



Hillsboro School District 1J

January 24, 2017
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

January 24, 2017

5:15 PM

1. 5:15 PM - Work Session
 - A. Discuss Superintendent / Board / District Evaluation Process and Timeline 4
Presenter: Wayne Clift
 - B. Local Service Plan Discussion 5
Presenter: Mike Scott
 - C. Every Student Succeeds Act (ESSA) Update 13
Presenter: Dayle Spitzer
 - D. High School Academic Program Development Process Update 14
Presenter: Travis Reiman
 - E. Budget Workshop 15
Presenter: Mike Scott / Adam Stewart
 - F. 2015-16 Audit Report 16
Presenter: Adam Stewart
 - G. Board Discussion Time
2. 7:00 PM - Regular Session
Call to Order and Flag Salute
3. Recognition / Student Presentation
 - A. Student Presentation: College Application Week (School-to-Career Program)
Presenter: Lisa Allen
 - B. Recognition: School Board Recognition Month – Proclamation 17
Presenter: Mike Scott
4. Approval of Agenda
5. Audience Time
6. Reports and Discussion
 - A. Inter-District Transfers Overview and Input - Open Enrollment Update 19
Presenter: Beth Graser
 - B. Announce School Board Election Process / Timeline 21
Presenter: Beth Graser
 - C. New High School Course Proposal: Advanced Placement Psychology – First Reading 22
Presenter: Travis Reiman
 - D. Financial Report (*see written report*) 31
Presenter: Adam Stewart
 - 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. Policy IL: Assessment Program; Delete Policy ILBA: Assessment Exemption Presenter: Dayle Spitzer	36
7. Consent Agenda	
<i>Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.</i>	
A. Approve Minutes of December 6, 2016, Board Meeting	41
B. Approve Routine Personnel Matters	50
C. Accept Donations	51
D. Approve New High School Course Proposals <i>(These course proposals were presented for first reading on December 6, 2016)</i>	
1. Introduction to Computer Science	52
2. Introduction to Agricultural Science and Technology	59
3. eDynamic Learning: Introduction to Careers Electives	71
E. Approve Policy Revisions <i>(The following policies were presented for first reading on December 6, 2016)</i>	
1. Policy JHCA/JHCB - Immunization, Physical Examination, Vision Screening / Eye Examination, and Dental Screening	92
2. Policy JHCDA – Prescription Medications	96
8. Action Items	
A. Accept 2015-16 Audit Report Presenter: Adam Stewart	99
9. NWRES D / HCU / HEA Reports	
10. Superintendent's Time	
11. Board of Directors' Time	
12. Executive Session	
If needed, the Board may wish to go into Executive Session to discuss matters according to ORS 192.660. (Only used if the Board needs to come back to the Regular Session to take action.)	
13. Adjourn Regular Session	

HILLSBORO SCHOOL DISTRICT 1J
January 24, 2017
DISCUSS SUPERINTENDENT / BOARD / DISTRICT
EVALUATION PROCESS AND TIMELINE

SITUATION

Board members will discuss processes and timelines for the Superintendent, Board, and District evaluations.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to this report and provide input.

HILLSBORO SCHOOL DISTRICT 1J
January 24, 2017
NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT (NWRES D)
LOCAL SERVICE PLAN DISCUSSION

SITUATION

In accordance with ORS 334.175, local school districts must approve their education service district's Local Service Plan for the following school year prior to March 1 of the current year. In order for the local service plan to take effect for the 2017-18 school year, it must be approved by at least two-thirds of the component school districts representing over 50 percent of all regional students.

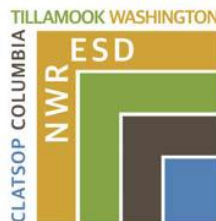
Northwest Regional Education Service District (NWRES D), in concert with regional superintendents, developed the attached Local Service Plan to bring to the region's 20 school districts; and local school districts' boards of directors are now reviewing the plan. The Hillsboro School District Board of Directors is scheduled to adopt a resolution approving the NWRES D Local Service Plan for the 2017-18 school year during their February 28, 2017, Board meeting.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the NWRES D Local Service Plan and ask any questions they may have.

Northwest Regional ESD

2017-18 Local Service Plan



5825 NE Ray Circle | Hillsboro, OR 97124-6436

T: 503-614-1428 F: 503-614-1440 Toll-Free: 1-800-990-7500

www.nwresd.org

Northwest Regional Education Service District

[Rob Saxton](#), Superintendent

Washington Service Center

5825 NE Ray Circle Hillsboro, OR
97124
Phone: 503-614-1428
Toll-Free in Oregon: 1-888-990-7500

Clatsop Service Center

[Elizabeth Friedman](#), Administrator
3194 Marine Drive Astoria, OR 97103
Phone: 503-325-2862

Columbia Service Center

[Cynthia Jaeger](#), Administrator
800 Port Avenue St. Helens, OR 97051
Phone: 503-366-4100

Tillamook Service Center

[Kim Lyon](#), Administrator
2515 3rd Street Tillamook, OR 97051
Phone: 503-842-8423

NWRESD Board of Directors

CHAIR

Fisher, Earl | Zone 4
Clatskanie, OR
503-728-2450

Cunningham, Karen | Zone 5
Portland, OR
503-246-3563

Poehlitz, Lisa | Zone 3.
Sherwood OR
503-628-5609

VICE CHAIR

Hollandsworth, Dave | Zone 2
Tillamook, OR
503-702-8096

Green, Dr. Constance | Higher Ed
TBCC
Tillamook, OR
503-842-8222

Riley, Christine | Zone 1
Gaston, OR

Bruce, Renee | Social Services
Beaverton, OR
503-356-1777

McGlasson, Marilyn | At-Large
Hillsboro, OR
503-648-7312

Samuelson, Ann | Business
Seaside, OR
503-755-2540

Board Zones

- 1: School Districts: Gaston, Sherwood and Tigard-Tualatin
 - 2: School Districts: Astoria, Jewell, Knappa, Seaside, Warrenton-Hammond, Neah-Kah-Nie, Nestucca Valley, Tillamook, Banks and Forest Grove
 - 3: School District: Hillsboro
 - 4: School District: Beaverton (Attendance areas: Beaverton and Sunset High Schools) Clatskanie, Rainier, Scappoose, St. Helens, and Vernonia
 - 5: School District: Beaverton (Attendance areas: Aloha, Southridge and Westview High Schools)
-

Northwest Regional Education Service District

Local Service Plan

Each ESD's component school districts are to pass the Local Service Plan following these guidelines: It must be passed by 2/3 of the districts representing more than 50% of the student population. The Local Service Plan must contain, and every ESD must provide, the following services:

- Programs for children with special needs, including but not limited to special education services, services for at-risk students and professional development for employees who provide those services.
- Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services, distance learning and professional development for employees who provide those services.
- School improvement services for component school districts, including but not limited to services designed to support component school districts in meeting the requirements of state and federal law, services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts, services designed to support and facilitate continuous school improvement planning, services designed to address school wide behavior and climate issues and professional technical education and professional development for employees who provide those services.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035.
- Other services that an education service district is required to provide by state or federal law, including but not limited to services required under ORS 339.005 to 339.090.

Proposed NWRESD 2017-18 Local Service Plan: Core Services Budget

Program	2016-17 Adopted Budget	2017-18 Projected Budget
<i>School Improvement Services</i>		
School Improvement Allocations	\$ 208,951	\$ -
Professional Development Strands	-	508,375
School Improvement Services	\$ 208,951	\$ 508,375
<i>Regional Innovations Fund</i>	550,000	550,000
<i>Technology</i>		
Network Services	348,109	375,958
Help Desk	98,825	106,731
Application Support/Development	425,824	409,890
Technical Engineering Coop	413,259	446,320
Student Information System	731,269	789,771
Library Services	154,177	166,511
Total Technology Services	2,171,463	2,295,180
<i>Miscellaneous Services</i>		
Home School	12,950	13,598
Emergency Closure Network	9,500	9,975
County Allocations	1,483,287	1,489,589
Total Miscellaneous Services	1,505,737	1,513,162
Total Core Services	\$ 4,436,151	\$ 4,866,717
Amount Available for Core Services	\$ 4,436,151	\$ 4,866,717
Surplus/(Deficit)	-	-

Proposed NWRESD 2017-18 Local Service Plan: Service Credits

	2017-18 (Projected)	2016-17 (3/7/2016 SSF)
Projected Budget (JME 10/26/2016 estimate)	\$ 44,456,980	\$ 42,020,253
ESD Operations @ 10%	4,445,698	4,202,025
Resolution Plan @ 90%	40,011,282	37,818,228
Less: Beaverton (39.49%)	15,801,691	14,561,683
Less: Hillsboro (20.35%)	8,140,419	7,711,939
Amount Available for 18 Districts	16,069,172	15,544,606
CORE Services - 25% of Plan	4,017,293	3,886,151
Service Credits - 75% of Plan	\$ 12,051,879	\$ 11,658,454

10

County	District	ODE Report 5/11/2015 2013-14 Ex. ADMw	ODE Report 5/10/2015 2014-15 Ex. ADMw	Growth	Local Service Plan ADMw w/ Growth	% of Total	Projected 2017-18 Service Credit Allocation	Amount per ADMw	Budgeted 2016-17 Service Credit Allocation	Difference
Clatsop	Astoria	2,158.6	2,190.9	32.3	2,223.2	4.24%	\$ 510,764	\$ 229.74	\$ 510,608	\$ 156
	Jewell	265.6	251.6	(14.0)	251.6	0.48%	57,802	229.74	62,837	(5,035)
	Knappa	638.3	632.1	(6.2)	632.1	1.20%	145,217	229.74	150,992	(5,775)
	Seaside	1,839.2	1,929.6	90.4	2,020.0	3.85%	464,085	229.74	435,487	28,598
	Warrenton-Hammond	1,199.7	1,298.9	99.2	1,398.1	2.67%	321,191	229.74	310,361	10,830
Columbia	Clatskanie	876.3	899.2	22.9	922.1	1.76%	211,853	229.74	207,284	4,569
	Rainier	1,098.6	1,095.4	(3.2)	1,095.4	2.09%	251,653	229.74	259,865	(8,212)
	Scappoose	2,598.3	2,811.4	213.2	3,024.6	5.77%	694,869	229.74	617,228	77,641
	St. Helens	3,606.4	3,546.7	(59.7)	3,546.7	6.76%	814,817	229.74	853,483	(38,666)
	Vernonia	770.9	770.9	-	770.9	1.47%	177,107	229.74	189,765	(12,658)
Tillamook	Neah-Kah-Nie	940.5	1,008.1	67.6	1,075.7	2.05%	247,125	229.74	223,121	24,004
	Nestucca Valley	652.4	681.5	29.1	710.6	1.35%	163,247	229.74	148,885	14,362
	Tillamook	2,400.8	2,499.4	98.6	2,598.0	4.95%	596,871	229.74	596,248	623
Washington	Banks	1,260.9	1,259.7	(1.2)	1,259.7	2.40%	289,393	229.74	298,261	(8,868)
	Forest Grove	7,379.2	7,736.4	357.2	8,093.6	15.43%	1,859,422	229.74	1,769,790	89,632
	Gaston	779.7	813.9	34.2	848.1	1.62%	194,838	229.74	201,858	(7,020)
	Sherwood	5,719.8	6,021.3	301.6	6,322.9	12.05%	1,452,630	229.74	1,381,259	71,371
	Tigard-Tualatin	14,387.2	15,026.3	639.2	15,665.5	29.86%	3,598,993	229.74	3,441,122	157,871
TOTAL		48,572.2	50,473.2	1,901.0	52,458.6	100.00%	\$ 12,051,877		\$ 11,658,454	\$ 393,423

Proposed NWRESD 2017-18 Local Service Plan: County Allocations

Total Available for Allocation	\$	1,489,589
Base per County =	\$ 125,000 x 4	500,000
Available by ADMw		989,589

County	District	Resolution Plan ADMw w/ Growth	County Base	Allocation Outside of Base	Total 2017-18 Allocation Per County	Total 2016-17 Allocation Per County	Difference
Clatsop	Astoria	2,223.2					
	Jewell	251.6					
	Knappa	632.1					
	Seaside	2,020.0					
	Warrenton-Hammond	1,398.1					
	Total Clatsop County	6,525.0	\$ 125,000	\$ 123,089	\$ 248,089	\$ 249,005	\$ (916)
Columbia	Clatskanie	922.1					
	Rainier	1,095.4					
	Scappoose	3,024.6					
	St. Helens	3,546.7					
	Vernonia	770.9					
	Total Columbia County	9,359.7	125,000	176,563	301,563	304,446	(2,883)
Tillamook	Neah-Kah-Nie	1,075.7					
	Nestucca Valley	710.6					
	Tillamook	2,598.0					
	Total Tillamook County	4,384.3	125,000	82,705	207,705	206,664	1,041
Washington	Banks	1,259.7					
	Forest Grove	8,093.6					
	Gaston	848.1					
	Sherwood	6,322.9					
	Tigard-Tualatin	15,665.5					
	Total Washington County	32,189.7	125,000	607,232	732,232	723,172	9,060
TOTAL		52,458.6	\$ 500,000	\$ 989,589	\$ 1,489,589	\$ 1,483,287	\$ 6,302

RESOLUTION AUTHORIZING NWRESD LOCAL SERVICE PLAN FOR 2017-18

BE IT RESOLVED by the Board of Directors of _____ School District in _____ County, Oregon, that for the nature and extent of Core Services, Service Credits, and the County Allocation Fund described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2017-18 school year.

ADOPTED this _____ day of _____ 2017.

ATTEST:

Board Chair

Superintendent

Please email or mail the signed document by March 1, 2017 to:

Lauren Slyh O'Driscoll
lslyh@nwresd.k12.or.us
Northwest Regional Education Service District
5825 NE Ray Circle
Hillsboro, Oregon 97124

HILLSBORO SCHOOL DISTRICT 1J
January 24, 2017
EVERY STUDENT SUCCEEDS ACT (ESSA) UPDATE

SITUATION

As the Oregon Department of Education (ODE) continues its work in developing a plan to fulfill the requirements of the Every Student Succeeds Act (ESSA), District leaders continue to learn with them, and share the District's perspective on the proposed plan. ODE's current proposal gives more consideration to a well-rounded education and includes more flexibility in district-level spending, in line with the District's strategic plan goals and focus.

This report will provide up-to-date information regarding ESSA's requirements to the state, the shifts that can be expected from ODE, and the timeline for implementation.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
January 24, 2017
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. This information is being used to inform the development of District's 2017-18 high school course catalog. 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.

Public input has been gathered on the draft 2017-18 high school course catalog. 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.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
January 24, 2017
BUDGET WORKSHOP

SITUATION

Each year, the District conducts a preliminary discussion with Budget Committee members about the current and future financial position of the District. This workshop begins the preparation for building the 2017-18 District budget. The Budget Committee will review the latest information available regarding the 2016-17 budget, and discuss the process to be used in developing the 2017-18 budget.

RECOMMENDATION

The Superintendent recommends that the Budget Committee listen to this report and ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
January 24, 2017
2015-16 AUDIT REPORT

SITUATION

The firm of Grove, Mueller & Swank, P.C., has completed its report on the audit of the District's financial statements for 2015-16. Copies of the Comprehensive Annual Financial Report have been provided to the Board of Directors, and a representative from Grove, Mueller & Swank, P.C., will attend tonight's Board work session to provide a brief overview of the document and answer Board members' questions. During tonight's regular session, the Board will be asked to accept the audit report.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
January 24, 2017
BOARD RECOGNITION AND APPRECIATION

SITUATION

Each January, thousands of communities across the country formally recognize the members of locally elected volunteer public school boards for their leadership, advocacy, and dedication to improving student achievement and enhancing the quality of education in their communities. Hillsboro is especially proud to join this effort by formally acknowledging and honoring the seven volunteer members of its Board of Directors for their outstanding, thoughtful, and dedicated service that benefits our students and the entire community.

RECOMMENDATION

The Superintendent recommends that students, staff, parents, and the community recognize and honor the esteemed members of the Board of Directors during School Board Recognition Month for their commitment to public education through their service as volunteer school board members.

PROCLAMATION

- WHEREAS** *school boards create a vision for what students should know and be able to do; and*
- WHEREAS** *school boards establish clear standards for student performance; and*
- WHEREAS** *school boards ensure that student assessments are tied to established standards; and*
- WHEREAS** *school boards are accountable to the community for operating schools that support student achievement; and*
- WHEREAS** *school boards align school district resources to ensure that students meet standards; and*
- WHEREAS** *school boards create a climate that supports the philosophy that all children can learn at high levels; and*
- WHEREAS** *school boards build collaborative relationships based on trust, teamwork, and shared accountability; and*
- WHEREAS** *school boards are committed to continuous education and training on issues related to student achievement;*
- NOW,
THEREFORE,** *I, Mike Scott, hereby declare my appreciation to the members of Hillsboro School District's Board of Directors and proclaim the month of January 2017 to be:*

SCHOOL BOARD RECOGNITION MONTH



I urge all citizens to join me in recognizing the dedication and hard work of local school board members in preparing today's students for tomorrow's world.

Mike Scott, Superintendent

HILLSBORO SCHOOL DISTRICT 1J
January 24, 2017
INTER-DISTRICT TRANSFERS OVERVIEW AND INPUT –
OPEN ENROLLMENT UPDATE

SITUATION

Two pieces of legislation currently dictate how districts manage and process inter-district transfers: House Bill 3681 (Open Enrollment, 2011), and House Bill 2747 (Inter-District Transfers, 2013). Both processes attempt to foster choice and remove barriers for families who wish their students to attend school outside of their resident districts; however, the rules and timelines for the two processes are different.

The chart below compares specific attributes of each process:

	Open Enrollment (HB 3681)	Inter-District Transfers (HB 2747)
Board action	Must act before March 1 to announce participation and slots available	Must act to announce participation and slots available; can act multiple times, as long as no requests are pending
Timeline	March 1-31	District decision
Release from home district	Not required	Required, but based on slot availability / lottery
Length of transfer	Through completion of 12 th grade	District decision, must be applied consistently
Revocation	Not possible; the student is considered a resident of the new district; however, the student could be moved to another school within the new district	Possible for attendance and behavior; must be applied consistently
OSAA implications	9 th graders eligible; others not eligible for one year	None
Sunset	July 1, 2017	None
Decision process	Lottery	Lottery
Sibling preference	Allowed	Allowed
Impact of mid-year move	No impact	Student allowed to remain in current district for remainder of school year

Hillsboro School District intends to participate in both processes in good faith, opening spots at schools that can accommodate additional enrollment. The District is currently conducting its priority process for in-district transfer requests, and will use that information to help determine the number and location of openings for the HB 3681 process in March. A recommendation will be brought forth at the February 28, 2017, Board meeting for approval.

A recommendation for the number and location of HB 2747 slots will be brought forth in April, so that the regular inter-district transfer process can begin in May.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
January 24, 2017
ANNOUNCE SCHOOL BOARD ELECTION PROCESS AND TIMELINE

SITUATION

On May 16, 2017, elections will be held statewide for all school board positions expiring June 30, 2017. Four positions on the Hillsboro School District Board of Directors will be on the ballot. The term of service for Hillsboro School District Board members is four years. Board positions are elected, volunteer positions. Candidates for Board positions must be registered voters and live within District boundaries. Following the election, new Board members will be sworn in at the first Board meeting in July 2017.

For more information about Board duties, interested patrons may contact Val Bokma, assistant to the Board, at 503-844-1500. The District has also scheduled the following information sessions for patrons who would like an opportunity to learn more about Board service:

- “Brown bag” lunch information session
 - Date / Time: Wednesday, February 15, 12:00 – 1:00 PM
 - Location: District Administration Center
- Morning coffee information session
 - Date / Time: Thursday, February 16, 7:30 – 8:30 AM
 - Location: Manaia Coffee, 203 E Main Street, Hillsboro

Positions Up For Election

Position 1, currently held by Janeen Sollman

Position 2, currently held by Glenn Miller

Position 3, currently held by Monte Akers

Position 6, currently held by Erik Seligman

Key Dates

February 6 First day for a candidate to file

March 16 Last day for a candidate to file

March 20 Last day for a candidate to file a Voter's Pamphlet statement (\$25 fee)

May 16 Election day

Election information and forms are available on the Washington County Elections Office website at: <http://www.co.washington.or.us/Elections>, or a packet may be picked up from the elections office at 3700 SW Murray Blvd., Suite 101, Beaverton, Oregon. The elections office phone number is 503-846-5800.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
January 24, 2017
HIGH SCHOOL COURSE PROPOSAL:
ADVANCED PLACEMENT PSYCHOLOGY — 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 "Advanced Placement Psychology," has been submitted by Lisa Pearson, a teacher of Psychology and Advanced Placement Human Geography at Glencoe High School. The course proposal is attached. This proposal will be presented to the CCAC at their meeting on January 17, 2017. Details regarding the CCAC recommendation will be presented to the Board during the January 24 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 review the first reading of the proposed new high school course, Advanced Placement Psychology.

Course Proposal: Advanced Placement Psychology

School: Glencoe High School

Academic Program Area(s): Social Studies Grade Level(s): 10-12

Sponsors of Change/Contact Person: Lisa Pearson and Kelly Cox

Title of Proposed Course: AP Psychology

Is the proposed course required ☐ or elective ☒ Credit .5 1.0 1.5 2.0
(check one) (circle one)

Is the proposed course part of a focused program of study? If so, which one? No

Attach course framework. Framework for College Board

Address the following issues on a separate page to be attached to this cover sheet:

1. Description of proposed course;
2. Rationale for proposed course - Describe the desired outcome for student learning and summarize best-practice research that supports this change;
3. Academic Content Standards - List all content standards addressed by the content of the proposed course;
4. Impact on the content program - Explain the potential impact on other curricular areas, staffing, and budget;
5. Projected additional costs - Include startup and ongoing costs (e.g., equipment, supplies, anticipated travel, or field trip expense, etc.);
6. Action Research Plan - Complete the form.

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

Site Council Chairperson:

Signature

Date

School Principal:

Signature

Date

AP Psychology Course Proposal

Description of proposed course:

From the College Board:

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

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

Glencoe High School is interested in expanding AP offerings for students who might be more interested in the humanities/liberal arts focus. At present time Glencoe offers eight AP courses in math and science, three courses in history/government, and four courses in the humanities/liberal arts. PSAT predictors indicate that a large number of students would participate in an AP Psychology course and perform well based on score prediction. Social studies analysis standards and critical thinking standards can be addressed and reinforced through this course.

Qualitative research from students indicates the desire for a Psychology course that is more in-depth and rigorous in a year-long setting. Success in an AP course provides the opportunity for college and career readiness, specifically for students who might not have a strong interest in math or science courses.

All of the public universities in Oregon (U of O, OSU, PSU, WOU, EOU, SOU, OIT) will award four college Psychology credits (either 100 or 200 level, depending on the institution) for students who earn a 3 or higher (on a five-point scale) on the AP exam. Additionally, most of the private colleges (e.g., Lewis & Clark College, Linfield College, and Willamette University) will award four lower level college Psychology credits for students who earn a four or five on the AP exam. Portland Community College awards four Psychology elective credits, which can apply to the Social Science credits needed for an Associate of Arts Oregon Transfer Degree. Students who complete this transfer degree have met the lower division general education requirements of baccalaureate degree programs of any Oregon public university.

While initially this course will not be part of a Career and College Pathway (CCP), we are investigating the potential to possibly align with Early Childhood Education and/or Health Sciences.

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

Oregon Social Science Standards

Historical Knowledge:

HS.1. Evaluate continuity and change over the course of world and United States history.

- HS.6. Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.

Social Science Analysis:

- HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.
- HS.58. Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.
- HS.59. Demonstrate the skills and dispositions needed to be a critical consumer of information.
- HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.
- HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.
- HS.62. Propose, compare, and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.
- HS.63. Engage in informed and respectful deliberation and discussion of issues, events, and ideas.

Common Core State Standards, English Language Arts Standards for History/Social Studies

- 11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- 11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

American Psychology Association High School Standards

Biopsychology:

- 1.1 Define psychology as a discipline and identify its goals as a science.
- 1.2 Describe the emergence of psychology as a scientific discipline.
- 1.3 Describe perspectives employed to understand behavior and mental processes.
- 1.4 Recognize the evolving nature of psychology as a scientific discipline.
- 1.5 Discuss the mechanisms and the importance of plasticity of the nervous system
- 2.1 List forms of physical energy for which humans and nonhuman animals do and do not have sensory receptors
- 2.2 Describe the major subfields of psychology
- 2.3 Identify the important role psychology plays in benefiting society and improving people's lives
- 3.1 Define descriptive statistics and explain how they are used by psychological scientists
- 3.2 Define forms of qualitative data and explain how they are used by psychological scientists
- 3.3 Define correlation coefficients and explain their appropriate interpretation
- 3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods

- 3.5 Explain other statistical concepts, such as statistical significance and effect size
- 3.6 Explain how validity and reliability of observations and measurements relate to data analysis
- 4.1 Identify tools used to study the nervous system
- 4.2 Describe advances made in neuroscience
- 4.3 Discuss issues related to scientific advances in neuroscience and genetics

Consciousness:

- 1.1 Identify states of consciousness
- 1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)
- 2.1 Describe the circadian rhythm and its relation to sleep
- 2.2 Describe the sleep cycle
- 2.3 Compare theories about the functions of sleep
- 2.4 Describe types of sleep disorders
- 2.5 Compare theories about the functions of dreams
- 3.1 Characterize the major categories of psychoactive drugs and their effects
- 3.2 Describe how psychoactive drugs act at the synaptic level
- 3.3 Evaluate the biological and psychological effects of psychoactive drugs
- 3.4 Explain how culture and expectations influence the use and experience of drugs
- 4.1 Describe meditation and relaxation and their effects
- 4.2 Describe hypnosis and controversies surrounding its nature and use

Development:

- 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
- 1.2 Explain issues of continuity/discontinuity and stability/change
- 1.3 Distinguish methods used to study development
- 1.4 Describe the role of sensitive and critical periods in development
- 1.5 Discuss issues related to the end of life
- 2.1 Discuss theories of cognitive development
- 2.2 Discuss theories of moral development
- 2.3 Discuss theories of social development
- 3.1 Describe physical development from conception through birth and identify influences on prenatal development
- 3.2 Describe newborns' reflexes, temperament, and abilities
- 4.1 Describe physical and motor development
- 4.2 Describe how infant perceptual abilities and intelligence develop
- 4.3 Describe the development of attachment and the role of the caregiver
- 4.4 Describe the development of communication and language
- 5.1 Describe physical and motor development
- 5.2 Describe how memory and thinking ability develops
- 5.3 Describe social, cultural, and emotional development through childhood
- 6.1 Identify major physical changes
- 6.2 Describe the development of reasoning and morality
- 6.3 Describe identity formation
- 6.4 Discuss the role of family and peers in adolescent development
- 7.1 Identify major physical changes associated with adulthood and aging
- 7.2 Describe cognitive changes in adulthood and aging
- 7.3 Discuss social, cultural, and emotional issues in aging

Sociocultural Context:

- 1.1 Describe attributional explanations of behavior
- 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior
- 1.3 Identify persuasive methods used to change attitudes
- 2.1 Describe the power of the situation
- 2.2 Describe effects of others' presence on individuals' behavior

- 2.3 Describe how group dynamics influence behavior
- 2.4 Discuss how an individual influences group behavior
- 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination
- 3.2 Describe determinants of prosocial behavior
- 3.3 Discuss influences upon aggression and conflict
- 3.4 Discuss factors influencing attraction and relationships
- 1.1 Define culture and diversity
- 1.2 Identify how cultures change over time and vary within nations and internationally
- 1.3 Discuss the relationship between culture and conceptions of self and identity
- 1.4 Discuss psychological research examining race and ethnicity
- 1.5 Discuss psychological research examining socioeconomic status
- 1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination
- 2.1 Discuss psychological research examining gender identity
- 2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived
- 2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society
- 2.7 Discuss psychological research examining differences in individual cognitive and physical abilities

Cognition:

- 1.1 Identify factors that influence encoding
- 1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing
- 1.3 Discuss strategies for improving the encoding of memory
- 2.1 Describe the differences between working memory and long-term memory
- 2.2 Identify and explain biological processes related to how memory is stored
- 2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias)
- 2.4 Discuss strategies for improving the storage of memories Content Standard
- 3.1 Analyze the importance of retrieval cues in memory
- 3.2 Explain the role that interference plays in retrieval
- 3.3 Discuss the factors influencing how memories are retrieved
- 3.4 Explain how memories can be malleable
- 3.5 Discuss strategies for improving the retrieval of memories
- 1.1 Define cognitive processes involved in understanding information
- 1.2 Define processes involved in problem-solving and decision-making
- 1.3 Discuss non-human problem-solving abilities
- 2.1 Describe obstacles to problem-solving
- 2.2 Describe obstacles to decision-making
- 2.3 Describe obstacles to making good judgments
- 1.1 Explain biologically based theories of motivation
- 1.2 Explain cognitively based theories of motivation
- 1.3 Explain humanistic theories of motivation
- 1.4 Explain the role of culture in human motivation
- 2.1 Discuss eating behavior
- 2.2 Discuss sexual behavior and orientation
- 2.3 Discuss achievement motivation
- 2.4 Discuss other ways in which humans and non-human animals are motivated
- 1.1 Explain the biological and cognitive components of emotion
- 1.2 Discuss psychological research on basic human emotions
- 1.3 Differentiate among theories of emotional experience
- 2.1 Explain how biological factors influence emotional interpretation and expression
- 2.2 Explain how culture and gender influence emotional interpretation and expression
- 2.3 Explain how other environmental factors influence emotional interpretation and expression
- 3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear

- 3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness
- 3.1 Discuss biological and situational influences
- 3.2 Discuss stability and change
- 3.3 Discuss connections to health and work
- 3.4 Discuss self-concept
- 3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality

Psychological Treatment:

- 1.1 Explain how psychological treatments have changed over time and among cultures
- 1.2 Match methods of treatment to psychological perspectives
- 1.3 Explain why psychologists use a variety of treatment options
- 2.1 Identify biomedical treatments
- 2.2 Identify psychological treatments
- 2.3 Describe appropriate treatments for different age groups
- 2.4 Evaluate the efficacy of treatments for particular disorders
- 2.5 Identify other factors that improve the efficacy of treatment
- 2.6 Identify treatment providers for psychological disorders and the training required for each
- 3.1 Identify ethical challenges involved in delivery of treatment
- 3.2 Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups)
- 1.1 Define stress as a psychophysiological reaction
- 1.2 Identify and explain potential sources of stress
- 1.3 Explain physiological and psychological consequences for health
- 1.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress
- 2.1 Identify ways to promote mental health and physical fitness
- 2.2 Describe the characteristics of and factors that promote resilience and optimism
- 2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues
- 1.1 Identify careers in psychological science and practice
- 1.2 Identify careers related to psychology
- 2.1 Identify degree requirements for psychologists and psychology-related careers
- 2.2 Identify resources to help select psychology programs for further study
- 3.1 Discuss ways in which psychological science addresses domestic and global issues
- 3.2 Identify careers in psychological science that have evolved as a result of domestic and global issues

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

No additional staffing would be necessary for this course, but instead would result in the shifting of some staffing. Glencoe currently offers a .5 credit Psychology elective course. Some student would opt to take AP Psychology in place of Psychology, which would result in an easy shift of staffing allocation.

The addition of AP Psychology is not expected to have an impact on other curricular areas, but would expand elective opportunities for students. As mentioned above, many students who would have already taken Psychology are likely to forecast for AP Psychology. Additionally, this would provide an AP offering unlike any other AP offerings currently at Glencoe.

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

Start-up Costs:

Textbook: Myers' Psychology for AP, \$136 per book (Amazon)

- Need, at minimum, a class set of 35 books: total \$4,760
- One book for each student enrolled in the course, with a projection of 2 sections at 35 students each: total \$9,520

Teacher Training/Professional Development:

- AP Institute: \$700
- Travel: \$250
- Lodging/Food: \$300-400

On-going Costs:

Possible Field Trip:

- Oregon Museum of Mental Health in Salem, OR: \$500

AP Exam: Student cost (subsidized by ODE)

- \$0 for students on free and reduced lunch
- \$63 for all other students (paid by student)

Course Outline:

Since this course is a nationally recognized curriculum and exam, the course outline is developed by the College Board: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-psychology-course-description-2014-15.pdf>

Action Research Plan Abstract

Names: Lisa Pearson & Kelly Cox

Schools: Glencoe High School

1. Identify the goals of the proposed course:

The goals of the course are:

- Students interested in a liberal arts focus receive exposure to a year-long rigorous course
- Increase the number of students who are currently enrolled in at least one AP course

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

- Enrollment data, including demographics
- Grade/completion data, AP exam results
- Retention data
- Percentage of students who take the AP exam
- Students enrolled in a focused program
- Future career interests of students at the end of the course

3. When and how will data be collected?

When data would be collected:

- During forecasting
- At the beginning of the year
- At the semester
- At the end of the year
- Summer (once AP scores are released)

How data would be collected:

- Forecasting data
- Synergy reports
- DCA reports
- Naviance reports
- AP report

HILLSBORO SCHOOL DISTRICT 1J
January 24, 2017
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.

Example 6: Extending Accounting Services to Informal Parent / Teacher Organization (PTO) Groups

Business Office staff members offer guidance and extend accounting services to school Parent / Teacher Organizations (PTOs) that may lack formal structure or non-profit status. School principals must oversee PTO income and expenditures in accordance with a partnership agreement with the PTO leaders. The guidance and accounting services provided to PTOs encourage parent involvement at schools that do not have the community resources and leadership to formalize and maintain a separate 501(c)(3) status, which is governed by the IRS and entails compliance requirements.

Finance Team – Accounts Payable, Banking, and Student Body Accounting. The Finance team is piloting advances in the District's finance systems, which may increase efficiency, while maintaining the internal controls required by policy and best practices. The first pilot, electronic employee expense reimbursements for mileage, is being implemented with Administration Center staff. If successful, electronic mileage reimbursements will be rolled out to all staff by the end of the school year through the Infinite Visions portal. Eventually, the team expects to expand electronic reimbursements to include all types of employee expense reimbursement requests. The second pilot, Tyler Content Manager (TCM), is a web platform that integrates with Infinite Visions. Initially, TCM will be used to manage District business documents. Eventually, the use of TCM will be extended to include electronic personnel records, as well as an electronic archive for all purchasing and general ledger documentation.

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.

Payroll Team and Employee Benefits. Payroll Supervisor Kim Grannis and the Payroll team have completed system updates required for the 2017 tax year and W-2 reporting. The team is working with the Transportation Services and Facilities departments to implement a more streamlined electronic payroll process by using TimeClock Plus to track employee leave and extended contract hours.

Benefits Supervisor Lynette Coffman is closely monitoring the Oregon Educators Benefit Board (OEBB) for information regarding the results of the 2017 plan year OEBB Medical/Pharmacy and Vision Request for Proposal (RFP). Ms. Coffman will report the results to the Benefits Advisory Group in February. Insurance carriers and plans are scheduled to change for the plan year beginning October 1, 2017. Additionally, Ms. Coffman has worked with established District partners, The Variable Annuity Life Insurance Company (VALIC) and Carruth Compliance Consulting, to set up District employee access to 457 Plan contributions.

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 November 2016.

The District received 17 workers' compensation claims in November 2016. As of November 30, 2016, there were 62 open claims; 35 were for medical costs only, and 27 included time loss. There were 5 employees on modified work plans during November.

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	17
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	48

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 235 student incidents reported in November.

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	235
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	790

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 two bus accidents in November.

HILLSBORO SCHOOL DISTRICT 1J
January 24, 2017
MONTHLY FINANCIAL REPORT - as of December 31, 2016

Revenues	1st Quarter Actual	October Actual	November Actual	December 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	\$62,685,069.62	\$1,712,240.54	\$64,476,457.96	\$64,585,768.52	\$67,230,674.00	96.07%	\$61,914,984.12	93.44%
Interest	\$81,966.99	\$26,690.04	\$29,493.36	\$0.00	\$56,183.40	\$138,150.39	\$307,952.00	44.86%	\$129,323.78	36.59%
Local Sources	\$171,595.72	\$80,387.76	\$30,918.54	\$47,191.41	\$158,497.71	\$330,093.43	\$1,895,229.00	17.42%	\$285,681.10	19.28%
Total Local	\$362,873.27	\$186,225.60	\$62,745,481.52	\$1,759,431.95	\$64,691,139.07	\$65,054,012.34	\$69,433,855.00	93.69%	\$62,329,989.00	91.53%
County/ESD	\$1,231,316.67	\$468,417.51	\$307,829.17	\$0.00	\$776,246.68	\$2,007,563.35	\$3,253,669.00	61.70%	\$1,892,190.23	55.75%
State Sources	\$42,832,700.76	\$10,013,509.00	\$10,154,746.68	\$10,011,774.00	\$30,180,029.68	\$73,012,730.44	\$124,345,402.00	58.72%	\$70,593,940.53	58.55%
Federal Sources	\$0.00	\$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	\$21.47	\$0.00	\$21.47	\$1,321.30	\$0.00	0.00%	\$1,232.36	8.56%
Beginning Balance	\$13,383,454.24	\$0.00	\$0.00	\$0.00	\$0.00	\$13,383,454.24	\$13,657,752.00	97.99%	\$17,604,269.16	100.00%
Total Revenue	\$57,811,644.77	\$10,668,152.11	\$73,208,078.84	\$11,771,205.95	\$95,647,436.90	\$153,459,081.67	\$210,690,678.00	72.84%	\$152,421,621.28	72.69%
Expenditures										
Instruction										
Salaries	\$6,436,607.45	\$6,390,521.40	\$6,383,465.11	\$6,310,867.20	\$19,084,853.71	\$25,521,461.16	\$79,116,611.61	32.26%	\$24,993,946.32	34.44%
Benefits	\$2,844,733.12	\$3,095,351.72	\$2,946,851.32	\$2,928,288.02	\$8,970,491.06	\$11,815,224.18	\$37,786,428.92	31.27%	\$11,379,863.01	33.35%
Purchased Service	\$1,140,829.84	\$706,155.75	\$637,996.82	\$438,005.43	\$1,782,158.00	\$2,922,987.84	\$2,969,803.33	98.42%	\$1,440,849.46	27.30%
Supplies/Materials	\$471,248.15	\$259,873.36	\$158,533.70	\$69,717.99	\$488,125.05	\$959,373.20	\$1,424,484.63	67.35%	\$835,724.76	38.35%
Capital Purchases	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$0.00	0.00%	\$7,561.25	23.22%
Other	\$92,659.90	\$26,989.50	\$754.00	\$1,839.00	\$29,582.50	\$122,242.40	\$197,254.76	61.97%	\$106,158.00	60.94%
Total Instruction	\$10,989,078.46	\$10,478,891.73	\$10,127,600.95	\$9,748,717.64	\$30,355,210.32	\$41,344,288.78	\$121,494,583.25	34.03%	\$38,764,102.80	33.89%
Support Services										
Salaries	\$6,793,372.86	\$3,291,822.46	\$3,268,801.09	\$3,244,467.94	\$9,805,091.49	\$16,598,464.35	\$38,038,656.98	43.64%	\$15,334,518.18	40.42%
Benefits	\$3,342,042.87	\$1,812,308.22	\$1,706,739.58	\$1,653,699.28	\$5,172,747.08	\$8,514,789.95	\$18,419,332.24	46.23%	\$7,886,006.83	39.80%
Purchased Service	\$3,060,867.09	\$1,417,045.03	\$1,032,416.59	\$1,414,138.69	\$3,863,600.31	\$6,924,467.40	\$13,509,529.66	51.26%	\$6,535,537.45	48.83%
Supplies/Materials	\$2,185,559.24	\$398,371.15	\$524,304.36	\$232,212.13	\$1,154,887.64	\$3,340,446.88	\$6,489,844.64	51.47%	\$3,410,366.78	61.11%
Capital Purchases	\$655,901.84	-\$463,527.94	\$42,979.39	\$30,548.40	-\$390,000.15	\$265,901.69	\$250,052.97	106.34%	\$196,230.96	24.46%
Other	\$1,125,621.02	\$68,631.00	-\$9,659.69	\$2,188.72	\$61,160.03	\$1,186,781.05	\$1,536,470.53	77.24%	\$1,194,460.30	89.66%
Total Support	\$17,163,364.92	\$6,524,649.92	\$6,565,581.32	\$6,577,255.16	\$19,667,486.40	\$36,830,851.32	\$78,243,887.02	47.07%	\$34,557,120.50	43.83%

<i>Expenditures (continued)</i>	1st Quarter Actual	October Actual	November Actual	December 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	\$21,173.28	\$73,677.42	\$143,797.96	\$264,225.41	54.42%	\$109,844.30	46.76%
Benefits	\$27,206.39	\$10,344.53	\$12,240.02	\$10,137.30	\$32,721.85	\$59,928.24	\$109,906.57	54.53%	\$47,093.73	39.76%
Purchased Service	\$16,710.96	\$14,271.83	\$8,771.43	\$0.00	\$23,043.26	\$39,754.22	\$36,069.36	110.22%	\$77,933.92	40.19%
Supplies/Materials	\$1,974.63	\$2,520.21	\$375.77	\$229.98	\$3,125.96	\$5,100.59	\$3,043.15	167.61%	\$1,665.77	52.23%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$700.00	\$0.00	\$700.00	\$700.00	\$1,568.52	0.00%	\$700.00	0.00%
Total Community Services	\$116,012.52	\$48,644.65	\$53,083.28	\$31,540.56	\$133,268.49	\$249,281.01	\$414,813.01	60.09%	\$237,237.72	43.04%
Capital Projects										
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$19,909.22	0.00%
Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Capital Projects	\$0.00	\$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	\$0.00	\$38,205.05	\$826,118.76	4.62%	\$341,893.76	41.26%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Contingency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,604,527.00	0.00%	\$0.00	0.00%
Total Expenditures	\$28,306,660.95	\$17,052,186.30	\$16,746,265.55	\$16,357,513.36	\$50,155,965.21	\$78,462,626.16	\$210,583,929.04	37.26%	\$73,920,264.00	35.25%

HILLSBORO SCHOOL DISTRICT 1J
January 24, 2017
FIRST READING – POLICY IL: ASSESSMENT PROGRAM;
AND POLICY ILBA: ASSESSMENT EXEMPTION (DELETE)

SITUATION

House Bill (HB) 2655 amended Oregon Revised Statute (ORS) Chapter 329 to require that school districts and public charter schools annually notify adult students (18 years of age or older) and students' parents or guardians of the time frame in which the statewide assessments will take place, and the right of an adult student or a student's parent or guardian to request an exemption from taking the statewide summative assessments. Schools are required to provide notice twice each year: once at the beginning of the year, and a second time at least 30 days prior to the administration of the test. Oregon School Boards Association (OSBA) has recommended revisions to align Board policy IL: Assessment Program with the new legal requirements. OSBA recommends that policy ILBA: Assessment Exemption be deleted, since the information it contains will now be included in policy IL.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy IL: Assessment Program, and policy ILBA: Assessment Exemptions (delete).

Assessment Program**

The District's assessment program shall be designed to determine for the purpose of determining District and school program improvement and individual student needs, and to meet the requirements of the Oregon Administrative Rules (OAR) 581-022-0606, 581-022-1210, and 581-022-1670. Each year, the District shall determine each student's progress toward reaching achieving federal, state, and local achievement goals requirements.

Assessments shall be used to measure the academic content standards and Essential Skills and to identify students who meet or exceed the performance standards and Essential Skills adopted by the State Board of Education.

Accordingly, the District shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments, and other valid methods required by state and federal regulations;
2. Assessment of Essential Skills;
- 3 2. Individual diagnostic and ability evaluations in all grades, when students have been referred and parental permission obtained;
- 4 3. Assessments by individual teachers;
- 5 4. Optional schoolwide and grade-levelwide assessments, as recommended by the Superintendent / designee and as approved by the Board.

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards and Essential Skills. District, school, and individual results shall be reported to the Board, the parents, and the community, as prescribed by law.

The District shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I monies that have been identified as in need of improvement by the Oregon Department of Education (ODE) will receive the necessary supports to address the specific areas of concern be provided supplemental services and public school options, as required by law.

The District shall not discriminate in the methods, practices, and materials used for testing assessment, evaluating, and counseling students on the basis of race, color, religion, sex, sexual orientation, parental status, national origin, marital status, disability, or age. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

A student may opt out of the Smarter Balanced and/or alternate Oregon Extended Assessments in English language arts and mathematics, as provided in state law. The District shall provide the required notice and necessary forms to the student. The District shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices¹ that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an exemption from taking the statewide summative assessments.

The District shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

The Superintendent shall ensure that a periodic review and evaluation of the District's assessment program is conducted.

The annual assessment of student and District progress is a vital component of the instructional process. ~~It is the District's intention to include every student as specified by the state and District in the annual assessment program.~~

The assessment program will include:

1. Staff training in the use of designated tests and interpretation of test results.
2. A periodic review and evaluation of the District's assessment program.
3. An annual report detailing student achievement progress.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 329.485](#)
[ORS 336.187](#)
[ORS 659.870](#)

[OAR 581-021-0030](#)
[OAR 581-022-0606](#)
[OAR 581-022-0610](#)
[OAR 581-022-0612](#)
[OAR 581-022-0615](#)
[OAR 581-022-1140](#)

[OAR 581-022-1210](#)
[OAR 581-022-1510](#)
[OAR 581-022-1670](#)
[OAR 581-022-1910](#)
[HB 2655 \(2015\)](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011)
Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006)
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006)

¹Districts are required to provide notice twice each year: once at the beginning of the year; and second time at least 30 days prior to the administration of the test.

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006)
Elementary and Secondary Education Act (ESEA) Flexibility Waiver; ~~July 18, 2012~~ July 23, 2015

Hillsboro School District 1J

Code: ILBA
Adopted: 07/96
Revised: 02/09

Assessment Exemption

The District believes the annual assessment of student and District progress is a vital component of the instructional process. While it is the District's intention to include every student in the Oregon Statewide and Districtwide Assessment Program, it is recognized that a few students may be exempted from this assessment as provided by OAR 581-022-0612 and 581-022-1910.

Specific assessment exemption information will be made available to parents through the Individualized Education Program (IEP) meeting or through another school designee.

The District will follow the Oregon Statewide Assessment Administration Manuals regarding assessment exemptions.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 329.485](#)

[ORS 336.187](#)

[OAR 581-022-0606](#)

[OAR 581-022-0610](#)

[OAR 581-022-0612](#)

[OAR 581-022-1510](#)

[OAR 581-022-1910](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2006); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2006).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).

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

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

Or. Dep't of Educ., Or. Statewide Assessment Admin. Manual(2005).

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
December 6, 2016
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

DRAFT

1. **WORK SESSION**

Board Present:

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

Others Present:

Devin Hunter, HCU
Jill Golay, HEA

Staff Present:

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

Board Chair Wayne Clift called the meeting to order at 5:22 PM. Director Erik Seligman was unable to attend.

a. **Budget Committee Candidate Update**

Chief Financial Officer Adam Stewart explained that the nine candidates who applied for the four open positions on the District Budget Committee were interviewed by a subcommittee of Board members, and the interview team is making the following recommendations:

Candidate	Position Recommended
Teresa Mahoney	Budget Committee position 1 (through June 30, 2017)
Heather Monaghan	Budget Committee position 5 (through June 30, 2019)
Erika Lopez	Budget Committee position 6 (through June 30, 2019)
Matt Long	Budget Committee position 7 (through June 30, 2019)
Angie Ellis	Bond Advisory Committee
Cathy Clark Thomas	Bond Advisory Committee
Caleb Ford	Bond Advisory Committee
Brian Bates	Long-Range Planning Committee
Mark DeForge	Position that aligns with interests (not yet determined)

Director Kim Strelchun said that all of the candidates are well-qualified, and all were asked about their interests, so current or future opportunities could be recommended for them.

The Board will be asked to appoint the new Budget Committee members during the regular session. Membership on the other committees does not require Board approval.

b. **Budget Update**

In preparation for developing the District's 2017-18 budget, Superintendent Mike Scott and Chief Financial Officer Adam Stewart provided an update of the most recent budget information. Key points of the discussion included the level of funding

included in the December 1 release of the Governor's budget (slightly higher than was anticipated, but significantly less than is required to maintain the District's current service level); the importance of communications regarding implications of the Governor's budget; the impact of PERS rate increases; and measure 98 funding.

c. Bond and Long-Range Planning Update

Chief Financial Officer Adam Stewart reported on the Bond Advisory Committee's progress and next steps, which include providing input for prioritizing the District's needs, reviewing / revising proposed bond packages, gathering public input, and making recommendations to the Board. Board members will be asked to provide input on high-level funding priorities. The significance of the community's priorities, and the relationship between priorities (e.g., lower class size and adequate building capacity) were discussed. During a future meeting, the Board will discuss whether to consider a levy option, in addition to a construction bond.

d. Legislative Priorities Update

Director of Communications Beth Graser asked the Board to provide feedback on their draft legislative priorities, which were developed using input that they provided during the November 15 work session. Director Graser discussed revisions that could be made to the draft document as a result of the recent release of the Governor's budget, and asked for Board members' input. The draft legislative priorities document, which was included in the Board meeting packet, will be updated based on this discussion, and presented to the Board for adoption on January 10.

e. Review Board / Superintendent Working Agreements

Director Wayne Clift explained that the Board agreed to review the adopted 2016-17 Board / Superintendent working agreements periodically throughout the year. Board members were invited to provide input. No requests were made to revise the document.

f. Discuss North Plains Senior Plaza Tax Exemption Request

Chief Financial Officer Adam Stewart explained that, due to a timing issue, the North Plains Senior Plaza tax exemption approved by the Hillsboro School District Board of Directors last May was not filed with the County Assessor in time to take effect, and the board president of the North Plains Senior Plaza has requested that the Hillsboro School Board approve a new resolution granting this tax exemption. Chief Financial Officer Stewart explained that the only change to the tax exemption approved by the Board in May 2016 will be the effective date.

The Board is scheduled to take action on the tax exemption request during the regular session.

g. Strategic Plan Goals Update

Superintendent Mike Scott explained that the Board is scheduled to receive periodic updates throughout the year on accomplishments and progress toward the achievement of the District's Strategic Plan goals. Information was presented regarding quantitative and process goals. A link to the latest Strategic Plan report is included in the Board packet, and will be included in the District's weekly email news update to staff and community members.

Board Chair Wayne Clift stated that the District evaluation process is being developed based on the framework of the District's strategic plan.

h. High School Academic Program Development Process Update

Assistant Superintendent Travis Reiman presented an update on the work that has been accomplished to date in identifying shared values regarding educational outcomes for students, and the timeline for next steps in developing the District's 2017-18 course catalog. He shared a draft statement of core values, prepared by the Citizens' Curriculum Advisory Committee (CCAC) based on frequently occurring responses in a survey of parents, students, and community partners. He explained that feedback on the draft document is being requested from the community, and he proposed that gathering feedback and updating the document become an annual process, so it will continue to reflect the values of staff, students, and the community over time. The CCAC is also developing a document that will provide guidelines for schools regarding District-approved alternatives for methods and strategies related to the identified core values. This document will reflect input from District students, parents, and staff, as well as research that is being conducted at the national level.

Currently, members of the program development team (which includes representatives from all four high schools, Miller Education Center, and Hillsboro Online Academy) are developing course recommendations for 2017-18, and school counselors are working on streamlining protocols for forecasting. It is hoped that documents will be ready to share by late January.

Board members' discussed feedback that students have provided regarding their need for additional information regarding electives, pathways, and options for dropping classes that do not work out for them; and additional time with counselors for forecasting.

i. Board Discussion Time

1) OSBA Annual Convention Reports

Directors Glenn Miller and Kim Strelchun shared highlights of the Oregon School Boards Association (OSBA) annual convention that they attended in November.

2) Board Discussion

This agenda item was delayed until the regular session.

Recess Board Meeting

The meeting was recessed at 6:59 PM.

REGULAR SESSION

Board Present:

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

Others Present:

Elizabeth Moore, CCAC
Theresa Alexander, HHS
Kori Dundas, HHS
Linda Harrington, HOA
Cindy Hirst,
North Plains Senior Plaza
Devin Hunter, HCU
Jill Golay, HEA
Geoff Pursinger, Hillsboro Tribune

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Kona Lew-Williams, Chief Human Resources Officer
Adam Stewart, Chief Financial Officer
Elaine Fox, Executive Director, Student Services
Beth Graser, Director, Communications
Wendy Juden, Director, Student Services
Tracy Evers-Selleck, Lead District Nurse
Val Bokma, Assistant to the Board
Martha Méndez Bolaños, Bilingual Interpreter / Translator
Sev Flores, Technology Support

2. Call to Order and Flag Salute

Board Chair Wayne Clift reconvened the meeting at 7:07 PM, and led the Pledge of Allegiance. Director Erik Seligman was unable to attend.

3. Approval of Agenda

Director Glenn Miller MOVED, SECONDED by Director Kim Strelchun, to approve the agenda. The MOTION CARRIED (6-0).

4. Audience Time

The following audience members addressed the Board:

- Regarding accelerated courses and student grouping: Joe Everton
- Regarding Christmas celebrations in the schools: April Davis and Ron Davis
- Regarding District coaches:

Patty Hayden
Hallie Puncochar
Nick Salzman
Raven Schreiner

Patrick Morin
Larry Matthews
Connie Bradley
Jackson Godsey

Luis Nava, Sr.
Matt Minnick
A. Tyffanie King-Tate

5. REPORTS AND DISCUSSION

a. Division 22 Assurances

Assistant Superintendent Travis Reiman presented the required annual report on the District's compliance with the Division 22 Standards for Public Elementary and Secondary Schools, stating that the Hillsboro School District assures compliance in the specified categories. He explained that, due to budgetary restrictions, curriculum has not been adopted on cycle in several content areas, but instruction in all content areas aligns with the required standards.

Director Lisa Allen asked that the cost of curriculum adoptions be added to the Board's legislative priorities document.

b. New High School Course Proposal: Introduction to Computer Science – First Reading

Assistant Superintendent Travis Reiman, Hillsboro High School teacher Theresa Alexander, and CCAC Chair Elizabeth Moore presented the new course proposal, Introduction to Computer Science, for first reading. Ms. Moore explained that the CCAC unanimously recommended that the course proposal be presented to the Board for consideration. The course proposal, summary, and outline are included in the Board packet.

c. New High School Course Proposal: Introduction to Agricultural Science and Technology – First Reading

Assistant Superintendent Travis Reiman, Hillsboro High School teacher Kori Dundas, and CCAC Chair Elizabeth Moore presented the new course proposal, Introduction to Agricultural Science and Technology, for first reading. Ms. Moore explained that the CCAC enthusiastically recommended that the course proposal be presented to the Board for consideration. The course proposal, summary, and outline are included in the Board packet.

d. New High School Course Proposal: eDynamic Learning: Introduction to Careers Electives – First Reading

Assistant Superintendent Travis Reiman, Hillsboro Online Academy principal Linda Harrington, and CCAC Chair Elizabeth Moore presented the new course proposal, eDynamic Learning: Introduction to Careers Electives, for first reading. Ms. Moore explained that the CCAC unanimously recommended that the course proposal be presented to the Board for consideration. The Board is requested to approve all of the courses listed in the proposal, although specific course offerings will depend on District resources, qualified instructors, and student interest. Principal Harrington explained that the individual courses can stand alone as online courses with an instructor, or elements of the courses can be incorporated into other classes. The discussion included forecasting considerations, pathways, and the need for students to identify alternative choices. The course proposal, summary, and outline are included in the Board packet.

e. Financial Report

Chief Financial Officer Adam Stewart presented the monthly financial report, explaining that November month-end information for some elements of the report was not available in time to meet the early timeline for posting this Board packet. The report is included in the Board meeting packet.

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

Student Services Director Wendy Juden and Lead District Nurse Tracy Evers-Selleck presented policy JHCA/JHCB - Immunization, Physical Examination, Vision Screening / Eye Examination, and Dental Screening for first reading. Director Juden explained that the District already has practices in

place to meet the requirements of the revised policy. The policy is included in the Board packet.

2) Policy JHCDA: Prescription Medications

Student Services Director Wendy Juden and Lead District Nurse Tracy Evers-Selleck presented policy JHCDA: Prescription Medications for first reading. Director Juden explained that the individualized health care plans required by the policy are already in place. The policy is included in the Board packet.

6. CONSENT AGENDA

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

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

Consent Agenda items were as follows:

- a. Approve Minutes of November 15, 2016, Board Meeting
- b. Approve Routine Personnel Matters
- c. Accept Donations
- d. Approve Parent Organization Activities for Liability Insurance Coverage
- e. Adopt Planning Calendar for 2017-18 Budget
- f. Adopt 2016-17 Drug, Alcohol, and Tobacco Prevention Plan
(The 2016-17 Drug, Alcohol, and Tobacco Prevention Plan was presented for first reading on November 15, 2016)
- g. Approve New High School Course Proposal: Introduction to Bioscience Technologies
(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 Member 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
 - 2) Policy BDC: Executive Session
 - 3) Policy BFC: Adoption and Revision of Policies

7. ACTION ITEMS

a. Appoint Budget Committee Members

Chief Financial Officer Adam Stewart reminded the Board that nine candidates applied for the four vacant positions on the District Budget Committee, as discussed during tonight's work session.

Director Kim Strelchun MOVED, SECONDED by Director Lisa Allen, to appoint the following slate of candidates for the District Budget Committee:

Candidate	Recommended Position
Teresa Mahoney	1
Heather Monaghan	5
Erika Lopez	6
Matt Long	7

The MOTION CARRIED (6-0).

Director Kim Strelchun said that all of the other candidates have been contacted with information regarding participating on other District committees.

b. Approve 2017-18 and 2018-19 School Calendars

Chief Human Resources Officer Kona Lew-Williams asked the Board to approve the 2017-18 and 2018-19 school calendars. She explained that input from the community and the Board indicated the desire to have access to calendars for more than just one upcoming year. The draft calendars are included in the Board packet, and were presented to the Board for first reading on October 25, 2016.

Director Kim Strelchun MOVED, SECONDED by Director Monte Akers, to approve the proposed 2017-18 and 2018-19 calendars. The MOTION CARRIED (6-0).

c. Authorization to Approve Intergovernmental Agreement with the City of Cornelius

Chief Financial Officer Adam Stewart explained that several hundred acres in the City of Cornelius have been brought into the urban growth boundary (UGB), including 40 acres that are owned by the Hillsboro School District. The City of Cornelius has approached the Hillsboro School District with a request to construct roads on the north and west boundaries of the District's land. The proposed intergovernmental agreement will be beneficial to the District because the streets and infrastructure will need to be in place before a school can be built on this site, and beneficial to the City because it will be able to move forward with the planning process for the southeast UGB expansion. Details of the proposed agreement are included in the Board meeting packet.

Director Glenn Miller MOVED, SECONDED by Director Lisa Allen, to authorize the approval of the intergovernmental agreement with the City of Cornelius. The MOTION CARRIED (6-0).

d. Ratify Modification to Current Contract with Hillsboro Classified United (HCU)

Chief Human Resources Officer Kona Lew-Williams explained that when the Board ratified the current agreement with HCU, it was with the understanding that Article 17 (previously Article 14), Layoff and Recall, needed further review. This fall, a subcommittee representing District and HCU members met together and updated Article 17, improving its clarity so that it reflects the District's current practices and specifies details regarding processes that were not previously included in the bargaining agreement.

Director Monte Akers MOVED, SECONDED by Director Glenn Miller, to 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. The MOTION CARRIED (6-0).

e. Vote on North Plains Senior Plaza Tax Exemption Request

Chief Financial Officer Adam Stewart summarized information that was presented to the Board during the work session regarding the North Plains Senior Plaza tax exemption request. Cindy Hirst, President of the North Plains Senior Plaza Board of Directors, was present to answer Board members' questions. The resolution is included in the Board meeting packet.

Director Janeen Sollman MOVED, SECONDED by Director Lisa Allen, to adopt the resolution approving the continued tax exemption for the North Plains Senior Plaza. The MOTION CARRIED (6-0).

f. Elect Member to the OSBA Board of Directors

Director Kim Strelchun MOVED, SECONDED by Director Janeen Sollman, that the Board of Directors cast its vote for LeeAnn Larsen for position 15 on the OSBA Board of Directors. The MOTION CARRIED (6-0).

g. Vote on OSBA Resolution

Director Kim Strelchun MOVED, SECONDED by Director Lisa Allen, that the Board vote to support Resolution 1 to adopt the OSBA 2017-18 Legislative Priorities and Policies, as recommended by the Legislative Policy Committee. The MOTION CARRIED (6-0).

Board members discussed the legislative policies and priorities, and OSBA's work representing school districts.

8. NWRESA/HCU/HEA Reports

HEA President Jill Golay discussed concern about the potential budget shortfall, participation in the recent listening session, the adopted District calendars, and the empathy that develops between coworkers, who are all impacted when one experiences difficult times. She emphasized the importance of looking for the good in ourselves and each other.

HCU President Devin Hunter discussed the ratification of the modification to the classified / management bargaining agreement, the work that is being done to review classified job descriptions, and the importance of helping students who struggle with special challenges to learn the skills they need for ongoing success in life.

9. Superintendent's Time

Superintendent Scott clarified that the celebration of Christmas has not been banned in the Hillsboro School District; and explained that personnel issues are dealt with by the District with discretion, confidentiality, and a focus on the best interests of students. Superintendent Scott thanked Board members for their service, and thanked retiring Executive Director of Secondary Education Ted Zehr for his 23 years of service to Hillsboro students. Executive Director Zehr will finish the school year in his current role.

10. Board of Directors' Time

Board members discussed District events, programs, and processes, and provided brief summaries of their recent and upcoming activities. Key points included: appreciation for District and school leaders and staff, audience members who shared their input during the meeting, and the opportunities that community partners make possible for students; the value of diversity and the importance of embracing our differences; and District culture and communication.

11. Follow-Up Items

Agenda Item / Request	Action
<u>Division 22 Assurances</u> Add the cost of curriculum adoptions to the legislative priorities document	Information added to draft legislative priorities document

12. Executive Session

No executive session was called.

13. Adjournment

The meeting was adjourned at 9:41 PM.

HILLSBORO SCHOOL DISTRICT 1J
January 24, 2017
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends that the Board of Directors:

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

Mary (Maureen) Barnhart

Assignment: 1.0 FTE 4th Grade
Location: Lenox Elementary School
Effective Date: June 19, 2017
Years of Service: 28 years

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

Michele Batista

Assignment: 1.0 FTE Secondary Resource Specialist
Location: Century High School
Effective Date: February 1, 2017

Samantha Fotheringham

Assignment: 1.0 FTE 5th Grade
Location: Lincoln Street Elementary School
Effective Date: January 13, 2017

Caitlin Steele

Assignment: 1.0 FTE Health/PE
Location: Hillsboro High School
Effective Date: February 2, 2017

- C. Approve the employment of the following supervisor-specialist-technical personnel:

Heidi Burkart

Assignment: Resource Conservation Manager
Location: Facilities
Effective Date: January 3, 2017

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

Susan Dorofey

Education: MA – Indiana University of Pennsylvania, Indiana, PA
Experience: 18 years
Assignment: 0.9 FTE SLP – Minter Bridge Elementary School
0.1 FTE SLP – Poynter Middle School

HILLSBORO SCHOOL DISTRICT 1J
January 24, 2017
ACCEPT GIFTS AND DONATIONS
(as of December 31, 2016)

SITUATION

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

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

- Donation of \$6,250 from Gratteri Tire and Accessories to Hillsboro High School to be used for the new scoreboard project.
- Donation of \$6,614.60 from Ovations Food Service to Century High School for the band program.
- Donation of \$10,000 from Hillsboro Schools Foundation, on behalf of Jim and Dianna Murphy, to Hillsboro High School to be used for the automotive technology program.
- Donation of \$40,000 from Hillsboro Schools Foundation, on behalf of Intel, to be used for science, technology, engineering, and math (STEM) projects, and distributed as follows:
 - \$6,000 to Farmington View Elementary School
 - \$6,000 to Groner K-8 School
 - \$14,000 to Quatama Elementary School
 - \$14,000 to Tobias Elementary School

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
January 24, 2017
APPROVE NEW HIGH SCHOOL COURSE PROPOSAL:
INTRODUCTION TO COMPUTER SCIENCE

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 Computer Science," has been submitted by Theresa Alexander, a teacher of architecture, electronic technology, drafting, and robotics at Hillsboro High School. The course proposal, which is attached, was presented to the CCAC at their regular meeting on December 5, 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 December 6, 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 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
January 24, 2017
APPROVE NEW HIGH SCHOOL COURSE PROPOSAL:
INTRODUCTION TO AGRICULTURAL SCIENCE AND TECHNOLOGY (AST)

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 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, which is attached, was presented to the CCAC at their regular meeting on December 5, 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 December 6, 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 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 <ul style="list-style-type: none"> • Agriculture Food and Natural Resources Systems • Agribusiness • Animal Science • Environmental Service • Food Products and Processing • Natural Resources • Horticulture • Welding • Forestry 	<ul style="list-style-type: none"> • Use basic agriculture science vocabulary in the correct context • Explore career options in agriculture 	<p>CS.01. Performance Element: Premier Leadership: Acquire the skills necessary to positively influence others.</p> <p>CS.02. Performance Element: Personal Growth: Develop a skill set to enhance the positive evolution of the whole person.</p> <p>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.</p> <p>CS.04. Performance Element: Systems: Examine roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.</p> <p>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).</p>

<p>General Agriculture</p> <ul style="list-style-type: none"> • Oregon Agriculture • Commodities • Oregon Counties • Oregon Economy 	<ul style="list-style-type: none"> • 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 	<p>CS.05. Performance Element: Systems: Identify how key organizational structures and processes affect organizational performance and the quality of products and services.</p> <p>CS.06. Performance Element: Examine the importance of health, safety, and environmental management systems in organizations, and their importance to performance and regulatory compliance.</p> <p>CS.09. Performance Element: Technical Skills: Compare and contrast issues affecting the AFNR industry.</p> <p>CS.10. Performance Element: Technical Skills: Envision emerging technology and globalization to project its influence on widespread markets.</p> <p>CS.11. Performance Element: Scientific Inquiry: Utilize scientific inquiry as an investigative method.</p>
<p>FFA</p> <ul style="list-style-type: none"> • What is FFA • Creed and Speaking Events • Ag Sales • Parli Pro 	<ul style="list-style-type: none"> • 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 	<p>CS.01. Performance Element: Premier Leadership: Acquire the skills necessary to positively influence others.</p> <p>CS.02. Performance Element: Personal Growth: Develop a skill set to enhance the positive evolution of the whole person.</p> <p>CS.04. Performance Element: Systems: Examine roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.</p>

<p>Food Science</p> <ul style="list-style-type: none"> • Where Does My Food Come From? • Food Plates • Food Pyramid • Marketing and Labels • Science Behind Food-Making 	<ul style="list-style-type: none"> • 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 	<p>AG-FD1. Develop and implement procedures to ensure safety, sanitation, and quality in food product and processing facilities.</p> <p>AG-FD2. Apply principles of nutrition, biology, microbiology, chemistry, and human behavior to development of food products.</p> <p>AG-FD3. Select and process food products for storage, distribution, and consumption.</p> <p>AG-FD4. Explain the scope of the food industry and the historical and current developments of food products and processing.</p>
<p>Animal Science</p> <ul style="list-style-type: none"> • Vocabulary for Agriculture • Swine Industry • Sheep Industry • Beef Industry 	<ul style="list-style-type: none"> • 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 	<p>AG-ANI1. Analyze historic and current trends impacting the animal systems industry.</p> <p>AG-ANI6. Classify, evaluate and select animals based on anatomical and physiological characteristics.</p> <p>AG-ANI7. Apply the principles of effective animal health care.</p>
<p>Plant Science</p> <ul style="list-style-type: none"> • Plant anatomy • Soil Science • Planting practices • Growing practices 	<ul style="list-style-type: none"> • 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 	<p>AG-PL2. Apply the principles of classification, plant anatomy, and plant physiology to plant production and management.</p> <p>AG-PL3. Propagate, culture, and harvest plants and plant products based on current industry standards.</p> <p>AG-PL4. Apply the principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape, and farm).</p>

Floral Design <ul style="list-style-type: none"> • Boutonniere-making • Corsage-making 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Arc Welding • O/A Welding 	<ul style="list-style-type: none"> • 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
January 24, 2017
APPROVE NEW HIGH SCHOOL COURSE PROPOSAL:
eDYNAMIC LEARNING: INTRODUCTION TO CAREERS ELECTIVES

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 “eDynamic Learning: Introduction to Careers Electives,” has been submitted by Linda Harrington, the principal of Hillsboro Online Academy. The course proposal, which is attached, was presented to the CCAC at their regular meeting on December 5, 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 December 6, 2016, Board meeting.

If these courses are available during the 2017-18 school year, the Board will evaluate their 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 courses, pre- and post-assessments, and the number of students forecasting for the courses for the following year. If the courses are not available in the 2017-18 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new courses in the year of enactment.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the proposed new high school courses, 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 the Hillsboro School District (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 is 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 (HEA). Hillsboro Online Academy teachers are District teachers who teach 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.

Hillsboro School District has a contract with eDynamic Learning that 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, seven 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 item 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 many 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 learn about some of the greatest artists in the world while 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 and Their 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 Sports 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, enacting 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.

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 given 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 to) your brother's or sister's personality? Personal Psychology II: Living in a Complex World will explore what makes you *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 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, Marine 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 to whom people come for advice or to talk through their problems? 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
January 24, 2017
APPROVE REVISIONS TO 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.

These proposed revisions were presented to the Board for first reading on December 6, 2016. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy 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 students 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 Examination² 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~~students 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.

¹Documentation requirements for exemptions are outlined in ORS 433.267 and OAR 333-050-0010 – 333-050-0110.

²Form 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
January 24, 2017
APPROVE REVISIONS TO 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.

These proposed revisions were presented to the Board for first reading on December 6, 2016. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy JHCDA: Prescription Medications.

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 crisis¹, or have a need to manage hypoglycemia, asthma, or diabetes. Therefore, in situations when a licensed health care professional is not immediately available, a designated trained staff member may administer to a student, epinephrine, glucagon, or other medications, as prescribed and allowed by Oregon law.

When directed prescribed by a physician² 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 physician¹ 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.

¹Under proper notice given to the district.

²~~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 1J
January 24, 2017
ACCEPT 2015-16 AUDIT REPORT

SITUATION

The firm of Grove, Mueller & Swank, P.C., has completed its report on the audit of the District's financial statements for 2015-16. Copies of the Comprehensive Annual Financial Report have been provided to the Board of Directors, and a representative from Grove, Mueller & Swank, P.C., provided a brief overview of the document and answered Board members' questions during tonight's Board work session. During tonight's regular session, the Board will be asked to accept the audit report.

RECOMMENDATION

The Superintendent recommends that the Board of Directors accept the audit report for 2015-16.