



Hillsboro School District 1J

March 15, 2016
Board Meeting

Board of Directors

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

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

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

Board Meeting Agenda

March 15, 2016

5:15 PM

1. 5:15 PM - Work Session
 - A. Substitute Services Cost Analysis: Fiscal Years 2016-2019 4
Presenter: Adam Stewart
 - B. Technology Plan Update 15
Presenter: Don Wolff
 - C. 2016-17 Strategic Plan – Discuss Draft Work Plans and Smart Goals 16
Presenter: Beth Graser
 - D. Budget Update 17
Presenter: Mike Scott / Adam Stewart
 - E. Board Discussion Time
 - F. Recess Board Meeting
2. 7:00 PM - Regular Session
Call to Order and Flag Salute
3. Recognition / Student Presentation
 - A. Student Presentation: Poynter Middle School Musical
Presenter: Erik Seligman
4. Approval of Agenda
5. Audience Time
6. Reports and Discussion
 - A. Public Input Regarding Providing Family Planning Services at School-Based Health Center (SBHC) 18
Presenter: Wayne Clift
 - B. Financial Report (*see written report*) 20
Presenter: Adam Stewart
 - C. 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 GBM: Staff Complaints 25
Presenter: Debbie Ashley
 2. Policy GBDA: Mother-Friendly Work Place 27
Presenter: Debbie Ashley
7. Consent Agenda
Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.

A. Approve Minutes of February 9, 2016, Board Meeting	29
B. Approve Minutes of February 10, 2016, Board Meeting	32
C. Approve Minutes of February 23, 2016, Board Meeting	34
D. Approve Routine Personnel Matters	39
E. Authorize 2016 Migrant Summer School Application	41
F. Approve New Course Proposal – Financial Algebra <i>(This course proposal was presented for first reading on February 23, 2016)</i>	42
8. Action Items	
A. Approve Proposal Regarding Inclement Weather Day Presenter: Debbie Ashley	56
B. Approve Resolution Amendment for Energy Project Financing Presenter: Adam Stewart	57
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	
14. Next Meetings of the Board of Directors	
• April 5, 2016, Work Session	
• April 26, 2016, Regular Session	

HILLSBORO SCHOOL DISTRICT 1J
March 15, 2016
PUBLIC PROCUREMENT
DIVISION 247 - COMPLIANCE COST ANALYSIS AND REPORT
SUBSTITUTES AS A CONTRACTED SERVICE
FISCAL YEARS 2016-2019

SITUATION

Over the past several months, the Business Office and Human Resources department have been working together on a Request for Proposal (RFP) for substitutes as a contracted service. During the September 22 Board meeting, the Board received a Cost Analysis, required by statute as a prerequisite to the RFP for service contracts that exceed \$250,000. However, at the end of the RFP process, the proposals received by the District were rejected because the estimated contract service cost exceeded the District costs specified in the Cost Analysis Report.

Upon further review, the District has determined that the calculations used in the Cost Analysis did not fully capture all of the costs in a service contract. During the March 15 Board meeting, the Board will receive a second Cost Analysis that identifies projected District savings over the course of a three-year contract. The primary differences between the September and March reports are:

- A different contract period (2017-2019 instead of 2015-2018) that includes the 2017-2019 projected PERS and wage increases;
- Actual substitute hours for the 2014-15 school year used to calculate "Other Costs;"
- A change in methodology to calculate the vendor "Profit" as reflected in the received proposals;
- Actual operational data to calculate vendor costs.

The District will conduct an RFP process to accept proposals after the March 15 Board meeting; and the Board may be asked to award a three-year service contract for substitute services during the April 26 Board meeting. As was the case with the previous RFP process, if the projected savings do not materialize, no bid will be awarded.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the Cost Analysis and Report, and ask any questions they may have.

FINAL COST ANALYSIS AND REPORT SUBSTITUTES AS A CONTRACTED SERVICE

I. Executive Summary

For many years, the practice of the Hillsboro School District and most other school districts in Oregon has been to hire both licensed and classified substitute employees. The District posts vacancies, calls the appropriate substitutes from a pre-qualified pool, and pays the substitutes through the payroll system as District employees.

This year, the District has been exploring the option of contracting with a third-party to provide substitute employees. There are advantages to both the substitute employees and the District from this arrangement. The substitute employees would receive the same daily or hourly rate as earned currently, and would not have the six percent (6%) PERS contribution deducted from their take-home pay. The District would no longer have to pay PERS for substitute salaries, or be responsible for Workers' Compensation payroll costs and claims, or unemployment payroll costs and claims, for the substitutes. The contractor would be responsible for all of the administrative costs of managing these employees.

Our investigation indicates that this is a viable option that can be beneficial to the substitute employee, the District, and the contractor. However, in order to implement this program, state law requires that the District conduct a cost analysis, comparing the cost of providing current services to the cost of subcontracting the service.

The District anticipates the contract value to exceed the \$250,000 threshold specified in ORS 279B.030, which triggers the required cost analysis process. There are three components to the required cost analysis: current District costs, estimated provider costs, and a comparison of those costs. District wage / benefit costs are divided into: a) current department staff costs to procure services; and b) substitute employee costs. The department staff costs were determined in part by staff interviews regarding time spent on substitute employee procurement during the 2015-16 fiscal year.

The anticipated benefits of contracting for substitute employee services include the following:

- Higher "fill" rate, due to higher net wages for substitute employees and other incentives;
- Larger pool of available substitutes; and
- Decreased demand on Hillsboro staff time.

II. District Costs

A) Wages/Benefits – Department Staff

Administering the procurement and placement of substitute employees requires time from various staff members in both the Human Resources and Payroll departments / work groups. The cost calculations were based on the last full fiscal year for the salary and payroll costs of impacted staff members. The percentage of each staff member's time annually to procure substitute employees was based on personal interviews with each staff member. We have determined the salary and payroll costs of District staff members for the time devoted to substitute employee procurement to be \$86,194 in 2016-17.

B) Wages/Benefits – Substitute Employees

As one might expect, labor costs are the major portion of substitute employee procurement costs. I obtained actual cost figures from the annual audits for substitute employee salary / benefit costs for the past three years, and I projected the costs for the 2016-17 year. ("Benefit costs" means payroll taxes and other required District payments.) Averaging the amounts, I calculated an average annual expense of \$5,860,436. (Remember that Hillsboro's payroll costs include a 19.13% PERS **employer** contribution for Tier 1 and 2 eligible employees, and 17.03% for OPSRP-eligible employees.)

Licensed	\$2,975,696
Classified	\$2,265,805
Employee Benefits	\$618,934
Total Substitute Wages and Benefits	\$5,860,436

Material Costs

The cost analysis process requires a quantification of "material costs." State law and administrative rule list the following expenses, which are included as "material costs" in this cost summary:

- Space
- Energy (utilities)
- Equipment
- Supplies

The "cost" is the dollar value of each of these categories that is actually devoted to or in support of obtaining and placing substitute employees. The costs depicted in the chart are related to administrative staff who procure and assign substitute employees. (These costs are already in budgets for current staff, and substitute staff merely "take their place" without incurring additional costs in these categories.)

To calculate each of these costs I used the following process:

1. I researched the size of the District's administrative building (40,000 square feet).
2. I determined that the average employee workspace is 149.28 square feet.
3. I determined the percentage of building space used for the procurement and assignment of substitute employees (0.373%).
4. I used an average of three years of building expenses for utilities and office space. I used department expenses for supplies and technology hardware / software. I applied the percentage of building space (0.373%) to building and department expense totals to produce the first four expense figures in the chart below.
5. The last two cost figures in the chart below – system support and licensing – are necessary expenses solely for substitute employee procurement and, therefore, are not prorated expenses. I used the actual expense figures in the chart below.

Utilities	\$414
Office Space	\$2,098
Supplies	\$530
Technology Hardware/Software	\$530
Substitute Hiring, Tracking, and System Support	\$150,000
Web Application Licensing	\$25,000
Total	\$178,572

Related Costs/Cessation of Services

The statute (although it is not specific) and the administrative rule appear to require quantified costs regarding "stopping and dismantling a project or operation" because the agency intends to subcontract for the services. To calculate those costs, I reviewed staff expenditures for cost analysis preparation, external review of the cost analysis, internal and external costs of preparing the RFP and services contract, and the RFP publication costs. The District intends to contract out substitute employee procurement for the foreseeable future.

The amounts in the table below are *not included* in the summary table of District costs or the closing cost comparison table, due to the "if / then" nature of cessation. The District would not compound these costs annually unless, in fact, the determination was made to conduct a Request for Proposals and subsequently award a contract.

Staff Time	\$6,727
Outside Consultant Fees	\$1,030
RFP Publication Costs	\$258
Total	\$8,015

Other Information/Costs

The administrative rule allows consideration of "other factors" in the cost analysis. For this section, I considered the following:

- Workers' Compensation claim liability (substitute employees)
- Affordable Care Act liability (health insurance coverage / eligibility for substitutes who qualify)
- New sick leave liability under Senate Bill 454 (2015 session)

To determine the Workers' Compensation claim liability, I reviewed past claims with our Workers' Compensation insurer. I was able to separate out claim costs for substitute employees, and arrive at the first figure for an estimated annual claims cost in the chart below.

Senate Bill 454 (2015 legislative session) mandates one hour of paid sick leave for every 30 hours worked by an employee (currently, substitute employees are Hillsboro School District employees). The calculation is based on actual hours worked by substitutes in 2014-15, and includes payroll costs associated with sick leave utilization at 40%. I was able to estimate a District cost of \$270,752 for 2016-17 (paid sick leave for substitute employees).

Most substitute employees currently do not work enough hours to qualify for District-paid health insurance premium payments. With changes mandated by the federal Affordable Care Act (ACA), there may be a few substitute employees who would become eligible in 2016-17, if we were to continue operations next year. The ACA cost of \$90,051 was calculated using actual hours worked by substitutes in 2014-15, and a plan premium total equal to the OEGB Bronze Plan, which meets the adequate and affordable requirements of the Act.

Workman's Comp Claim Liability	\$5,871
Sick Leave Liability (new)	\$270,752
ACA Liability (new)	\$90,051
Total	\$366,674

Related Costs / Miscellaneous Costs (Fluctuations)

The statute is specific regarding the costs included within this category. It includes costs incurred during the term of a proposed contract, but excludes costs connected to District administrative staff who would, during the contract term, procure substitute employee services. To calculate costs designated as "miscellaneous costs," I proceeded as follows:

1. I determined the length of the proposed service contract (three years).
2. I determined "qualifying" District costs, as likely increases in substitute employee wages and benefits, at 3% annually. The 3% annual average is based on a standard "roll-up" percentage used in District budget development. I also added substitute employee support system and web application licensing fee costs because these items "are attributed solely to Performing the Services and would not be incurred unless the Authorized Agency performed the Services."
3. I calculated the projected increases for each of the three years, and displayed them in the chart below.

District Costs	2016-17	2017-18	2018-19
Wages/Benefits			
Administrative Staff	\$86,194	\$88,780	\$91,444
Substitute Employees (includes PERS)	\$5,860,436	\$6,113,585	\$6,296,993
Material Costs			
Utilities	\$414	\$426	\$439
Office Space	\$2,098	\$2,161	\$2,226
Supplies	\$530	\$546	\$563
Technology – Hardware / Software	\$530	\$546	\$563
Substitute Hiring / System Support	\$150,000	\$154,500	\$159,135
Web Application Licensing	\$25,000	\$25,750	\$26,523
Other Information / Costs			
Workers' Compensation Claim Liability	\$5,871	\$6,047	\$6,229
Sick Leave Liability	\$270,752	\$278,875	\$287,241
ACA Liability	\$90,051	\$92,753	\$95,535
Total	\$6,491,877	\$6,763,969	\$6,966,891

Summary

In Part IV, I prepared a comparison chart showing the different District cost categories for the next three years. I arrived at a total District cost of \$20,222,735 for the next three years, if the District continues to obtain and assign substitute employees, and process their payroll.

III. Potential Contractor Costs

Prior to 2009, public agencies, including Hillsboro School District, used the competitive sealed bid or sealed proposal process for goods and services exceeding a certain dollar threshold. We had minimal, if any, contact with potential contractors because we did not want to "taint" the competitive process and, by our actions, increase or even invite protests regarding our process.

In 2009, the Oregon legislature mandated a new cost analysis process, but did not provide specific guidelines for complying with that process. That process now requires significant information regarding "the cost a potential Contractor would incur in performing the services," including wage and benefit costs, material costs, related costs, and contractor profit. These required elements are usually prefaced with the word "estimate," but prescribed or implied methodology to obtain this information remains vague. A subsequent administrative rule now allows direct communication "with any actual Contractor for information related to this estimate." This is a stark departure from the previously neutral competitive process and its requirements.

Earlier this year, the Oregon Court of Appeals ruled in a case involving the Central Point School District and its completion of the required cost analysis process, specifically obtaining the salary/wage benefit costs for a contractor's employees. The court stated:

The "estimates" of personnel costs required by ORS 279B.033 require the act of appraisal or valuation based on *data*. Although data may be incomplete, resulting in calculations that are "rough or approximate," we believe that, in enacting ORS 279B.033, the legislature intended for the contracting agency to go through the process of creating an "estimate:" collecting data and making calculations and appraisals based on that data.

What we learned from the administrative rule and the court's discussion are two critical points:

1. We can directly communicate with any "actual" (read "potential") contractor to gather required information; and
2. Acquired data may be incomplete, resulting in "rough or approximate" calculations.

This is the context in which we gathered required information for the "potential contractor costs" portion of the cost analysis process. In some cases, the information was unavailable or the contractor was otherwise unable to supply the information.

This part of the cost analysis is challenging. There are very few available potential contractors, due to the service model the District is requiring. The estimates used for calculations in the charts are based on interviews with two providers that offer similar services.

The chart below shows a potential contractor's wage and benefit costs for employees who actually deliver the services, and the cost for employees who "inspect, supervise or monitor the performance of the Services." I used the following process:

1. Our negotiated contract with a service provider will require the contractor to pay the same wage/hourly rate and associated payroll costs to the contractor's employees as is currently paid by the District. Assuming the same or a similar need for the number and type of substitute employee services, I estimated a hypothetical contractor cost for substitute wages at \$5,241,502, the same as the 2016-17 projected District cost.
2. One potential contractor indicates that the Hillsboro School District will comprise 40% of his anticipated business clientele. The staff wages and benefits for contractor employees who would monitor the performance of services are currently estimated at \$350,000 annually, so 40% of that equals \$140,000.

Contractor Management Staff Salary and Benefits	\$140,000
Substitutes Salary and Benefits	\$5,818,067
Total Wages and Benefits	\$5,958,067

Material Costs

I was able to obtain useful information from potential contractors regarding these costs, and I researched comparable local rates for monthly utility and office space costs. I used my years of experience working in business offices to estimate annual supply and technology costs (all categories reduced to 40%, reflecting a contractor's anticipated workload).

Utilities (\$1,000/month * 12 months * 40%)	\$4,800
Office space (\$2,000/month * 12 months * 40%)	\$9,600
Supplies (\$5,000/year * 40%)	\$2,000
Marketing (\$40,000/year * 40%)	\$16,000
Technology hardware/software (\$10,000/year * 40%)	\$4,000
Web application licensing (with 10% volume discount)	\$22,500
Total	\$58,900

Contractor Profit

The administrative rule governing this calculation is not helpful. One potential service provider, an education service district, uses a "service credit" system for its component districts, which covers costs only, and no "profit" is anticipated or realized.

Another potential service provider is a recent "start-up" business, and has no extensive client or contract history or other hard data available. It is possible that the contractor may only break even or may even lose money during part of or the entire initial contract. I used the following procedure to estimate "profit":

1. A potential contractor might not make a profit ("0").
2. A potential contractor will likely assess a fee as a percentage of the payroll dollar value. For example, one potential contractor may impose a fee, based on total or average monthly payroll expenses, over and above all of its actual payroll expenses that are directly reimbursed by the District.
3. Using 12.5% for profit, I estimated, based on the District's current payroll expense, an annual value of \$456,288.

Miscellaneous Costs (Fluctuating Costs)

The statute is vague and confusing regarding specific costs included in this category. To calculate costs designated as "miscellaneous costs," I proceeded as follows:

1. I determined the length of the proposed service contract (three years).
2. I determined "qualifying" contractor costs, set by statute and administrative rule, and likely increases for each during the term of the contract (e.g. employee wages and benefits, 3% annually).
3. I completed a comparison chart showing the different contractor "cost" categories and annual increases.

Contractor	2016-17	2017-18	2018-19
Wages/Benefits –			
Administrative Staff	\$140,000	\$144,200	\$148,526
Substitute Employees	\$5,818,067	\$5,992,609	\$6,172,388
Material Costs			
Utilities	\$4,800	\$4,944	\$5,092
Office Space	\$9,600	\$9,888	\$10,185
Supplies	\$2,000	\$2,060	\$2,122
Marketing	\$16,000	\$16,480	\$16,974
Technology –			
Hardware / Software	\$4,000	\$4,120	\$4,244
Web Application Licensing	\$22,500	\$23,175	\$23,870
Profit: 12.5% of Substitute Costs (less operating expenses)	\$456,288	\$469,976	\$484,076
Total	\$6,473,255	\$6,667,452	\$6,867,477

Summary

I project a total estimated Contractor cost of \$20,008,184 to obtain, assign and process payroll for substitute employees over the course of a three-year contract.

IV. Conclusions and Recommendations

The chart below illustrates a projected cumulative overall savings of \$214,551 if the District awards a service contract with a pre-determined scope of work and terms as prescribed in a formal Request for Proposal (RFP). The District is under no obligation to award a contract to any vendors that respond to the RFP.

	Year 1	Year 2	Year 3	Cumulative
District – Wages and Benefits	\$5,946,630	\$6,202,365	\$6,388,436	
District – Non-Wages	\$545,247	\$561,604	\$578,452	
District – Total	\$6,491,877	\$6,763,969	\$6,966,889	\$20,222,735
Contractor – Wages and Benefits	\$5,958,067	\$6,136,809	\$6,320,914	
Contractor – Non-Wages	\$515,188	\$530,643	\$546,563	
Contractor – Total	\$6,473,255	\$6,667,453	\$6,867,476	\$20,008,184
Savings – Wages and Benefits	(\$11,437)	\$65,556	\$67,523	\$121,642
Savings – Non-Wages	\$30,059	\$30,961	\$31,890	\$92,909
Savings – Total	\$18,622	\$96,517	\$99,412	\$214,551

The scope of work within the RFP and awarded contract will provide a more efficient structure for the use of substitutes that will benefit substitute employees and the District. Regular District employees will still have the opportunity to work as substitutes and be paid by the District. Regular employees will not be required to apply to the service provider in order to fill District vacancies.

The cost analysis illustrates a projected overall savings by using a contracted service provider to obtain and assign substitute employees. The projected savings are not **solely** due to a comparison of employee salaries and benefits. The .425 FTE staff time currently devoted to substitute recruitment and assignment will be reassigned to other priority projects within these departments. Reassignment should lead to overall increased efficiency, providing services to other departments and ultimately supporting the goals of the Hillsboro School District.

I recommend proceeding with an RFP to subcontract services for procuring and assigning substitute employees.

Respectfully Submitted,

Adam Stewart
Chief Financial Officer

HILLSBORO SCHOOL DISTRICT 1J
March 15, 2016
TECHNOLOGY PLAN UPDATE

SITUATION

In 2012, the District initiated a Technology Study Team (a cross-functional group of District administrators, staff, Board members, and parents), whose work resulted in the drafting of a five-year vision that all students in the Hillsboro School District will have access to and be able to use the necessary technology to ensure career and college readiness. The team's recommendation included the development of technology-enhanced learning environments, in which students can interact with technology on a daily basis to meet 21st century learning goals.

In tonight's report, the Board will receive an update on the District's current technology infrastructure, as it relates to the technology-enhanced classroom five-year plan.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
March 15, 2016
2016-17 STRATEGIC PLAN –
DISCUSS DRAFT WORK PLANS AND SMART GOALS

SITUATION

The vision for the District's 2016-2021 Strategic Plan is to have it encompass three elements: 1) the overarching plan, which should remain unchanged over the five years; 2) the annual Report of Student Achievement (Key Academic Achievement Indicators); and 3) the annual work plans and SMART goals.

Taken together, these three documents should provide a comprehensive snapshot of the District's mission, strategic objective, maxims, key initiatives, student achievement progress, and implementation plans and goals at any given time.

In the past, implementation plans and goals were presented to the Board during its summer retreat in August, just prior to the coming school year. However, this activity was offset from both the receipt and analysis of student achievement data from the previous year, and the budgeting process.

Transitioning these plans and goals to the late winter / early spring of each year is intended to facilitate better alignment of the report of student achievement from the previous year and goals for the coming year, while ensuring that budget allocations support the attainment of District goals, wherever possible.

RECOMMENDATION

The Superintendent recommends the Board of Directors review and discuss the draft SMART goals and work plans for the 2016-17 year, provide input on the timing and format of the document, and ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
March 15, 2016
BUDGET UPDATE

SITUATION

The Budget Committee will receive periodic updates on the status of the District budget throughout the remainder of the 2015-16 school year.

During this budget update, Budget Committee members will hear a report on the most recent estimate of the 2015-16 and 2016-17 budgets. The update will include information from the March 4 State School Fund estimate for the 2016-17 school year.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
March 15, 2016
PUBLIC INPUT REGARDING PROVIDING FAMILY PLANNING SERVICES AT THE
SCHOOL-BASED HEALTH CENTER (SBHC)

SITUATION

Virginia Garcia's School-Based Health Center (SBHC) at Century High School offers medical, dental, and mental health services to students, staff, and community members. However, based on an informal agreement that was reached with the Hillsboro School District Board of Directors prior to the opening of the clinic, contraceptives are not offered. Lacey Beaty, the SBHC Manager, recently informed the Board that students and their families request contraceptives from the SBHC for purposes related not only to family planning, but also other medical issues, and that the closing of local county clinics, which previously offered contraceptives, and the lack of a documented decision regarding this service, places SBHC management and staff in an increasingly difficult position.

Board members value the perspectives of staff, students, and community members on this issue, and are inviting public comment. During tonight's meeting, the Board will listen to input provided by audience members; however, Board members will not discuss their own perspectives or reach a decision on the matter this evening.

This public input agenda item will be conducted as follows:

- There will be a specific start and end time for this agenda item.
- Everyone who wants to speak must sign in, and list their email address, their position on the matter, and any organization(s) they represent.
- A group that has a unified message must select a single spokesperson (since different groups and individuals have different concerns).
- In order to ensure that there is equal opportunity for all viewpoints to be heard, comments will be taken alternately from those in favor of the topic and those opposed.
- Each speaker will have three minutes to speak; speakers may not "give" their time to anyone else.
- An individual speaking on behalf of a group will be allowed five minutes.
- Questions will not be answered during this meeting, and the Board will not make a decision during this meeting. This is not a question-and-answer session, but an opportunity for the Board to receive public input.
- Any questions that are generated will be recorded and answered at a later date. In order to receive these responses, contact information must be provided.
- There will be no debate or back-and-forth discussion between Board / staff / audience members.
- Anyone who does not have an opportunity to speak is welcome to submit written testimony to the Board secretary (bokmav@hsd.k12.or.us) by March 18, 2016, for the Board to review.

Board discussion on this topic will not be conducted this evening. The anticipated timeline for the Board to discuss and reach a decision regarding this matter is provided below:

Date	Agenda Item
March 15	Public Input Regarding Providing Family Planning Services at the SBHC
April 5	Determine Language Regarding Family Planning Services at School-Based Health Center for Policy JHC: Student Health Services and Requirements (to be presented for first reading on April 26)
April 26	First Reading of Policy JHC: Student Health Services and Requirements
May 24	Approve Policy JHC: Student Health Services and Requirements

RECOMMENDATION

The Superintendent recommends the Board of Directors invite public comment regarding SBHC services.

HILLSBORO SCHOOL DISTRICT 1J
March 15, 2016
FINANCIAL REPORT

Business Office. Classified employees received retroactive pay for their annualized positions, for July 1, 2015, through January 31, 2016, on their February paychecks. District staff will experience net pay fluctuations for the first few months, as retroactive pay calculations related to employees' regular and supplemental positions, and changes in their benefits, are based on different factors. Some of these calculations use annualized position pay, and others are based on timesheet reporting. Communications with classified and licensed staff regarding these pay fluctuations are being coordinated by Hillsboro Classified United (HCU) and Hillsboro Education Association (HEA) representatives, and District staff members in the Human Resources, Payroll, and Benefits departments.

The Business Office hosted three high school interns from February 16 through March 3, 2016. The internships were arranged through the Hillsboro Chamber of Commerce school-to-work program. During their internships, the students met with staff members to learn about the work performed in the Business Office, and how it impacts students, staff, and schools districtwide. The students also assisted Business Office staff members with work projects, attended the February 23 Board meeting, participated in mock interviews with staff, and made presentations to staff regarding their interests, hobbies, and goals. It has been a privilege to provide positive support to the students we serve.

Finance Team – Accounting and Purchasing. The 2015 audit report for student body accounts has been finalized and reviewed. Results have been compiled and communicated in general terms to District office managers and bookkeepers, and school-specific information has been shared with building administrators. Although no major deficiencies were cited, opportunities for improvement will be included in future training with appropriate staff.

Finance Manager Koral Unger is on parental leave through mid-May.

Finance Team – General Ledger and Grants. Finance Manager Jeff Jones and Student Services staff members are collaborating to prepare the High-Cost Disability Grant for submission to the Oregon Department of Education by March 7, 2016. The student-centered cost report has a direct impact on a General Fund revenue stream for the District; distribution is expected to double this year, since lawmakers increased the appropriation during the 2015 legislative session. Additionally, Mr. Jones continues to collaborate with more than 50 District grantees and coordinators to monitor current year grant spending and to plan for 2016-17.

Payroll Team. Payroll Supervisor Kim Grannis and the Payroll team have successfully implemented new salary schedules for all staff, including two retroactive payrolls, as a result of bargaining agreements being settled mid-year. The team has been working

with Human Resources staff members to implement a new software utility, “Position Control,” to align resources and staffing, and assist in budget control.

Benefits Team. The Benefits Team continues to prepare data systems to meet IRS reporting requirements. Because the new union contract insurance cap increases are retroactive to July 1, 2015, the Benefits team has processed retroactive payroll deductions and re-calculated the benefits deductions for the remainder of the contract period.

The Benefits Advisory Committee met to discuss the implementation of new plan rates and other benefit-related issues. Last fall, licensed staff members were offered a new health plan for the 2015-16 benefits year—the Hillsboro Preferred Medical Plan, which is Moda Plan G, combined with a Health Reimbursement Arrangement (HRA) contribution. The pilot plan has been very successful. As a result, the District anticipates expanding the plan to include a Kaiser option, and making the plan available to all employee groups, beginning with the 2016 open enrollment.

Workers’ Compensation Report. In order to ensure accurate reports to the Board, and allow adequate time for the claims submitted each month to be fully processed, there is a one-month delay in reporting workers’ compensation claims to the Board. The table below includes workers’ compensation claims reported in January 2016.

The District received 11 workers’ compensation claims in January 2016. As of January 31, 2016, there are 60 open claims; 38 are for medical costs only, and 22 include time loss. There were 7 employees on modified work plans during January.

Worker’s Compensation Claims			
	2013-14	2014-15	2015-16
July	4	1	3
August	5	9	2
September	3	10	10
October	1	12	8
November	2	3	7
December	7	6	13
January	9	16	11
February	4	6	
March	7	11	
April	8	8	
May	5	11	
June	2	8	
Yearly Total:	57	101	54

Student Accident Report. There is a one-month delay in reporting student accidents to the Board, in order to allow adequate time to ensure that these reports are complete and accurate. There were 134 student accidents reported in January.

Student Incident Reports			
	2013-14	2014-15	2015-16
July	0	4	0
August	10	1	6
September	141	83	181
October	190	156	243
November	96	64	160
December	87	59	43
January	88	94	134
February	66	98	
March	47	78	
April	117	109	
May	73	106	
June	21	36	
Yearly Total:	936	888	767

Vehicle Accidents – February 2016. There were four minor bus accidents in February.

Note Regarding Donations Report. This month's Board packet does not include a donations report, because no donations valued at \$5000 or more were received during this report period.

HILLSBORO SCHOOL DISTRICT 1J
March 15, 2016
MONTHLY FINANCIAL REPORT - as of February 29, 2016

	1st Quarter	2nd Quarter	January	February	3rd Quarter	Fiscal YTD	Budget	% of 2015-16	2014-15	% of 2014-15
Revenues	Actual	Actual	Actual	Actual	Actual	2015-16	2015-16	Budget Expended	Fiscal YTD	Budget Expended
Taxes	\$127,260.87	\$61,787,723.25	\$490,430.83	\$0.00	\$490,430.83	\$62,405,414.95	\$60,936,410.00	102.41%	\$56,072,653.89	101.75%
Interest	\$52,288.99	\$77,034.79	\$37,545.62	\$0.00	\$37,545.62	\$166,869.40	\$284,034.00	58.75%	\$163,794.79	65.52%
Local Sources	\$209,461.83	\$86,264.27	\$55,845.40	\$323,501.55	\$379,346.95	\$675,073.05	\$1,703,297.00	39.63%	\$1,051,358.11	94.29%
Total Local	\$389,011.69	\$61,951,022.31	\$583,821.85	\$323,501.55	\$907,323.40	\$63,247,357.40	\$62,923,741.00	100.51%	\$57,287,806.79	101.44%
County/ESD	\$971,666.67	\$920,523.56	\$397,505.08	\$0.00	\$397,505.08	\$2,289,695.31	\$4,484,632.00	51.06%	\$4,098,915.79	546.52%
State Sources	\$40,118,362.26	\$30,475,578.27	\$978,581.20	\$20,115,622.00	\$21,094,203.20	\$91,688,143.73	\$123,313,242.00	74.35%	\$85,860,549.89	90.42%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$473.86	\$833.50	\$138.50	\$138.50	\$277.00	\$1,584.36	\$0.00	0.00%	\$1,202.00	0.02%
Beginning Balance	\$17,604,269.16	\$0.00	\$0.00	\$0.00	\$0.00	\$17,604,269.16	\$16,659,380.00	105.67%	\$14,456,891.66	153.89%
Total Revenue	\$59,083,783.64	\$93,347,957.64	\$1,960,046.63	\$20,439,262.05	\$22,399,308.68	\$174,831,049.96	\$207,380,995.00	84.30%	\$161,705,366.13	94.98%
Expenditures										
Instruction										
Salaries	\$5,823,585.77	\$19,170,779.24	\$6,145,073.13	\$6,342,589.34	\$12,487,662.47	\$37,482,027.48	\$74,917,802.72	50.03%	\$34,049,792.47	56.17%
Benefits	\$2,612,738.05	\$8,767,124.96	\$2,770,488.27	\$2,952,970.14	\$5,723,458.41	\$17,103,321.42	\$32,837,805.45	52.08%	\$17,140,818.83	55.55%
Purchased Service	\$666,472.62	\$709,130.29	\$288,521.51	\$477,571.85	\$766,093.36	\$2,141,696.27	\$3,507,293.65	61.06%	\$1,728,985.98	65.97%
Supplies/Materials	\$327,916.86	\$500,462.34	\$103,544.41	\$108,710.34	\$212,254.75	\$1,040,633.95	\$1,950,893.70	53.34%	\$961,255.32	59.09%
Capital Purchases	\$461.25	\$7,100.00	\$0.00	\$0.00	\$0.00	\$7,561.25	\$0.00	0.00%	\$0.00	0.00%
Other	\$74,482.73	\$31,675.27	\$3,449.00	\$4,592.40	\$8,041.40	\$114,199.40	\$207,495.55	55.04%	\$165,197.19	126.60%
Total Instruction	\$9,505,657.28	\$29,186,272.10	\$9,311,076.32	\$9,886,434.07	\$19,197,510.39	\$57,889,439.77	\$113,421,291.07	51.04%	\$54,046,049.79	56.38%
Support Services										
Salaries	\$6,045,909.75	\$9,298,427.83	\$2,941,699.49	\$3,289,616.97	\$6,231,316.46	\$21,575,654.04	\$36,613,507.95	58.93%	\$20,243,468.19	66.97%
Benefits	\$3,090,184.11	\$4,773,702.56	\$1,250,347.56	\$1,659,769.57	\$2,910,117.13	\$10,774,003.80	\$20,437,576.32	52.72%	\$11,438,299.55	67.28%
Purchased Service	\$3,558,482.34	\$3,037,250.38	\$1,709,838.28	\$1,381,021.35	\$3,090,859.63	\$9,686,592.35	\$13,509,913.10	71.70%	\$9,544,658.49	82.08%
Supplies/Materials	\$2,266,619.77	\$1,437,390.07	\$269,858.73	\$237,897.77	\$507,756.50	\$4,211,766.34	\$6,265,759.18	67.22%	\$3,811,957.49	69.71%
Capital Purchases	\$43,303.46	\$152,927.50	\$57,941.44	\$12,751.55	\$70,692.99	\$266,923.95	\$184,414.00	144.74%	\$9,014.25	3.89%
Other	\$1,166,078.02	\$28,303.28	\$2,207.98	\$126,053.08	\$128,261.06	\$1,322,642.36	\$1,369,321.56	96.59%	\$1,204,967.40	93.49%
Total Support	\$16,170,577.45	\$18,728,001.62	\$6,231,893.48	\$6,707,110.29	\$12,939,003.77	\$47,837,582.84	\$78,380,492.11	61.03%	\$46,252,365.37	70.25%

<i>Expenditures (continued)</i>	1st Quarter Actual	2nd Quarter Actual	January Actual	February Actual	3rd Quarter Actual	Fiscal YTD 2015-16	Budget 2015-16	% of 2015-16 Budget Expended	2014-15 Fiscal YTD	% of 2014-15 Budget Expended
Community Services										
Salaries	\$44,952.95	\$64,891.35	\$17,613.96	\$21,433.02	\$39,046.98	\$148,891.28	\$238,396.08	62.46%	\$134,904.92	64.01%
Benefits	\$20,228.38	\$26,865.35	\$12,047.21	\$9,830.98	\$21,878.19	\$68,971.92	\$140,340.24	49.15%	\$78,152.68	64.37%
Purchased Service	\$9,164.94	\$68,768.98	\$14,909.07	\$16,682.09	\$31,591.16	\$109,525.08	\$22,588.19	484.88%	\$13,154.34	27.02%
Supplies/Materials	\$1,077.98	\$587.79	\$20.09	\$453.08	\$473.17	\$2,138.94	\$4,540.37	47.11%	\$1,402.36	13.24%
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	\$700.00	\$0.00	\$0.00	\$0.00	\$700.00	\$814.12	0.00%	\$700.00	0.00%
Total Community Services	\$75,424.25	\$161,813.47	\$44,590.33	\$48,399.17	\$92,989.50	\$330,227.22	\$406,679.00	81.20%	\$228,314.30	58.32%
Capital Projects										
Purchased Service	\$17,447.86	\$2,461.36	\$0.00	\$0.00	\$0.00	\$19,909.22	\$0.00	0.00%	\$45,905.02	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	\$17,447.86	\$2,461.36	\$0.00	\$0.00	\$0.00	\$19,909.22	\$0.00	0.00%	\$45,905.02	0.00%
Debt Service Payment	\$46,775.00	\$0.00	\$0.00	\$0.00	\$0.00	\$46,775.00	\$848,213.82	5.51%	\$824,515.62	156.17%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500,000.00	0.00%	\$0.00	0.00%
Contingency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,824,319.00	0.00%	\$0.00	0.00%
Total Expenditures	\$25,815,881.84	\$48,078,548.55	\$15,587,560.13	\$16,641,943.53	\$32,229,503.66	\$106,123,934.05	\$207,380,995.00	51.17%	\$101,397,150.10	59.56%

HILLSBORO SCHOOL DISTRICT 1J
March 15, 2016
FIRST READING—POLICY GBM: STAFF COMPLAINTS

SITUATION

Oregon School Boards Association (OSBA) has recommended revisions to District policy GBM: Staff Complaints, to ensure that it aligns with legal requirements related to disclosures by an employee of violations of state or federal law (the Whistleblowing Law).

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy GBM: Staff Complaints.

Hillsboro School District 1J

Code: GBM
Adopted: 07/96
Revised: 11/08

Staff Complaints*

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

The superintendent or designee will develop a complaint procedure which will be available for all employees who contend they have been subject to a ~~The Board recognizes the need to provide for the orderly resolution of any complaint arising out of~~ violation, interpretation, or inappropriate application of District personnel policies and/or administrative rules and regulations. Any school employee shall have the right of access to the complaint procedure adopted by the District. The complaint procedure will provide an orderly process for the consideration and resolution of problems in the application or interpretation of District personnel policies.

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

Reasonable efforts will be made to resolve complaints informally.

Administrative regulations will be developed to outline procedural timelines and steps under this policy, as necessary.

END OF POLICY

Legal Reference(s):

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

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

HILLSBORO SCHOOL DISTRICT 1J
March 15, 2016
FIRST READING—POLICY GBDA: MOTHER-FRIENDLY WORKPLACE

SITUATION

District policy GBDA: Mother-Friendly Workplace, addresses the necessity of ensuring that adequate locations are provided for District staff members who choose to provide for their children by expressing milk or breastfeeding in the work place. Oregon School Boards Association (OSBA) has recommended minor revisions to this policy, to ensure that it aligns with legal requirements regarding the proximity of the specified locations to the employees' work areas.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy GBDA: Mother-Friendly Work Place.

Hillsboro School District 1J

Code: GBDA
Adopted: 03/08
Revised: 11/08

Mother-Friendly Workplace

The District recognizes that a normal and important role for mothers is to have the option and ability to provide for their child by breast feeding or expressing milk in the workplace. The Board directs the Superintendent/designee to take measures and develop regulations to ensure that all District staff shall be provided with an adequate location for the expression of milk or breast feeding.

The Superintendent/designee shall see that the District makes a reasonable effort to provide a room or other location in close proximity to the employees' work areas, other than a restroom, where an employee can breast feed her child or express milk in privacy.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)

[ORS 653.077](#)

[ORS 653.256](#)

[OAR 839-020-0051](#)

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS – MINUTES

February 9, 2016

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

Work Session

Board Present:

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

CCAC Members Present:

Sharri Anderson
Diana Santiago
Kimberly Scott
Ruth Tekles

Others Present:

Frank Angelo
Aron Carleson
Jen Tremble
Devin Hunter, HCU
Maureen Barnhart, HEA
Kathy Fuller, Hillsboro Tribune

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Debbie Ashley, Chief Human Resources Officer
Adam Stewart, Chief Financial Officer
Don Wolff, Chief Information Officer
Olga Acuña, Director, Federal Grants
Beth Graser, Director, Communications
Saideh Haghighi, Director, Equity and Human Resources
Michelle Morrison, Director, Business Services
Sandie Grinnell, TOSA / Science and STE(A)M Coach Leadership
Val Bokma, Assistant to the Board
Laurie Boyd, Assistant to the Superintendent
Jessica Woodard, Technology Support

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

a. Science Adoption Update

Assistant Superintendent Travis Reiman and Sandie Grinnell, Teacher on Special Assignment (TOSA) for Science / Technology / Engineering / Arts / Math (STE(A)M) Coach Leadership, presented an update on the curriculum review and core instructional materials adoption cycle for science materials. Citizens' Curriculum Advisory Committee (CCAC) members in attendance were introduced to the Board, and discussed the highlights of their experiences and accomplishments serving on the committee.

b. College and Career Pathways Update

Assistant Superintendent Travis Reiman presented a report on the District's College and Career Pathways (CCP) project, including current and future goals.

c. Long-Range Planning Committee Report

Chief Financial Officer Adam Stewart provided an update on the goals and recent accomplishments of the District's Long-Range Planning Committee, including preparations for

anticipated increases in student enrollment. Frank Angelo of the Angelo Planning Group discussed the development of a long-range school facility plan, which is expected to be presented to the Board for endorsement this spring, to be followed by the development of a school bond program. A proposed timeline was presented.

d. 2016-2021 Strategic Planning Process

Director of Communications Beth Graser presented a draft 2016-2021 Strategic Plan, which incorporated Board members' feedback from the January 12 Board work session. Director Graser requested additional Board feedback, and discussed the iterative process that will be used to revise the document, based on input that will be gathered from the community and Board members this spring.

e. Northwest Regional Education Service District (NWRES D) Local Service Plan Discussion

Superintendent Mike Scott explained that NWRES D has new focus areas that mesh with Hillsboro School District's (HSD's) priority areas, with the result that NWRES D services now have value and relevance to HSD's work. In October 2015, the HSD Board of Directors voted to request that 75 percent of the NWRES D State School Fund attributable to HSD for the 2016-17 school year be paid directly to HSD. This request limits HSD to acting only in an advisory capacity for decisions made in relation to the governance of NWRES D. However, based on the changes in NWRES D services, Superintendent Scott recommends that HSD participate as a full member of NWRES D for the 2016-17 school year. During the February 23 Board meeting, the Board is scheduled to vote on a resolution revising HSD's level of participation, and approving the NWRES D local service plan for 2016-17. (Specifying a direct payment of 50 percent of the NWRES D State School Fund attributable to HSD will allow the District to participate as a full member.)

f. ACTION ITEM: City View Charter School (CVCS) Request to Amend Enrollment Practice

Superintendent Mike Scott and Chief Financial Officer Adam Stewart explained that City View Charter School (CVCS) has requested approval to amend its current process for admitting students, and give admissions preference to the children of CVCS staff members. Changing the admissions process requires that CVCS be granted a waiver by the State Board of Education; and the waiver process requires that the HSD Board of Directors approve the change. For the 2016-17 school year, the requested change is expected to impact one staff member, who has an incoming kindergarten student. Board members discussed various aspects of the request, including HSD's admissions process, the importance of fairness and consistency in policies.

Director Kim Strelchun MOVED, SECONDED by Director Janeen Sollman, to deny City View Charter School's request to allow admissions preference to be given to children of City View staff members, following Hillsboro School District policy. The MOTION CARRIED (7-0).

A letter explaining the Board's decision will be sent to CVCS.

g. Local Option Levy Discussion

Chief Financial Officer Adam Stewart presented information regarding the District's long-range planning process and current bond strategy, and the possibility (under recent Board consideration) of adding a local option levy. Board members tasked staff to develop a plan and timeline for investigating the possibility of going out for one or more types of bond within the next two years. The process should include market research and convening a citizens' bond oversight committee.

h. School-Based Health Center (SBHC) Services Discussion

Board members discussed a process and timeline for determining and documenting a decision regarding whether or not family planning services / contraceptives will be provided at the Century High School SBHC. There is currently no written agreement regarding this matter; and Lacey Beatty, Virginia Garcia's School-Based Health Center Manager, has requested clear direction from the Board.

Board members requested clarification regarding the District's legal responsibilities and obligations, and alternative sources in the community for these services.

After considering various aspects of this issue, Board members agreed that the decision (whether family planning services / contraceptives will or will not be provided) should be documented in Board policy JHC: Student Health Services and Requirements. They also agreed that if family planning services / contraceptives will not be provided, this decision should be documented in the contract with Virginia Garcia Memorial Health Center and Washington County. (The current contract expires in June 2015.)

Public input will be invited during the March 15 Board meeting, and the Board will discuss policy language in April.

i. Board Discussion Time

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

Adjourn Board Meeting

The meeting was adjourned at 8:43 PM.

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS – MINUTES

February 10, 2016

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

Special Session

Board Present:

Wayne Clift, Chair
Glenn Miller, Vice Chair
Lisa Allen (on speaker phone)
Erik Seligman
Janeen Sollman

AdvancED:

Darrell Barringer
Ginger Blackmon
Tim Boyd
Michelle Foley
Deborah Lange
Joy Mockelmann
Lora Nordquist
Leonard Paul
Doug Potter

Others Present:

Maureen Barnhart, HEA

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Debbie Ashley, Chief Human Resources Officer
Adam Stewart, Chief Financial Officer
Don Wolff, Chief Information Officer
Grant Corliss, Executive Director of Elementary Education
Olga Acuña, Director, Federal Grants
Beth Graser, Director, Communications
Saideh Haghighi, Director, Equity and Human Resources
Monique Holt, Coordinator of Testing & Evaluation
Becky Kingsmith, Coordinator, Teaching and Learning, Secondary
Tom Luba, Coordinator of Assessment and Data Analysis
Brooke Nova, Coordinator, College and Career Pathways
Arcema Tovar, Coordinator / Elementary Curriculum / Assessment
Val Bokma, Assistant to the Board
Laurie Boyd, Assistant to the Superintendent
Jessica Woodard, Technology Support
Diana Kleintob, Technology Support

a. ACTION ITEM: Accept AdvancED External Review Team Report

Board Chair Wayne Clift called the meeting to order at 3:31 PM. Director Lisa Allen attended via speaker phone. Directors Kim Strelchun and Monte Akers were unable to attend.

Darrell Barringer, AdvancED team captain for the external portion of the Hillsboro School District's accreditation review, presented a summary of the team's findings, and announced that the team will recommend to the AdvancED Accreditation Commission that the Hillsboro School District earn the distinction of accreditation by AdvancED for a five-year term that expires on June 30, 2021.

Improvement priorities identified by the review team must be addressed in writing within two years. The District's Index of Educational Quality (IEQ) score, determined by the external review team, will be updated as improvement priorities are addressed.

A full written report, with additional details, will be provided to the District in approximately two weeks.

Director Glenn Miller MOVED, SECONDED by Director Erik Seligman, to accept the AdvancEd external review team report. The MOTION CARRIED (5-0).

- b. Board Discussion Time
There was no further discussion.

Adjourn Board Meeting
The meeting was adjourned at 4:16 PM.

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS – MINUTES

February 23, 2016

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

1. WORK SESSION

Board Present:

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

Others Present:

Hailey Bourassa
Rhonda de Soto
Manuel Loreda
Jose Orozco
Jaime Rodriguez
Maureen Barnhart, HEA
Devin Hunter, HCU

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Debbie Ashley, Chief Human Resources Officer
Adam Stewart, Chief Financial Officer
Don Wolff, Chief Information Officer
Beth Graser, Director, Communications
Kona Williams, Director, Human Resources
Karen Murphy, Principal, North Plains Elementary School
Val Bokma, Assistant to the Board of Directors
Marleen Zytniowski, Communications Specialist
Jessica Woodard, Technology Support

Board Chair Wayne Clift called the meeting to order at 5:31 PM.

a. Annual Student Achievement Report

Assistant Superintendent Dayle Spitzer presented student achievement data for the 2014-15 school year. She explained how the information is obtained, and its importance in preparing students for success, and evaluating the District's progress toward ensuring that all students graduate with college- and career-readiness skills.

b. Full-Day Kindergarten Update

Assistant Superintendent Dayle Spitzer and North Plains Elementary School Principal Karen Murphy provided an overview of the District's transition to full-day kindergarten, the supports that have been provided for teachers, and future plans for the program.

c. Teacher Evaluation Report / Update

Human Resources Director Kona Williams and Hillsboro Education Association (HEA) President Maureen Barnhart presented an overview of the District's licensed evaluation process, and the supports that have been established for staff members. The new process is the result of collaboration between the District and HEA, and fulfills the requirements of Senate Bill (SB) 290, which focuses on instructional practices and developing clear targets to advance student learning.

d. Board Discussion Time

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

Recess Board Meeting

The meeting was recessed at 6:30 PM.

REGULAR SESSION

Board Present:

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

Others Present:

Evergreen Middle School students
and families
Irma Alonso
David Boucib
Hailey Bourassa
Rhonda de Soto
Heriberta Diaz
Elizabeth Garcia
Laura Gomez
Marsha Kelly
Manuel Loredo
George Lubbes
Chris Mixer
Chris Mixer
Madeline Mixer
Jose Orozco
Luis Rios
Jaime Rodriguez
Maureen Barnhart, HEA
Devin Hunter, HCU

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Debbie Ashley, Chief Human Resources Officer
Adam Stewart, Chief Financial Officer
Don Wolff, Chief Information Officer
Grant Corliss, Executive Director, Elementary Education
Elaine Fox, Executive Director, Student Services
Ted Zehr, Executive Director, Secondary Education
Beth Graser, Director, Communications
Kona Williams, Director, Human Resources
Claudia Ruf, Principal, Glencoe High School
Karen Shea, Assistant Principal, Glencoe High School
Stephanie Blair, TOSA / Secondary Math
Adrienne Galvez, TOSA / Migrant Education
Val Bokma, Assistant to the Board of Directors
Marleen Zytniowski, Communications Specialist
Martha Méndez Bolaños, Bilingual Interpreter / Translator
Sindy AvilaGutierrez, Parent / Community Engagement Liaison
Jessica Woodard, Technology Support

2. Call to Order and Flag Salute

Board Chair Wayne Clift reconvened the meeting at 6:58 PM, and led the Pledge of Allegiance. He also announced that a motion would be needed during the meeting to modify the agenda (moving the student presentation to a later time) and to approve the most recent version of the consent agenda, which includes a corrected personnel report.

3. RECOGNITION / STUDENT PRESENTATION

Student Presentation: Evergreen Middle School Choir

This item was moved to a later time on the agenda.

4. Approval of Agenda

Director Glenn Miller MOVED, SECONDED by Director Monte Akers, to approve the amended agenda. The MOTION CARRIED (7-0).

5. Audience Time

Audience members Jaime Rodriguez thanked Board members and the Superintendent for their participation in recent events to benefit students and engage community members. He also asked that the Board rescind its January 12 vote to oppose a minimum wage increase, and that wages for all Hillsboro School District staff members be increased to at least \$13.50 per hour.

6. REPORTS AND DISCUSSION

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

Members of the District's Migrant / Bilingual / English Language Learner Parent Advisory Council (PAC) discussed strategies for student success, focusing on the importance of parent and family engagement.

3. RECOGNITION / STUDENT PRESENTATION

Student Presentation: Evergreen Middle School Choir

The Evergreen Middle School Choir performed two musical numbers.

This item was moved from an earlier time on the agenda.

6. REPORTS AND DISCUSSION (continued)

b. First Reading – New Course Proposal: Financial Algebra

Assistant Superintendent Travis Reiman and Glencoe High School Assistant Principal Karen Shea presented for first reading a proposal for a new high school course, entitled "Financial Algebra." Assistant Superintendent Reiman explained that the Citizens' Curriculum Advisory Committee (CCAC) has recommended the course for Board approval. Upon approval, the course will replace the "Trigonometry / Algebra / Geometry" course at Glencoe High School, as a more rigorous and relevant math experience.

c. Financial Report (see written report)

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

7. CONSENT AGENDA

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

Director Kim Strelchun MOVED, SECONDED by Director Lisa Allen, to approve the Consent Agenda in its most recent version. The MOTION CARRIED (7-0).

Consent Agenda items were as follows:

- a. Approve Minutes of January 12, 2016, Board Meeting
- b. Approve Minutes of January 26, 2016, Board Meeting
- c. Approve Routine Personnel Matters
- d. Approve Extension and Non-extension of Temporary, Probationary, and Contract Teachers and Administrators

8. ACTION ITEMS

a. Adopt Resolution to Admit Nonresident Students

Director of Communications Beth Graser presented a resolution to admit nonresident students for the 2016-17 school year, under the provisions of Oregon House Bill (HB) 3681, and a proposed list of open slots. She explained that the Board must take action on whether or not the District will participate in this open enrollment process and, if participating, must identify the number and location of any openings.

Director Kim Strelchun MOVED, SECONDED by Director Janeen Sollman, to have the school district participate in the 2016-17 open enrollment, as guided by House Bill 3681, and direct administration to determine and announce the number and location of available transfer slots. The MOTION CARRIED (7-0).

b. Adopt Board Evaluation Tool / Process

Board Chair Wayne Clift presented for adoption the new Board evaluation tool / process. The document is included in the Board packet.

Director Glenn Miller MOVED, SECONDED by Director Erik Seligman, to adopt the new Board evaluation tool / process. The MOTION CARRIED (7-0).

c. Adopt Resolution Modifying Hillsboro School District's Level of Participation, and Approving the Northwest Regional Education Service District's (NWRES D's) Local Service Plan for 2016-17

Superintendent Mike Scott presented a resolution modifying Hillsboro School District's (HSD's) level of participation in NWRES D, and approving the NWRES D Local Service Plan for 2016-17. He explained that the Board is required to determine HSD's level of participation in NWRES D prior to March 1; and that, as a result of changes at NWRES D, the services that are offered now have a greater value and relevance to HSD's work. Therefore, he recommended that HSD participate as a full member of NWRES D for the 2016-17 school year, receiving a direct payment of 50 percent of the NWRES D State School Fund attributable to HSD for the 2016-17 school year.

Director Janeen Sollman MOVED, SECONDED by Director Kim Strelchun, to adopt the resolution electing to receive 50 percent of the NWRES D State School Fund attributable to HSD for the 2016-17 school year, paid directly to HSD, and approving the NWRES D Local Service Plan for 2016-17. The MOTION CARRIED (7-0).

d. Approve Financial Report Action Plan for Fiscal Year 2014-15

Chief Financial Officer Adam Stewart presented for Board approval the "Financial Report Action Plan for Fiscal Year 2014-15" for the two deficiencies that were listed in the 2014-15 HSD Comprehensive Annual Financial Report. He explained that legislation requires that a written response be prepared by the District, approved by Board, and forwarded to the Secretary of State. The Financial Report Action Plan is included in the Board packet.

Director Monte Akers MOVED, SECONDED by Director Janeen Sollman, to approve the Financial Report Action Plan for Fiscal Year 2014-15. The MOTION CARRIED (7-0).

e. Adopt Resolution Authorizing Energy Project Financing

Chief Financial Officer Adam Stewart presented for the Board's approval a resolution authorizing Qualified Energy Conservation Bond (QECB) financing for a list of energy-saving projects that the Board approved in September 2015, contingent upon the

procurement of low-interest financing. He explained that the energy management company, Ameresco, guarantees the cost of the projects, and 90 percent of the engineered savings that have been identified. The net savings over the term of the contract is anticipated to be \$75,000; and the District will continue to realize savings from the completed projects after the debt service is paid off. Chief Financial Officer Stewart also explained that the net interest rate on the bonds is close to 0 percent, because the QECB program is an interest rate reimbursement program, and the District's scheduled interest reimbursement rate is almost exactly equal to the interest rate that the District will be paying.

Director Monte Akers MOVED, SECONDED by Director Lisa Allen, to authorize the District's Chief Financial Officer to negotiate the financing terms of the Energy Project within the parameters of the authorizing resolution. The MOTION CARRIED (7-0).

9. NWRESA/HCU/HEA Reports

HCU President Devin Hunter spoke about the importance of clear, consistent, documented expectations for classified staff, regarding the scope of tasks and what is required to complete them.

HEA President Maureen Barnhart, who co-presented a report during the work session, had no further comments to share.

10. Superintendent's Time

Superintendent Mike Scott discussed District programs and events.

11. Board of Directors' Time

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

12. Follow-Up Items

Request	Action
Provide Migrant / Bilingual / English Language Learner Programs PAC meeting dates.	Information provided.
Update Glencoe High School math sequence flow chart.	Flow chart updated.
Provide clarification regarding savings guaranteed by Ameresco.	Clarification provided.

13. Adjourn

The meeting was adjourned at 8:34 PM.

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

The Superintendent recommends the Board of Directors:

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

Ann Bastian

Assignment: 1.0 FTE 4th Grade
Location: Tobias Elementary School
Effective Date: June 17, 2016

Mary Ann Blasen

Assignment: 1.0 FTE 1st/2nd Grade
Location: Groner Elementary School
Effective Date: June 17, 2016

Lee Ann Childs

Assignment: 1.0 FTE 1st Grade
Location: Indian Hills Elementary School
Effective Date: June 17, 2016

Judith Hedberg-Duff

Assignment: 1.0 FTE 5th Grade
Location: West Union Elementary School
Effective Date: June 17, 2016

Barbara Hendricks

Assignment: 1.0 FTE 2nd Grade
Location: Tobias Elementary School
Effective Date: June 17, 2016

Marie Maxwell

Assignment: 1.0 FTE 4th Grade
Location: Tobias Elementary School
Effective Date: June 17, 2016

Leslie Mayfield

Assignment: 1.0 FTE 3rd Grade / TOSA-STEM
Location: Tobias Elementary School
Effective Date: June 17, 2016

Joanne M Weber

Assignment: 1.0 FTE Kindergarten
Location: West Union Elementary School
Effective Date: June 17, 2016

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

Amy Cleveland

Assignment: 1.0 FTE 1st Grade
Location: Rosedale Elementary School
Effective Date: June 17, 2016

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

Kona Lew-Williams

Assignment: Chief Human Resources Officer
Location: Administration Center
Effective Date: July 1, 2016

HILLSBORO SCHOOL DISTRICT 1J
March 15, 2016
AUTHORIZE APPLICATION FOR
2016 MIGRANT EDUCATION SUMMER SCHOOL

SITUATION

Hillsboro School District has been invited to apply to the Oregon Department of Education for \$278,875 in Title I-C funds to operate the 2016 Hillsboro School District Summer Migrant Program. The District has served as the operating agency for this program since 1987. The District recovers all costs, direct and indirect, from the grant. The program will serve approximately 700 elementary and 350 secondary migrant-eligible students, and will employ up to 73 staff members during the four-week summer session (June 27 – July 28, 2016).

RECOMMENDATION

The Superintendent recommends that the Board of Directors authorize the Hillsboro School District to apply to the Oregon Department of Education for \$278,875 in Title I-C funds to operate the 2016 Hillsboro School District Summer Migrant Program.

HILLSBORO SCHOOL DISTRICT 1J
March 15, 2016
APPROVE HIGH SCHOOL COURSE PROPOSAL: FINANCIAL ALGEBRA

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 “Financial Algebra,” has been submitted by Karen Shea. Ms. Shea is an assistant principal at Glencoe High School, who is working with teacher Tom Stevens to pilot this new course.

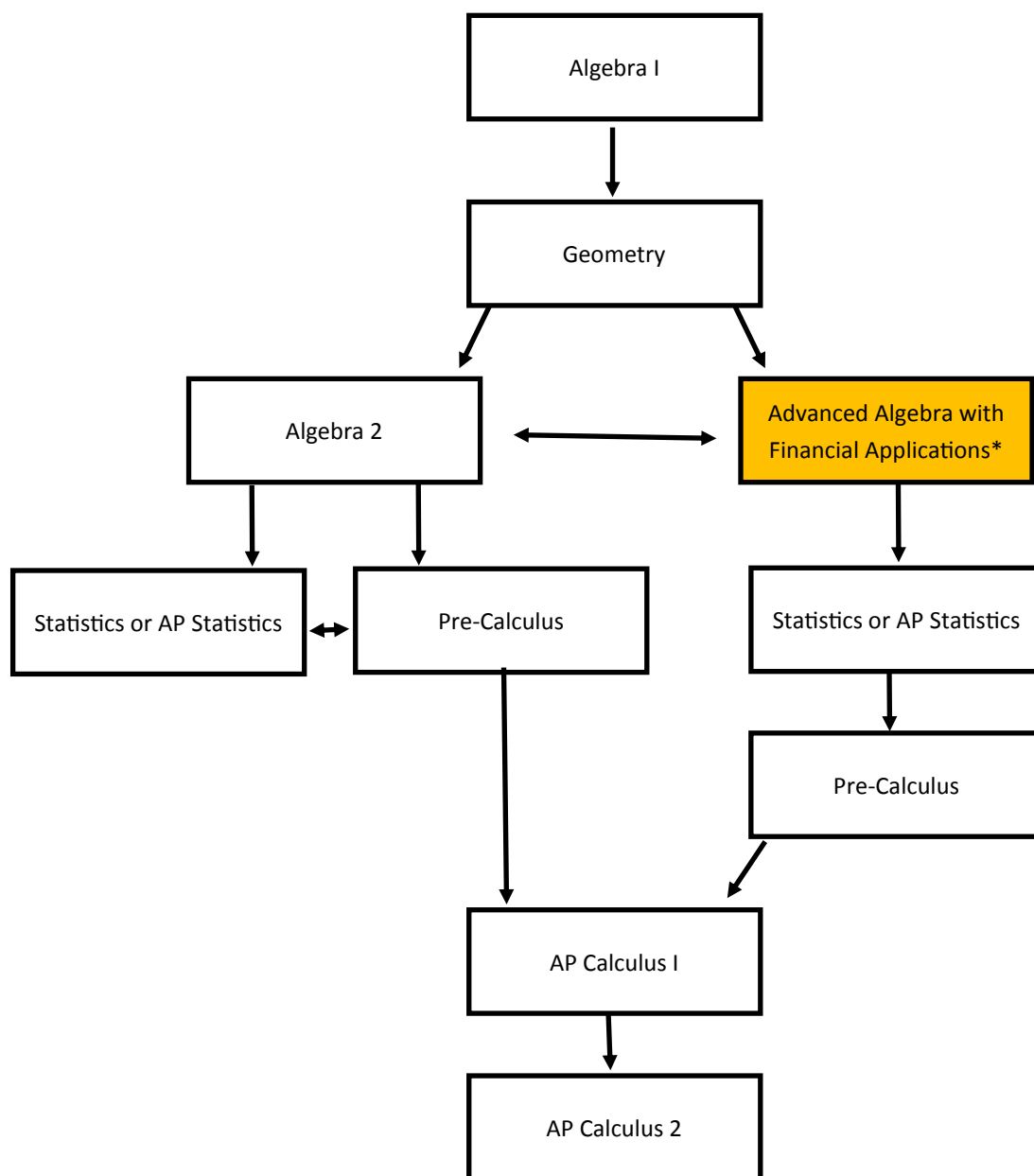
The course proposal is attached. This proposal was presented to the CCAC at their regular meeting on February 1, 2016, and was recommended to go to the Board for consideration by a unanimous vote (11 in favor, 0 opposed). The Board reviewed the first reading of the course proposal during the February 23, 2016, Board meeting.

If the course is available during the 2016-17 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2017. 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 2016-17 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the proposed new high school course, Advanced Algebra with Financial Applications (“Financial Algebra”).

Proposed High School Mathematics Flow Chart



* If approved, Advanced Algebra will replace Trigonometry/Algebra/Geometry

HILLSBORO SCHOOL DISTRICT 1J COURSE MODIFICATION PROPOSAL

School: Glencoe High School

Date: October 6, 2015

Academic Program Area(s): Math

Grade Level(s): 11 and 12

Sponsors of Change/Contact Person: Karen Shea, Assistant Principal

Title of Proposed Course: Advanced Algebra with Financial Applications

Is the proposed course required ___X___ elective___ (check one) **Credit** .5 1.0 1.5 2.0 (circle one)

Is the proposed course part of a CAM/Focused Program of Study? If so, which one?
Attach CAM Course Framework.

The course is not part of a Focused Program of Study.

- 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. 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 (i.e., equipment, supplies, instructional materials, anticipated travel or field trip expense, etc.)

6. Action Research Plan – Complete the form.

- Attach a one-page draft course outline and list instructional materials proposed for use in this course.

Site Council Chairperson: _____ (Signature) Date: _____

School Principal: _____ (Signature) Date: _____

7. Description of Proposed Course

Financial Algebra is an algebra-based, applications-oriented, blended learning course that requires Algebra 1 and Geometry as a prerequisite. The course addresses college preparatory mathematics topics from Advanced Algebra, Statistics, Probability, Pre-calculus, and Calculus under seven financial umbrellas: Banking, Investing and Modeling a Business, Employment and Income Taxes, Automobile Ownership, Independent Living, Retirement Planning, and Household Budgeting. Students use a variety of problem-solving skills and strategies in real-world contexts.

8. Rationale for Proposed Course

Currently, Trigonometry/Algebra/Geometry (TAG/GAT) is a third or fourth year math option for students, depending upon their chosen math pathway and post-secondary goals. Advanced Algebra with Financial Applications would vastly improve both rigor and relevance, as the TAG/GAT curriculum is poorly defined and was designed to be remedial in nature. The replacement course would provide students with access to upper division math skills through real-world application. It will not only help them to meet the HSD graduation requirements, but it will provide them with skills that will benefit them in life after high school.

9. Content Standards

The course aligns to Common Core Standards in Mathematics, drawing from four areas, including:

- Algebra
- Functions
- Geometry
- Statistics and Probability

Furthermore, the course adheres to the following basic assumptions regarding mathematics education:

- All students will have access to calculators and computers.
- Classroom activities will be student-centered.
- All units will have increased emphasis on algebraic representations, graphical representations, verbal representations, and the interrelationships of these three approaches.
- There is an emphasis on estimation, number sense, problem solving, and the role that reading comprehension plays in problem solving.
- Evaluation will include alternative methods of assessment.

10. Impact on the Content Program

This course would replace the TAG or GAT (Trigonometry, Algebra, and Geometry) course that is currently offered at Glencoe.

11. Projected Additional Costs

- Technology – No cost, as Chromebooks are already available in the math classrooms.
- Staff – No additional cost.
- Textbooks – The pilot textbook/eBook for this course is:

Gerver, R. and Sgroi, R. *Financial Algebra*. South-Western/Cengage Learning Mason, Ohio ©2011 ISBN -13: 978-0-538-44967-0

The cost of each book or eBook is approximately \$114.95. With a projected enrollment of 150 students in this course, the initial cost for books would be \$17, 242.50

12. Action Research Plan

- Spring 2015 – Teachers visited Salem-Keizer School District to observe the course.
- 2015-16 School Year – Two Glencoe math teachers are piloting the curriculum with approximately 150 students.

13. Attachments

- CCSS Correlation Document
- Sample Course Syllabus and Sequence from textbook publisher

Advanced Algebra with Financial Applications – Course Outline

First Semester:

- I. Automobile Ownership (chapter 5) – approximately 25 days
Classified ads, negotiating auto purchases and sales, automobile insurance, linear automobile depreciation, historical and exponential depreciation, driving data, driving safety data, accident investigation data
- II. Independent Living (chapter 8) – approximately 22 days
Condominiums, cooperative rentals, private residences, reading a floor plan, the mortgage application process, purchasing a home, renter's and homeowner's insurance, liability and umbrella insurance, personal floater insurance
- III. Consumer Credit (chapter 4) – approximately 25 days
Credit, deferred payments, mark-up, wholesale price, retail price, finance charge loans, loan calculations and regression, credit cards, credit card statements, average daily balance

Second Semester:

- I. Banking Services (chapter 3) – approximately 25 days
Savings accounts, compound interest, continuous compounding, future value of single and periodic investments, present value of single and periodic investments, reconcile a bank statement, annual percentage rate (APR), annual percentage yield (APY)
- II. Employment Basics (chapter 6) and Income Taxes (chapter 7) – approximately 28 days
Tax credits and tax deductions, tax evasion vs. tax avoidance, filing long form 1040, filing Schedules A and B, filing Forms 1040A and 1040EZ; looking for employment; pay periods and rates; commissions, royalties, piecework pay; employee benefits; Social Security and Medicare; tax tables, worksheets, and schedules; modeling Tax Schedules
- III. Preparing a Budget and Planning for Retirement (chapter 9) – approximately 25 days
Retirement income from savings, social security benefits, pensions, life insurance, utility expenses, electronic utilities, charting a budget, cash flow, budgeting
- IV. The Stock Market (chapter 1) and Modeling a Business (chapter 2) – approximately 30 days
Supply and demand, fixed and variable expenses, graphs of expense and revenue functions, breakeven analysis, the profit equation, mathematically modeling a business, sole proprietorships, partnerships, candlestick charts, simple moving averages, reading and interpreting stock market ticker output, stockbroker commissions, net proceeds, gross profit, stock splits, dividend Income, yield vs. bank interest, common and preferred stock, corporate bonds

Advanced Algebra with Financial Applications

Common Core State Standards in Mathematics Alignment

First Semester:

I. Automobile Ownership (chapter 5)

- A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- A.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .
- A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
- A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
- A.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- F.IF.A.1 Understanding that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
- F.IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features, given a verbal description of the relationship. Key features include: intercepts, intervals where the function is increasing, decreasing, positive, or negative, and end behavior.
- F.IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
- F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- F.IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

- F.IF.C.9 Compare properties of two functions, each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). (Note: focus on linear and exponential functions.)
- F.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.
- F.LE.B.5 Interpret the parameters in a linear or exponential function in terms of a context.
- S.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different sets.
- S.ID.A.3 Interpret differences in shape, center, and spread in context of the data sets, accounting for possible effects of extreme data points (outliers).
- S.ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
- S.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
- S.ID.C.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

II. Independent Living (chapter 8)

- A.APR.D.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system. (Note: the limitations on rational functions apply to the rational expressions requires the general division algorithm for polynomials.)
- A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
- F.BF.A.1 Write a function that describes a relationship between two quantities.
- F.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.

- S.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
- S.ID.C.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- S.ID.C.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.

III. Consumer Credit (chapter 4)

- A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
- A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it.
- A.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- F.BF.A.1 Write a function that describes a relationship between two quantities.
- F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.
- F.IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
- N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- S.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

Second Semester:

I. Banking Services (chapter 3)

- A.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .
- A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
- A.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- F.BF.A.1 Write a function that describes a relationship between two quantities.

- F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features, given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity (for trigonometric functions). (Emphasize the selection of a model function, based on behavior of data and context.)*
- F.IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
- N.RN.A.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define $(5^{1/3})^3 = 5^{(1/3)^3}$ to hold, so $5^{(1/3)^3}$ must equal 5.*
- N.RN.A.2 Rewrite expressions involving radicals and rational exponents, using the properties of exponents.

II. Employment Basics (chapter 6) and Income Taxes (chapter 7)

- A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Limit to linear equations and inequalities.
- A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- A.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*
- A.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
- F.BF.A.1 Write a function that describes a relationship between two quantities.
- F.IF.A.1 Understanding that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
- F.IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

- F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity (for trigonometric functions). (Emphasize the selection of a model function based on behavior of data and context.)*
- F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- F.IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
- F.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.

III. Preparing a Budget (chapter 10) and Planning for Retirement (chapter 9)

- A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
- A.REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
- F.BF.A.1 Write a function that describes a relationship between two quantities.
- F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features, given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity (for trigonometric functions). (Emphasize the selection of a model function, based on behavior of data and context.)*
- F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.
- F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

- F.IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
- N.VM.C.6 Use matrices to represent and manipulate data (e.g., to represent payoffs or incidence relationships in a network).
- N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- S.MD.A.1 Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
- S.MD.A.2 Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
- S.MD.A. 3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.
- S.MD.A.4 Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.
- S.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

IV. The Stock Market (chapter 1) and Modeling a Business (chapter 2)

- A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Limit to linear equations and inequalities.
- A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- A.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*
- A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
- A.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- A.REI.B.4 Solve quadratic equations in one variable.

- A.REI.C.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
- A.REI.C.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.
- A.REI.C.8 Represent a system of linear equations as a single matrix equation in a vector variable.
- A.REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- A.REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately (e.g., using technology to graph the functions, make tables of values, or find successive approximations). Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
- A.REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
- A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
- F.IF.A.1 Understanding that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
- F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.
- F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts, intervals where the function is increasing, decreasing, positive, or negative, and end behavior.
- F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- F.IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

- N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurements when reporting quantities.
- S.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
- S.ID.C.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.
- S.ID.C.9 Distinguish between correlation and causation.

HILLSBORO SCHOOL DISTRICT 1J
March 15, 2016
APPROVE PROPOSAL REGARDING THE JANUARY 2016
INCLEMENT WEATHER DAY

SITUATION

On January 4, 2016, the District was closed due to inclement weather. The District is proposing that this day not be made up. This proposal takes into account the decisions of neighboring districts, instructional seat time requirements for the granting of Carnegie units, and contractual obligations with bargaining units.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the proposal to not make up the January 4, 2016, inclement weather day.

HILLSBORO SCHOOL DISTRICT 1J
March 15, 2016
APPROVE RESOLUTION AMENDMENT FOR ENERGY PROJECT FINANCING

SITUATION

The District is implementing an energy savings project in partnership with Ameresco, a pre-qualified Energy Savings Company. On February 23, the Board approved a resolution authorizing management to negotiate the financing terms of the energy “Project” within the parameters of the resolution. Financing within the prescribed parameters, coupled with the Qualified Energy Conservation Bond (QECB) program, will yield a guaranteed energy savings for an overall positive cash flow.

Although the full list of “Project” items was provided to the Board for review in advance of the February 23 Board meeting, it was not specifically referenced in the February 23 resolution. The attached amendment to the resolution includes “Exhibit A,” the full list of “Project” items, as required by District bond counsel, ORS 271.390, and QECB statutes.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the amendment to the February 2016 Qualified Energy Conservation Bonds (QECB) Financing Resolution.

**QUALIFIED ENERGY CONSERVATION BONDS
AMENDMENT TO FINANCING RESOLUTION**

**A RESOLUTION OF HILLSBORO SCHOOL DISTRICT 1J IN
WASHINGTON, YAMHILL, AND MULTNOMAH COUNTIES, OREGON,
AMENDING THE RESOLUTION ADOPTED ON FEBRUARY 23, 2016,
TO INCLUDE A DESCRIPTION OF THE PROJECT.**

WHEREAS the Board of Directors (the "Board") of Hillsboro School District 1J in Washington, Yamhill, and Multnomah Counties, Oregon (the "District"), adopted a Resolution on February 23, 2016 (the "Prior Resolution"), authorizing the issuance and negotiated sale of a financing agreement to finance the Project; and

WHEREAS the adopted resolution did not include a description of the Project;

NOW, THEREFORE, THE BOARD OF THE DISTRICT DOES HEREBY FIND, DETERMINE, DECLARE, AND RESOLVE AS FOLLOWS:

Section 1. Addition of Project Description. The description of the "Project" for all purposes of the Prior Resolution is the energy projects more fully described in Exhibit A hereto.

Section 2. Effective Date. All other provisions of the Prior Resolution shall be in full force and effect. This resolution is effective immediately upon adoption.

PASSED AND ADOPTED by the Board of Directors of HILLSBORO SCHOOL DISTRICT 1J in Washington, Yamhill, and Multnomah Counties, Oregon, this 15th day of March, 2016.

**HILLSBORO SCHOOL DISTRICT 1J
WASHINGTON, YAMHILL, AND MULTNOMAH COUNTIES, OREGON**

By: _____

Wayne Clift
Chair, Board of Directors

ATTEST:

By: _____

Mike Scott
Superintendent

Amendment to Authorizing Resolution

2602984.2 040146 RSIND

EXHIBIT A

DESCRIPITON OF ENERGY PROJECTS

The proceeds of the financing agreement shall be used to finance the following real and personal property, and to pay a portion of the costs of issuance.

ID	Description
CHS-1	Install CO2 sensors and modify DDC programming for demand-controlled ventilation in the large gym, small gym, and auditorium at Century High School
CHS-2	Install daylighting controls in common areas at Century High School
CHS-3	Install occupancy sensors for lighting control at Century High School
CHS-4	Replace existing boilers with modulating, condensing hot water boilers at Century High School
CHS-5	Retrofit 2x2 lighting fixtures, relamp all with 4ft T8 fluorescent fixtures. Additional 4' T8 retrofit and LED upgrades.
CHS-6	Add DHW circulation pump as a DDC point, and schedule it to run only during occupancy periods at Century High School
CHS-7	Convert heating water system to variable flow at Century High School
CHS-8	Replace portion of heating water piping susceptible to leaking from thermal expansion at Century High School
FVES-1	Install a DDC building automation system at Farmington View Elementary School
HHS-1	Install efficient ballasts with T8 or T5 fluorescent lamps at HillHi
HHS-2	Install occupancy sensors for lighting control at HillHi
MECW-1	Install a DDC building automation system at Miller Education Center West
MECW-2	Install occupancy sensors for lighting control at Miller Education Center West
MECW-3	Replace or retrofit selected lighting fixtures throughout Miller Education Center West
MES-1	Install occupancy sensors for lighting control at Mooberry Elementary School
MES-2	Replace or retrofit selected lighting fixtures throughout Mooberry Elementary School
NPES-1	Install a DDC building automation system at North Plains Elementary School
NPES-2	Install occupancy sensors for lighting control at North Plains Elementary School
NPES-3	Replace or retrofit selected lighting fixtures throughout North Plains Elementary School
OES-1	Install CO2 sensors and modify DDC programming for demand-controlled ventilation in the gym and cafeteria at Orenco Elementary School

Exhibit A – Project Description

OES-2	Install occupancy sensors for lighting control at Orenco Elementary School
OES-3	Replace metal halide fixtures with linear fluorescent fixtures in the gym and outside play area at Orenco Elementary School
OES-5	Replace or retrofit selected lighting fixtures throughout Orenco Elementary School
PES-1	Install CO2 sensors and modify DDC programming for demand-controlled ventilation in the gym and cafeteria at Patterson Elementary School
PES-2	Install occupancy sensors for lighting control at Patterson Elementary School
PES-3	Replace metal halide fixtures with linear fluorescent fixtures in the gym and outside play area at Patterson Elementary School
PES-4	Replace or retrofit selected lighting fixtures throughout Patterson Elementary School
JWPJHS-1	Install occupancy sensors for lighting control at J.W. Poynter Middle School
JWPJHS-2	Replace or retrofit selected lighting fixtures throughout J.W. Poynter Middle School
RABJHS-1	Install thermostatic control valves on radiators at R. A. Brown Middle School
RES-1	Install a DDC building automation system at Reedville Elementary School
RES-2	Upgrade electrical service to increase electrical capacity of Reedville Elementary School
RES-3	Replace electric water heaters at Reedville Elementary with natural gas water heaters
WLHES-1	Install a DDC building automation system at W. L. Henry Elementary School
HSD-W1	Water audit Districtwide. Study includes domestic water fixtures, cooling towers, and irrigation systems.
	Engineering Audit
	Bonding @ 2.0% of Cost of Work
	Construction Contingency @ 5.0% of Cost of Work
	M,W,G Design @ 9.0% of Labor & Material
	Lighting Design @ 8.0% of Labor & Material
	Construction Mgt @ 6.0% of Labor & Material
	ESCO Overhead and Profit @ 18.0% of Cost of Work
	System Start-Up and Commissioning Fee