exemption for the North Plains Senior Plaza. This was an extension of an existing tax exemption that was originally approved by the Board of the North Plains School District #70 in 1995. The purpose of the tax exemption is to allow the North Plains Senior Plaza to continue to make the 33-unit apartment building available to elderly persons who earn less than 50 percent of the area median income. The May 24 exemption request was approved by the Board on a 5-2 vote, with Directors Monte Akers and Erik Seligman opposed.

On November 22, 2016, the District received an email from Cindy Hirst with the North Plains Senior Plaza, explaining that, due to a timing issue, the tax exemption approved last May was not filed with the County Assessor in time to take effect. Ms. Hirst is asking that the Hillsboro School Board approve a new resolution to grant this tax exemption. According to the information provided by the North Plains Senior Plaza prior to the May 24 approval, this tax exemption is expected to cost the Hillsboro School District approximately $6,400 in annual property taxes.

A resolution to grant this tax exemption will be presented for the Board's consideration during the December 6 regular session.

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss the North Plains Senior Plaza tax exemption request.

HILLSBORO SCHOOL DISTRICT 1J
December 6, 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
December 6, 2016
HIGH SCHOOL ACADEMIC PROGRAM DEVELOPMENT PROCESS UPDATE

SITUATION

This fall, leaders from the Office for School Performance gathered input from community members, staff, students, and families regarding shared values around educational outcomes for students. Citizens' Curriculum Advisory Committee (CCAC) members reviewed and analyzed the input, drafting a "Hillsboro School District Core Values" document, and recommendations of best practices for ability grouping and heterogeneous grouping of students. 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
December 6, 2016
OREGON SCHOOL BOARDS ASSOCIATION
ANNUAL CONVENTION REPORTS

SITUATION

Board members who attended the Oregon School Boards Association (OSBA) annual convention in Portland on November 10-13, 2016, will share highlights of the conference.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
DIVISION 22, STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS
2016-17 ASSURANCE FORM

SITUATION

Each year, the Oregon Department of Education requires that all school district superintendents report to their communities their district's standing regarding compliance with the Division 22 Standards for Public Elementary and Secondary Schools. This report must take place by January 15.

Following the internal monitoring and report, districts must complete and return to the Oregon Department of Education the annual Division 22 Assurance Form. This form provides an opportunity to:

1. Assure the district's compliance with Division 22 standards
2. Assure that the district's status regarding Division 22 has been reported publicly
3. Identify any areas found to be out of compliance, and provide a plan for bringing those areas into compliance

After a review of Division 22 standards by the appropriate personnel, the Hillsboro School District assures compliance with all associated laws and regulations.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
HIGH SCHOOL COURSE PROPOSAL:
INTRODUCTION TO COMPUTER SCIENCE — 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 Computer Science," has been submitted by Theresa Alexander, a teacher of architecture, electronic technology, drafting, and robotics at Hillsboro High School. The course proposal is attached. This proposal will be presented to the CCAC at their regular meeting on December 5, 2016. Details regarding the CCAC recommendation will be presented to the Board during the December 6 Board meeting.

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 Computer Science.

Introduction to Computer Science

Course Description

This two semester class introduces the concepts of Computer Science. In this project-based class, students will explore all aspects of the software development cycle, including design, implementation, and testing. Students will learn how to work on a software team, using project management strategies such as Agile development to plan, track, and manage team projects. Students will develop programs in a high level programming language such as Java or C++, and will explore data types, control structures, and algorithms.

This course is designed to be able to be offered with dual credit from PCC for PCC Computer Science 161, Computer Science 1. Skills and concepts learned in this class contribute towards careers such as computer engineering, software engineering, quality assurance engineer, database administration, system administration, system analyst, customer support, web design and other fields.

Prerequisites for this course are two semesters of introductory level programming classes.

Course Objectives:

- To develop and apply coding methodologies in order to solve problems
- To effectively use software development tools
- To demonstrate the correct use of computer terminology and to develop documentation, such as requirements documents and test plans
- To demonstrate the effective use of project management tools

Rationale for Proposed Course

This course fills a need for students who are not in an Advanced Placement program to have access to a college-level Introduction to Computer Science course. This course is aligned to be offered for dual credit with PCC for PCC CS 161, a core course that is a prerequisite for many courses that follow it in the Computer Science course of study. It is equivalent to the AP Computer Science class offered at some Hillsboro School District high schools, but with specific alignment to Oregon college programs.

Students who complete this course are ready to take more advanced college-level courses that can lead to careers in software development and other related computer fields.

Academic Content Standards

Standards are taken from the Oregon Computer Science Teachers' Association, as part of the national "CS For All" initiative, and correlated with Common Core standards.

Computational Thinking (CT)

CT.L3B-03 Critically examine classical algorithms and implement an original algorithm.
CT.L3B-04 Evaluate algorithms by their efficiency, correctness, and clarity.
CT.L3B-05 Use data analysis to enhance understanding of complex natural and human systems.
CT.L3B-06 Compare and contrast simple data structures and their uses (e.g., arrays and lists).
CT.L3B-07 Discuss the interpretation of binary sequences in a variety of forms (e.g., instructions, numbers, text, sound, image).
CT.L3B-08 Use models and simulations to help formulate, refine, and test scientific hypotheses.
CT.L3B-09 Analyze data and identify patterns through modeling and simulation.
CT.L3B-10 Decompose a problem by defining new functions and classes.

These standards correlate to the following Common Core standards:

- College and Career Readiness Anchor Standards: Reading Standards for Literacy in Science / Technical Subjects
- College and Career Readiness Anchor Standards: Writing
- Writing Standards for Literacy in History / Social Studies, Science, and Technical Subjects 6-12
- College and Career Readiness Anchor Standards: Speaking and Listening
- Standards for Mathematical Practice

Collaboration (CL)

CL.L3B-01 Use project collaboration tools, version control systems, and Integrated Development Environments (IDEs) while working on a collaborative software project.
CL.L3B-02 Demonstrate the software life cycle process by participating on a software project team.
CL.L3B-03 Evaluate programs written by others for readability and usability.

These standards correlate to the following Common Core standards:

- College and Career Readiness Anchor Standards: Reading Standards for Literacy in Science / Technical Subjects
- College and Career Readiness Anchor Standards: Writing
- Writing Standards for Literacy in History / Social Studies, Science, and Technical Subjects 6-12

Computing Practice and Programming (CPP)

CPP.L3B-01 Use advanced tools to create digital artifacts (e.g., web design, animation, video, multimedia).
CPP.L3B-02 Use tools of abstraction to decompose a large-scale computational problem (e.g., procedural abstraction, object-oriented design, functional design).
CPP.L3B-03 Classify programming languages, based on their level and application domain.
CPP.L3B-04 Explore principles of system design in scaling, efficiency, and security.
CPP.L3B-05 Deploy principles of security by implementing encryption and authentication strategies.
CPP.L3B-06 Anticipate future careers and the technologies that will exist.
CPP.L3B-07 Use data analysis to enhance understanding of complex natural and human systems.
CPP.L3B-08 Deploy various data collection techniques for different types of problems.

These standards correlate to the following Common Core standards:

- College and Career Readiness Anchor Standards: Writing
- Writing Standards for Literacy in History / Social Studies, Science, and Technical Subjects 6-12
- College and Career Readiness Anchor Standards: Language

Impact on Content Program

This class offers an option for advanced programming.

Projected Additional Costs

The integrated development environment and project management tools that would be used in this class are free for educational use. There are no additional costs to the students or the school for classroom equipment or supplies, above and beyond normal computer use and printing costs.

This course is offered with no additional FTE required. It is an upper-level course taught concurrently with a lower-level programming course.

Course Organization

Students will perform a series of lessons and lab activities that will build skills in the programming language, code organization, algorithms, and data types, as well as the development tools.

Students will also perform several large projects in small teams, using their skills to solve problems, as well as practice project management, collaboration, and technical writing.

Another thread of the course will include exposure to careers in computer fields, including direct contact with local computer development professionals.

Evaluation

Lab evaluations will be a large part of the formative assessment for this course. They will be short and frequent, allowing quick feedback on the progress of the class as a whole, as well as each individual student.

Project assessment will be the largest indicator of proficiency against standards. Midterm and final exams may also be used to measure proficiency.

Course Outline with Learning Targets:

First Semester

Unit 1 Course Introduction and Overview

Unit 2 Social and Ethical Aspects:
Students will be able to discuss the social and ethical impact of computer technology.

Unit 3 Programming Development Environment:
Students will be able to create, compile, run, and test a simple program.

Unit 4 Data Types:
Students will be able to use basic data types in a program.
Students will be able to discuss data storage and casting data types.

Unit 5 Conditionals and Logic Operations:
Students will be able to plan program logic using pseudocode.
Students will be able to use conditionals using single and multiple logic operators.

Unit 6 Loops:

Students will be able to identify the control structure of different types of loops (while, for).

Students will be able to write pseudo code incorporating loops, and turn that plan into a program.

Second Semester

Unit 7 Functions:

Students will be able to use functions defined in libraries to solve problems such as multi-step math challenges.

Students will be able to define their own functions and use them to solve problems.

Unit 8 Software Design Methodologies:

Students will be able to identify the team roles in a software development process, such as Agile development.

Students will demonstrate the effective use of each role in team software projects.

Unit 9 Algorithms:

Students will be able to describe common searching and sorting algorithms.

Students will create algorithms and be able to do a simple measurement of costs.

Unit 10 Software Team Projects:

Students will work in a team environment in a variety of roles, including product management, development, documentation, testing, and delivery.

Action Research:

1. What data will be collected? (Include enrollment data).
    - Enrollment data / demographics (ELL, SPED)
    - Grades (broken down by demographics)
    - Student Course Evaluation
    - Post-Secondary Interest Before / After
    - Career Interest Before / After

2. 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
December 6, 2016
HIGH SCHOOL COURSE PROPOSAL:
INTRODUCTION TO AGRICULTURAL SCIENCE AND TECHNOLOGY (AST) — 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 Agricultural Science and Technology," has been submitted by Kori Dundas, an Agriculture Science and Technology teacher and Future Farmers of America (FFA) advisor at Hillsboro High School. The course proposal is attached. This proposal will be presented to the CCAC at their regular meeting on December 5, 2016. Details regarding the CCAC recommendation will be presented to the Board during the December 6 Board meeting.

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 Agricultural Science and Technology.

Introduction to Agriculture Science and Technology (AST) Elective

Course Description

This course is an introductory course designed to expose students to different facets of Future Farmers of America (FFA) and the agriculture industry. Students will gain knowledge of animal science, plant science, leadership skills, public speaking, FFA opportunities, and food science. Instruction and student learning will be through hands-on experiences, scientific laboratory experiments, field trips, and FFA career development events.

The course will serve a two-fold purpose of:

a) Working with community partners and learning leadership skills; and
b) Developing problem-solving and practical skills related to agriculture.

Course Objectives:

- Use basic agriculture science vocabulary in the correct context
- Explore career options in agriculture
- Identify all the counties in Oregon
- Define agriculture commodity
- Identify the various regions of Oregon and commodities produced in these areas
- Explore the economic impact of agriculture on Oregon's economy
- Use basic agriculture science vocabulary in the correct context
- Identify aspects of the national FFA organization
- Engage in career development events
- Apply public speaking skills to perform a short speech
- Analyze the meaning of the FFA creed
- Use proper food handling procedures
- Understand principles of human nutrition, biology, microbiology, chemistry, and human behavior.
- Understand principles of food storage, distribution, and consumption
- Explore the food industry and history
- Explore the beef cattle industry
- Explore the sheep industry
- Explore the swine industry
- Label the external anatomy of various livestock animals
- Identify the three main components of soil
- Perform a soil texture test to identify soil type
- Recognize the characteristics of different soil horizons
- Understand how to use plants to enhance land
- Create a flower piece to wear for a man or women.
- Understand basic welds

Standards:

- CS.01. Performance Element: Premier Leadership: Acquire the skills necessary to positively influence others.

- CS.02. Performance Element: Personal Growth: Develop a skill set to enhance the positive evolution of the whole person.
- CS.03. Performance Element: Career Success: Demonstrate those qualities, attributes and skills necessary to succeed in, or further prepare for, a chosen career while effectively contributing to society.
- CS.04. Performance Element: Systems: Examine roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- CS.05. Performance Element: Systems: Identify how key organizational structures and processes affect organizational performance and the quality of products and services.
- CS.06. Performance Element: Examine the importance of health, safety, and environmental management systems in organizations, and their importance to performance and regulatory compliance.
- CS.08. Performance Element: Technical Skills: Use tools, equipment, machinery, and technology appropriate to work within areas related to the agriculture, food, and natural resources industry (AFNR).
- CS.09. Performance Element: Technical Skills: Compare and contrast issues affecting the AFNR industry.
- CS.10. Performance Element: Technical Skills: Envision emerging technology and globalization to project its influence on widespread markets.
- CS.11. Performance Element: Scientific Inquiry: Utilize scientific inquiry as an investigative method.
- AG-FD1. Develop and implement procedures to ensure safety, sanitation, and quality in food product and processing facilities.
- AG-FD2. Apply principles of nutrition, biology, microbiology, chemistry, and human behavior to the development of food products.
- AG-FD3. Select and process food products for storage, distribution, and consumption.
- AG-FD4. Explain the scope of the food industry and the historical and current developments of food products and processing.
- AG-ANI1. Analyze historic and current trends impacting the animal systems industry.
- AG-ANI6. Classify, evaluate, and select animals based on anatomical and physiological characteristics.
- AG-ANI7. Apply principles of effective animal health care.
- AG-PL2. Apply the principles of classification, plant anatomy, and plant physiology to plant production and management.
- AG-PL3. Propagate, culture, and harvest plants and plant products, based on current industry standards.
- AG-PL4. Apply principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape, and farm).
- MNWL02. Perform entry-level welding processes, using a variety of welding technologies, including shielded metal arc welding (SMAW), gas metal arc welding (GMAW), flux cored arc welding (FCAW), and gas tungsten welding (GTAW).

Rationale for Proposed Course

The Agriculture Science and Technology department at Hillsboro High School, with the support of the school's administration, would like to offer a new elective class that aligns with the Oregon Department of Education's Agriculture, Food, and Natural Resource systems. Within this department at Hillsboro High School, there is currently the option of providing students the experience of greenhouse work through the Hillsboro greenhouses, but students are not offered any other agriculture work experience. The Introduction to AST elective would provide students with the opportunity to learn how the agriculture industry works, while receiving hands-on experience through classwork, guest speakers, and field trips into businesses in the agriculture industry. In addition, community service learning offers the option for students to build volunteerism into their school day as an elective. As the reduction of electives has taken place over the past years, this allows students to create a fuller schedule, at no cost to the school or District. This course will be under the Perkins umbrella, and will receive funding from the State of Oregon and the federal government. By aligning more classes, the school will be able to receive more state funding from Perkins.

The Agriculture Science and Technology department at Hillsboro High School is excited by the possibility of offering a class within the department that has a broad application in college/career planning. The department sees this course as a way to bridge practical application to students' career pathway courses and elective work completed at Hillsboro High School. There is also the possibility of offering cooperative learning dual credit, adding another layer of practicality to this elective course.

We see the potential for students to become outstanding candidates for scholarships and college admission applications by building leadership and community service skills into their school day, so that students can draw upon these experiences when drafting scholarship and admissions essays. We are interested and excited about an option in career guidance that allows students the opportunity to gain insight and practical hands-on experience.

Academic Content Standards

The above course and activities cover a *majority* of the essential skills state standards (grades 9 – 12 benchmarks) listed below:
http://www.ode.state.or.us/teachlearn/certificates/diploma/essential-skills-definitions.pdf

1. Read and comprehend a variety of text*

This skill includes all of the following:

- Demonstrate the ability to read and understand text.

- Summarize and critically analyze key points of text, events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
- Follow instructions from informational or technical text to perform a task, answer questions, and solve problems.

**"Text" includes, but is not limited to, all forms of written material, communications, media, and other representations in words, numbers, and graphics, and visual displays using traditional and technological formats.*

2. Write clearly and accurately

This skill includes all of the following:

- Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology.
- Develop organized, well-reasoned, supported, and focused communications.
- Write to explain, summarize, inform, and persuade, including business, professional, technical, and personal communications.
- Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.

3. Apply mathematics in a variety of settings

This skill includes all of the following:

- Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies, where applicable
- Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution.
- Communicate and defend the verified process and solution, using pictures, symbols, models, narrative or other methods.

4. Listen actively and speak clearly and coherently

This skill includes all of the following

- Listen actively to understand verbal and non-verbal communication.
- Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.
- Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.
- Use language appropriate to particular audiences and contexts.

5. **Think critically and analytically**

This skill includes all of the following:

- Identify and explain the key elements of complex events, text*, issue, problem, or phenomenon.
- Develop a method to explore the relationships between the key elements of complex event, text*, issue, problem, or phenomenon.
- Gather, question, and evaluate the quality of information from multiple primary and secondary sources.
- Propose defensible conclusions that address multiple and diverse perspectives.
- Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.

**"Text" includes, but is not limited to, all forms of written material, communications, media, and other representations in words, numbers, and graphics, and visual displays using traditional and technological formats.*

6. **Use technology to learn, live, and work**

This skill includes all of the following:

- Use technology to participate in a broader community through networking, collaboration, and learning.
- Recognize and practice legal and responsible behavior in the use and access of information and technology.
- Use technology as a tool to access, research, manage, integrate, and communicate ideas and information.

7. **Demonstrate civic and community engagement**

This skill includes all of the following:

- Apply knowledge of local, state, and U.S. history and government to explain current social and political issues.
- Perform the civic and community responsibilities essential to living in a representative democracy.

8. **Demonstrate global literacy**

This skill includes all of the following:

- Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions.
- Apply a global perspective to analyze contemporary and historical issues.

9. **Demonstrate personal management and teamwork skills**

This skill includes all of the following:

- Participate cooperatively and productively in work teams to identify and solve problems.
- Display initiative and demonstrate respect for other team members to complete tasks.
- Plan, organize, and complete assigned tasks accurately and on time.
- Exhibit work ethic and performance, including the ability to be responsible and dependable.

Impact on Content Program

This class will be offered as an elective with a $25 fee. This class is not expected to have a significant impact on staffing within the Agriculture Science and Technology department. This class will be a valuable addition to the freshman electives, and will be taught in semesters 1 and 2.

Currently, students do not have an exploration class for the Agriculture Science and Technology pathway. This course will be a valuable addition to the pathway, and will increase enrollment in the Agriculture class and FFA. This course will be valuable for freshman, but is also open to all grade levels. Offering another class for freshman will help increase their success, ease their transition into high school, and decrease their chances of failure.

The course is not expected to have a significant impact on the Agriculture Science and Technology department budget.

Projected Additional Costs

There is no additional equipment / expense necessary to run this course. Perkins is a federal government funding program that will purchase the supplies that are needed for the course.

Course Organization:

The Introduction to Agriculture Science and Technology course will run on the following timeline:

Week 1-2	Careers in Agriculture
Week 3-4	General Agriculture (Oregon)
Week 5-6	FFA
Week 7-8	Food Science
Week 9-11	Animal Science
Week 12-13	Plant Science
Week 14-15	Floral Design
Week 16-18	Metals

Evaluation

Students enrolled in the Introduction to Agriculture Science and Technology elective will need to keep a daily journal, documenting what they complete each day. This will be done through the Agriculture Experience Tracker (AET), a program that the national FFA provides for students to maintain all of their documents and record books. In AET, students will track their hours of experience during the class, their volunteer hours, and anything else that has to do with their supervised agriculture experience (SAE). Students will complete a hands-on project at the end of every unit.

Action Research Plan

Identify the goals of the proposed course

The goal of the course is to provide students with leadership skills that they will need in any job for which they apply. This will be accomplished by focusing on the agriculture field. The skills that students will learn in this class will help them in real world application, and also increase enrollment in the Agriculture Science and Technology pathway and FFA.

What data will be collected?

Data will be collected on daily attendance, student activities, the AET tracking system, and enrollment in agriculture classes after completing Introduction to Agriculture.

When and how will data be collected?

Students will need to keep accurate, detailed daily records of everything they do during class. This is done using the AET record system (from national FFA). Students will have access to this system for life. If they ever need to look up what they did as a freshman, they will have a record of it.

Rosters will be reviewed before school starts to identify repeating students, and a chart of students who complete Introduction to Agriculture will be maintained.

Crosswalk for Introduction to Agriculture Science and Technology

Course Description: This is an introductory course, designed to expose students to different facets of Future Farmers of America (FFA) and the agriculture industry. Students will gain knowledge of animal science, plant science, leadership skills, public speaking, FFA opportunities, and food science. Instruction and student learning will be through hands-on experience, scientific laboratory experiments, field trips, and FFA career development events.

The course will serve a two-fold purpose of:

a) Working with community partners and learning leadership skills; and
b) Developing problem-solving and practical skills related to agriculture.

Topics/Units	Learning Targets	Standards
Careers in Agriculture • Agriculture Food and Natural Resources Systems • Agribusiness • Animal Science • Environmental Service • Food Products and Processing • Natural Resources • Horticulture • Welding • Forestry	• Use basic agriculture science vocabulary in the correct context • Explore career options in agriculture	CS.01. Performance Element: Premier Leadership: Acquire the skills necessary to positively influence others. CS.02. Performance Element: Personal Growth: Develop a skill set to enhance the positive evolution of the whole person. CS.03. Performance Element: Career Success: Demonstrate those qualities, attributes and skills necessary to succeed in, or further prepare for, a chosen career, while effectively contributing to society. CS.04. Performance Element: Systems: Examine roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. CS.08. Performance Element: Technical Skills: Use tools, equipment, machinery, and technology appropriate to work within areas related to agriculture, food, and natural resources (AFNR).

General Agriculture • Oregon Agriculture • Commodities • Oregon Counties • Oregon Economy	• Identify all the counties in Oregon • Define agriculture commodity • Identify the various regions of Oregon and commodities produced in these areas • Explore the economic impact of agriculture on Oregon's economy • Use basic agriculture science vocabulary in the correct context	CS.05. Performance Element: Systems: Identify how key organizational structures and processes affect organizational performance and the quality of products and services. CS.06. Performance Element: Examine the importance of health, safety, and environmental management systems in organizations, and their importance to performance and regulatory compliance. CS.09. Performance Element: Technical Skills: Compare and contrast issues affecting the AFNR industry. CS.10. Performance Element: Technical Skills: Envision emerging technology and globalization to project its influence on widespread markets. CS.11. Performance Element: Scientific Inquiry: Utilize scientific inquiry as an investigative method.
FFA • What is FFA • Creed and Speaking Events • Ag Sales • Parli Pro	• Identify aspects of the national FFA organization • Use basic agriculture science vocabulary in the correct context • Engage in career development events • Apply public speaking skills to perform a short speech • Analyze the meaning of the FFA creed	CS.01. Performance Element: Premier Leadership: Acquire the skills necessary to positively influence others. CS.02. Performance Element: Personal Growth: Develop a skill set to enhance the positive evolution of the whole person. CS.04. Performance Element: Systems: Examine roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

Food Science • Where Does My Food Come From? • Food Plates • Food Pyramid • Marketing and Labels • Science Behind Food-Making	• Use basic agriculture science vocabulary in the correct context • Proper food handling procedures • Principles of human nutrition, biology, microbiology, chemistry, and human behavior. • Food storage, distribution, and consumption • Food industry and history	AG-FD1. Develop and implement procedures to ensure safety, sanitation, and quality in food product and processing facilities. AG-FD2. Apply principles of nutrition, biology, microbiology, chemistry, and human behavior to development of food products. AG-FD3. Select and process food products for storage, distribution, and consumption. AG-FD4. Explain the scope of the food industry and the historical and current developments of food products and processing.
Animal Science • Vocabulary for Agriculture • Swine Industry • Sheep Industry • Beef Industry	• Explore the beef cattle industry • Explore the sheep industry • Explore the swine industry • Label the external anatomy of various livestock animals • Use basic agriculture science vocabulary in the correct context	AG-ANI1. Analyze historic and current trends impacting the animal systems industry. AG-ANI6. Classify, evaluate and select animals based on anatomical and physiological characteristics. AG-ANI7. Apply the principles of effective animal health care.
Plant Science • Plant anatomy • Soil Science • Planting practices • Growing practices	• Identify the three main components of soil • Perform a soil texture test to identify soil type • Recognize characteristics of different soil horizons • Use basic agriculture science vocabulary in the correct context • Understand how to use plants to enhance land	AG-PL2. Apply the principles of classification, plant anatomy, and plant physiology to plant production and management. AG-PL3. Propagate, culture, and harvest plants and plant products based on current industry standards. AG-PL4. Apply the principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape, and farm).

Floral Design • Boutonniere-making • Corsage-making	• Create a flower piece for a man or woman to wear	AG-PL4. Apply the principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape, and farm).
Metals • Arc Welding • O/A Welding	• Understand basic welds	MNWL02. Perform entry level welding processes, using a variety of welding technologies, including shielded metal arc welding (SMAW), gas metal arc welding (GMAW), flux cored arc welding (FCAW), and gas tungsten welding (GTAW).

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
HIGH SCHOOL COURSE PROPOSAL:
eDYNAMIC LEARNING: INTRODUCTION TO CAREERS ELECTIVES — 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 "eDynamic Learning: Introduction to Careers Electives," has been submitted by Linda Harrington, the principal of Hillsboro Online Academy. The course proposal is attached. This proposal will be presented to the CCAC at their regular meeting on December 5, 2016. Details regarding the CCAC recommendation will be presented to the Board during the December 6 Board meeting.

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, eDynamic Learning – Introduction to Careers Electives.

eDynamic Learning Elective Package

1. **Description of proposed course(s);**
   The eDynamic Elective Package is a series of over 65 online career and college elective courses. The courses can stand alone as elective online courses, as they are at Hillsboro Online, or can be used as curriculum within a traditional career course. Each course includes written text, lab activities, assessments and animations all focused on student engagement. Courses are delivered in any learning management system. In HSD, eDynamic courses are delivered in Canvas by Instructure. The per student yearly fee for Canvas is $3.75 through a State of Oregon contract with Instructure.

2. **Rationale for proposed courses;**
   The courses in the eDynamic Elective Package are designed to engage students in the exploration of career pathways. Each of the courses are in one of the career cluster categories defined by Oregon Department of Education. The courses promote interest in careers and provide an introduction to numerous career opportunities that can be built on in subsequent career related courses and experiences. All courses fit into HSD Focused Programs of Study. These courses come ready for teacher use with detailed teacher support materials.

3. **Academic Content Standards;**
   The eDynamic Elective Package Courses are designed to meet academic standards across multiple career clusters and focused programs of study. They address the Oregon Skill Sets.

4. **Impact on the content program;**
   The eDynamic courses are built to be delivered either as fully online elective courses or as curriculum embedded into a traditional classroom. As fully online courses in HSD, the courses stand alone as engaging, elective courses taught by Hillsboro Online Academy Teachers or HOA Associate Teachers. An Associate Teacher is a district teacher who is paid a stipend to teach the class through a Memo of Agreement with Hillsboro Education Association. The Hillsboro Online Academy Teacher is a district teacher who teaches full or part-time at HOA, the blended online school for the Hillsboro School District. Any district teacher can also use eDynamic courses as all or part of their course curricula.
   The Hillsboro School District has a contract with eDynamic Learning which provides an unlimited number of student seats in all current and future eDynamic courses for a flat yearly fee of $25,000.00. Students can access courses at any school or at home, 7 days a week and 24 hours a day.

5. **Projected additional costs;**
   Costs depend on the implementation of each course. Mentioned previously, HSD has a contract in place for unlimited access to courses for the flat fee of $25,000.00. Each fully online course needs a teacher who would be compensated at a rate in accordance with the Hillsboro Online Academy Memo of Agreement with HEA. For courses used as curriculum in an already established course there is no additional fee other than the per student $3.75 Canvas fee mentioned in #1.

Action Research Plan

1. Goal
   The goal of the proposed eDynamic elective course package request is to provide easy access to a wide variety of introductory career courses to students and teachers of Hillsboro Schools.

2. Data to be collected
   - Student enrollment numbers and school of attendance
   - Feedback from teachers teaching an eDynamic course and teaching an alike course in a traditional classroom

OREGON CAREER AREA, CLUSTER AND SKILL SETS ALIGNED WITH EDYNAMIC LEARNING COURSES

Agriculture, Food and Natural Resource Systems - relates to the environment, food and natural resources: such as agriculture (including food systems), earth sciences, environmental sciences, fisheries management, forestry, horticulture, water resources, wildlife management and urban environmental management. The career learning area objectives blend long term needs of people and environmental values so the land will support diverse, productive and sustainable processes and products.

Cluster Knowledge and Skill Statements

- Oregon **Agriculture** skill sets reflect the knowledge, skills and attitudes needed for careers that preserve and enhance Oregon's natural resources, develop new agricultural products and processes, and reflect the requirements for a global agricultural economy.
- **Environmental Services**: This framework reflects the knowledge, skills and attitude necessary to work in the careers related to planning, management and quality control of water, air, waste, hazardous substances and energy to ensure a quality environment and eco system.
- **Food Science and Processing** Cluster careers focus on the technology and marketability of food.
- **Natural Resources Management** Cluster careers focus on management of natural resources such as water, animals, forests, land and culture while keeping in mind the economic viability, environmental sustainability, and social benefits of the management techniques.

Relevant eDynamic Courses and Course Descriptions

- **Introduction to Agriscience** - How can we make food more nutritious? Can plants really communicate with each other? From studying the secrets in corn roots to examining how to increase the amount of food we grow, agriscientists are at the forefront of improving agriculture, food production, and the conservation of natural resources. In Introduction to Agriscience, you'll learn about the innovative ways that science and technology are used in agriculture. You'll also learn about some of the controversies that surround this field as nations strive to provide their people with abundant and healthy food.

- **Agriscience II: Sustaining Human Life** - Science and technology are revolutionizing may areas of our lives, and agriculture is no exception! From aquaculture to genetic engineering, Agriscience is finding new ways to better produce and manage plants, from the field to the garden. In Agriscience II, you'll build on your existing knowledge of plant science and delve deeper into important areas such as soil science and weed management. You'll learn more about horticulture and plant science trends from creating hybrid species to growing edible plants in unlikely places.

- **Principles of Agriculture: Food & Natural Resources** - Food has to travel from the farm to the table, and in Agriculture and Natural Resources, you will learn about all of the steps in that journey, beginning with the history of agriculture through animal husbandry, plant science, and managing our use of natural resources. In this course, you will receive a broad understanding of the subject matter, preparing you for
  future hands-on learning, participation in Future Farmers of America, and supervised agricultural experiences.

- **Introduction to Forestry and Natural Resource Management** - Forests and other natural resources play an important role in our world, from providing lumber and paper products to providing habitat for birds and animals. In the Introduction to Forestry and Natural Resources course, you'll learn more about forest ecology, management, and conservation. You'll explore topics such as environmental policy, land use, water resources, and wildlife management. Finally, you'll learn more about forestry related careers and important issues facing forestry professionals today.

- **Biotechnology: Unlocking Nature's Secrets** - How is technology changing the way we live? Is it possible nature can provide all the answers to some of science's most pressing concerns? The fusion of biology and technology creates this amazing process and offers humanity a chance to significantly improve our existence through the enhancement of food and medicine. In Biotechnology: Unlocking Nature's Secrets, you'll learn how this field seeks to cure deadly diseases, such as cancer and malaria; develop innovative medicine; and effectively feed the world through improved food systems. Learn about the history of biotechnology and some of the challenges it faces today, such as resistant bacteria and genetically modified organisms in food. You will research new biotechnologies and understand firsthand how they are changing the world we live in forever..

- **Veterinary Science: The Care of Animals** - Lions and tigers and bears (oh my!) Whether you want to step into the wild side of veterinary medicine or take care of the furry animals down the street, Veterinary Science: The Care of Animals will show you how to care for domestic, farm, and wild animals and diagnose their common diseases and ailments. Learn how different veterinary treatments are used and developed to improve the lives of animals and, as a result, the lives of those people who treasure them.

Industrial and Engineering Systems - Relates to the technologies used to design, develop, install, operate, maintain and upgrade physical systems. These include, but are not limited to, engineering and related design technologies, mechanical systems, manufacturing technologies, precision production, construction, electrical systems and electronics and information technologies.

Cluster Knowledge and Skill Statements

- **Automotive and heavy equipment service industry** Technicians in the automotive and heavy equipment service industry use state-of-the-art equipment to diagnose and correct problems with equipment ranging from the family automobile to trucks and construction equipment. These jobs usually require a post-secondary education and national certification. Technicians participate in annual training courses to service the latest technology and newest models.
- **Architecture and Construction** is one of the largest industries in the United States. People with careers in construction build their future! They build and remodel houses, apartments, commercial and industrial buildings, places where people gather, and infrastructures that support communities like highways, bridges, and power plants.
- **Engineering Technology** Engineers plan, design, and oversee projects as large as highway systems and as small as electronic components. Engineering normally requires at least a four-year degree that includes a significant amount of math and science. Engineering technicians work closely with engineers to construct and maintain projects. Many technician positions require only a two-year degree.
- **Information and Communications Technology** Cluster careers focus on creating and maintaining computer systems and infrastructures that help to increase the availability and accessibility of information and media.
- **Manufacturing -** Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
- **Transportation -** Cluster careers focus planning, and managing the movement of people and supplies using infrastructures such as roadways, railways, waterways and airways.

Relevant eDynamic Courses and Course Descriptions

- **Great Minds in Science: Ideas for a New Generation** - Sometimes there are simply more questions than answers. Does life exist on other planets? How extreme is the human ability to survive? Will the issue of global warming ever be solved? Today, scientists, explorers, and writers are working to answer such questions through inquiry and innovative solutions. Similar to such famous minds as Edison, Einstein, Curie, and Newton, the scientists of today are finding ways to revolutionize our lives and the world. Great Minds in Science: Ideas for a New Generation takes an in-depth look at the extraordinary work of these individuals and demonstrates how their ideas may very well shape the world of tomorrow..

- **Introduction to Manufacturing: Product Design and Innovation** - Think about the last time you visited your favorite store. Now picture the infinite number of products you see. Have you ever wondered how all those things actually made it to the shelves? Whether video games, clothing, or sports equipment, the goods we purchase must go through a manufacturing process before they can be marketed and sold. In Introduction to Manufacturing: Product Design and

Innovation, you will learn about the different types of manufacturing systems used to create the everyday products we depend on. Discover the various career opportunities in the manufacturing industry, including those for engineers, technicians, and supervisors. As a culminating project, you will plan your own manufacturing process and create an entirely original product! If you thought manufacturing was little more than mundane assembly lines, this course will show you just how exciting, creative, and practical this industry can be..

- **Concepts of Engineering and Technology** - Each day, we are surrounded by technology and engineering projects. From our phones to the bridges we drive over, engineering and technology influence many parts of our lives. In Concepts of Engineering and Technology, you will learn more about engineering and technology careers and what skills and knowledge you'll need to succeed in these fields. You'll explore innovative and cutting-edge projects that are changing the world we live in and examine the design and prototype development process. Concepts of Engineering and Technology will also help you understand the emerging issues in this exciting career field.

- **Introduction to Renewable Technologies** - Interested in transforming energy? With concerns about climate change and growing populations' effects on traditional energy supplies, scientists, governments, and societies are increasingly turning to renewable and innovative energy sources. In the Introduction to Renewable Technologies course, you'll learn all about the cutting-edge field of renewable energy
and the exciting new technologies that are making it possible. You'll explore new ways of generating energy and storing that energy, from biofuels to high-capacity batteries and smart electrical grids. You'll also learn more about the environmental and social effects of renewable technologies and examine how people's energy decisions impact policies.

Arts, Information and Communications - Includes a wide range of career clusters that involve the creation or transmission of information through the manipulation of a symbolic language. There is an emphasis on process and the concepts of creativity, integrity and aesthetic awareness.

Cluster Knowledge and Skill Statements

- **Information and Communications Technology (ICT)** careers focus on providing support for computer users and keeping computer software running smoothly and efficiently.
- **Performing Arts Cluster** careers focus on providing and supporting live and recorded productions for entertainment and other purposes.
- **Publishing and Broadcasting** Cluster careers focus on providing the public with information and entertainment through the use of various forms of media including newspapers, magazines, television, and radio.
- **Visual and Media Arts** Cluster careers focus on the production or arrangement of lines, colors, forms, movements, sounds and other elements using visual and/or electronic media.

Relevant eDynamic Courses and Course Descriptions

- **Art and World Cultures** - Who do you think is the greatest artist of all time? Maybe Leonardo da Vinci? Claude Monet? Michelangelo? Perhaps Pablo Picasso? Is it possible the greatest artist of all time is someone whose name has been lost throughout history? In Art in World Cultures, you'll about some of the greatest artists in the world while a creating your own art, both on paper and digitally. Explore basic principles and elements of art. Learn how to critique different works. And examine some traditional art from various regions, such as the Americas, Africa, and Oceania..

- **Gothic Literature: Monster Stories** - Vampires, ghosts, and werewolves have lived in our collective imagination since the 18th century and continue to influence the world of fiction even today. Gothic Literature: Monster Stories will focus on the major themes found in Gothic literature and demonstrate how a writer's technique can produce a thrilling psychological experience for the reader. Terror versus horror, the power of the supernatural, and the struggle between good and evil are just a few of the classic themes explored in this course. Are you brave enough to go beyond the fear and find an appreciation for the dark beauty of Gothic stories?.

- **Mythology and Folklore** - Since the beginning of time, people have gathered around fires to tell stories of angry gods, harrowing journeys, cunning animals, horrible beasts, and the mighty heroes who vanquished them. Mythology and folklore have provided a way for these colorful stories to spring to life for thousands of years. Mythology and Folklore: Legendary Tales will take you through these ancient tales, illustrating all the while how these famous anecdotes have helped humans make sense of the world. Beginning with an overview of mythology and different types of folklore, you will journey with age-old heroes as they slay dragons, outwit gods, defy fate, fight endless battles, and outwit clever monsters with strength and courage. You'll explore the universality and social significance of myths and folklore and see how these

powerful tales continue to shape society even today.

- **Digital Photography I** - Have you ever wondered how professional photographers manage to take such sensational pictures? Or how they are able to find just the right way to capture an image or moment in time? Perhaps you've even wondered why your own pictures don't meet that standard. Digital Photography I: Creating Images with Impact! will answer these questions and help you understand more about the basics of photography. Learning about aperture, shutter speed, lighting, and composition is key for any serious photographer and will help you gain the confidence and knowledge you need to become one. You will not only follow photography through its history but also gain a basic understanding of camera functions, technique, and what it takes to shoot quality portraits, close-ups, action shots, and landscapes..

- **Digital Photography II**: **Discovering Your Creative Potential** - In today's world, we are surrounded by images. Photographs appear in advertisements, on websites, in magazines, and on billboards, and they adorn our walls. While many of these images have been created by professional photographers, it's possible to develop an understanding of how you too can discover your creative potential. You will examine various aspects of the field in this course, Digital Photography II: Discovering Your Creative Potential, including specialty areas, ethics, and famous photographers throughout history. Learn how to effectively critique photographs in order to better understand composition and how you can create eye-catching photographs of your own..

- **Journalism** - Are you always the first one to know what's going on at school or in your town? Maybe your Facebook or Instagram accounts are the reliable place to find the latest breaking news? If so, you are just the kind of person every online, print, and broadcast news outlet is searching for, and Journalism: Investigating the Truth is the perfect course for you! Learn how to write a lead that really "grabs" your readers, interview sources effectively, and write engaging news stories. You will explore the history of journalism and how the modern world of social media can provide an excellent platform for news. Turn your writing, photography, and collaborative skills into an exciting and rewarding journalism career.

- **Music Appreciation** - Have you ever heard a piece of music that made you want to get up and dance? Cry your heart out? Sing at the top of your lungs? Whether pop, classical, or anything in between, music provides a powerful way for people to celebrate their humanity and connect with something larger than themselves. Music Appreciation: The Enjoyment of Listening not only will provide a historical perspective on music from the Middle Ages to the 21st century but will also teach you the essentials of how to listen and really hear (with a knowledgeable ear) the different music that's all around you. Learning how to truly appreciate sound and melody is the best way to ensure a continued love of this delightful art form.

- **Creative Writing** - Literature has long been one of our greatest art forms and continues to give voice to our emotions, create imaginary worlds, express ideas, and allow us an escape from the confines of reality. The process of creative writing gives us the opportunity to understand ourselves and the larger world more clearly through personal expression and imagination. As a

course, Creative Writing will give you solid footing in the writing process—from finding inspiration, to building a storyline, to utilizing literary techniques, to creating unusual forms of poetic prose. You will learn how to tap in to your own creative process, eventually turning your own ideas into well-developed pieces of original writing.

- **Fashion and Interior Design** - Do you have a flair for fashion? Are you constantly looking for new ways to decorate or design your room? If so, Fashion and Interior Design is the course for you. Explore the world of design, and begin to understand the background and knowledge needed to develop a career in this exciting field. Try your hand at designing through a project-based process, learning how color, composition, and texture can all affect great aesthetics. You'll develop the essential communications skills necessary to build a successful business and begin to develop the kind of portfolio that will lead to future career opportunities. Perhaps it's time to get your stylish foot in the door.

- **Public Speaking** - If the thought of speaking in front of people makes you break out in hives or you just want to make that first impression great, Public Speaking may be just what you need. Learn from famous orators like Aristotle and Cicero to communicate effectively, uphold your arguments, and effectively collaborate with others. You'll master the basics of public speaking through practice, building a strong argument, and analyzing the speeches of others, eventually learning to speak confidently in front of large groups. Grab your notes and get ready to conquer public speaking.

- **Cosmetology** - We all want to look our best, but did you know there is actually a science behind cutting your hair and painting your nails? In Cosmetology: Cutting-Edge Styles, you'll all about this entertaining field and how specialized equipment and technology are propelling our grooming into the next century. Just like all careers, cosmetology requires certain skills and characteristics, all of which will be thoroughly explored in this course. You will learn about various beauty regimes related to hair, nails, skin, and spa treatments and discover how to create your own business model quickly and efficiently while still looking fabulous, of course.

- **Theater, Cinema and Film Production** - Lights! Camera! Action! Let's explore the enchanting world of theater and its fascinating relationship to the silver screen. In Theater, Cinema, and Film Production, you'll learn the basics of lighting, sound, wardrobe, and camerawork and examine the magic that happens behind all the drama. Delve into the glamorous history of film and theater, and examine the tremendous influence they've had on society, culture, and humanity over the years. During this unit, you'll discuss and analyze three classic American films: Casablanca, Singin' in the Rain, and The Wizard of Oz, helping you learn how to critique and appreciate some of the most famous dramas of all time..

- **The Lord of the Rings: An Exploration of the Films & It's Literary Influences** - The Lord of the Rings is one of the most popular stories in the modern world. In this course, you will study the movie versions of J.R.R. Tolkien's novel and learn about the process of converting literature to film. You will explore fantasy literature as a genre and critique the three Lord of the Rings films.

Business and Management - The Business and Management Career Learning Area focuses on the business and entrepreneurial needs of Oregon's students as they prepare to enter and succeed in the world of business. The careers in this area span virtually every industry in the world. Studies in Business and Management focus on the commonalities among most businesses, including concepts like personnel management, marketing, planning, finance, and resource management. This area also includes careers in the hospitality and tourism fields.

Cluster Knowledge and Skill Statements

- **Information and Communications Technology (ICT)** – Cluster careers address the knowledge and skills needed by people who work on the technology side of office environments, including advertising and web technology, information processing, and office network management.
- **Business Management and Administration** – Cluster careers focus on supporting the day-to-day activities of a business.
- **Finance** – Cluster careers focus on investigating the ways in which individuals, and businesses, make and allocate monetary resources.
- **Hospitality and Tourism** Cluster careers focus on providing services and entertainment to customers.
- **Marketing** Cluster careers utilize creativity and knowledge to promote and sell products and services.

Relevant eDynamic Courses and Course Descriptions

- **Personal and Family Finance** - We all know money is important in life. But how important? No one tells you that the financial decisions you make today may have a lasting effect on your future. Rather than feeling anxious, feel empowered through learning how to make smart decisions! Personal and Family Finance will begin the conversation around how to spend and save your money wisely, investing in safe opportunities and the days ahead. Learning key financial concepts around taxes, credit, and money management will provide both understanding and confidence as you begin to navigate your own route to future security. Discover how education, career choices, and financial planning can lead you in the right direction to making your life simpler, steadier, and more enjoyable.

- **Introduction to Culinary Arts** - Food, glorious food! It both nourishes and satisfies, and it brings people together through preparation, enjoyment, and celebration. If you ever wanted to learn more about cuisine and how your creativity and appreciation can be expressed through preparing food, Introduction to Culinary Arts is perfect for you. Learn the fundamentals of a working kitchen. Explore what it takes to develop real talent as a chef. Enhancing your knowledge around the endless varieties of food and the capability of spices will make everything you prepare taste better and give you the ability to bring people together through the joy of eating.

- **Introduction to Entrepreneurship** - What does it really take to own your own business? Does the sound of it make you excited or anxious? Either way, Entrepreneurship: Starting Your Business will get you started in the right direction, explaining the ins and outs of such an enterprise and giving you the confidence needed to be your very own boss. You will discover what's needed to operate a personal business through creating a plan, generating financing, pricing products, marketing services, and managing employees. If you've ever dreamed of being a true entrepreneur, or feel daunted by the prospect, this is your chance to learn all you need to know.

- **Introduction to Social Media** - Are you active on social media? Are you a savvy tweeter, a Facebook guru or a master of Instagram? If so, you're certainly not alone! More than 80 percent of the earth's population over age 15 has at least one social media account. But, even though it's a part of your daily life, do you really know all there is to know about social media and how to best maximize your use? Introduction to Social Media will help you click and post your way to a safer, more productive social media relationship. You'll learn how to apply various social media formats for your personal, academic and professional needs and how to better protect yourself and your information online. Discover the ins and outs of social media and be ready to "like" and "snap" your way to a better online you.

- **International Business: Global Commerce in the 21st Century** - Imagine meeting with suppliers in Europe while calling your salesroom in Asia. Imagine investing in foreign markets and visiting partners in exotic locales. With the evolution of current technology, our world is more connected than ever before. The business community today is larger than ever. International Business: Global Commerce in the 21st Century will demonstrate just how you can gain the knowledge, skills, and appreciation to live and work in the global marketplace. You will begin to understand how both domestic and international business are affected by economic, social, cultural, political, and legal factors and what it takes to become a true entrepreneur and manager of a global business in the 21st century.

- **Introduction to Sport and Entertainment Marketing** - What's more glamorous than the worlds of professional sports and entertainment? Whether watching a famous player make an unbelievable play or witnessing a sensational singing performance, the world of entertainment is never boring. Although it may seem impossible to be a part of this glittery world, it's not! If you have ever considered trying to find your way into this elite profession, consider Sports and Entertainment Marketing. This field can offer you a career in entertainment through the knowledge of traditional marketing, but with a whole lot more glamour. Explore the basic marketing principles and delve deeper into the multibillion dollar sports and entertainment marketing industry. You will learn how professional athletes, sports teams, and famous entertainers are marketed as commodities and how the savvy people who handle these deals can become very successful. This course will pull back the proverbial curtain and show you exactly how things work behind the scenes of a major entertainment event and how you can be part of the act..

- **Hospitality and Tourism: Traveling the Globe** - Think about the best travel location you've ever heard about. Now imagine working there. In the 21st century, travel is more exciting than ever, with people traversing the globe in growing numbers. Hospitality and Tourism: Traveling the Globe will introduce you to a thriving industry that caters to the needs of travelers through managing hotels, restaurants, cruise ships, resorts, theme parks, and any other kind of hospitality you can imagine. Operating busy tourist locations, creating marketing around the world of leisure and travel, and planning tasteful events are just a few of the key aspects you will explore, as well as how to spot trends and locate your own career niche in this exciting field..

- **Advertising and Sales Promotion** - What comes to mind when you think of the word marketing? Perhaps a familiar television jingle begins to play in your head? Or maybe you think of the irritating phone calls from people wanting to sell you something you already have? No matter what your feelings, there's no denying the sheer magnitude and power of the marketing industry. Every year companies spend approximately $200 billion promoting their products and services—and that's just in the United States alone! You're familiar with what it's like on the receiving end of a company's marketing efforts, but what's it like on the other side? In Advertising and Sales Promotions, you'll see exactly how marketing campaigns, ads, and commercials are conceived and brought to life and even meet some of the creative folks who produce that memorable media. You'll learn about different career opportunities in the field and discover ways that you too can be a part of this exciting, fast-paced industry.

- **Introduction to Restaurant Management** - Have you ever dreamed of running your own eatery or possibly collaborating with a famous chef to create an unforgettable dining experience for the public? What goes on behind the dining room is a much different world and can effectively determine the success or failure of these establishments. Restaurant Management will show you exactly what's needed to run a successful restaurant—from ordering supplies, to hiring quality workers, to maintaining inventory, to managing a large staff. Understanding such concepts as food safety, hygiene, customer relations, marketing, and using a point-of-sale system are crucial to being an effective restaurateur, so whether you are hoping to operate a casual sit-down eatery, oversee a fine dining establishment, or buy a food franchise, this course is the perfect first step.

Health Sciences - Relates to the promotion of health as well as the treatment of injuries, conditions and disease. These may include, but need not be limited to, preventative health care, medicine, dentistry, nursing, therapy and rehabilitation, nutrition, fitness, stress management and hygiene.

Cluster Knowledge and Skill Statements

- **Health Sciences** Cluster careers focus on careers that promote health, wellness, and diagnosis as well as treat injuries and diseases.

Relevant eDynamic Courses and Course Descriptions

- **Health Science I: The Whole Individual** - We all know the world is filled with different health problems, and finding effective solutions is one of our greatest challenges. How close are we to

finding a cure for cancer? What's the best way to treat diabetes and asthma? How are such illnesses as meningitis, tuberculosis, and the measles identified and diagnosed? Health Sciences I: The Whole Individual provides the answers to these questions and many more. In this course, you will be introduced to various disciplines within the health sciences, including toxicology, clinical medicine, and biotechnology. Begin to understand the value of diagnostics and research and how these processes can lead to the identification and treatment of many diseases. Learn all the pertinent information and terminology in the health sciences, and discover how this amazing field contributes greatly to human life and the quality of our future.

- **Health Science II: Patient Care & Medical Services** - Looking for a job that's challenging, interesting, and rewarding? These three words can be used to describe many different careers in health care, and Health Sciences II: Patient Care and Medical Services will show you exactly how to become part of this meaningful vocation. Promoting wellness, communicating with patients, and understanding safety in the workplace are just a few of the essential skills you will learn, all while becoming familiar with some of the prominent areas in the field, such as emergency care, nursing, infection control, and pediatrics. You'll learn about some of the inherent challenges faced by this age-old profession and how you can become a significant part of the solution.

- **Health I: Life Management Skills** - Imagine the healthiest people you know… What's their secret? While some areas of health are genetically determined, the truth is we all have the ability to make positive changes in our physical lives. In Health 1: Life Management Skills, you will learn how to promote better health through decreasing stress and finding a fuller vision of life. Explore different lifestyle choices that can influence your overall health—from positively interacting with others, to choosing quality health care, to making sensible dietary choices. You will have the opportunity to build your own plan for improvement and learn how to create the type of environment that will ensure your overall health, happiness, and well-being.

- **Forensic Science I: Secrets of the Dead** - Fingerprints. Blood spatter. Gunshot residue. If these things intrigue rather than scare you, Forensic Science I: Secrets of the Dead will offer you the chance to dive into riveting crime scene analysis. These days, the world of law enforcement depends increasingly on DNA findings to unlock the secrets behind crimes and those who commit them. Learn how forensic science applies technology to make discoveries and bring criminals to justice. This course will focus on various techniques and practices used in the field during an official crime scene investigation and how clues and data are recorded and preserved. You will follow the entire forensic process—from pursuing the evidence trail to taking the findings to trial—examining how various elements of the crime scene are used to solve even the most heinous crimes..

- **Forensic Science II: More Secrets of the Dead** - Every time a crime is committed, a virtual trail of incriminating evidence is left behind just waiting to be found and analyzed. In Forensic Science II: More Secrets of the Dead, you'll learn all about the powerful science of forensics and how it has virtually changed the face of crime and justice in the world today. You will begin by learning some basic scientific principles used in the lab, such as toxicology, material analysis,

microscopy, and forensic anthropology. You'll learn how scientists use everything from insects to bones to help them solve crimes. Discover how advanced techniques and methodical process can lead to catching even the craftiest criminal. The best way to battle crime these days is not with a weapon, but with science.

- **Nutrition and Wellness** - Learn how to fuel your body, maintain your emotional and physical health, and find your way around the grocery store and kitchen in Nutrition and Wellness. This course prepares you for a healthy life and provides you with the essential skills you need to plan and make healthy and delicious meals for you, your family, and your friends. You'll learn how to budget for your
  meals, shop for groceries, and fit cooking into a busy schedule of school, work, and other responsibilities.

Human Resources - Includes a wide range of career clusters that weave together work in the areas that focus on people: their needs, their growth and development, and their safety and well-being.

Cluster Knowledge and Skill Statements

- **Education and Related Fields -** skill sets focus on planning, managing and providing education, training, and support services.
- **Human Services -** careers are related to families and human needs in such areas as personal finance, childcare, counseling, personal health and fitness, care for the disabled, and employment training.
- **Public Services -** represents those careers that carry out public policy. Federal services include defense against foreign aggression, representation of American interests abroad, enact ion of federal law and administration of related programs. State and local government services include passing of laws and ordinances, and provision of vital support services.
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Relevant eDynamic Courses and Course Descriptions

- **Archeology: Detectives of the Past** - The famous Spanish philosopher and writer George Santayana once said, "Those who cannot remember the past are condemned to repeat it." We know from studying history how true this statement is. For example, the age-old field of archaeology helps us to better understand, through discovery and analysis, how ancient civilizations have shaped the modern world. This fascinating course, Archaeology: Detectives of the Past, explores the various techniques, methods, and theories of this field and illustrates how archaeological research is conducted. Learn how precious artifacts are located and preserved and why these ancient discoveries can often unlock the secrets of a long and colorful past.

- **Anthropology I: Uncovering Human Mysteries** - What makes us human? Is it our ability to use language? Our abstract thinking skills? Our use of tools and technology? Anthropology 1: Uncovering Human Mysteries explores the history of homo sapiens and our evolution, along with all of the things that make us human, such as culture, language, and religion. You'll take a look through an anthropologic lens to watch as we moved from cave dwellers to forge our way to the now highly intelligent, innovative people with astounding technological ability.

- **Anthropology II: More Human Mysteries Uncovered** - Anthropology has helped us better understand cultures around the world and through different time period. This course continues the study of global cultures and the ways that humans have made sense of their world. We will examine some of the ways that cultures have understood and gave meaning to different stages of life and death. The course will also examine the creation of art within cultures and examine how cultures evolve and change over time. Finally, we will apply the concepts and insights learned from the study of anthropology to several cultures found in the world today.

- **Human Geography: Our Global Identity** - Modern humans have been roaming the earth for about 200,000 years. How do the places we live influence the way we live? How do geography, weather, and location relate to our customs and lifestyles? In Human Geography: Our Global Identity, you will explore the diverse ways in which people have physically influenced the world around them and how they, in turn, are changed by their surroundings. Discover how beliefs and ideas spread through time, shaping and changing the cultures they encounter. In this course, you'll gain tremendous insight into human geography and begin to understand the important relationship between humans and their environments..

- **Sociology I: The Study of Human Relationships** - Human beings are complex creatures; however, when they interact and begin to form relationships and societies, things become even more complicated. Are we more likely to act differently in a group than when we're alone? How do we learn how to be "human"? Sometimes it can feel as if there are more questions than answers. Sociology I: The Study of Human Relationships seeks to answer these questions and many more as it explores culture, group behavior, and societal institutions and how they affect human behavior. You'll learn how social beliefs form and how this shapes our lives. How? Join us and find out.

- **Sociology II: Your Social Life** - Where do culture wars come from? Maybe you've wondered this as you've looked through your social media feed or read the latest online article about groups fighting over different social issues. Sociology II: Your Social Life takes a powerful look at how social institutions like families, religion, government, and education shape our world and how collective behavior and social movements can create change in these areas. Although the reality of the battles isn't always pretty, gaining a better understanding of the players can help you better understand how our lives are shaped by entertainment, social institutions, and social change.

- **Social Problems I: A World in Crisis** - War, crime, poverty, global warming— our world often seems full of dire warnings and predictions. How can we make sense of it all and still dare to step outside each day? Social Problems I: A World in Crisis will explore some of the biggest challenges facing our world today and prepare you to tackle them head-on. You'll learn what has led to these social problems, what effects they have on our lives and societies, and what possible solutions exist for solving them. Whether you want to save the world from the next pandemic or better understand the effects of the media on society, this course will help you develop a plan of action.

- **Social Problems II: Crisis, Conflicts & Challenges** - We live in a sometimes scary and ever-changing world. Everywhere we look—from the homeless, to health epidemics, to the effects of our global world—problems seem to appear at every corner. In Social Problems II: Crisis, Conflict, and Challenges, you'll explore more of the challenges facing us today and what we can do to reduce the effects of these conflicts and challenges. From drug abuse to terrorists to the changing nature of communities in our digital world, we can better face and solve these problems when we have a better understanding of their causes and influences on our lives.

- **World Religions: Exploring Diversity** - From Taoism, to Islam, to Christianity, religion inevitably affects us all in some way. It can help us commune with and honor our spiritual natures. But it can also divide people and create great strife in the world. World Religions: Exploring Diversity will explore the various characteristics of faith and introduce the fundamentals of major religions: Judaism, Islam, Christianity, Buddhism, Confucianism, Hinduism, Shintoism, and Taoism. You'll trace how these powerful faiths have influenced culture over thousands of years and essentially shaped the face of humanity. You'll gain a clearer understanding of how religion continues to affect the larger world..

- **Psychology I: The Road to Self-Discovery** - Have you ever wondered why you do the things you do? Is it true that self-knowledge is the key to self-improvement? Psychology can help! In Personal Psychology I: The Road to Self-Discovery, you will trace development, personality, and behavior from infancy through adulthood. You'll also learn about such topics as perception, consciousness, and sensation on your way to exploring all that psychology can offer to help you understand the human experience.

- **Psychology II: Living in a Complex World -** Why do you remember song lyrics but can't remember where you left your phone or car keys? How does language affect the way we think? Why is your personality so different from (or so similar) your brother's or sister's personality? Personal Psychology II: Living in a Complex World will explore what makes you, from why some things motivate you more than others to what helps determine your IQ. If you've ever wanted to dive into the depths of who you are and how you got to be you, jump on board and start your exploration now! .

- **Introduction to Philosophy: The Big Picture -** Go on an exciting adventure that covers more than 2,500 years of history! Along the way, you'll run into some very strange characters. For example, you'll read about a man who hung out on street corners, barefoot and dirty, pestering everyone he met with questions. You'll learn about another eccentric who climbed inside a stove to think about whether he existed. Despite their odd behavior, these and other philosophers of the Western world are among the most brilliant and influential thinkers of all time. As you learn about these fascinating intellectuals, you will come to see how and where many of the most fundamental ideas of Western civilization originated. In Introduction to Philosophy: The Big Picture, you'll get a chance to ask yourself some of the same questions these great thinkers pondered. By the time you've "closed the book" on this course, you will better understand yourself and the world around you—from atoms to outer space and

everything in between.

- **Introduction to Women's Studies: A Personal Journey through Film** - This course, although looking specifically at the experiences of women, is not for girls only. If you are student interested in exploring the world through film and open minded enough to be interested in social change, this course is for you.

- **History of the Holocaust** - "Never shall I forget that night, the first night in camp, which has turned my life into one long night, seven times cursed and seven times sealed." Elie Wiesel, a Holocaust survivor, wrote these words about his experiences in a Nazi concentration camp. The History of the Holocaust will take you through the harrowing details of anti-Semitism, the power of the Nazi party, the persecution of European Jews and other groups, and the tremendous aftermath for everyone involved in World War II. You'll explore the causes of the Holocaust, the experiences of Jews and other individuals during this time, and what has been done to combat genocide since WWII. "For the dead and the living, we must bear witness..

- **Early Childhood Education** - As children, we see the world differently, full of magic and strange, exciting things. But what makes childhood such a wondrous time of learning and exploration? And what can caregivers do to encourage this? Early Childhood Education provides an understanding of the childhood experience. Learn how to create lessons and learning environments that provide a safe and encouraging experience for children and how to provide them with the excitement and confidence they need to pursue a life-long education..

- **Real World Parenting** - Do you love children? Maybe you dream of being a parent someday. But how, exactly, do you parent? Learning how to care for children while teaching them confidence and accountability is not an easy feat. In Real-World Parenting, you'll learn that being a parent is much more than simply feeding, bathing, and protecting a child. Creating a positive environment, nurturing, fostering education, and serving as a role model are all critical aspects as well. You'll learn how to be a positive force in the development of your future children and others around you..

- **Principles of Public Service: To Serve and Protect** - Ambulances scream along, heading toward those in need. But who makes sure someone is there to answer the 9-1-1 call? When you pick up a prescription or take a pill, who has determined that drug is safe for the public? All of these duties are imperative to our comfort and success as a society and an essential part of public service, a field that focuses on building a safe and healthy world. Principles of Public Service: To Serve and Protect will introduce you to many different careers in this profession and illustrate how they all work together to provide for the common good. The protection of society is one of our greatest challenges, and public service provides a way for people to work together, ensure safety, and provide an indispensable service to those around us. If you've ever contemplated being one of these real-life heroes, now is the time to learn more.

- **Introduction to Military Careers** - Like most people, you've probably seen a war movie depicting some sort of military life. Maybe it was about a hotshot naval aviator, a renegade private, or

perhaps something more recent that captures the daring lives of Special Forces operatives. But outside of these sensationalized portrayals, do you really understand how the military works or what it can do for you? The military offers far more diversity in career opportunities than most people imagine. Introduction to Military Careers will provide all the information you need to answer these questions and gain a broader understanding of how you can find the right fit. You will not only learn about the five military branches—Air Force, Army, Coast Guard, Marines Corps, and Navy—but also have the chance to examine which job you might like to pursue in any of these areas. From aviation, to medicine, to law enforcement, to dentistry, the military can be an outstanding place to achieve your dreams in a supportive and well-structured environment..

- **Law and Order: An Introduction to the Legal System** - Imagine if there were no laws and people could do anything they wanted. It's safe to say the world would be a pretty chaotic place! Every society needs some form of regulation to ensure peace not only in daily life but also in broader areas, such as business, family disputes, traffic violations, and the protection of children. Laws are essential to preserving our way of life and must be established and upheld in everyone's best interest. In Law and Order: Introduction to Legal Studies, you'll delve deeper into the importance of laws and consider how their application affects us as individuals and communities. Through understanding the court system and how laws are actually enacted, you will learn to appreciate the larger legal process and how it safeguards us all.

- **Peer Counseling I** - Are you the person whom people come to for advice or to talk through their problems with? If so, Peer Counseling may be the perfect way to explore this valuable skill and how it can make a difference in the lives of others. Helping people achieve their personal goals is one of life's most rewarding experiences, and peer counselors provide support, encouragement, and resource information. Learn how to observe others while carefully listening and offering constructive, empathic communication and enhancing your own communication skills..

- **Careers in Criminal Justice** - Most of us have watched a sensationalized crime show at one time, but do we really know how things work behind those dreaded prison bars? The criminal justice system is a very complex and serious field that requires many dedicated people willing to pursue equal justice for all. Careers in Criminal Justice will begin to illuminate exactly what those career choices are and how the juvenile justice system, the correctional system, and the trial process all work together to maintain social order. Find out exactly what happens when the television show ends and reality begins.

- **Criminology: Inside the Criminal Mind** - Understanding the criminal mind is not easy. Why do certain people commit horrible acts? Can we ever begin to understand their reasoning and motivation? Perhaps. In Criminology: Inside the Criminal Mind, you will be given the rare opportunity to climb inside the mind of a criminal and examine the ideas and motivations at work. The mental state of a criminal can be affected by many different aspects of life—psychological, biological, sociological—all of which have differing perspectives and influences. You will investigate not only how these variables affect the criminal mind but also how the

criminal justice system remains committed to upholding the law through diligence and an uncompromising process..

eDynamic Course List – November 2016

Agriculture, Food and Natural Resource Systems
Introduction to Agriscience
Agriscience II: Sustaining Human Life
Principles of Agriculture: Food & Natural Resources
Introduction to Forestry and Natural Resource Management
Biotechnology: Unlocking Nature's Secrets
Veterinary Science: The Care of Animals

Arts, Information and Communications
Art and World Cultures
Gothic Literature: Monster Stories
Creative Writing
Mythology and Folklore
Digital Photography I
Digital Photography II
Journalism
Music Appreciation
Fashion and Interior Design
Public Speaking
Cosmetology
Theater, Cinema, and Film Production
The Lord of the Rings: An Exploration of the Film and Its Literary Influence

Business and Management
Personal and Family Finance
Introduction to Culinary Arts
Introduction to Entrepreneurship
Introduction to Social Media
International Business: Global Commerce in the 21st Century
Introduction to Sport and Entertainment Marketing
Hospitality and Tourism: Traveling the Globe
Advertising and Sales Promotion
Introduction to Restaurant Management

Health Sciences
Health Science I: The Whole Individual
Health Science II: Patient Care & Medical Services
Health I – Life Management Skills
Forensic Science I: Secrets of the Dead
Forensic Science II: More Secrets of the Dead
Nutrition and Wellness

Human Resources
Archeology: Detectives of the Past
Anthropology I: Uncovering Human Mysteries
Anthropology II: More Human Mysteries Uncovered
Human Geography: Our Global Identity
Sociology I: The Study of Human Relationships
Sociology II: Your Social Life
Social Problems I: A World in Crisis
Social Problems II: Crisis, Conflicts, & Challenges
World Religions: Exploring Diversity
Psychology I: The Road to Discovery
Psychology II: Living in a Complex World
Introduction to Philosophy: The Big Picture
Introduction to Women's Studies: A Personal Journey Through Film
History of the Holocaust
Early Childhood Education
Real World Parenting
Principles of Public Service: To Serve and Protect
Introduction to Military Careers
Law and Order: An Introduction to the Legal System
Peer Counseling I
Careers in Criminal Justice
Criminology: Inside the Criminal Mind

Industrial and Engineering Systems
Great Minds in Science: Ideas for a New Generation
Introduction to Manufacturing: Product Design and Innovation
Concepts of Engineering and Technology
Introduction to Renewable Technologies

HILLSBORO SCHOOL DISTRICT 1J
December 6, 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, which promotes a culture of continuous improvement, learning, and responding to the changing needs of schools.

> Collaboration Example 4: Associated Student Body (ASB) Accounting Changes for Elementary Schools
> Business Office staff have been working with elementary school office managers and District leaders to determine the best method for managing school-level ASB bank accounts in the District's elementary schools. Beginning in January, school staff will have the option of participating in a new ASB accounting program. A District accounting fund for ASB monies, set up for schools that choose this option, will provide District-level controls for ASB purchasing, and allow school staff to access ASB funds, without having to utilize multiple sets of financial software, or maintain and manage ASB bank accounts.

Finance Team – Accounts Payable, Banking, and Student Body Accounting. The Finance team meets with office managers monthly to review internal controls, provide training, and answer questions, as needed. The Finance team is cross-trained, and coordinates schedules to provide live support for schools and departments, and address issues as they arise. Accounts receivable collections are being reviewed to ensure that debts are collected in a timely manner. The Finance team is also auditing U.S. Bank account fees to ensure that ASB account fees are standardized and minimized districtwide.

Finance Team – Financial Reporting and Grants. Finance Manager Jeff Jones continues to work with Student Services staff to compile the District's High Cost Disability Report for reimbursement from the Oregon Department of Education. Mr. Jones collaborates with grant coordinators to plan, monitor, and report on eligible expenses for all grants. Additionally, Mr. Jones provides support to Rian Petrick, Director of Extracurricular Programs and Community Outreach, to ensure that sponsor-targeted fundraising proceeds and donations are spent on targeted programs.

Payroll Team and Employee Benefits. Payroll Supervisor Kim Grannis and the Payroll team will publish employee W-2s and 1095-C forms for 2016 to iVisions, a secure web-based portal that employees use to access their paycheck stubs and prior years' W-2 statements. Employees will be able to opt out of receiving their tax forms through iVisions, and receive forms in the mail, upon request.

Benefits Supervisor Lynette Coffman will meet with Northwest Regional Education Service District (NWRESD) staff to review processes for calculating employee insurance deductions and PERS statement reconciliations. By networking with NWRESD, Business Office staff are able to ensure that the most current and accurate methods are used in Business Office processes.

Risk Management. Risk Manager Leah McCarthy completed a workers' compensation claim review with Special Districts Insurance Services, the District's workers' compensation insurance provider. The review is an important part of mitigating claim costs, determining preventative strategies for employee accidents, and returning staff to work as quickly and safely as possible.

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 October 2016.

The District received 15 workers' compensation claims in October 2016. As of October 31, 2016, there are 54 open claims; 31 are for medical costs only, and 23 include time loss. There were 3 employees on modified work plans during October.

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	15
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**	**31**

Student Incident Report. There is a one-month delay in reporting student incidents to the Board, in order to allow adequate time to ensure that these reports are complete and accurate. There were 291 student incidents reported in October.

Student Incident Reports			
	2014-15	**2015-16**	**2016-17**
July	4	0	1
August	1	6	14
September	83	181	249
October	156	243	291
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**	**555**

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

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
MONTHLY FINANCIAL REPORT - as of November 16, 2016

Revenues	1st Quarter Actual	October Actual	November 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	$109,310.56	$79,147.80	$0.00	$79,147.80	$188,458.36	$67,230,674.00	0.28%	$232,347.10	0.42%
Interest	$81,966.99	$26,690.04	$0.00	$26,690.04	$108,657.03	$307,952.00	35.28%	$52,334.06	20.93%
Local Sources	$171,595.72	$80,387.76	$8,627.72	$89,015.48	$260,611.20	$1,895,229.00	13.75%	$159,587.41	14.31%
Total Local	**$362,873.27**	**$186,225.60**	**$8,627.72**	**$194,853.32**	**$557,726.59**	**$69,433,855.00**	**0.80%**	**$444,268.57**	**0.79%**
County/ESD	$1,231,316.67	$468,417.51	$0.00	$468,417.51	$1,699,734.18	$3,253,669.00	52.24%	$971,666.67	129.56%
State Sources	$42,832,700.76	$10,013,509.00	$0.00	$10,013,509.00	$52,846,209.76	$124,345,402.00	42.50%	$50,152,869.26	52.81%
Federal Sources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%	$0.00	0.00%
Other Sources	$1,299.83	$0.00	$0.00	$0.00	$1,299.83	$0.00	0.00%	$1,093.86	0.02%
Beginning Balance	$13,383,454.24	$0.00	$0.00	$0.00	$13,383,454.24	$13,657,752.00	97.99%	$17,604,269.16	187.40%
Total Revenue	**$57,811,644.77**	**$10,668,152.11**	**$8,627.72**	**$10,676,779.83**	**$68,488,424.60**	**$210,690,678.00**	**32.51%**	**$69,174,167.52**	**40.63%**
Expenditures									
Instruction									
Salaries	$6,457,249.86	$6,390,521.40	$6,381,381.04	$12,771,902.44	$19,229,152.30	$79,116,611.61	24.30%	$17,886,138.56	29.50%
Benefits	$2,852,638.45	$3,095,351.72	$2,946,207.20	$6,041,558.92	$8,894,197.37	$37,786,428.92	23.54%	$8,437,690.04	27.35%
Purchased Service	$1,140,859.84	$641,225.91	$126,608.78	$767,834.69	$1,908,694.53	$2,969,803.33	64.27%	$1,158,671.86	44.21%
Supplies/Materials	$471,248.15	$246,341.79	$83,784.62	$330,126.41	$801,374.56	$1,424,484.63	56.26%	$711,157.39	43.71%
Capital Purchases	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	$0.00	0.00%	$7,561.25	646.53%
Other	$92,659.90	$26,989.50	$150.00	$27,139.50	$119,799.40	$197,254.76	60.73%	$102,826.16	78.80%
Total Instruction	**$11,017,656.20**	**$10,400,430.32**	**$9,538,131.64**	**$19,938,561.96**	**$30,956,218.16**	**$121,494,583.25**	**25.48%**	**$28,304,045.26**	**29.53%**
Support Services									
Salaries	$6,772,730.45	$3,291,786.76	$3,269,362.27	$6,561,149.03	$13,333,879.48	$38,038,656.98	35.05%	$12,104,297.90	40.05%
Benefits	$3,334,137.54	$1,812,308.22	$1,702,117.37	$3,514,425.59	$6,848,563.13	$18,419,332.24	37.18%	$6,269,227.60	36.88%
Purchased Service	$3,060,837.09	$1,469,398.21	$998,668.14	$2,468,066.35	$5,528,903.44	$13,509,529.66	40.93%	$6,398,131.55	55.02%
Supplies/Materials	$2,188,867.59	$390,150.48	$366,563.74	$756,714.22	$2,945,581.81	$6,489,844.64	45.39%	$3,117,098.51	57.00%
Capital Purchases	$655,901.84	-$463,527.94	$32,505.39	-$431,022.55	$224,879.29	$250,052.97	89.93%	$950,248.68	409.64%
Other	$1,125,621.02	$68,443.18	$777.25	$69,220.43	$1,194,841.45	$1,536,470.53	77.77%	$1,177,157.10	91.34%
Total Support	**$17,138,095.53**	**$6,568,558.91**	**$6,369,994.16**	**$12,938,553.07**	**$30,076,648.60**	**$78,243,887.02**	**38.44%**	**$30,016,161.34**	**45.59%**

Expenditures (continued)	1st Quarter Actual	October Actual	November 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	$70,120.54	$21,508.08	$30,996.06	$52,504.14	$122,624.68	$264,225.41	46.41%	$86,216.04	40.91%
Benefits	$27,206.39	$10,344.53	$12,240.02	$22,584.55	$49,790.94	$109,906.57	45.30%	$39,880.66	32.85%
Purchased Service	$16,710.96	$14,251.94	$0.00	$14,251.94	$30,962.90	$36,069.36	85.84%	$53,528.81	109.94%
Supplies/Materials	$1,974.63	$2,520.21	$375.77	$2,895.98	$4,870.61	$3,043.15	160.05%	$1,396.89	13.19%
Capital Purchases	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%	$0.00	0.00%
Other	$0.00	$0.00	$700.00	$700.00	$700.00	$1,568.52	0.00%	$700.00	0.00%
Total Community Services	**$116,012.52**	**$48,624.76**	**$44,311.85**	**$92,936.61**	**$208,949.13**	**$414,813.01**	**50.37%**	**$181,722.40**	**46.42%**
Capital Projects									
Purchased Service	$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%
Total Community Services	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**0.00%**	**$19,909.22**	**0.00%**
Debt Service Payment	$38,205.05	$0.00	$0.00	$0.00	$38,205.05	$826,118.76	4.62%	$341,443.76	64.67%
Transfers	$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	$9,604,527.00	0.00%	$0.00	0.00%
Total Expenditures	**$28,309,969.30**	**$17,017,613.99**	**$15,952,437.65**	**$32,970,051.64**	**$61,280,020.94**	**$210,583,929.04**	**29.10%**	**$58,863,281.98**	**34.58%**

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
FIRST READING – POLICY JHCA / JHCB: IMMUNIZATION, PHYSICAL EXAMINATION, VISION SCREENING / EYE EXAMINATION, AND DENTAL SCREENING

SITUATION

Recent legislation has included requirements regarding the certification of vision and dental screenings for students who are seven years of age or younger and are beginning an educational program, and requirements regarding immunization exemptions.

Proposed revisions to Board policy JHCA/JHCB: Immunization, Physical Examination, Vision Screening / Eye Examination, and Dental Screening are based on recommendations from Oregon School Boards Association (OSBA), the Oregon Health Authority, and the District's legal counsel, to align this policy with these legal requirements.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy JHCA/JHCB: Immunization, Physical Examination, Vision Screening / Eye Examination, and Dental Screening.

Hillsboro School District 1J

Code: JHCA/JHCB
Adopted: 07/96
Revised: ~~06/09~~ ___

Immunizations~~, and Health~~ Physical Examinations~~,~~ Vision Screening/ Eye Examination, and Dental Screening**

Immunization

Proof of immunization must be presented prior to the time of initial enrollment in school or within 30 days of transfer to the District. Proof consists of a signed "~~"~~Certificate of Immunization Status~~"~~ form, documenting either evidence of immunization or a ~~religious and/or~~ medical or nonmedical exemption.[1]

Physical Examination

~~It is recommended~~ The Board recommends that all students initially enrolling in school have ~~a physical~~ an examination with a medical provider. ~~Parents will be asked to complete a District "Health History" form w~~When initially enrolling their student~~s~~ in the District, and when registering them for school, parents will be asked to provide essential health information that is necessary to keep their student healthy and safe at school.

All students participating in athletic programs are required to submit to the District a School Sports Preparticipation Examination[2] form prior to their initial participation in a District athletic program. The form is to be completed and signed by a parent or guardian and physician, giving permission for the student to participate.

A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation in extracurricular sports.

A ~~S~~student~~s~~ who continues to participate in extracurricular sports in ~~G~~grades 7 through 12 shall be required to complete a physical examination once every two years, thereafter.

Vision Screening or Eye Examination

The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the District for the first time shall, within 120 days of beginning the education program, submit a certification that the student has received:

1. A vision screening or eye examination; and

2. Any further examination, treatments, or assistance necessary.

[1]Documentation requirements for exemptions are outlined in ORS 433.267 and OAR 333-050-0010 – 333-050-0110.
[2]Form available at *www.osaa.org*.

The certification is not required if the parent or guardian provides a statement to the District that:

1. The student submitted a certification to a prior education provider; or

2. The vision screening or eye examination is contrary to the religious beliefs of the student or the parent or guardian of the student.

Dental Screening

The District shall file in the student's dental health record any dental screening certifications and any results of a dental screening known by the District. The District will provide to the parent or guardian of each student, standardized information developed by the Oregon Health Authority's dental director regarding dental screenings, further examinations or necessary treatments, and preventative care, including fluoride varnish, sealants, and daily brushing and flossing.

The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the District for the first time, shall submit a certification within 120 days of beginning the education program, that the student has received a dental screening within the previous 12 months.

The certification is not required if the parent or guardian provides a statement to the District that:

1. The student submitted a certification to a prior education provider;

2. The dental screening is contrary to the religious beliefs of the student or the parent or guardian of the student; or

3. The dental screening is a burden for the student or the parent or guardian of the student in the following ways:

a. The cost of obtaining the dental screening is too high;
b. The student does not have access to an approved screener;
c. The student was unable to obtain an appointment with an approved screener.

The certification may be provided by a licensed dentist, a dental hygienist, or a health care practitioner, as defined by state law. The certification must include the:

1. Student's name;

2. Date of screening; and

3. Name of entity conducting the dental screening.

The District shall submit to the Oregon Department of Education a report that identifies the percentage of students who failed to submit the certification for the previous year, no later than October 1 of each year.

END OF POLICY

Legal Reference(s):

ORS 326.580
ORS 336.211
ORS 336.213
ORS 336.479
ORS 433.235 - 433.280
OAR 333-019-0010
OAR 333-050-0010 to -0120
OAR 581-021-0017
OAR 581-021-0031
OAR 581-021-0041
OAR 581-022-0705

OR. SCH. ACTIVITIES ASS'N, OSAA HANDBOOK (2005).

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
FIRST READING – POLICY JHCDA: PRESCRIPTION MEDICATIONS

SITUATION

Senate Bill (SB) 875 directed the State Board of Education to adopt rules under which school personnel may administer medications that treat adrenal insufficiency to students experiencing symptoms of adrenal crisis. Oregon School Boards Association (OSBA) has recommended revisions to Board policy JHCDA: Prescription Medications, to align this policy with the legal requirements.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy JHCDA: Prescription Medications.

Hillsboro School District 1J

Code: JHCDA
Adopted: 11/10
Revised: ~~12/15~~ ___

Prescription Medication**/*

The District recognizes that the administration of prescription medication to students and/or student self-medication may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes the need to ensure the health and well-being of students who require regular doses or injections of medication, as a result of experiencing a ~~severe~~ life-threatening allergic reaction or adrenal crisis[1], or have a need to manage hypoglycemia, asthma, or diabetes. Therefore, in situations when a licensed health care professional is not immediately available, a designated trained staff member may administer to a student, epinephrine, glucagon, or other medications, as prescribed and allowed by Oregon law.

When ~~directed~~ prescribed by a physician[2] or other ~~licensed~~ health care professional who is licensed to prescribe medication, students in grades K-12-will be allowed to self-administer prescription medication, including medication for asthma or severe allergy, as defined by state law, and subject to age-appropriate guidelines.

A written treatment plan for a student who self-administers medication will be developed and signed by a physician[1] or other Oregon licensed health care professional, and kept on file. A written request and permission form signed by a parent or guardian is required, and will be kept on file. If the student is deemed to have violated Board policy or medical protocol by the District, the District may revoke the permission given to a student to self-administer medication.

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

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

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

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[1]Under proper notice given to the district.

[2][1] ~~Added to Oregon Revised Statute 678.010 to -678.410:~~ A registered nurse who is employed by a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days ~~(House Bill 3149 (2015))~~. ~~(This is to allow time for new students to find an Oregon licensed physician.)~~

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

ORS 109.640
ORS 339.866 to -339.871
ORS 433.800 - 433.830
ORS 475.005 to -475.285

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

OAR 581-022-0705
OAR 851-047-0030
OAR 851-047-0040

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
November 15, 2016
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

DRAFT

1. ***WORK SESSION***

Board Present:	Staff Present:
Wayne Clift, Chair	Mike Scott, Superintendent
Monte Akers	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen	Dayle Spitzer, Assistant Superintendent, School Performance
Erik Seligman	Kona Lew-Williams, Chief Human Resources Officer
Janeen Sollman	Adam Stewart, Chief Financial Officer
Kim Strelchun	Casey Waletich, Executive Director, Facilities, Safety, Operations
	Beth Graser, Director, Communications
	Brian Haats, Director, Human Resources
Others Present:	Michelle Morrison, Director, Business Services
Scott Cummins, EMS	Nate Roedel, Director, Nutrition Services
Devin Hunter, HCU	Val Bokma, Assistant to the Board
Jill Golay, HEA	Laurie Boyd, Assistant to the Superintendent
Joe Vermeire, HEA	Sev Flores, Technology Support

Board Chair Wayne Clift called the meeting to order at 5:17 PM, explaining that Director Janeen Sollman would be arriving late; Director Glenn Miller would be unable to attend; and the annual support services report would be moved forward on the agenda to accommodate staff members' schedules. (Director Sollman arrived during the first agenda item.)

a. Update on Locker Room Upgrade Project

Superintendent Mike Scott and Casey Waletich, Executive Director of Facilities, Safety, and Operations, provided information regarding the creation of a limited number of private changing and showering spaces in the locker rooms at the secondary schools and Hare Field. The number of spaces at each location will range from two to four, based on the need to work within the original or existing building designs, making minimal modifications. The private spaces are intended to be available for the use of students who do not feel comfortable changing or showering in public for a variety of reasons. Invitations to bid on the locker room upgrade project were issued in October, and the Board will take action on a recommendation to award a contract during tonight's regular session.

Additional aspects of the project that were discussed included: installation plans and timelines, which will vary by location, depending on the extent of work required at each facility; budget priorities; the need to avoid impacting programs and services; the potential benefits to students; and recent changes in legislation and the social landscape.

h. Annual Support Services Report

This item was moved forward on the agenda to accommodate the schedules of staff members.

The annual support services report was presented by Chief Financial Officer Adam Stewart, Executive Director Casey Waletich, and Director Nate Roedel. This report, which includes information regarding the District's Facilities and Maintenance, Nutrition Services, and Transportation departments, is included in the Board packet. The discussion included accomplishments, challenges, and upcoming projects; meal participation; and cost savings resulting from the District's production kitchens, the Nutrition Services warehouse, and districtwide energy conservation measures.

b. Introduce Citizens' Curriculum Advisory Committee (CCAC) Applicant

Assistant Superintendent Travis Reiman explained that CCAC members serve two-year staggered terms, and the recent resignations of two CCAC members has resulted in two committee openings, one with a term ending June 2017, and the other with a term ending June 2018. Assistant Superintendent Reiman said that he and CCAC Chair Elizabeth Moore recommend that Kristi Wilson, who submitted her application shortly after the due date and has been attending CCAC meetings as an observer, be appointed through June 2018, and that the position with the shorter term remain vacant until the next recruitment cycle. He also explained that another community member, Joe Everton, recently contacted Board members and Assistant Superintendent Reiman, asking to be considered for appointment to the committee. Assistant Superintendent Reiman suggested that an appointment of less than one year would not allow adequate time for a CCAC member to acquire the background information that is needed to perform the committee's work. He also suggested that Board members consider establishing guidelines regarding the filling of off-cycle vacancies.

Board members discussed the number of committee members who were appointed this year, the learning curve associated with the type of work performed by the CCAC, communications regarding off-cycle openings, the importance of having equitable processes, and the alignment of Budget Committee and CCAC application procedures. Board members agreed to not make off-cycle appointments, and to leave both of the CCAC positions vacant until the next recruitment cycle. They emphasized that this decision was not in any way a reflection on the qualifications of the community members who have expressed interest in the positions.

c. High School Academic Program Development Process Update

Assistant Superintendent Reiman reported that CCAC members have been reviewing and analyzing the input that has been collected from community members, staff, students, and families regarding shared values around educational outcomes for students. The CCAC will synthesize the data into a document that defines the community's core values, and will make recommendations regarding ability versus heterogeneous groupings of students, presenting this information to the Board on December 6. The goal is not for all schools to have identical course offerings, but to identify consistent criteria that can be considered when making program decisions across the District.

Assistant Superintendent Reiman said that the themes that are developing are consistent, and include the need for students to be challenged, supported, career- and college-ready, critical thinkers, and contributing citizens. He also discussed the process and timeline for developing the 2017-18 high school course catalog, which will include additional opportunities for the community to provide feedback.

The CCAC has expressed the need to obtain a broader range of student input, so a student panel discussion has been scheduled on November 28. Assistant

Superintendent Reiman is working with school leaders to identify students with varied educational experiences to serve on the panel.

All of the input that has been received during this process will also be made available to the community. Board members emphasized the need to make this information available soon, to assure stakeholders that their voices are being heard.

d. Budget Update

Superintendent Mike Scott, Chief Financial Officer Adam Stewart, and Director of Business Services Michelle Morrison discussed the upcoming budget process for the 2017-18 school year. Based on outcomes of the recent election and the latest budget estimates from the State, the District needs to be prepared for a potential budget shortfall.

District leaders are now participating in the Government Finance Officers Association's (GFOA's) Smarter Schools Spending program. An interdisciplinary team has been formed, which will meet regularly to determine the impact that investments have on the District's student achievement goals. The work to be accomplished in the initial year of this program is expected to be challenging, and to result in modifications to the District's budget development process.

e. Substitute Contract Update

Director of Business Services Michelle Morrison and Director of Human Services Brian Haats presented a report on the three-year contract for substitute services that went into effect with EMS SubDesk in July 2016. EMS' performance in key assessment areas has been determined to be exemplary. The discussion included benefits experienced by substitutes, and other effects of the transition.

f. Legislative Priorities Update

Director of Communication Services Beth Graser asked the Board to identify their priorities for the upcoming legislative session. Based on their input, she will draft a document to present for their review during a future meeting. Items that were mentioned included stable and adequate funding for K-12 education, funding requirements for new programs and physical education, grant-funded programs, funded carve-outs, unfunded mandates, PERS expenses, and testing and mitigation expenses for lead in drinking water. Director Kim Strelchun discussed recent revisions to OSBA's revenue reform package.

g. Strategic Plan Goals Update

This report was moved to a future Board meeting agenda.

h. Annual Support Services Report

This item was moved forward on the agenda (see above).

i. Review Board / Superintendent Working Agreements

This discussion was moved to a future Board meeting agenda.

j. Board Discussion Time

This item was delayed until the regular session.

Recess Board Meeting

The meeting was recessed at 7:00 PM.

REGULAR SESSION

Board Present:	Staff Present:
Wayne Clift, Chair	Mike Scott, Superintendent
Monte Akers	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen	Dayle Spitzer, Assistant Superintendent, School Performance
Erik Seligman	Kona Lew-Williams, Chief Human Resources Officer
Janeen Sollman	Adam Stewart, Chief Financial Officer
Kim Strelchun	Elaine Fox, Executive Director, Student Services
	Ted Zehr, Executive Director, Secondary Education
	Beth Graser, Director, Communications
Others Present:	Don Wolff, Chief Information Officer
HHS Drama Students and their Instructor	Brooke Nova, Coordinator, College and Career Pathways
	Val Bokma, Assistant to the Board
Brian Pendergrass, HHS	Martha Méndez Bolaños, Bilingual Interpreter / Translator
Marisol Cariño, PAC	Sindy Avila, Parent and Community Engagement Liaison
Mary Carmen Gaona, PAC	Sev Flores, Technology Support
Javier Leon, PAC	
Elizabeth Moore, CCAC	
Devin Hunter, HCU	
Jill Golay, HEA	
Joe Vermeire, HEA	

2. Call to Order and Flag Salute

Board Chair Wayne Clift reconvened the meeting at 7:10 PM. and led the Pledge of Allegiance. Director Glenn Miller was unable to attend.

3. RECOGNITION / PRESENTATION

Student Presentation: Hillsboro High School Drama

Hillsboro High School drama students performed a scene from their upcoming play, "Dorothy Meets Alice or the Wizard of Wonderland."

4. Approval of Agenda

Director Janeen Sollman MOVED, SECONDED by Director Kim Strelchun, to approve the agenda.

Director Lisa Allen MOVED, SECONDED by Director Erik Seligman, to remove action item 8a [appoint CCAC member] from the agenda.

Board Chair Wayne Clift explained that the Board discussed the two CCAC vacancies during the work session, and determined that the appointment processes for the Budget Committee and the CCAC should be aligned. Therefore, CCAC appointments will not be made off-cycle. He added that, even with attrition, the CCAC has a sufficient number of members to perform its role.

Board Chair Clift emphasized that the candidate who was recommended to fill one of the two vacant positions is extremely qualified, and her contributions to the District are valued.

The AMENDED MOTION CARRIED (6-0).

The MAIN MOTION CARRIED (6-0).

5. Audience Time

Hillsboro School District parent Erika Lopez discussed the need for community members to encourage and support each other. She described the recent "We are Hillsboro" event that she organized, where participants created almost 200 posters expressing affirmation and support, which were donated to Hillsboro schools.

Hillsboro School District parent Shannon Waldo requested clarification regarding the high school academic program development process, the CCAC's role, and access to CCAC meeting minutes and agendas. Board Chair Clift encouraged her to connect with Assistant Superintendent Travis Reiman for answers to her questions.

6. REPORTS AND DISCUSSION

a. Migrant / Bilingual / English Language Learner Programs – Parent Advisory Council (PAC) Report

Members of the District's Migrant / Bilingual / English Language Learner PAC discussed the purpose, goals, and accomplishments of the PAC; the workshops that have been conducted; and PAC leaders' recommendations. Board Chair Clift asked staff to ensure that Board members are informed of the PAC meeting schedule.

b. First Reading—2016-17 Drug, Alcohol, and Tobacco Prevention Plan

Chief Financial Officer Adam Stewart presented the 2016-17 Drug, Alcohol, and Tobacco Prevention Plan for first reading. Director Erik Seligman asked how the significant decrease in student smoking was accomplished. Chief Financial Officer Stewart will consult with Executive Director Casey Waletich, who prepared the report, but was unable to attend the regular session.

The report is included in the Board packet.

c. First Reading – New Course Proposal: Introduction to Bioscience Technologies

Assistant Superintendent Travis Reiman, Hillsboro High School science teacher Brian Pendergrass, and CCAC Chair Elizabeth Moore presented the new course proposal, Introduction to Bioscience Technologies, for first reading. This course is aligned with Portland Community College's Introduction to Bioscience Technologies course, so students will be able to earn dual credit; and the course will help students prepare for post-secondary employment. It is anticipated that Bioscience Technologies will become a full Career Technical Education pathway, offering a Basic (or Advanced) Bioscience Technician Certificate from Portland Community College.

CCAC Chair Elizabeth Moore explained that the CCAC voted unanimously that the course be recommended to the Board for consideration.

Board members and staff discussed additional aspects of the proposal, including community partnerships, grants, funding, expenses, program adjustments, credits, and staffing.

The course proposal, summary, and outline are included in the Board packet.

d. Financial Report

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

e. Policies – First Reading

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

1) Policies Regarding Board and Staff Ethics
   a) Policy BBFA: Board Member Ethics and Conflicts of Interest
   b) Policy BBFB: Board Member Ethics and Nepotism
   c) Policy GBC: Staff Ethics

   Chief Financial Officer Adam Stewart presented Board and staff ethics policies BBFA, BBFB, and GBC for first reading. He explained that the policies are being updated to reflect legislative changes regarding the definition of "relative." He also discussed the new language in policy GBC regarding members of the same family working in the same building, explaining that the new language reflects the District's current practice.

   The policies are included in the Board packet.

2) Policy BDC: Executive Sessions

   Superintendent Mike Scott presented policy BDC: Executive Sessions for first reading. Board members requested legal clarification regarding the process of reaching a consensus. Staff will obtain legal clarification prior to the next Board meeting.

   The policy is included in the Board packet.

3) Policy BFC: Adoption and Revision of Policies

   Superintendent Mike Scott presented policy BFC: Adoption and Revision of Policies for first reading. The policy is included in the Board packet.

7. CONSENT AGENDA

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

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

Consent Agenda items were as follows:

a. Approve Minutes of October 11, 2016, Board Meeting
b. Approve Minutes of October 25, 2016, Board Meeting
c. Approve Routine Personnel Matters
d. Accept Donations
e. Approve Policy Revisions

   The following policies were presented for first reading on October 25, 2016

   1) Policy AC: Nondiscrimination and AC-AR: Discrimination Complaint Procedure
   2) Policy EBCD: Emergency School Closures
   3) Policy IGBAF-AR: Special Education – Individualized Education Program (IEP)

8. ACTION ITEMS

a. Appoint CCAC Member

This item was removed from the agenda.

b. Award Contract for Locker Room Upgrade Project (Nine Sites)

Chief Financial Officer Adam Stewart explained that information regarding this project was discussed during the work session, and asked the Board to award the contract for locker room upgrades to Five Star Builders.

Director Monte Akers said that he would vote against the contract because he does not think it is a practical or effective solution, and he feels that athletic staff were not adequately involved in the decision.

Director Kim Strelchun MOVED, SECONDED by Director Janeen Sollman, to 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. The MOTION CARRIED (5-1), with Director Akers opposed.

9. NWRESD/HCU/HEA Reports

HCU President Devin Hunter expressed appreciation for support staff members, and their hard work, dedication, and essential contributions to student success. He expressed hope that they will not be impacted, if the District faces budget cuts.

HEA President Jill Golay thanked Board members for recognizing teachers during American Education Week. She discussed the theme of American Education Week ("Great Public Schools: A Basic Right and Our Responsibility"), the importance of smaller class sizes, and the need for additional resources; and she said that teachers focus on what is best for students, and want to collaborate when difficult decisions need to be made.

10. Superintendent's Time

Superintendent Scott provided a brief summary of his recent and upcoming activities; thanked staff members for their work, which impacts the lives of 21,000 students; and congratulated Director Janeen Sollman on her new role as state representative.

11. Board of Directors' Time

Board members discussed District events, programs, and processes; provided brief summaries of their recent and upcoming activities; expressed appreciation for staff members; and congratulated Director Sollman on her election victory.

12. Follow-Up Items

Agenda Item / Request	Action
• Provide PAC meeting schedule to Board members	• Provided in Board update
• Respond to question regarding decrease in student smoking	• Provided in Board update
• Provide legal clarification regarding the process of reaching a consensus	• Will be provided

13. Executive Session
    No executive session was called.

14. Adjournment
    The meeting was adjourned at 8:42 PM.

HILLSBORO SCHOOL DISTRICT 1J
December 6, 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:

Ted Zehr
Assignment: Executive Director, Office for School Performance
Location: Administration Center
Effective Date: December 31, 2016
Years of Service: 23 years

B. Ratify the acceptance of the resignation of the following supervisory / technical personnel:

Jeffrey Hamman
Assignment: Resource Conservation Manager
Location: Facilities
Effective Date: November 17, 2016

C. Ratify the acceptance of the retirement of the following licensed personnel:

Jan Dickel
Assignment: 1.0 FTE School Psychologist
Location: Student Services
Effective Date: June 19, 2017
Years of Service: 20 years

Kurt Kristensen
Assignment: 1.0 FTE English Language Learners
Location: Evergreen Middle School
Effective Date: June 19, 2017
Years of Service: 15 years

Dawna Warren
Assignment: 0.8 FTE School Psychologist
Location: Student Services
Effective Date: September 30, 2017
Years of Service: 18 years

D. Ratify the acceptance of the resignation of the following licensed personnel:

Emily Farley
Assignment: 0.5 FTE Elementary Resource Specialist
Location: Orenco Elementary School / Brookwood Elementary School
Effective Date: November 8, 2016

Alexandria Kannel
Assignment: 1.0 FTE Language Arts
Location: Glencoe High School
Effective Date: January 1, 2017

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

Ted Zehr
Assignment: Executive Director, Office for School Performance
Location: Administration Center
Effective Date: January 1, 2017

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

Mark Bernhardt
Education: MA – Concordia University, Portland, OR
Experience: None
Assignment: 1.0 FTE Resource – Quatama Elementary School

Olivia Henry-Dorr
Education: MA – Lewis & Clark College, Portland, OR
Experience: 4 years
Assignment: 0.5 FTE Math/Health – Jackson Elementary School

Jane Murphy
Education: MA – Colorado State University, Ft. Collins, CO
Experience: 40 years
Assignment: 0.4 FTE SLP – Farmington View Elementary School

Heather Towle
Education: MA – San Jose State University, San Jose, CA
Experience: 14 years
Assignment: 0.9 FTE SLP – W. L Henry Elementary School
0.1 FTE SLP – Poynter Middle School

Megan Whitman

Education:	BA – Northwest Missouri State, Maryville, MO
Experience:	None
Assignment:	1.0 FTE Counselor – Mooberry Elementary School

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
ACCEPT GIFTS AND DONATIONS
(as of November 16, 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 $6,964.16 from Ladd Acres PTA to Ladd Acres Elementary School to be used for a site technology coordinator.

RECOMMENDATION

The Superintendent recommends that the Board of Directors accept this donation.

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
APPROVE PARENT ORGANIZATION ACTIVITIES
FOR LIABILITY INSURANCE COVERAGE

SITUATION

In order for a parent organization, such as a Parent / Teacher Organization (PTO) or Booster Club, to be covered under the District's liability insurance policy, certain information must be submitted to the Board for approval during a regularly scheduled Board meeting. This information must include the name of the school, the name of the organization, a list of all events, and the time period covered by the event list. Activities that are not approved by the Board will not be covered by the District's liability insurance.

The Board is scheduled to receive information regarding parent organization activities on a semi-annual basis. Additional activity information may be provided more often, if needed.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the list of parent organization activities to be covered under the District's liability insurance policy.

Parent Organization Activities

January 1, 2017 - June 30, 2017

School	Organization	Description of Activity
Butternut Creek Elementary School	PTC	Family Culture Night
		Bingo/Auction Night
		Father/Daughter Dance
		Spring Fundraiser
Eastwood Elementary School	Boosters	Monthly Meetings
		Family Fun Night
		Holiday Craft Night
Farmington View Elementary	Bobcat Boosters	Monthly Meetings
		Bingo Night
Imlay Elementary School	PTA	Walk-n-Roll Fundraiser
		Monthly PTA Meetings
		T-Shirt Sale
		Dine-Out Family Fundraisers
		Artist-in-Residence
		Ice Cream Social
		STEAM Festival
		Carnival
		Teacher Appreciation Week
		School Assemblies
		Backpack Program for Needy Families
		Yearbook Club
		Volunteer Appreciation
		6th Grade Luau
		End-of-Year Staff Luncheon
		Field Trips
		Outdoor School Busing
		Battle of the Books Sponsorship
		Art Literacy
Ladd Acres Elementary School	PTA	Fun Run
		Carnival
		Ice Cream Social
		Monthly Meetings
		Family Fun Night - Spring 1 / Fall 1
		Holiday Bazaar
		Book Fair - Spring / Fall
		Oregon Battle of the Books

Parent Organization Activities

January 1, 2017 - June 30, 2017

School	Organization	Description of Activity
Lenox Elementary School	Boosters	Meet-and-Greet
		Monthly Meetings
		Boo Hoo Yahoo
		Lenox Laps
		Lenox Laps Rewards
		Book Fair
		Win-with-Reading Kick-Off
		Movie Night
		Bingo Night
		Used Book Sale
		Science Fair
		Teacher Appreciation Week
		Carnival
		Clap Out
Lincoln Street Elementary School	PTO	PTO Monthly Meetings
		PTO Bazaar
		Movie Nights
		Tamale-Making
		Student Store
		Paw Pantry - Food Donations
		Family Game Nights
		Scholastic Book Fair
McKinney Elementary School	PTO	Back-to-School Night
		Fun Run
		Monthly Meetings
Mooberry Elementary School	Mooberry Community Corral	Monthly PTO Meetings
		Winter Bazaar
		Dia de los Niños
North Plains Elementary School	PTO	Bingo Night
		Carnival
		Holiday Gift Shop
		Staff Appreciation Luncheon
		Curriculum Night
		6th Grade Celebration
		Conference Café
		Movie Night
		Spring Showcase
		Fun Run
		Glow Golf Tournament
		Science Fair

Parent Organization Activities

January 1, 2017 - June 30, 2017

School	Organization	Description of Activity
Orenco Elementary School	Orenco Booster Club	Sno-Cone Social
		Monthly Meetings
		Booster Open House
		Art Lit Training
		Donuts with Dads
		Family Fun Night - Bingo
		Muffins with Moms
		Penguin Patch Shopping
Patterson Elementary School	Booster Club	Panther Dash
		Dads-n-Donuts
		Movie Night
		Panther Splash Swim Night
		Family Social & Auction
		Restaurant Night
		Bingo Night
		Moms-n-Muffins
		Field Day
		Monthly Meetings
Quatama Elementary School	Coyote Community Club	Monthly Meetings
		BTS Ice Cream Social
		Bazaar/Book Fair
		Cookie Dough Pick-Up
		Limo Ride
		McTeacher Night
Rosedale Elementary School	Rosedale Parent Group	Back-to-School Luncheon
		Carnival
		Teacher Conference Luncheon
		Fall Movie Night
		Winter Movie Night
		Spring Bingo/Silent Auction
		Spring Teacher Luncheon
Tobias Elementary School	PTO	Monthly PTO Board Meetings
		Monthly PTO Meetings
		Yahoo Boo Hoo with Kindergarten Parents
		Bookworm Bash
		Tiger Trek Fun Run Fundraiser
		Fundraiser Fund Counting and Prize Prep
		Picture Day
		Harvest Carnival
		Hearing Screening
		Vision Screening
		Holiday Bazaar
		Fall Book Fair
		Chess Tournament

Parent Organization Activities

January 1, 2017 - June 30, 2017

School	Organization	Description of Activity
W. L. Henry Elementary School	PTO	Movie Nights
		Carnival
		Tamale Sale
		Monthly Meetings
		Walk-a-Thon
		McTeacher Nights
		Fill-the-Envelope Fundraiser
		Dance
		Talent Show
		Family Night
Groner K-8 School	Groner PTO	Monthly Meetings
		ASL After-School Program
		Accelerated Reader Lunch with the Principal
		Accelerated Reader Rock Wall Party
		Art Literacy
		Lego Robotics
		Dr. Seuss Breakfast
		Staff Luncheon
		Staff Appreciation Week
		Dine-Outs
		BINGO Night
		Family Fiesta Night
		Jog-a-Thon
		Father/Daughter Dance
Evergreen Middle School	Parent Club	Monthly Meetings
		Student Store
		Parent Fun Run
Poynter Middle School	Parent Club	Monthly Meetings
Century High School	Boosters	B2S Registration - Sell Spirit Gear
		Monthly Meetings
		Harvest Bazaar Event
		Home Football Games to Sell Spirit Gear
		Home Basketball Games to Sell Spirit Gear
		Scholar Athlete Dinner

Parent Organization Activities

January 1, 2017 - June 30, 2017

School	Organization	Description of Activity
Glencoe High School	Band and Color Guard Booster Club	Volunteer Help with Youth Baseball Concessions
		Board Meetings
		Volunteer to Help with Hillsboro 4th of July Parade – Water Carrier and Distribution
		Volunteer Help with Can and Bottle Drive Fundraiser
		Volunteer to Help with North Plains Garlic Festival Parade – Water Carrier and Distribution
		Band Camp Snacks – Purchase and Distribute Pre-Packaged Snack Items During Band Camp
		Annual Marching Band Showcase and Meeting
		Volunteer Help with Home Football Games: Concession Stand, Equipment Moving, Chaperoning in the Stands
		Purchase Materials and Build Props for the Marching Band Show
		Volunteer Help for the Band Night-Out Fundraiser
		Volunteer Help at Marching Band Contests
		Annual Fall Band Awards Night and Meeting
	PTO	Freshman Connection Night
		Tide Store to Football Games
		GHS Career Center
		PTO Meetings
		Back-to-School Envelope Stuffing
		Schedule Change Days
		Back-to-School Night
		Homecoming Dance
		Fall Conference Staff Dinner
		Fall Conference Staff Breakfast
		Academic Testing
		Football Concessions
		Tide Store to Evergreen Middle School
		Tide Store Open House
		GHS Grad Party Planning Meetings
		First Week of School Registration / Locker Assignment
		Parent Conferences
		Basketball Concessions

Parent Organization Activities

January 1, 2017 - June 30, 2017

School	Organization	Description of Activity
Hillsboro High School	HBBA (Hillsboro Band Boosters Association)	Band Camp
		Percussion Camp
		Home Football Games - Chaperoning
		Fall Marching Competitions
		Fall Marching Practices
		Parent Monthly Meetings
		Fall Band Concert
		Macy's Holiday Parade
		League Jazz Festival
	2017 Grad Party Committee	Holiday Bazaar
		Monthly Meetings
		Grad Party June 10
		Wreath and Scarf Sale
		Paint Night Fundraiser
		Casino Bus Fundraiser
		Zumba Night Fundraiser
Liberty High School	Liberty Community Club	Monthly Parent Information Meetings

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
ADOPT PLANNING CALENDAR FOR THE 2017-18 BUDGET

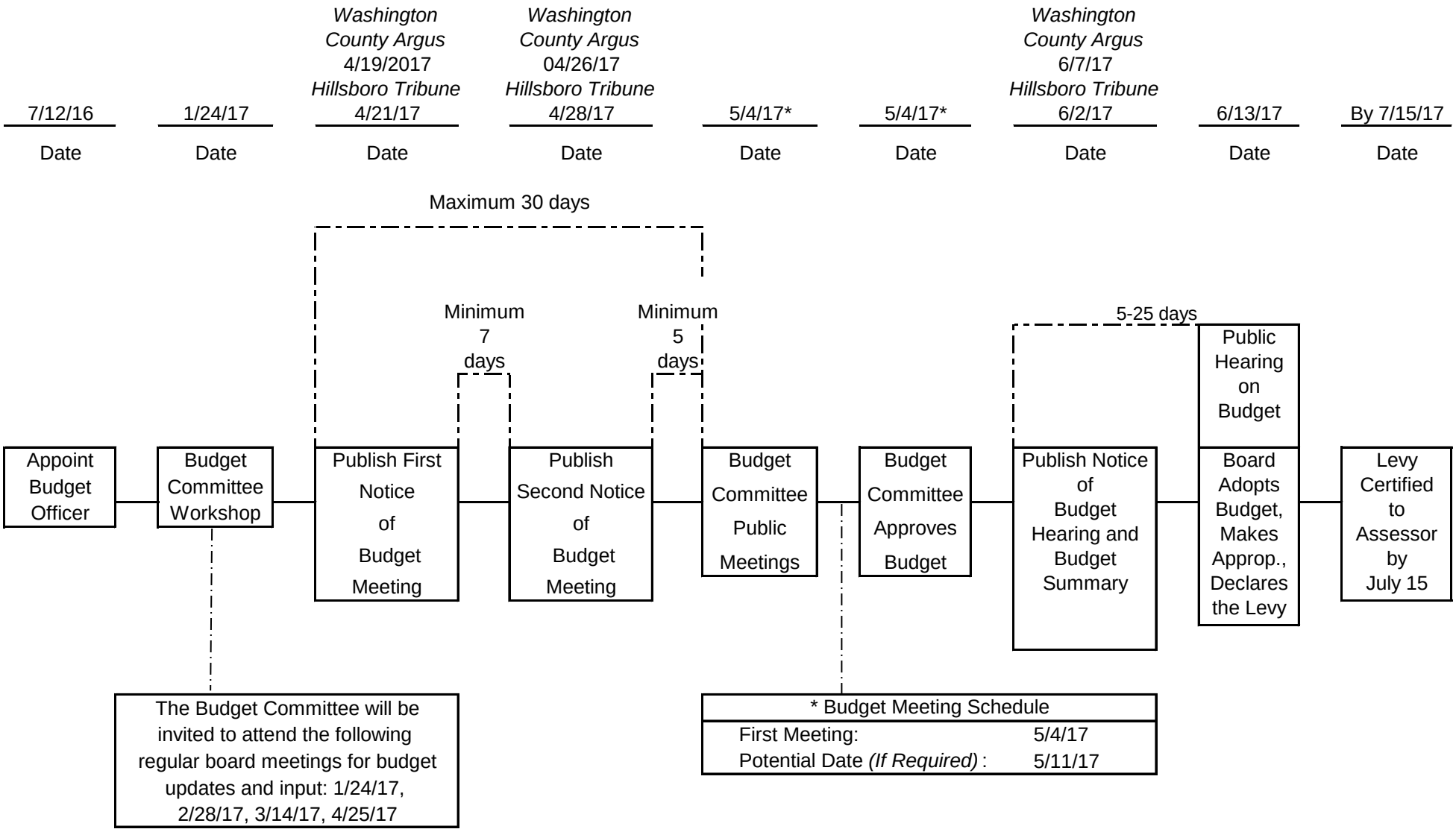
SITUATION

Each year, the Board of Directors adopts a budget planning calendar for the upcoming year, in accordance with ORS 294.305 – 294.565 and Board policy DBC. The administration will prepare the 2017-18 Proposed Budget, which will be presented during the Budget Committee meeting on May 4, 2017. Provision has been made for an additional meeting on May 11, 2017, if needed. The calendar provides for the Public Hearing and Board actions to be taken during the regular June 13, 2017, Board meeting.

RECOMMENDATION

The Superintendent recommends that the Board of Directors adopt the proposed planning calendar for the 2017-18 budget.

HILLSBORO SCHOOL DISTRICT 1J
PROPOSED PLANNING CALENDAR - 2017-18 BUDGET



Mission: "Engage and challenge all learners to ensure academic excellence"

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
ADOPT 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. The Board receives an annual report, outlining curricular programs and activities that are provided to students as part of the District's comprehensive Drug, Alcohol, and Tobacco Prevention Plan. The 2016-17 Drug, Alcohol, and Tobacco Prevention Plan was presented for first reading on November 15, 2016.

RECOMMENDATION

The Superintendent recommends the Board of Directors adopt 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
December 6, 2016
APPROVE NEW HIGH SCHOOL COURSE PROPOSAL:
INTRODUCTION TO BIOSCIENCE TECHNOLOGIES

SITUATION

Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, entitled "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. The Board reviewed the first reading of the course proposal during the November 15, 2016, Board meeting.

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 that the Board of Directors approve 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 NWRESD 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
December 6, 2016
APPROVE REVISIONS TO 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.

These proposed revisions were presented to the Board for first reading on November 15, 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 policies BBFA: Board Member Ethics and Conflicts of Interest; BBFB: Board Member Ethics and Nepotism; and GBC: Staff Ethics.

Hillsboro School District 1J

Code: BBFA
Adopted: 07/96
Revised: ~~04/11~~ ____

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 spouse[1], 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 spouse[1], 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

[1]The term spouse includes domestic partner.

legal support obligation, whose employment provides benefits[2] 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.

[2]Examples 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 spouse[3], 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 benefits[4] 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.

[3]The term spouse includes domestic partner.
[4]Examples 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 ~~a~~:

               a) A f~~F~~ederal, state, or local government;
               b) An Oregon or federally recognized Native American Tribe; or
               c) A n~~N~~on-profit corporation.

         (b) The Board member 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 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(~~6~~7)(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 199-005-000~~3~~1 to 199-0~~2~~10-00~~20~~15

38 OR. ATTY. GEN. OP. 1995 (1978)
OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS ~~(2008)~~

Hillsboro School District 1J

Code: BBFB
Adopted: 12/08
Revised: ~~04/11~~ ____

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);

2 ~~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 spouse[1];~~

~~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 spouse[1], 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

[1]The term spouse includes domestic partner.

provides benefits[2] 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 ~~that~~ 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~~1~~ to 199-02~~1~~0-0~~02~~0150
~~OAR 584-020 0040~~

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

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

Hillsboro School District 1J

Code: GBC
Adopted: 07/96
Revised: ~~11/10~~ ____

Staff Ethics

I. Conflict of Interest

No District employee will use his/her District position to obtain personal financial benefit or to avoid~~ance 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 avoid~~ance 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 spouse[1].~~

~~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 spouse[1], 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 benefits[2] to the employee, or who receives any benefit from the employee's public employment.

[1]The term spouse includes domestic partner.

[2]Examples 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 spouse[3], 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 benefits[4] 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.

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benefits such as insurance, tuition or retirement allotments.

[3]The term spouse includes domestic partner.

[4]Examples 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 ~~F~~federal, state, or local government~~.~~;
b) An Oregon or federally recognized Native American Tribe~~.~~; or
c) A ~~N~~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~~6)(b)(I)(~~i~~i).

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 199-005-0005~~0~~1 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
December 6, 2016
APPROVE REVISIONS TO POLICY BDC: EXECUTIVE SESSIONS

SITUATION

Revisions to Board policy BDC: Executive Sessions are based on recommendations from Oregon School Boards Association (OSBA) and the District's legal counsel to reflect recent legislative changes, including the addition of school safety as an executive session topic. Additional revisions include clerical / housekeeping updates.

During the first reading of the policy, on November 15, 2016, Board members raised questions regarding language in the policy related to the decision-making process. The language that was questioned has been removed from the version of the policy that is now presented for approval.

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 BDC: Executive Sessions.

Hillsboro School District 1J

Code: BDC
Adopted: 07/96
Revised: ~~09/09~~ ____

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.

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 request~~s~~ 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 do~~es~~ 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
December 6, 2016
APPROVE REVISIONS TO 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.

These proposed revisions were presented to the Board for first reading on November 15, 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 BFC: Adoption and Revision of Policies.

Hillsboro School District 1J

Code: BFC
Adopted: 07/96
Revised: 06/07

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
December 6, 2016
APPOINT BUDGET COMMITTEE MEMBERS

SITUATION

State law and policy DBEA provide for the establishment of a Budget Committee to review the District's proposed budget. The Budget Committee consists of all seven Board members and an equal number of qualified electors. Budget Committee members are appointed for three-year terms with staggered expiration dates.

Budget Committee positions 5, 6, and 7 expired on June 30, 2016. Position 1 is also open, due to a resignation, and will be filled for the remainder of the term (through June 30, 2017). These vacancies were advertised throughout the summer; and a total of nine applications were received, including two applications for reappointment and seven new applications.

During the September 27 work session, it was determined that applicants for the Budget Committee would be interviewed, and the finalists would be appointed after the interviews were completed. During tonight's work session, the interview team updated the Board on the candidate interviews, and made recommendations.

RECOMMENDATION

The Superintendent recommends that the Board of Directors appoint the selected candidates to the Budget Committee.

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
APPROVE 2017-18 AND 2018-19 SCHOOL CALENDARS

SITUATION

Board policy IC: School Year / School Calendar requires that the calendar for the upcoming school year be approved no later than the April Board meeting. This year, calendars were drafted for the 2017-18 and 2018-19 school years, and were presented to the Board for first reading on October 25, 2016. The proposed calendars begin school after the Labor Day holiday, and include the following key features:

- The calendars are aligned with Oregon University winter and spring breaks
    - Winter break:
        - 2017-18 - December 18, 2017, through January 1, 2018
        - 2018-19 - December 17, 2018, through January 1, 2019
    - Spring break
        - 2017-18 - March 26, 2018, through March 30, 2018
        - 2018-19 - March 25, 2019, through March 29, 2019
- Inclement weather make-up days are included
- The calendars comply with the seat-time requirements outlined by the Oregon Department of Education
- Instructional days are balanced in each semester
- The calendars reflect the 191-day contract for licensed employees

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the proposed 2017-18 and 2018-19 calendars.

Draft 1A
2017-18 Calendar
After Labor Day

First Day/Last Day/End of Quarter/Semester for Students

No School

Elementary Only

Early Release

Possible Inclement Weather Make-up Days
In case inclement weather requires the District to close schools during the 2017-18 school year, June 19 and 20, have been identified as days that could be added to the school calendar as make-up days. If these days are added back to the calendar, high school graduation will not be affected.

HILLSBORO SCHOOL DISTRICT

JULY 2017

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

23, 24, 25 – New Teacher In-Service

28, 29 – In-Service

30 – Staff Development

31 – In-service

AUGUST 2017

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

1 – Licensed Non-Contract Day

4 – NO SCHOOL
Holiday – Labor Day

5 – First Day of School

7 – First Day of School for Kindergarten

SEPTEMBER 2017 — 19

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

12 – NO SCHOOL
Elementary – Staff Development and Work Day

13 – NO SCHOOL
Licensed Non-Contract Day

OCTOBER 2017 — 20/21

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

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

NOVEMBER 2017 — 16

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

18-29 – NO SCHOOL
Licensed Non-Contract Days (Winter Break)

25 – Christmas Day

DECEMBER 2017 — 11

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

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

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

31 – End of 1st Semester

JANUARY 2018 — 21

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

1 – NO SCHOOL
Teacher Prep

2 – NO SCHOOL
Grade Prep

19 – NO SCHOOL
Holiday – Presidents' Day

FEBRUARY 2018 — 17

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

26-30 – NO SCHOOL
Licensed Non-Contract Days (Spring Break)

MARCH 2018 — 17

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

12 – End of 3rd Quarter

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

APRIL 2018 — 20

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

28 – NO SCHOOL
Holiday – Memorial Day

MAY 2018 — 22

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

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

18 – Last Day for Teachers

19 & 20 – Possible make-up days for inclement weather

JUNE 2018 — 11

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

Draft 2A
2018-19 Calendar
After Labor Day

First Day/Last Day/End of Quarter/Semester for Students

No School

Elementary Only

Early Release

Possible Inclement Weather Make-up Days
In case inclement weather requires the District to close schools during the 2018-19 school year, June 19 and 20, have been identified as days that could be added to the school calendar as make-up days. If these days are added back to the calendar, high school graduation dates will not be affected.

HILLSBORO SCHOOL DISTRICT

JULY 2018

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

22, 23, 24 – New Teacher In-Service

27, 28 – In-Service

29 – Staff Development

30 – In-Service

31 – Licensed Non-Contract Day

AUGUST 2018

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

3 – **NO SCHOOL**
Holiday – Labor Day

4 – First Day of School

6 – First Day of School for Kindergarten

SEPTEMBER 2018 — 19

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

11 – NO SCHOOL
Elementary – Staff Development and Work Day

12 – NO SCHOOL
Licensed Non-Contract Day

OCTOBER 2018 — 21/22

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

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

NOVEMBER 2018 — 16

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

17 – 31 – NO SCHOOL
Licensed Non-Contract Days (Winter Break)

25 – Christmas Day

DECEMBER 2018 — 10

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

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

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

30 – End of 1st Semester

31 – NO SCHOOL
Teacher Prep

JANUARY 2019 — 20

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

1 – NO SCHOOL
Grade Prep

18 – NO SCHOOL
Holiday – Presidents' Day

FEBRUARY 2019 — 18

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

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

MARCH 2019 — 16

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

11 – End of 3rd Quarter

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

APRIL 2019 — 21

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

27 – NO SCHOOL
Holiday – Memorial Day

MAY 2019 — 22

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

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

18 – Last Day for Teachers

19 & 20 – Possible make-up days for inclement weather

JUNE 2019 — 11

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

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
AUTHORIZATION TO APPROVE INTERGOVERNMENTAL AGREEMENT WITH CITY OF CORNELIUS

SITUATION

The Hillsboro School District currently owns a 40-acre parcel in the new Southeast Urban Growth Boundary (UGB) expansion area in the City of Cornelius (the tan-shaded area on the attached map). The City has been working since this property came into the UGB to put together a concept plan that includes zoning and infrastructure. The City of Cornelius has approached Hillsboro School District with a request to construct roads on the north (extension of S. Alpine Street) and west (S. 29th Blvd.) boundaries of the District's land. The City of Cornelius is offering to pay for all construction costs associated with these streets and improvements, in exchange for Hillsboro School District granting a right-of-way to the City.

Specifically, the District's obligations will include:

1) Dedication of the right-of-way by January 1, 2017;
2) The District will support the annexation of the right-of-way into the City;
3) The District will pay the Transportation Development Tax (TDT) when the District develops the property as a school site; and
4) The District shall provide temporary construction easements to the City for the construction of these streets.

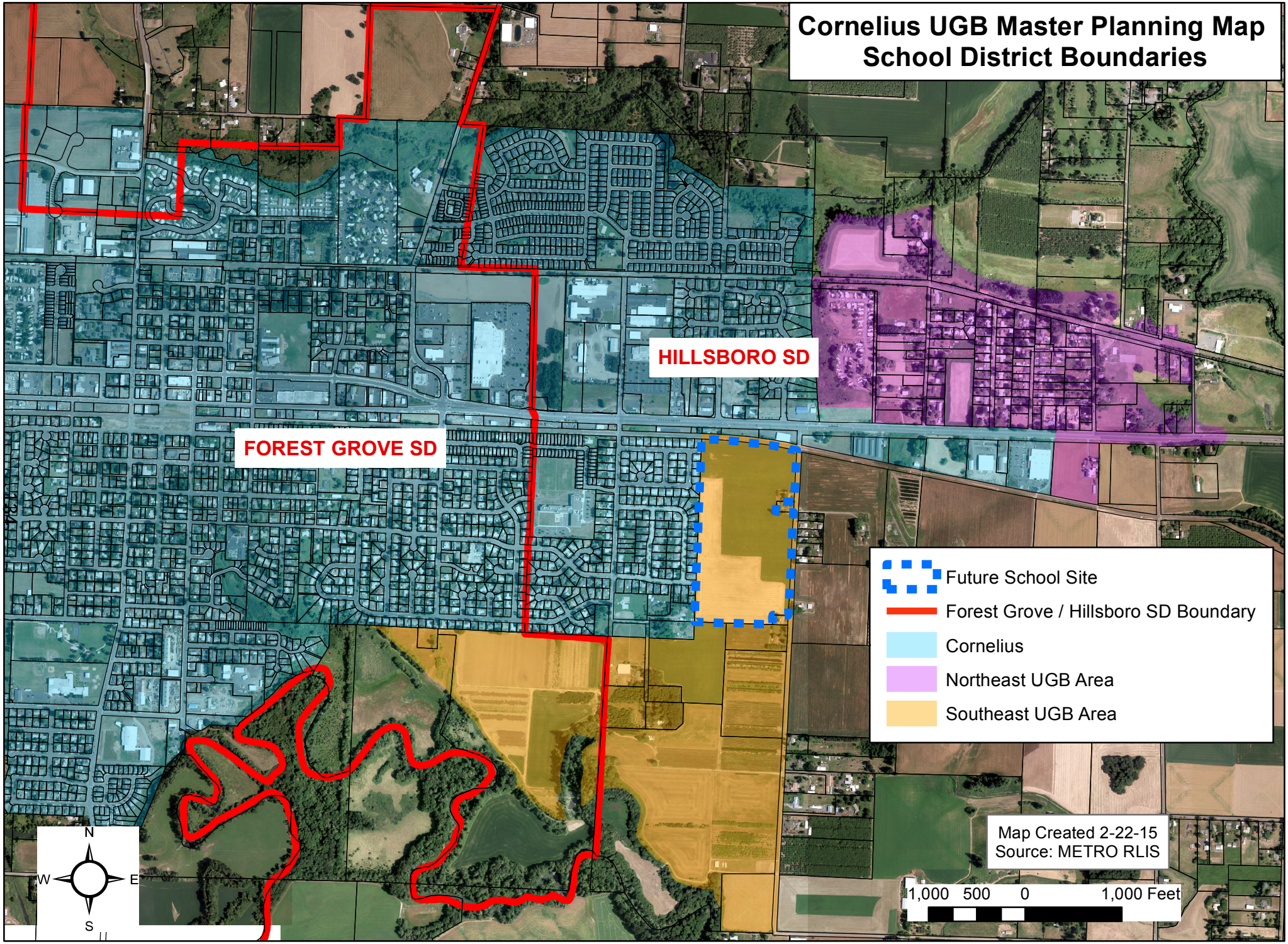
The City's obligations will include:

1) Designing and constructing the roads before the District completes construction of any school buildings on the District's site;
2) The City shall not require any additional right-of-way dedications on the District's parcel for these streets;
3) The City shall allow the District permanent access to S. 29th Blvd. and S. Alpine Street at locations that do not pose a traffic safety hazard and conform to the City Code;
4) The City shall provide sufficient capacity for conveyance of storm water runoff from future development of the District's parcel; and
5) The City shall provide the District the opportunity to review construction plans for these streets, and the City shall make every effort to incorporate reasonable District suggestions into the final plans.

Having consulted with the District's realtor and legal counsel, staff believes that this proposal is in the best interests of both the City of Cornelius and the District. The District will need these streets and infrastructure in place before a school can be built on this site, and the City will be able to move forward with the planning process for the Southeast UGB expansion planning.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to this report and authorize the Chief Financial Officer to sign the attached agreement on behalf of the District.


Cornelius UGB Master Planning Map
School District Boundaries
HILLSBORO SD
FOREST GROVE SD
Future School Site
Forest Grove / Hillsboro SD Boundary
Cornelius
Northeast UGB Area
Southeast UGB Area
N
W
E
S
Map Created 2-22-15
Source: METRO RLIS
1,000 500 0 1,000 Feet

INTERGOVERNMENTAL AGREEMENT
BETWEEN
HILLSBORO SCHOOL DISTRICT AND THE CITY OF CORNELIUS
FOR SOUTH 29TH BOULEVARD AND SOUTH ALPINE STREET

THIS INTERGOVERNMENTAL AGREEMENT is entered into between the Hillsboro School District, a political subdivision of the State of Oregon, acting by and through its elected officials, hereinafter referred to as "DISTRICT"; and the City of Cornelius, a municipal corporation, acting by and through its City Council, hereinafter referred to as "CITY."

RECITALS

1. WHEREAS, ORS 190.010 authorizes agencies to enter into intergovernmental agreements for the performance of any or all functions and activities that a party to the agreement has the authority to perform; and

2. WHEREAS, the DISTRICT owns Tax Lot 1S303A000100, a 41-acre parcel located on the west side of S. 345th Avenue and south of the railroad right-of-way located just south of Baseline Street.

3. WHEREAS, CITY desires to construct S. 29th Boulevard and S. Alpine Street, City collector streets, through the western and northern portions of Tax Lot 1S303A000100.

4. WHEREAS, prior to construction of S. 29th Boulevard and S. Alpine Street, public right-of-way through Tax Lot 1S303A000100 must be secured by the CITY.

5. WHEREAS, it is the mutual desire of the DISTRICT and CITY to enter into such an Agreement to allow S. 29th Boulevard and S. Alpine Street to be constructed by the City at minimum cost to the DISTRICT and CITY.

AGREEMENT

NOW, THEREFORE, the premise being in general as stated in the foregoing recitals, and in consideration of the terms, conditions and covenants as set forth below, the parties hereto agree as follows:

1. PROJECT DESCRIPTION

1.1 S. 29th Boulevard and S. Alpine Street improvements on the DISTRICT's tax lot will include two-lane streets meeting CITY collector standards. Specific improvements include: two, 10-foot travel lanes, concrete 12-foot wide multi-use path on one side of each street, curbs, street lighting, drainage, landscaping, water quality facilities, and all necessary permitting.

1.2 Improvements along both S. 29th Boulevard and S. Alpine Street will include public water mains at least 8 inches in diameter.

1.3 This road and utility work are referred to herein as the PROJECT.

2. DISTRICT OBLIGATIONS

2.1 DISTRICT shall dedicate the right-of-way necessary for the PROJECT to the CITY at no cost. This right-of-way is described in Exhibits A and B.

2.2 DISTRICT shall complete the dedication of this right-of-way by January 1, 2017.

2.3 DISTRICT shall support annexation of the right-of-way into the CITY.

2.4 DISTRICT shall pay the appropriate TDT (Transportation Development Tax) when the DISTRICT develops their parcel.

2.5 DISTRICT shall provide the CITY, at no cost, temporary construction easements for the construction of the PROJECT when requested.

3. CITY OBLIGATIONS

3.1 CITY commits to funding, designing, and constructing the PROJECT before the DISTRICT completes construction on any school buildings on the DISTRICT parcel.

3.2 CITY shall not require any additional right-of-way dedications on the DISTRICT's parcel for S. 29th Boulevard or S. Alpine Street.

3.3 CITY shall allow the DISTRICT permanent access to S. 29th Boulevard and S. Alpine Street at locations that do not pose a traffic safety hazard and conform to the City Code.

3.4 CITY shall provide sufficient capacity for conveyance of stormwater runoff from future development of the DISTRICT's parcel.

3.5 CITY shall provide the DISTRICT the opportunity to review construction plans for the PROJECT and the CITY shall make every effort to incorporate reasonable DISTRICT suggestions into the final plans.

4. OTHER PROVISIONS

4.1 The PROJECT includes treatment of stormwater runoff for the PROJECT in

accordance with Clean Water Services standards. It does not include treatment of runoff from the non-right-of-way portion of the DISTRICT's site.

4.2 The DISTRICT will not receive TDT credit for dedication of the right-of-way for the PROJECT and will not be required to construct the PROJECT.

4.3 The PROJECT will likely include a new railroad crossing at S. 29th Boulevard and a new intersection of S. 29th with Baseline. The DISTRICT may be responsible for further improvements to this crossing and intersection, as dictated by ODOT, when the DISTRICT develops its site. The CITY will provide the DISTRICT any TDT credits that are allowable for these additional improvements to the railroad crossing and intersection.

4.4 The PROJECT relies primarily on TDT monies from new development in the City to fund design and construction. The City anticipates constructing this road in 2018-2019 based on anticipated rates of development in the City. However, if development in the City slows significantly, PROJECT construction is likely to be delayed.

5. GENERAL PROVISIONS

5.1 LAWS OF OREGON

The parties shall comply with all applicable laws and regulations regarding the handling and expenditure of public funds. This Agreement shall be construed and enforced in accordance with the laws of the State of Oregon. All applicable provisions required by ORS Chapter 279A and 279C to be included in public contracts are incorporated and made a part of this Agreement as if fully set forth herein.

5.2 DEFAULT

Time is of the essence in the performance of the Agreement. Either party shall be deemed to be in default if it fails to comply with any provisions of this Agreement. The non-defaulting party shall provide the other party with written notice of default and allow thirty (30) days within which to cure the defect.

5.3 INDEMNIFICATION

This Agreement is for the benefit of the parties only. Each party agrees to indemnify and hold harmless the other party, and its officers, employees, and agents, from and against all claims, demands and causes of actions and suits of any kind or nature for personal injury, death or damage to property on account of or arising out of services performed, the omissions of services or in any way resulting from the negligent or wrongful acts or omissions of the indemnifying party and its officers, employees and agents. To the extent applicable, the above indemnification is subject to and shall not exceed the limits of liability of the Oregon Tort Claims Act (ORS 30.260 through 30.300).

In addition, each party shall be solely responsible for any contract claims, delay damages or similar items arising from or caused by the action or inaction of the party under this agreement.

5.4 MODIFICATION OF AGREEMENT

No waiver, consent, modification or change of terms of this Agreement shall be binding unless in writing and signed by both parties.

5.5 DISPUTE RESOLUTION

The parties shall attempt to informally resolve any dispute concerning any party's performance or decisions under this Agreement, or regarding the terms, conditions or meaning of this Agreement. A neutral third party may be used if the parties agree to facilitate these negotiations. In the event of an impasse in the resolution of any dispute, the issue shall be submitted to the governing bodies of both parties for a recommendation or resolution.

5.6 REMEDIES

Subject to the provisions in paragraph 5.5, any party may institute legal action to cure, correct or remedy any default, to enforce any covenant or agreement herein, or to enjoin any threatened or attempted violation of this Agreement. All legal actions shall be initiated in Washington County Circuit Court. The parties, by signature of their authorized representatives below, consent to the personal jurisdiction of that court.

5.7 EXCUSED PERFORMANCE

In addition to the specific provisions of this Agreement, performance by any party shall not be in default where delays or default is due to war, insurrection, strikes, walkouts, riots, floods, drought, earthquakes, fires, casualties, acts of God, governmental restrictions imposed or mandated by governmental entities other than the parties, enactment of conflicting state or federal laws or regulations, new or supplementary environmental regulation, litigation or similar bases for excused performance that are not within the reasonable control to the party to be excused.

5.8 SEVERABILITY

If any one or more of the provisions contained in this Agreement is invalid, illegal or unenforceable in any respect, the validity, legality and enforceability of the remaining provisions of the Agreement will not be affected or impaired in any way.

5.9 INTEGRATION

This Agreement is the entire agreement of the parties on its subject and supersedes any prior discussions or agreements regarding the same subject.

5.10 NO THIRD-PARTY BENEFICIARIES

This Agreement is personal to DISTRICT and CITY and there are no third-parties with any rights or obligations under the Agreement.

6. TERMS OF AGREEMENT

6.1 The term of the Agreement shall be from the date of execution until the completion of the PROJECT, but not to exceed ten (10) years.

6.2 This Agreement may be amended or extended for periods of up to one (1) year by mutual consent of the parties. It may be canceled or terminated for any reason by either party. Termination or cancellation shall be effective thirty (30) days after written notice to the other party, or at such time as the parties may otherwise agree. The parties shall, in good faith, agree to such reasonable provisions for winding up the PROJECT and paying for any additional costs as necessary.

IN WITNESS WHEREOF, the parties hereto have set their hands as of the day and year hereinafter written.

CITY OF CORNELIUS, OREGON

_____
CITY MANAGER

DATE: _____

ATTEST:

_____
CITY RECORDER

APPROVED AS TO FORM:

_____
CITY ATTORNEY

**HILLSBORO SCHOOL DISTRICT,
OREGON**

_____
CHAIR, HILLSBORO SCHOOL DISTRICT

DATE: _____

_____
RECORDING SECRETARY

APPROVED AS TO FORM:

_____
DISTRICT COUNSEL

AKS ENGINEERING & FORESTRY, LLC
12965 SW Herman Road, Suite 100, Tualatin, OR 97062
P: (503) 563-6151 F: (503) 563-6152
OFFICES IN: TUALATIN, OR - VANCOUVER, WA - SALEM-KEIZER, OR

AKS Job #5336

EXHIBIT A

Legal Description

A tract of land located in the Northeast One-Quarter of Section 3, Township 1 South, Range 3 West, Willamette Meridian, Washington County, Oregon and being more particularly described as follows:

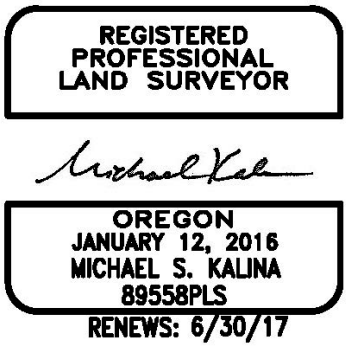
Beginning at the southeast corner of Lot 4 of the plat of "Dimeo's Quail Run", which bears North 80º36'19" East 911.05 feet from the northwest corner of the J. Lingenfelter Donation Land Claim No. 49, thence along the east line of said plat and the east line of the plat of "Dimeos' Quail Run No. 2", North 02º16'06" East 1034.51 feet to the southeast corner of the plat of "Braukman Park"; thence along the east line of said plat and the east line of the plat of "Old Oak No. 2", North 02º17'57" East 418.98 feet; thence leaving said east lines, along a curve to the right with a Radius of 230.00 feet, Delta of 45º54'38", Length of 184.30 feet, and a Chord of North 25º15'16" East 179.41 feet; thence along a curve to the left with a Radius of 170.00 feet, Delta of 45º52'36", Length of 136.12 feet, and a Chord of North 25º16'17" East 132.51 feet to the easterly extension of the southerly right-of-way line of South Alpine Street (60.00 foot right-of-way width); thence along said easterly extension North 88º00'08" West 121.69 feet to the east line of the plat of "Old Oak No. 2"; thence along said east line North 02º17'57" East 60.00 feet to the northerly right-of-way line of South Alpine Street (60.00 foot right-of-way width); thence along the easterly extension of said northerly right-of-way line South 88º00'08" East 111.67 feet to a line parallel with and 40.00 feet westerly of the southerly extension of the centerline of South 29th Avenue; thence along said parallel line North 02º16'57" East 92.63 feet to the southerly right-of-way line of the Southern Pacific Railroad (60.00 foot right-of-way width); thence along said southerly right-of-way line along a non-tangential curve to the right with a Radius of 12281.01 feet, Delta of 0º09'45", Length of 34.86 feet, and a Chord of South 87º23'59" East 34.86 feet; thence along a curve to the right with a Radius of 5319.75 feet, Delta of 8º13'45", Length of 764.06 feet, and a Chord of South 83º12'14" East 763.40 feet; thence along a curve to the right with a Radius of 18301.75 feet, Delta of 0º15'28", Length of 82.34 feet, and a Chord of South 78º57'37" East 82.34 feet to the westerly right-of-way line of SW 345th Avenue (40.00 foot right-of-way width), which bears South 25º42'19" West 301.98 feet from the northeast corner of said Section 3; thence along said westerly right-of-way line South 02º49'41" West 60.64 feet to a line parallel with and 60.00 feet southerly of the southerly right-of-way line of the Southern Pacific Railroad; thence along said parallel line along a non-tangential curve to the left with a Radius of 18241.75 feet, Delta of 0º17'08", Length of 90.87 feet, and a Chord of North 78º56'47" West 90.87 feet; thence continuing along said parallel line along a curve to the left with a Radius of 5259.75 feet, Delta of 4º58'56", Length of 457.36 feet, and a Chord of North 81º34'49" West 457.22 feet; thence leaving said parallel line along a curve to the left with a Radius of 170.00 feet, Delta of 40º57'38", Length of 121.53 feet, and a Chord of South 75º26'54" West 118.96 feet; thence along a curve to the right with a Radius of 230.00 feet, Delta of 37º01'47", Length of 148.65 feet, and a Chord of South 73º28'59" West 146.07 feet to the easterly extension of the southerly right-of-way line of South Alpine Street (60.00 foot right-of-way width); thence along said easterly extension North 88º00'08" West 10.15 feet to a

line parallel with and 30.00 feet easterly of the southerly extension of the centerline of South 29th Avenue; thence along said parallel line South 02º16'57" West 0.15 feet; thence along a curve to the right with a Radius of 230.00 feet, Delta of 45º55'37", Length of 184.36 feet, and a Chord of South 25º14'46" West 179.47 feet; thence along a curve to the left with a Radius of 170.00 feet, Delta 45º54'38", Length of 136.22 feet, and a Chord of South 25º15'16" West 132.60 feet to a line parallel with and 60.00 feet easterly of the east line of the plat of "Old Oak No. 2" and the east line of the plat of "Braukman Park"; thence along said parallel line South 02º17'57" West 418.97 feet; thence along a line parallel with and 60.00 feet easterly of the east line of the plat of "Dimeo's Quail Run No. 2" and the plat of "Dimeo's Quail Run" South 02º16'06" West 1034.28 feet to the north line of Partition Plat Number 1997-039; thence along said north line North 87º55'58" West 60.00 feet to the Point of Beginning.

The above described tract of land contains 4.25 acres, more or less.

The basis of bearings is per Oregon State Plane coordinate system North Zone (3601), NAD83(91). Distances are ground distances with a scale factor of 1.0000918189.

05/17/2016



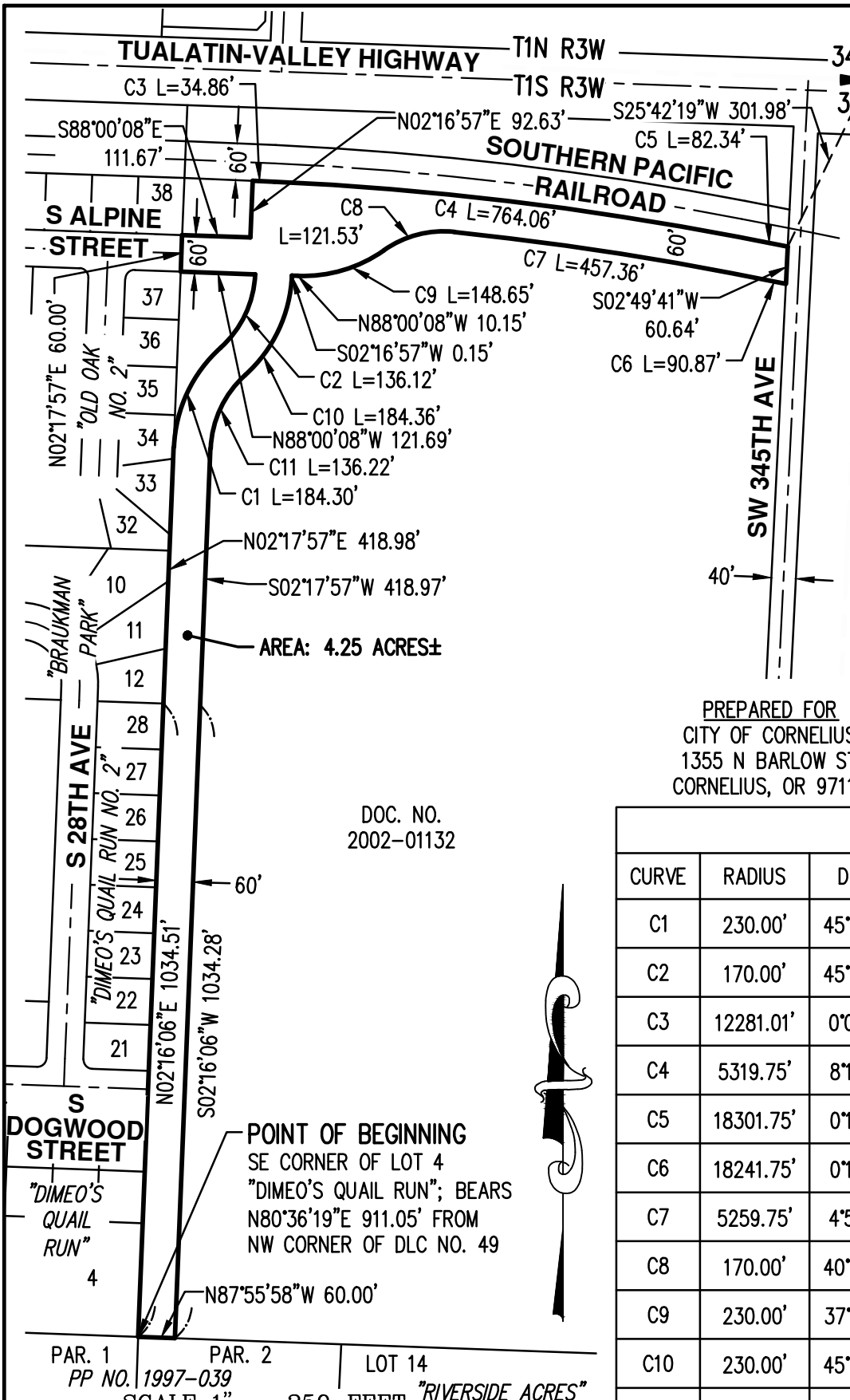


EXHIBIT B

MAP OF LEGAL DESCRIPTION

A TRACT OF LAND LOCATED IN THE NE 1/4 OF SEC. 3, T1S, R3W, W.M., WASHINGTON COUNTY, OREGON

05/17/2016

REGISTERED PROFESSIONAL LAND SURVEYOR

OREGON
JANUARY 12, 2016
MICHAEL S. KALINA
89558PLS
RENEWS: 6/30/17

PREPARED FOR
CITY OF CORNELIUS
1355 N BARLOW ST
CORNELIUS, OR 97113

CURVE TABLE				
CURVE	RADIUS	DELTA	LENGTH	CHORD
C1	230.00'	45°54'38"	184.30'	N25°15'16"E 179.41'
C2	170.00'	45°52'36"	136.12'	N25°16'17"E 132.51'
C3	12281.01'	0°09'45"	34.86'	S87°23'59"E 34.86'
C4	5319.75'	8°13'45"	764.06'	S83°12'14"E 763.40'
C5	18301.75'	0°15'28"	82.34'	S78°57'37"E 82.34'
C6	18241.75'	0°17'08"	90.87'	N78°56'47"W 90.87'
C7	5259.75'	4°58'56"	457.36'	N81°34'49"W 457.22'
C8	170.00'	40°57'38"	121.53'	S75°26'54"W 118.96'
C9	230.00'	37°01'47"	148.65'	S73°28'59"W 146.07'
C10	230.00'	45°55'37"	184.36'	S25°14'46"W 179.47'
C11	170.00'	45°54'38"	136.22'	S25°15'16"W 132.60'

THE BASIS OF BEARINGS IS PER OREGON STATE PLANE COORDINATE SYSTEM NORTH ZONE (3601), NAD83(91). DISTANCES ARE GROUND DISTANCES WITH A SCALE FACTOR OF 1.0000918189.

SOUTH 29TH STREET
LEGAL DESCRIPTION

EXHIBIT **B**

AKS ENGINEERING & FORESTRY, LLC
12965 SW HERMAN RD, STE 100
TUALATIN, OR 97062
P: 503.563.6151 F: 503.563.6152 aks-eng.com

DRWN: MSK
CHKD: NSW
AKS JOB: 5336

DWG: 5336 29TH ROW EXH | 01

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
RATIFY MODIFICATION TO CURRENT CONTRACT
WITH HILLSBORO CLASSIFIED UNITED

SITUATION

The District bargaining team and Hillsboro Classified United (HCU) began bargaining the 2015-2018 classified contract in February 2015. After extensive bargaining, the teams reached a tentative agreement within the parameters set by the Board of Directors, with an understanding that Article 17 (Layoff / Recall – which was previously Article 14) needed further review. Therefore, when the Board approved the ratification of the agreement with HCU in January 2016, it was agreed that a subcommittee would continue to review the layoff / recall processes and provisions. The subcommittee has now completed the revision of Article 17. Updates reflect the District's current practices, improve the clarity of the language, and specify details regarding processes that were not previously included in the bargaining agreement.

RECOMMENDATION

The Superintendent recommends that the Board of Directors ratify a modification to the current collective bargaining agreement with Hillsboro Classified United, effective July 1, 2015, through June 30, 2018, to implement the revised Article 17 language.

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
VOTE ON NORTH PLAINS SENIOR PLAZA
TAX EXEMPTION REQUEST

SITUATION

During the May 24, 2016, meeting of the Hillsboro School District Board of Directors, the Board approved a 20-year tax exemption for the North Plains Senior Plaza. This was an extension of an existing tax exemption that was originally approved by the Board of the North Plains School District #70 in 1995. The purpose of the tax exemption is to allow the North Plains Senior Plaza to continue to make the 33-unit apartment building available to elderly persons who earn less than 50 percent of the area median income. The May 24 exemption request was approved by the Board on a 5-2 vote, with Directors Monte Akers and Erik Seligman opposed.

On November 22, 2016, the District received an email from Cindy Hirst with the North Plains Senior Plaza, explaining that, due to a timing issue, the tax exemption approved last May was not filed with the County Assessor in time to take effect. Ms. Hirst is asking that the Hillsboro School Board approve a new resolution to grant this tax exemption. According to the information provided by the North Plains Senior Plaza prior to the May 24 approval, this tax exemption is expected to cost the Hillsboro School District approximately $6,400 in annual property taxes.

RECOMMENDATION

The Superintendent recommends that the Board of Directors vote on whether to adopt the resolution approving the continued tax exemption for the North Plains Senior Plaza.

RESOLUTION

WHEREAS Kent Apartments LP (formerly known as Kent Apartments Limited Partnership), whose general partner is North Plains Senior Plaza, Inc., an Oregon nonprofit corporation, formerly known as Fifth Avenue Plaza, Inc., undertook the development of a 33-unit apartment building affordable to low-income seniors, known as the North Plains Senior Plaza (the "Project"); and

WHEREAS the original and continuing goal of the Project is to provide homes affordable to elderly persons who earn less than 50% of the area median income, and to provide housing that is a positive contribution to the community of North Plains; and

WHEREAS School District #70, North Plains, predecessor to the Hillsboro School District, passed a resolution in November 1995, at the request of the City of North Plains, and adopted the provisions of ORS 307.515 to 307.523, with respect to the Project, to provide the Project with a property tax exemption, and desires to reaffirm and continue the adoption of ORS 307.515 to 307.523 with respect to the Project; and

WHEREAS the affordability of the housing in the Project is dependent upon the Project continuing to receive an exemption from the payment of real property taxes; and

WHEREAS the Board of Directors of the Hillsboro School District agrees that the Project serves an important need for affordable housing for the elderly in the community of North Plains, and wishes to assure the continued affordability of the housing for the Project to be in effect for a continuous twenty-year period, so long as the Project is operated as affordable housing during such period;

NOW, THEREFORE, BE IT RESOLVED THAT THE BOARD OF DIRECTORS OF THE HILLSBORO SCHOOL DISTRICT reaffirms and continues the adoption of ORS 307.515 to 307.523, originally approved by School District #70, North Plains, and approves the application for real property exemption for Kent Apartments LP, whose mailing address is PO Box 608, North Plains, Oregon, 97133, for its elderly housing project known as North Plains Senior Plaza, located at 31485 NW Kaybern Street, North Plains, Oregon, 97133, legally described as Lots 13, 14, 15, and 16, BLOCK 25, NORTH PLAINS, in the City of North Plains, Washington County, Oregon, to be in effect for twenty years, commencing July 1, 2017, on the condition that the Project is operated as affordable housing for elderly persons, as defined under the Fair Housing Amendments of 1988, and providing that each tenant of each apartment unit in the Project is at least 55 years of age or older, or is a spouse of a tenant who is at least 55 years of age or older. The real property exemption granted hereby shall automatically terminate if and when the above conditions no longer exist.

[The remainder of this page intentionally left blank. The Resolution continues on page two]

INTRODUCED AND ADOPTED this 6th day of December, 2016.

HILLSBORO SCHOOL DISTRICT

BY: _____
Wayne Clift, Chair, Board of Directors

ATTESTED BY: _____
Mike Scott, Superintendent

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
ELECT MEMBER TO OREGON SCHOOL BOARDS ASSOCIATION BOARD OF DIRECTORS

SITUATION

The Oregon School Board Association (OSBA) governance model provides that member districts elect members to the OSBA board of directors. Washington County school districts are represented by positions 15 and 16, which serve two-year, staggered terms, and the Hillsboro School District Board has one vote to cast for each open OSBA board position in its region. Position 15 is open for election this year.

District votes must be submitted no later than 5:00 p.m. on December 16. Newly elected OSBA board members will officially take office on January 1, 2017. Candidate questionnaires and resumes may be viewed on the OSBA website at: http://www.osba.org/About%20OSBA/Article/OSBA_Elections-Board.aspx

The nominee is listed below:

Position	Candidate	Organization
15	LeeAnn Larsen	Beaverton 48J

Following the election, the Board secretary will record the votes electronically with OSBA.

RECOMMENDATION

The Superintendent recommends the Board of Directors vote for a representative for position 15 on the OSBA board of directors.

HILLSBORO SCHOOL DISTRICT 1J
December 6, 2016
VOTE ON OREGON SCHOOL BOARDS
ASSOCIATION RESOLUTION

SITUATION

OSBA member districts vote on OSBA proposed resolutions on an annual basis. The number of votes for resolutions is weighted according to the size of each member school district. The Board has two votes to cast for each resolution. The Board may choose to cast both votes the same way or to divide the votes.

One resolution has been submitted for member district vote (see attached).

Resolution 1. Resolution to adopt the OSBA 2017-18 Legislative Priorities and Policies, as recommended by the Legislative Policy Committee.

Following the election, the Board secretary will record the votes electronically with OSBA. Ballots must be received by 5:00 p.m. on December 16.

RECOMMENDATION

The Superintendent recommends the Board of Directors vote on OSBA proposed Resolution 1.

OREGON SCHOOL BOARDS ASSOCIATION

Resolution to adopt the OSBA 2017-18 Legislative Priorities and Policies as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Constitution with developing the association's recommended Legislative Priorities and Policies, and

WHEREAS, the OSBA Legislative Policy Committee met on January 30-31, 2016, and April 22-23, 2016, to develop the Proposed OSBA Legislative Priorities and Policies for 2017-18, and

WHEREAS, the OSBA Legislative Policy Committee sent the Proposed OSBA Legislative Priorities and Policies for 2017-18 out to the membership of OSBA for comment and suggested changes, and

WHEREAS, the overwhelming majority of the comments received by the membership were in support of the Proposed OSBA Legislative Priorities and Policies for 2017-18 developed by the OSBA Legislative Policy Committee, and

WHEREAS, the OSBA Legislative Policy Committee met via telephone conference call on August 22, 2016, to review the comments received by the membership, and

WHEREAS, the OSBA Legislative Policy Committee discussed the comments from the membership and made no modifications to the Proposed OSBA Legislative Priorities and Policies for 2017-18, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Policies for 2017-18 at its August 22, 2016, meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Policies for 2017-18 and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Policies for 2017-18 be placed before the membership for consideration during the 2016 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Policies for 2017-18 and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Submitted by: OSBA Board of Directors

PROPOSED OSBA LEGISLATIVE PRIORITIES FOR 2017-2018
Approved by the Legislative Policy Committee on August 22, 2016

The Oregon School Boards Association (OSBA) believes funding a strong system of public education is the best investment Oregonians can make to strengthen our economy, create thriving communities and improve the quality of life for every Oregonian.

In order to accomplish these goals, OSBA will introduce and support legislation which:

- **Supports Student Achievement:**

OSBA will actively promote legislation that leads to increased academic achievement for all students from early learning through post-secondary. OSBA will advocate to ensure local school boards and communities control the implementation of programs, curriculum and the allocation of resources so that every student is college or career ready upon graduation or completion of their academic program. OSBA will support efforts to increase graduation and high school completion rates, lower the number of drop-outs, close opportunity and academic achievement gaps and provide additional supports for students from traditionally underserved student populations.

- **Provides Stable and Adequate Funding:**

OSBA will actively promote legislation to increase state and federal funding for the public school system to ensure adequate and stable funding for each school district and Education Service District (ESD) so that they may provide a quality public education for every student.

OSBA will actively promote legislation to restructure Oregon's school funding system to eliminate the financial volatility of Oregon's public schools.

OSBA believes a balanced approach is necessary to increase education funding and to provide stable and adequate funding of Oregon's public school system. OSBA will actively promote legislation that strives for this balance by advocating for the restructure of Oregon's revenue system, promoting job creation and increasing opportunities for economic development across Oregon.

- **Local Determination and Shared Accountability:**

OSBA will actively support legislation that gives locally elected boards the ability to make decisions in the best interests of their students and communities for programs, services, curriculum and resource allocations.

OSBA will advocate to ensure each school district is empowered and given the flexibility to determine the educational needs of their students and to provide services and programs that will maximize student achievement.

OSBA will highlight the need for shared accountability to improve student achievement between state and federal policy makers, the business community, locally elected board members, parents, students and community members across Oregon.

- **Opposes Mandates:**

OSBA will actively oppose any federal or state imposed mandate that does not lead to increased academic achievement for students and is not accompanied with the necessary additional funding to implement the mandate, including all costs associated with the mandate.

- **Promotes Capital Construction/Capital Improvements:**

OSBA will continue to actively promote legislation that provides additional state level resources to school districts to help pay for capital construction/capital improvement needs, as well as deferred maintenance costs for all school facilities.

- **Contains Educational System Cost-Drivers:**

OSBA will actively promote legislation that provides relief for school districts from cost drivers that are beyond the control of the local school district or school board. These cost drivers include, but are not limited to, the Public Employees Retirement System (PERS), health insurance and any state or federally mandated program or service.

PROPOSED OSBA LEGISLATIVE POLICIES FOR 2017-2018
Approved by the Legislative Policy Committee on August 22, 2016

Section 1: Finance

PROPOSED 1.1 Investing in Oregon's Public Schools to Ensure Adequate and Stable Funding

OSBA supports increasing state resources to school districts so that Oregon's schools are competitive nationally and globally and each school district and Education Service District (ESD) has the funds necessary to fully support operational, instructional and student achievement goals.

OSBA supports the role of locally elected school boards to set spending priorities and opposes using the State School Fund distribution formula to mandate specific expenditures. OSBA supports school funding equalization. OSBA supports continued funding of local option equalization grants; local option property tax revenue should not be included in the State School Fund.

OSBA supports increased funding for all levels of the public education enterprise to support increased achievement for every child and student. OSBA supports the Quality Education Commission's (QEC) effort to promote best practices to improve student outcomes and identify funding necessary to achieve Oregon's 40-40-20 goal by 2025.

PROPOSED 1.2 Reforming Tax Policy

OSBA supports efforts to provide the revenue necessary to attain the educational goals of Oregon's education system, restructuring tax policy to reduce the volatility of Oregon's current system and to provide for a diverse and fair tax system to fund public education in Oregon.

OSBA supports modification of the state's personal and corporate income tax "kicker" law to allow "kicker" funds to be deposited into a "rainy day" account for public education and used in times of economic distress.

OSBA supports the authority of local districts to seek voter approval for supplemental operating revenue from a variety of additional sources, including local option levies.

OSBA supports efforts to modify the property tax system to mitigate the impacts of property tax compression.

PROPOSED 1.3 Mandate Relief, Paperwork Reduction and Public Funds for Public Schools

OSBA advocates for mandate relief and paperwork reductions for school districts and ESDs as a means to streamline bureaucracy, remove duplicative or unnecessary reporting and get more resources into the classroom. OSBA opposes any mechanism that diverts public funds, including tax credits and vouchers, to private, religious or for-profit schools or erodes financial support of the public school system.

PROPOSED 1.4 State Department of Education Supporting Districts

OSBA supports adequate funding for Oregon Department of Education programs and state level initiatives that are sustainable and provide quality technical and programmatic assistance and supports to school districts and ESDs targeted at improving student achievement.

OSBA supports providing resources and supports to school districts and ESDs to support and ensure the equitable distribution of any grant or targeted investment monies.

OSBA opposes any effort to create an accountability or intervention system that would lead to the state take-over of any local school, school district or ESD.

OSBA supports the inclusion of school board members to all state-level workgroups or committees connected to educational issues to allow for input from locally-elected education policy makers.

PROPOSED 1.5 Financial and Program Accountability

OSBA supports a strong system of meaningful school district and ESD financial accountability for the expenditure of public funds and program accountability for student achievement and outcomes.

PROPOSED 1.6 School District Capital and Infrastructure Needs

OSBA supports use of additional state resources and the issuance of state general obligation bonds to assist school districts and ESDs in providing modern, well equipped schools and academically appropriate classrooms and buildings that provide safe, structurally sound and healthy learning environments to promote student achievement.

OSBA supports policies that ensure collaboration at the local level to address the infrastructure needs of school districts, including consideration of the financial impacts of urban renewal, systems development charges and enrollment growth due to new construction.

PROPOSED 1.7 Oregon's Common School Fund

OSBA supports maximizing the assets and the investment returns of the Common School Fund as an additional state resource for school funding in Oregon

OSBA will vigorously advocate before the State Land Board to ensure that it fulfills its fiduciary obligation to manage the resources in the Common School Fund for the greatest benefit of the current and future generations of schoolchildren in Oregon.

Section 2: Programs

PROPOSED 2.1 School Improvement

OSBA supports state-level school improvement efforts provided they are implemented in ways that grant local school officials maximum flexibility to incorporate community needs and priorities.

PROPOSED 2.2 Special Education

OSBA supports increased categorical funding and enhanced levels of state and federal aid for the costs associated with special education programs throughout the education system, including programs for children birth through age 5. OSBA supports full funding for students with the most severe low-incidence, high-cost disabilities, including those served in out-of-district or out-of-state placements.

PROPOSED 2.3 Education Service Districts

OSBA supports the role of ESDs to assist school districts in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective, locally-responsive educational services on a regional basis.

PROPOSED 2.4 Curriculum, Technology and Online Education

OSBA supports providing a well-rounded and rigorous curriculum for all students, including opportunities for music, art, PE, world languages, STEM, career and technical education and co-curricular activities.

OSBA supports curriculum related decisions made at the district level and opposes state or federal instructional mandates.

OSBA supports the use of English Language Learner and dual language immersion programs as a viable way to provide needed supports for emerging bilingual speakers.

OSBA supports increasing access to technology to enhance and support curriculum delivery and promote greater student achievement.

OSBA supports locally developed alternative education programs as a tool to address the varied educational needs of students.

OSBA supports state level funding to support and improve the technology infrastructure available to school districts and ESDs.

OSBA supports removing online education programs from the charter school statute and creating a separate section within the law for online educational programs.

OSBA supports state financial and professional development resources so districts can implement the Oregon state standards and student assessments and provide appropriate information and updates to the public. OSBA supports local control of curriculum and materials related to the Oregon state standards.

PROPOSED 2.5 Public Charter Schools

OSBA supports public, district sponsored charter schools as an additional tool to provide innovative educational options to students.

OSBA opposes changes to the charter school law that would channel public funds to private and religious schools, allow entities other than school district boards to authorize charter schools within their boundaries, mandate direct access to the State School Fund by charter schools or decrease school district funding and oversight of charter schools.

OSBA supports updating the charter school law to require charter school applicants to demonstrate how the charter school will meet the legislatively adopted goals of the charter school law, including how the charter school will provide unique opportunities for children in the school district.

PROPOSED 2.6 Career and Technical Education (CTE)

OSBA supports new and continued partnerships with community colleges, higher education, apprenticeship programs, the business community and other entities to increase educational and career opportunities for students.

OSBA supports changes to teacher licensing laws to allow greater flexibility for individuals who do not hold a traditional teaching license to provide instruction in CTE courses.

OSBA supports funding to ensure the long-term sustainability of new and existing CTE programs.

PROPOSED 2.7 Post-Secondary Opportunities for High School Students

OSBA supports increased access and opportunities for students to participate in post-secondary programs and classes while enrolled in high school at minimal or no cost to the student.

OSBA supports the creation of a dedicated source of funds to invest in "post graduate scholar" programs that does not dilute the State School Fund.

PROPOSED 2.8 Student Assessment

OSBA supports the use of summative, formative and interim student assessments as a tool to inform students, parents, educators and the community about where students and schools are in their learning progression and determining needed supports for students and schools.

OSBA supports reviewing Oregon's current student assessment system with the goal of improving assessment literacy, providing timely feedback, maximizing instructional time, deriving the necessary information to improve student learning and minimizing classroom disruption for students and educators.

Section 3: Personnel

PROPOSED 3.1 Collective Bargaining and Management Rights

OSBA supports local control of collective bargaining and opposes statewide bargaining and the creation of a statewide salary schedule. OSBA supports changing the collective bargaining structure to eliminate "status quo" bargaining and establish shorter bargaining time lines. OSBA supports the right of districts to look for ways to contain costs by contracting with outside providers for services.

PROPOSED 3.2 Employee Rights and Benefits

OSBA supports determination and definition of school employee rights and benefits through the collective bargaining process at the local level. OSBA supports an actuarially-sound statewide retirement program for school employees that balances benefit adequacy for employees against costs for employers. OSBA supports local school boards working with employee groups to provide the most cost effective health insurance plans, including Oregon Educators Benefit Board (OEBB) opt out.

PROPOSED 3.3 Teacher and Administrator Licensing

OSBA supports licensing requirements that assure a level of preparation necessary to teach to rigorous academic standards, recognize licenses from other states and understand the challenges districts face attracting and retaining qualified personnel. OSBA supports working collaboratively with the Teacher Standards and Practices Commission (TSPC) and the teacher preparation programs within higher education to prepare educators to increase student achievement and address the needs of all students in Oregon.

OSBA supports additional flexibility to allow more teachers to provide college-level instruction in public high schools.

OSBA supports changes to teacher licensing laws to allow greater flexibility for individuals who do not hold a traditional teaching license to provide instruction in CTE courses.

PROPOSED 3.4 Teacher and Administrator Quality

OSBA recognizes that teacher and administrator quality is one of the most important factors in improving student achievement. OSBA supports local and state programs to provide professional development, mentoring and training for teachers and administrators that is rigorous and leads to a system of continuous improvement and growth in student achievement.

OSBA supports rigorous, quality, ongoing evaluations of teachers and administrators, which include consideration of student achievement and growth. OSBA supports efforts to attract a more diverse workforce, including multi-lingual school employees, which reflects the demographics and needs of Oregon's students.

Section 4: Governance and Operations

PROPOSED 4.1 State Level Education Policy and the State Board of Education

OSBA supports a state Board of Education as the appropriate state-level policy-making body for elementary and secondary schools.

OSBA strongly supports collaboration between state level policy makers, educators and stakeholders, including school board members, parents and students, when considering policy changes to Oregon's system of public education.

OSBA believes that any discussion about improving student outcomes must include recognition of and a plan for the needed state investments to implement the goals.

PROPOSED 4.2 Local Governance

OSBA members believe that locally elected school district and ESD boards are best equipped to make decisions in the best interests of their students and communities and will strongly advocate for Oregon's tradition of democratically elected, local governance of school districts. OSBA opposes measures that would place additional restrictions on local voters' ability to govern their school districts.

PROPOSED 4.3 School Safety and Student Wellness

OSBA supports local measures that promote school and student safety, improved social, emotional and behavioral health and other health, nutrition and wellness initiatives in the school environment that benefit students, staff, parents, patrons and the community as a whole.

Section 5: Federal Education Issues

PROPOSED 5.1 Every Student Succeeds Act (ESSA) and the Federal Role in Education

OSBA supports the replacement of No Child Left Behind (NCLB) with the Every Student Succeeds Act (ESSA). OSBA believes that ESSA rightly places responsibility for student success, school improvement and overall K-12 accountability at the state and local level.

OSBA supports collaboration between the Oregon Department of Education and local education stakeholders, including parents and students, when creating and implementing federally mandated state, district and school accountability systems and student assessments. OSBA believes Oregon stakeholders should be empowered to design, create and implement the programs and systems necessary to fulfill the requirements of ESSA.

OSBA believes ESSA collaboration must focus on supports for struggling schools, closing achievement and opportunity gaps for traditionally underserved students and increasing graduation rates for all student sub-groups.

PROPOSED 5.2 K-12 Funding in the Federal Education Budget

OSBA believes that prioritizing and increasing the federal share of funding for special education programs like the Individuals with Disabilities Act (IDEA), Title I programs that serve students who are experiencing poverty, programs that support emerging English or bi-lingual speakers, Carl Perkins CTE grant funds, and child nutrition programs should be a top priority for the U.S. Department of Education, Congress and the President.

OSBA believes federal education funding should be distributed based on student needs not through competitive grants that pit states against each other for limited funds.

OSBA opposes federal education policy or unfunded mandates that do not include financial resources to implement.

PROPOSED 5.3 County Timber Payments

OSBA supports the efforts of Oregon's Congressional delegation to ensure that funding for the Secure Rural Schools and Community Self-Determination Act (also known as County Timber Payments) continues or that there is a successor program.

OSBA members know that cuts to timber payments do not just impact the school districts in timber country; the loss of timber money is a net loss to the entire funding system and every school and student in Oregon is impacted.