



Hillsboro School District 1J

November 18, 2014
Board Meeting

Board of Directors

Monte Akers • Adriana Cañas • Wayne Clift • Glenn Miller • Erik Seligman • Janeen Sollman • Kim Strelchun

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

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

Board Meeting Agenda

November 18, 2014

5:30 PM

1. 5:30 p.m. Executive Session
ORS 192.660(2)(d)--Labor Negotiator Consultation
2. 6:00 p.m. Work Session
 - A. Schoology Demonstration 4
Presenter: Don Wolff / Ryan Hoxie
 - B. Academic Achievement Indicators Discussion 5
Presenter: Steve Larson
 - C. Legislative Priorities Input 6
Presenter: Mike Scott
 - D. Update on Policy IGAI: Human Sexuality, AIDS / HIV, Sexually Transmitted Diseases, Health Education 14
Presenter: Steve Larson
 - E. Board Discussion Time
3. 7:30 p.m. Regular Session
Call to Order and Flag Salute
4. Recognition / Student Presentation
 - A. Recognition: National Merit Scholarship Commended Students 15
Presenter: Erik Seligman
 - B. Student Presentation: North Plains Elementary Choir
Presenter: Erik Seligman
5. Approval of Agenda
6. Audience Time
7. Consent Agenda
 - A. Approve Routine Personnel Matters 16
 - B. Accept Donations 17
8. Action Items
 - A. Approve Policy Revisions
 1. Policy EBBB: Injury / Illness Reports 18
Presenter: Adam Stewart
 2. Policy GBA: Equal Employment Opportunity 21
Presenter: Saideh Haghighi
 3. Policy GCDA/GDDA: Criminal Records Check / Fingerprinting 24
Presenter: Kona Williams
 4. Policy CCG: Licensed Evaluations - Administrators 26

Presenter: Kona Williams	
5. Policy IGBBA: Identification - Talented and Gifted, and Policy IGBBC: Programs and Services - Talented and Gifted	29
Presenter: Travis Reiman	
6. Policy JGAB: Restraint and Seclusion	32
Presenter: Jon Pede	
9. Reports and Discussion	
A. NWRESD Annual Report	36
Presenter: Mike Scott / Paul Peterson / Lisa Poehlitz	
B. Staffing Calculation Report	37
Presenter: Debbie Ashley	
C. First Reading -- High School Course Modification Proposal: Advanced Placement Human Geography	38
Presenter: Travis Reiman / Lisa Allen	
D. CCAC Update	54
Presenter: Travis Reiman / Lisa Allen	
E. Financial Report	55
Presenter: Adam Stewart	
F. Policies - First Reading	
1. Policy GBN/JBA: Sexual Harassment and GBNA: Hazing / Harassment / Intimidation / Bullying / Menacing / Cyberbullying	59
Presenter: Saideh Haghighi	
2. Policy LBE: Public Charter Schools	64
Presenter: Steve Larson	
10. NWRESD / HCU / HEA Reports	
11. Superintendent's Time	
12. Board of Directors' Time	
13. Executive Session	
If needed, the Board may wish to go into Executive Session to discuss matters according to ORS 192.660. (Only used if the Board needs to come back to the Regular Session to take action.)	
14. Adjourn Regular Session	

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
SCHOOLGY DEMONSTRATION

SITUATION

Schoology is a learning management system (LMS) that allows teachers and staff within the District to develop and manage electronic or online classrooms, including assignments, tests, homework, learning objects, and other relevant resources.

Schoology also leverages the strengths of social media—collaboration, sharing, communities, and external resources—and incorporates them into the system, allowing learners and teachers to connect with other Schoology users, and share resources created by teachers and students around the state, the country, and the globe, making it possible for HSD teachers to locate resources created by other teachers, and incorporate them into their classes.

Additionally, Schoology can serve as an online resource for District teachers to collaboratively create and store educational resources, while building cohesion around the curriculum offered in subjects and across grade levels.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
ACADEMIC ACHIEVEMENT INDICATORS DISCUSSION

SITUATION

The August Board retreat included a discussion regarding the use of Academic Achievement Indicators to monitor the impact of the District's strategic plan on a yearly basis. At that time, Board members made suggestions regarding narrowing the accountability and reporting structure, as well as identifying a few indicators to monitor over time. A new draft of the Academic Achievement Indicators will be reviewed with the Board. Final recommendations will be collected during this meeting, so that staff can begin preparing for February's annual student achievement report.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
LEGISLATIVE PRIORITIES INPUT

SITUATION

The Board determines its priorities for each upcoming legislative session. A summary of the draft legislative policies and priorities proposed by Oregon School Boards Association's (OSBA's) Legislative Policy Committee (LPC) is provided for the Board's consideration. OSBA's draft priorities and policies have not yet been approved by the OSBA Board of Directors or membership, but will be voted on by the OSBA membership during OSBA's general election, which ends December 15, 2014.

RECOMMENDATION

The Superintendent recommends the Board of Directors provide input on legislative priorities for the upcoming 2015 Legislative Session.



OSBA PROPOSED LEGISLATIVE PRIORITIES FOR 2015
Approved by the Legislative Policy Committee on September 4, 2014

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

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

- **Supports Student Achievement:**

OSBA will actively promote legislation that leads to increased academic achievement for all students in the P-20 education enterprise. OSBA will work to ensure local school boards and communities control the implementation of programs and curriculum so that every student is college or career ready upon completion of their academic program. OSBA will support efforts to increase high school completion, lower the number of drop-outs, close academic achievement gaps and provide additional services to all students who need extra supports.

- **Provides Stable and Adequate Funding:**

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

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

- **Empowers Locally Elected School Boards and Provides for Shared Accountability:**

OSBA will actively support legislation that gives locally elected boards the ability to make decisions in the best interests of their students and communities. OSBA will highlight the need for shared accountability to improve student achievement between state and federal policy makers, the business community, locally elected board members and the voters of Oregon.

- **Opposes Mandates:**

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



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

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

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

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



OSBA PROPOSED LEGISLATIVE POLICIES FOR 2015
Approved by the Legislative Policy Committee on September 4, 2014

Section 1: Finance

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

OSBA supports increasing state resources to K-12 school districts so that Oregon’s schools are competitive nationally and globally and each school district and Education Service District (ESD) has the funds necessary to support operational, instructional and student achievement goals.

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

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

PROPOSED - 1.2 Reforming Tax Policy

OSBA supports efforts to provide the revenue necessary to attain the educational goals of Oregon’s P-20 system and restructure tax policy to reduce the volatility of Oregon’s current system.

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

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

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

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

OSBA advocates for mandate relief and paperwork reductions for school districts and ESDs as a means to streamline bureaucracy, remove duplicative or unnecessary reporting and get more resources into the



classroom. OSBA opposes any mechanism that diverts public funds, including tax credits and vouchers, to private, religious or for-profit schools or erodes financial support of the public school system.

PROPOSED - 1.4 State Department of Education Supporting Districts

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

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

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

PROPOSED - 1.5 Financial and Program Accountability

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

PROPOSED - 1.6 State Bonding for School District Capital and Infrastructure Needs

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

Section 2: Programs

PROPOSED - 2.1 School Improvement

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

PROPOSED - 2.2 Special Education

OSBA supports increased categorical funding and enhanced levels of state and federal aid for the costs associated with special education programs throughout the P-20 system. OSBA supports full funding for students with the most severe low-incidence, high-cost disabilities, including those served in out-of-district or out-of-state placements.

PROPOSED - 2.3 Education Service Districts

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



PROPOSED - 2.4 Curriculum, Technology and Online Education

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

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

OSBA supports the use of English Language Learner and language immersion programs as a viable way to provide needed support while integrating emerging bilingual speakers into the standard district curriculum.

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

OSBA supports state level funding to support and improve the technology infrastructure available to school districts and ESDs. OSBA supports removing online education programs from the charter school statute and creating a separate section within the law for online educational programs.

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

PROPOSED - 2.5 Public Charter Schools

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

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

PROPOSED - 2.6 Career and Technical Education (CTE)

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

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

PROPOSED - 2.7 Post-Secondary Opportunities for High School Students

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



OSBA opposes use of State School Fund dollars for 5-year high school diploma programs that include a 5th year for post-secondary enrollment. OSBA believes the state should instead establish a dedicated source of funds to invest in these programs that does not dilute the State School Fund.

Section 3: Personnel

PROPOSED - 3.1 Collective Bargaining and Management Rights

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

PROPOSED - 3.2 Employee Rights and Benefits

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

PROPOSED - 3.3 Teacher and Administrator Licensing

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

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

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

PROPOSED - 3.4 Teacher and Administrator Quality

OSBA recognizes that teacher and administrator quality is one of the most important factors in improving student achievement. OSBA supports local and state programs to provide professional development, mentoring and training for teachers and administrators that is rigorous and leads to a system of continuous improvement and growth in student achievement. OSBA supports rigorous, quality, ongoing evaluations of teachers and administrators, which include consideration of student achievement and growth. OSBA supports efforts to attract more diverse and multi-lingual school employees.



Section 4: Governance and Operations

PROPOSED - 4.1 Oregon Education Investment Board (OEIB)

OSBA supports the continuation of OEIB under the following conditions:

OSBA strongly supports the appointment of educators and stakeholders that work directly with students and school districts, including public school board members and parents, to serve on the OEIB.

OSBA supports a sustainable and seamless P-20 education system in Oregon from pre-kindergarten through post-secondary that improves student achievement and student outcomes at all levels.

OSBA believes increased state and federal expectations for student outcomes must be accompanied by increased state and federal investments necessary to increase student achievement and support the state's 40-40-20 goals.

OSBA supports the use of the Achievement Compacts as a locally created tool to measure student achievement and local district outcomes and to set educational goals for school districts. OSBA opposes the use of the Achievement Compacts as a tool to justify state mandated interventions or state take-over of local schools, schools districts or ESDs.

PROPOSED - 4.2 State Board of Education

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

PROPOSED - 4.3 Local Governance

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

PROPOSED - 4.4 School Safety and Student Wellness

OSBA supports local measures that promote safety and wellness in the school environment for students, staff, parents, patrons and the community as a whole.

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
UPDATE ON POLICY IGAI: HUMAN SEXUALITY, AIDS / HIV,
SEXUALLY TRANSMITTED DISEASES, HEALTH EDUCATION

SITUATION

Revisions to policy IGAI: Human Sexuality, AIDS / HIV, Sexually Transmitted Diseases, Health Education are required as a result of the State Board of Education's revisions to Oregon Administrative Rule (OAR) 581-022-1440 – Human Sexuality Education.

The revised policy was presented for first reading during the October 28 Board meeting, and feedback was received during the meeting. District staff will provide a policy status update.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
RECOGNITION: NATIONAL MERIT SCHOLARSHIP COMMENDED STUDENTS

SITUATION

Each year, our high school juniors take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®), a test which serves as an initial screen of approximately 1.5 million entrants to the National Merit Scholarship Program.

Of the 1.5 million entrants, approximately 50,000 with the highest PSAT/NMSQT® Selection Index scores—which include critical reading, mathematics, and writing skills—qualify for recognition in the National Merit Scholarship Program as either Commended Students or Semi-Finalists.

This year, eight students in the Hillsboro School District were recognized as Commended Students:

Century High School – Rachel Meeuwsen

Glencoe High School – Megan Lince, Eric Rief, Michael Heninger

Hillsboro High School – Hanna Brumley, Josie Thomas

Liberty High School – Brooke Gardner, Kyle Sallak

Although Commended Students do not continue in the competition for National Merit Scholarships, some of these students do become candidates for special scholarships sponsored by corporations and businesses.

RECOMMENDATION

The Superintendent recommends the Board of Directors recognize and congratulate our Commended Students for their outstanding academic promise and achievement.

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

- I. Approve the employment of the following licensed personnel in the 2014-15 school year:

1. **Christie Hammer**
Education: MA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 0.5 FTE Kinder – Butternut Creek Elementary School
2. **Darci Holland**
Education: MA – Pacific University, Forest Grove, OR
Experience: 6 years
Assignment: 1.0 FTE LRC – Evergreen Middle School
3. **Melanie Lewis**
Education: BA – Utah Valley University, Orem, UT
Experience: None
Assignment: 1.0 FTE Health Services / CTE – Glencoe High School
4. **Bryan Cichy**
Education: MA – Edgewood College, Madison, WI
Experience: 18 years
Assignment: 0.5 FTE Sped Teacher – Hillsboro Online Academy
5. **Jenna Murphy**
Education: BA – Pacific University, Forest Grove, OR
Experience: 1 year
Assignment: 1.0 FTE Kindergarten – W. L. Henry Elementary School

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
ACCEPT GIFTS AND DONATIONS

SITUATION

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

The purpose of this report is to describe to the Board the donations received that are valued at \$500 or more.

- Donation of two ping-pong tables from Tricia Tighe to Glencoe High School for student use; the estimated value of the donation is in excess of \$600
- Donation of \$3,000 from Entro Industries, Inc., to Glencoe High School to be used for the Shockwave Robotics team
- Donation of 21 backpacks filled with school supplies from the Hillsboro RE/MAX Equity Group to Lincoln Street Elementary School for distribution to students in need; the estimated value of the donation is \$698
- Donation of 400 backpacks filled with school supplies from YAHOO! to Hillsboro School District for distribution to students in need; the estimated value of the donation is \$10,000

RECOMMENDATION

The Superintendent recommends the Board of Directors accept the donations.

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
APPROVE REVISIONS TO POLICY EBBB: INJURY / ILLNESS REPORTS

SITUATION

House Bill 3045 requires school districts to establish policy that aligns with existing reporting requirements for reporting incidents that result in the injury of an employee while in the actual performance of the employee's duty. Oregon School Boards Association has recommended revisions to policy EBBB: Injury / Illness Reports to bring it into alignment with the new legal requirements.

The revised policy was presented for first reading during the October 28 Board meeting; no public questions or comments were received during the review period.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the recommended revisions to policy EBBB: Injury / Illness Reports.

Hillsboro School District 1J

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

Injury/Illness Reports

All ~~work-related~~ injuries/illnesses sustained by the employee while in the actual performance of the duty of the employee, occurring on District premises, in District vehicles, at a District-sponsored activity, or involving staff members who may be elsewhere on District business, will be reported immediately to a supervisor. A written report will be submitted within 24 hours to the ~~safety officer~~ risk manager. Reports will cover property damage as well as personal injury. Copies of such reports will be forwarded to the District's agent-of-record and legal counsel.

In the event of a work-related¹ illness or injury to an employee resulting in overnight hospitalization for medical treatment² other than first aid, the ~~safety officer~~ risk manager shall inform the Oregon Occupational Safety and Health Division (OR-OSHA). A report will be made within 24 hours after notification to the District of an illness or injury. Fatalities or catastrophes³ shall be reported within eight hours.

All ~~accidents~~ injuries/illnesses sustained by the employee while in the actual performance of the duty of the employee will be promptly investigated. As a result of the investigation, any corrective measures needed will be acted upon.

Monthly records will be maintained. An analysis of the data and trends will be made at least semi-annually by the ~~safety officer~~ risk manager.

The ~~safety officer~~ risk manager will notify the Superintendent and chief financial officer as soon as possible after serious accidents. The ~~safety officer~~ risk manager will also prepare semi-annual statistical reports on the number and types of accidents occurring in the District, as well as on the measures being taken to prevent such accidents in the future.

The Board will receive reports on serious ~~accidents~~ injuries/illnesses, including accidents involving District property or employees, students, or the visiting public, and annual statistical reports on the number and types of ~~accidents~~ injuries/illnesses occurring in the ~~schools~~ District, as well as on the measures being taken to prevent such ~~accidents~~ injuries/illnesses in the future.

END OF POLICY

¹An injury or illness is work related if an event or exposure in the work environment caused or contributed to the condition or significantly aggravated a preexisting condition.

²Medical treatment includes managing or caring for a patient for the purpose of combating disease or disorder. The following are not considered medical treatment: visits to a doctor or health-care professional solely for observation or counseling; diagnostic procedures including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid.

³A catastrophe is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility.

Legal Reference(s):

[OAR 437-001](#)-0015
[OAR 437-001](#)-0700
[OAR 437-001](#)-0760
[OAR 437-002](#)-0140
[OAR 437-002](#)-0144
[OAR 437-002](#)-0145
[OAR 437-002](#)-0360
[OAR 437-002](#)-0377
[OAR 581-022](#)-1420

HB 3045 (2013)

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
APPROVE REVISIONS TO POLICY GBA: EQUAL EMPLOYMENT OPPORTUNITY

SITUATION

Minor revisions to policy GBA: Equal Employment Opportunity have been recommended by Oregon School Boards Association. These revisions include updated legal references and the addition of a footnote regarding veteran's preference.

The revised policy was presented for first reading during the October 28 Board meeting; no public questions or comments were received during the review period.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the recommended revisions to policy GBA: Equal Employment Opportunity.

Hillsboro School District 1J

Code: GBA
Adopted: 07/96
Revised: 01/11

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the District regardless of race, color, religion, sex, sexual orientation¹, parental status, national origin, marital status, age, veteran's status², genetic information, and disability, or age if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The Superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADA), and Section 504 of the Rehabilitation Act of 1973. The Superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments of 1972. The Title IX coordinator will investigate complaints communicated to the District alleging noncompliance with Title IX. The name, address, and telephone number of the Title IX coordinator will be provided to all students and employees.

The Superintendent will develop other specific recruiting, interviewing, and evaluation procedures as are necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 243.672](#)
[ORS 326.051](#)
[ORS 332.505](#)
[ORS 342.934](#)
[ORS 408.225](#)
[ORS 408.230](#)
[ORS 408.235](#)
[ORS 659.850](#)
[ORS 659.870](#)
[ORS 659A.003](#)

[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.109](#)
[ORS 659A.142](#)
[ORS 659A.145](#)
[ORS 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
[ORS 659A.805](#)

[OAR 581-021-0045](#)
[OAR 581-022-1720](#)
[OAR 839-003-0000](#)
[OAR 839-006-0435](#)
[OAR 839-006-0440](#)
[OAR 839-006-0445](#)
[OAR 839-006-0450](#)
[OAR 839-006-0455](#)
[OAR 839-006-0460](#)
[OAR 839-006-0465](#)

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

²The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).
Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e (2006), et. seq. (2012).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2006); 29 C.F.R. Part 1626 (2006).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2006).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2006).
Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2006).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act 2008.
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212.
Title II of the Genetic Information Nondiscrimination Act of 2008.

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
APPROVE REVISION TO POLICY GCDA/GDDA:
CRIMINAL RECORDS CHECK / FINGERPRINTING

SITUATION

The recommended revision to policy GCDA/GDDA: Criminal Records Check / Fingerprinting allows flexibility for schools to cover the cost of criminal records checks and fingerprinting for volunteers (e.g., chaperones for overnight trips) at the discretion of the District.

The revised policy was presented for first reading during the October 28 Board meeting; no public questions or comments were received during the review period.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the recommended revision to policy GCDA/GDDA: Criminal Records Check / Fingerprinting.

Hillsboro School District 1J

Code: GCDA/GDDA
Adopted: 07/96
Revised: 01/13

Criminal Records Checks/Fingerprinting*

All newly hired employees shall be required to submit to a nationwide criminal records check and fingerprinting. Individuals contracting with the District and their employees who have direct, unsupervised contact with students shall also be required to submit to a nationwide criminal records check and fingerprinting.

The Board shall require a criminal history check for other individuals considered for use as volunteers who work with or around school students.

The District shall begin the employment of an individual or terms of a District contractor on a probationary basis pending the return and disposition of such checks.

An individual who has failed to disclose the presence of criminal convictions that would not otherwise prevent his/her employment with the District as provided by law may still be employed or contracted with by the District. The District's use of criminal history must be relevant to the specific requirements of the position, services, or employment.

Criminal records checks and fingerprinting fees as required by the Teacher Standards and Practices Commission, Department of Education, or by the District shall be paid by the individual. Fees as required for all other individuals subject to such checks and/or fingerprinting ~~shall~~ may be the responsibility of the individual.

Employees not requiring licensure may request that the required fees be withheld from the employee's paycheck. Such fees may be deducted only upon the request of the individual.

The Superintendent / designee is directed to develop administrative regulations to meet the requirements of applicable Oregon Revised Statutes and Oregon Administrative Rules.

END OF POLICY

Legal Reference(s):

ORS 181.525
ORS 181.555
ORS 183.413 - 183.470
ORS 326.603
ORS 326.607

ORS 336.631
ORS 338.115
ORS 342.143
ORS 342.223 - 342.232

OAR 414-061-0010
OAR 581-021-0500
OAR 581-022-1730
OAR 584-036-0062

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. Seq. (2012).

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
APPROVE REVISIONS TO POLICY CCG:
LICENSED EVALUATION – ADMINISTRATORS

SITUATION

Senate Bill 290 requires boards to use core teaching standards and administrative standards adopted by the State Board of Education for all evaluations of teachers and administrators. Senate Bill 290 also requires board policy to state that licensed administrative evaluations must be used in making recommendations regarding employment and / or salary status. OSBA has recommended language for policy CCG: Licensed Evaluation – Administrators to bring it into alignment with the new legal requirements.

The revised policy was presented for first reading during the October 28 Board meeting; no public questions or comments were received during the review period.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the recommended revisions to policy CCG: Licensed Evaluation – Administrators.

Licensed Evaluation - Administrators

The Superintendent / designee will implement and supervise an evaluation system for administrative personnel. He/she will report to the Board annually on the performance of all administrators, and make recommendations regarding their employment and/or salary status.

The purpose of administrator evaluations is to assist administrators to develop and strengthen their professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

Each administrator will receive a formal evaluation from his/her immediate supervisor at least every two years. Formal evaluations will be made at least annually. They shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the Superintendent and/or designee;
3. Evaluations will be in writing, and discussed with the administrator by the person who makes the evaluation;
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation and right of appeal through established grievance procedures, if applicable.

Administrators' evaluations shall be customized based on collaborative efforts, and include the educational leadership-administrator standards¹ adopted by the State Board of Education. The standards include:

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;

¹These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

5. Ethical leadership;
6. Socio-political context.

Evaluations must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of administrators;
2. Refine the support, assistance, and professional growth opportunities offered to an administrator, based on the individual needs of the administrator and the needs of the school and district;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other administrators; and
5. Use evaluation methods and professional development, support, and other activities that are based on curricular standards and are targeted to the needs of the administrator.

The administrative evaluation system will also include provisions for initiating dismissal or contract non-extension procedures, if the need for such procedures is indicated.

END OF POLICY

Legal Reference(s):

ORS 192.660(2), (8)
ORS 332.505
ORS 342.513
ORS 342.815

OAR 581-022-1720
[OAR 581-022-1723](#)
[OAR 581-022-1725](#)

Hanson v. Culver Sch. Dist. (FDAB 1975)

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
APPROVE REVISIONS TO POLICY IGBBA:
IDENTIFICATION – TALENTED AND GIFTED
AND POLICY IGBBC: PROGRAMS AND SERVICES –
TALENTED AND GIFTED

SITUATION

Oregon School Boards Association (OSBA) has recommended revisions to policies IGBBA: Identification – Talented and Gifted and IGBBC: Programs and Services – Talented and Gifted. These revisions will align the policies with Division 22 requirements.

OSBA recommends that policy IGBBC include a list of programs and services available to meet the needs of talented and gifted students; a list of District services available to these students has been added to the revised policy.

The revised policy was presented for first reading during the October 28 Board meeting; no public questions or comments were received during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the recommended revisions to policies IGBBA: Identification – Talented and Gifted and IGBBC: Programs and Services – Talented and Gifted.

Hillsboro School District 1J

Code: IGBBA
Adopted: 07/96
Revised: 12/08

Identification - Talented and Gifted**

In order to serve academically talented and intellectually gifted students in Grades K-12, the District directs the Superintendent / designee to establish a written identification process. This process shall include as a minimum:

1. Behavioral, learning, and/or performance information ~~supplied by classroom teachers and/or parents~~;
2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students;
3. A nationally standardized academic achievement test for assistance in identifying academically talented students.

Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, ~~shall~~ may be identified.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process/placement of their student for the District program for talented and gifted students, and wish to request reconsideration.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)

[ORS 343.407](#)

[ORS 343.411](#)

[OAR 581-021-0030](#)

[OAR 581-022-1310 to -1330](#)

[OAR 581-022-1940](#)

Hillsboro School District 1J

Code: IGBBC
Adopted: 12/08

Programs and Services - Talented and Gifted**

It is the mission of the Hillsboro School District to engage and challenge all learners to ensure academic excellence. As a traditionally underserved population of students, the District invests in meeting the unique academic and social-emotional needs of talented and gifted students. The District provides appropriately challenging curriculum and individualized instructional pacing to ensure academic excellence. It is our goal to support each student in reaching his or her potential as a learner.

A District written plan will be developed for talented and gifted programs and services. All required written course statements shall identify the academic instructional programs and services to be provided which address the assessed levels and accelerated rates of learning in identified talented and gifted students. The Superintendent / designee may remove any administrative barriers that exist which restrict students' access to appropriate services, and will develop program and service options. These options may include, but are not limited to, the following:

- | | |
|--|--|
| 1. Early entrance | 9. Independent study/projects |
| 2. Whole grade acceleration | 10. Credit by Proficiency |
| 3. Cluster grouping in regular classes | 11. Concurrent enrollment |
| 4. Continuous progress | 12. Mentorship/Internship |
| 5. Cross grade grouping | 13. Academic competitions |
| 6. Compacted/Accelerated curriculum | 14. Flexible pacing |
| 7. Advanced Placement classes | 15. Flexible grouping with interest-area |
| 8. Honors classes/options | and/or learning-style emphasis |

The Board has established an appeals process for parents to utilize if they are dissatisfied with the programs and services recommended for their identified talented and gifted student, and wish to request reconsideration.

The Board has established a complaint procedure to utilize if an individual has a complaint regarding the appropriateness of programs and services provided for identified talented and gifted students.

END OF POLICY

Legal Reference(s):

[OAR 581-022-1330](#) 1310 to -1330

[OAR 581-022-1940](#)

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
APPROVE REVISIONS TO POLICY JGAB: USE OF RESTRAINT AND SECLUSION

SITUATION

The State Board of Education has added new reporting requirements for data regarding the use of seclusion rooms. This data must be included in the District's annual report to the Superintendent of Public Instruction regarding the use of physical restraints and seclusion. Oregon School Boards Association has proposed revised language for policy JGAB: Use of Restraint and Seclusion, to bring it into alignment with the new requirements.

The revised policy was presented for first reading during the October 28 Board meeting; no public questions or comments were received during the review period.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the recommended revisions to policy JGAB: Use of Restraint and Seclusion.

Use of Restraint and Seclusion

The Board is dedicated to the development and application of best practices within the District's public educational/behavioral programs. It is the intent of the Board to establish a policy that defines the circumstances that must exist and the requirements that must be met prior to, during, and after the use of physical restraint or seclusion as an intervention with District students.

Definitions

1. "Physical restraint" means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student. "Physical restraint" does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity. The definition of "physical restraint" does not include the use of mechanical, chemical, or prone restraint of a student as these methods are prohibited by Oregon law.
2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.

Seclusion does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control, in a setting from which the student is not physically prevented from leaving.

3. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
4. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

"Mechanical restraint" does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
5. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that has not been prescribed by a licensed health

professional or other qualified health care professional acting under the professional's scope of practice.

6. "Prone restraint" means a restraint in which a student is held face down on the floor.

The use of physical restraint or seclusion is only permitted as a part of a behavioral support plan when other less restrictive interventions would not be effective and the student's behavior poses a threat of imminent, serious physical harm to the student or others.

Except in the case of an emergency, only staff current in the required training in accordance with the District-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint or seclusion may also be used by a school administrator, teacher, or other school employee as necessary when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint or seclusion under these circumstances is only allowed so long as the student's behavior poses a threat of imminent, serious physical harm to themselves or to others. Any student being restrained or secluded within the District, whether in an emergency or as a part of a plan, shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must fulfill all legal requirements of OAR 581-021-0568, as provided by Board policy JGAB-AR – Restraint and Seclusion.

The District shall utilize the Oregon Intervention System (OIS) training program of physical restraints for use in the District. As required by state regulation, the selected program shall include behavioral support, prevention, de-escalation, and crisis response techniques. Any program selected by the District must be in compliance with state and federal law with respect to the use of restraint or seclusion.

An annual review of the use of physical restraint and seclusion during the preceding school year shall be completed and submitted to the Superintendent of Public Instruction to ensure compliance with District policies and procedures. The results of the annual review shall be documented and shall include at a minimum:

1. The total number of incidents of physical restraint;
2. The total number of incidents of seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in physical restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;
7. The total number of students placed in physical restraint or seclusion more than ten times in a school year, and an explanation of what steps have been taken by the District to decrease the use of physical restraint and seclusion for each student;

8. The total number of physical restraint and seclusion incidents carried out by untrained individuals;
9. The demographic characteristics of all students upon whom physical restraint or seclusion was imposed;
10. The total number of rooms available for use by the District for seclusion of a student and a description of the dimensions and design of the rooms.

This report shall be made available to the Board and to the public at the District's main office and on the District's website.

At least once each school year the public shall be notified as to how to access the report.

The District shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL and KL-AR: Public Complaints.

The Superintendent / designee shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of physical restraint or seclusion by District personnel.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 339.250](#)

[OAR 581-021-0550](#)
[OAR 581-021-0553](#)

[OAR 581-021-0061](#)
[OAR 581-021-0556](#)
[OAR 581-021-0559](#)
[OAR 581-021-0563](#)
[OAR 581-021-0566](#)

[OAR 581-021-0568](#)
[OAR 581-021-0569](#)
[OAR 581-021-0570](#)

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT
ANNUAL REPORT

SITUATION

The Northwest Regional Education Service District (NWRESD) provides numerous services to Hillsboro School District, including direct services to special education students. NWRESD Assistant Superintendent Paul Peterson and board member Lisa Poehlitz will present the annual report detailing the services to Hillsboro students by the NWRESD.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
STAFFING CALCULATION REPORT

SITUATION

Each spring, the District determines staffing levels for the upcoming school year. Tonight's report will include a review of the processes used to calculate enrollment projections, determine staffing allocations, and make staffing adjustments after the initial staffing process has been completed.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
FIRST READING – COURSE MODIFICATION REQUEST –
ADVANCED PLACEMENT HUMAN GEOGRAPHY

SITUATION

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

The CCAC may ask for clarification of and additions to the action research and evaluation plans, and may recommend changes to the proposal. The CCAC will make recommendations regarding the proposals and forward these recommendations to the Board of Directors for consideration. Board approval is required for all proposed curriculum additions and changes. 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.

Glencoe High School currently offers an Advanced Placement (AP) Human Geography course. Glencoe High School staff has submitted a course modification proposal, requesting that AP Human Geography be made available to freshman as a credit-bearing social studies course, as an optional replacement for World Studies, a course taken by most freshmen.

The course proposal was presented to the CCAC at their regular meeting on October 6, 2014, and was recommended to go to the Board for consideration of approval by a unanimous vote.

The proposed change will not impact staffing, budget, course content, or other curricular areas. However, the change will allow students an additional enrollment option.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of the proposed course modification.

COURSE MODIFICATION PROPOSAL - GLENCOE HIGH SCHOOL - ADVANCED PLACEMENT HUMAN GEOGRAPHY

Description of Proposed Course

Human geography is the study of where humans and their activities and institutions such as ethnic groups, cities, and industries are located and why they are there. Human geographers also study the interactions of humans with their environment and draw on some basic elements of physical geography. The curriculum for this two-semester AP[®] Human Geography course consists of topics drawn from interrelated units of study outlined in the *AP Human Geography Course Description* booklet published by the College Board.

1. Geography: Its Nature and Perspectives
2. Population Geography
3. Cultural Patterns and Processes
4. Political Organization of Space
5. Economic Development
6. Agriculture and Rural Land Use
7. Cities and Urban Land Use

Rationale for Proposed Course - Describe the desired outcome for student learning and summarize best-practice research that supports this change.

- Freshmen have the option of taking an accelerated class their freshmen year that can earn them college credit and World Studies credit.
- AP Human Geography is open to all students, regardless of grade level, at Glencoe High School.
- More in depth analysis of themes and patterns touched on in World Studies.
- Will encourage TAG students, AVID students, and others to increase the number of advanced courses that they take during high school without duplication of standards.

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

World Studies Content/Common Core Priority Standards	Where this standard is covered in AP Human Geography
H.S.3- Explain the historical development and impact of major world religions and philosophies.	Unit 3, Cultural Patterns and Processes
H.S.9- Identify historical and current events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict.	Unit 4, Political Geography
H.S.10- Evaluate an historical source for point of view and historical context.	All units of the course

H.S.60- Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.	All units of the course
CCSS.READING.3- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	All units of the course
Whist.2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	All units of the course
HS.2- Analyze the complexity and investigate causes and effects of significant events in world, U.S., and Oregon history.	Unit 2, Population and Migration Unit 4, Political Geography
HS.61- Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.	All units of the course
CCSS.Reading.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Unit 3, Cultural Patterns and Processes Unit 4, Political Geography
CCSS.Reading.4- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	All units of the course
Whist.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	All units of the course
Whist.9- Draw evidence from informational texts to support analysis, reflection, and research.	All units of the course

AP Human Geography course standards can be found in their entirety here:
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/8154.html

Impact on the Content Program - Explain the potential impact on other curricular areas, staffing, and budget.

AP Human Geography is one of the most popular electives at Glencoe High School. There are currently 160 students enrolled in the course. The course is primarily taken by sophomores because there is not a required social studies class during sophomore year. The social studies department believes that freshmen can be successful in AP Human Geography. We would like to open up the course to freshmen and allow them to receive social studies credit, rather than elective credit, for taking AP Human Geography. Making this change would allow the social studies department to open up additional electives to students while still fulfilling core requirements.

Projected Additional Costs – Include startup and ongoing costs (i.e., equipment, supplies, instructional materials, anticipated travel or field trip expense, etc.)

Allowing freshmen to take AP Human Geography would require the purchasing of additional textbooks.

1. Action Research Plan – Complete the form.

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

AP Human Geography – Course Overview

Course Description

This course is designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They will also learn the methods and tools geographers use in their science and practice. The emphasis is on learning, discovering, and thinking critically.

The curriculum for this two-semester AP Human Geography course consists of topics drawn from seven interrelated units of study outlined in the AP Human Geography Course Description booklet published by the College Board.

1. Geography: Its Nature and Perspectives
2. Population Geography
3. Cultural Patterns and Processes
4. Political Organization of Space
5. Industrialization and Economic Development
6. Agriculture and Rural Land Use
7. Cities and Urban Land Use

Textbooks:

Rubenstein, James M. 9th Edition, *The Cultural Landscape: An Introduction to Human Geography*, Upper Saddle River, N.J.: Pearson Education, Inc., 2008.

Supplemental Readings and Materials:

De Blij, H.J., and Alexander B. Murphy. *Human Geography: Culture, Society, and Space*. 8th ed. New York: John Wiley, 2007

Kuby, Michael, John Harner, and Patricia Gober. 4th Edition, *Human Geography in Action*, New York: John Wiley, Inc., 2007

Organization of Course

In this course students will meet every other day for a 90-minute block period. Students use interactive notebooks as an organizational and learning tool for the course. The notebooks include activities, vocabulary, key concepts, and questions for each unit and will be turned in the day of each unit exam. Free Response Questions (FRQs) will be practiced on a bi-weekly basis with the use of peer evaluation along with teacher feedback. Two to three field work activities will be completed during the year. One will be related to cultural geography with a

field study of a mall or public marketplace. The other field study will be related to either agricultural or urban geography. Unit exams include a 45 minute timed multiple choice section, followed by a 45-minute free-response section that usually involves answering two essay questions. Each semester the course includes a field study.

Units of Study- Course Outline

I. Geography: Its Nature and Perspectives (4 weeks)

Unit Objectives	Required Readings/Viewing	Unit Activities
A. Geography as a field of inquiry B. Key concepts underlying the geographical perspective: location, space, place, scale, pattern, regionalization, globalization, and gender issues C. Key geographical skills 1. How to use and think about maps and geospatial data 2. How to understand and interpret the implications of associations among phenomena in places 3. How to recognize and interpret at different scales the relationships among patterns and processes 4. How to define regions and evaluate the regionalization process 5. How to characterize and analyze changing interconnections among places D. Geographic technologies, such as GIS, remote sensing, GPS, and online maps	- Rubenstein, Chapter 1: "Thinking Geographically" - Power of Place #1: One Earth, Many Scales	- Weekly Map Exams- Practice identifying regions, states, and natural features - Ferris Bueller Assignment- Practice using key geographical skills and online map resources - Map Analysis- 4 Level Analysis- Practice interpreting maps at different scales - What is Geography- Introduction Lecture - Review Activities- Diffusion, Regions - Density Activity

E. Sources of geographical ideas and data: the field, census data, online data, aerial photography, and satellite imagery		
F. Identification of major world regions		

II. Population Geography (5 weeks)

Unit Objectives	Required Readings/Viewing	Unit Activities
A. Geographical analysis of population 1. Density, distribution, and scale 2. Implications of various densities and distributions 3. Patterns of composition: age, sex, income, education, and ethnicity 4. Population and natural hazards: past, present, and future B. Population growth and decline over time and space 1. Historical trends and projections for the future 2. Theories of population growth and decline, including the Demographic Transition Model 3. Regional variations of demographic transitions 4. Effects of national population policies: promoting population growth in some countries or reducing fertility rates in others 5. Environmental impacts of population change on water	- Rubenstein, Chapters 2 and 3: "Population" and "Migration" - Reese, Lori. "A Generation of Little Emperors." Time Magazine, 27 September 1999. - Graff, James. "Liberte. Egalite. Fertilité." Time Magazine, 1 February 2007. - "World in Balance." Director Sarah Holt. Nova, 2004. - National Geographic Video Clips- 200 Countries, 200 Years - Assorted maps- Gapminder.org	- Demographic Transition Model Notes and Application Assignment - Population Data Analysis Activity - Population Pyramid Analysis Activity - Socratic Seminar- Natalism - Malthus Lecture - Epidemiological Transition Model Overview - Gapminder Lab Activity - Migration Lecture - Women/Gender Reading Assignment and Discussion

use, food supplies, biodiversity, the atmosphere, and climate 6. Population and natural hazards: impacts on policy, economy, and society C. Migration 1. Types of migration: transnational, internal, chain, step, seasonal agriculture (e.g., transhumance), and rural to urban 2. Major historical migrations 3. Push and pull factors, and migration in relation to employment and quality of life 4. Refugees, asylum seekers, and internally displaced persons 5. Consequences of migration: socioeconomic, cultural, environmental, and political; immigration policies; remittances		
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III. Cultural Patterns and Processes (9 Weeks)

Unit Objectives	Required Readings/Viewing	Unit Activities
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A. Concepts of culture 1. Culture Traits 2. Acculturation, assimilation, and multiculturalism 3. Cultural regions, vernacular regions, and culture hearths 4. Globalization and the effects of technology on cultures B. Cultural differences and regional patterns 1. Language and communications 2. Religion and sacred space 3. Ethnicity and nationalism 4. Cultural differences in attitudes towards gender 5. Popular and folk culture 6. Cultural conflicts, and law and policy to protect culture C. Cultural landscapes and cultural identity 1. Symbolic landscapes and sense of place 2. The formation of identity and place making 3. Differences in cultural attitudes and practices toward the environment 4. Indigenous peoples	- Rubenstein, Chapters 4, 5, 6 and 7 - "Babies." Director Thomas Balmes. Universal, 2010. - "American Tongues." Director Lois Alvarez and Andy Kolker. POV, 1988. - Power of Place, #25 - "Whale Rider" - The English Language in 10 Minutes - "Do you Speak American?"	- Field Study- see explanation below - Religion Group Project- see explanation below - Intro To Culture Lecture - Culture Structure Activity - Photo Essay of the Material World Lab Activity - Language Lecture - Religion in America Discussion - Religion Lecture - Ethnicity Article Assignment - Ethnicity Lecture
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Cultural Geography Field Study: One field study will be completed related to cultural geography. The field study is designed to practice the geographic process and refine the students understanding of the concepts of region, place, culture and economic geography. Students will identify a mall or marketplace in their city or community to try out a field study. Places like enclosed malls, shopping plazas, strip malls, sports arenas (Rose Garden), farmers'/artisan markets or business parks are all viable places for a field study. Field studies are an important element of developing, practicing and refining geography skills such as observation, description, analysis and critical thinking. During this field study, students will make observations and draw conclusions about the structural content of space within a

location of a city. Special focus will be placed on analyzing the dispersion, density and patterns of stores, people and facilities within a location. The purpose of this type of spatial analysis is to develop a better understanding of the concepts of place, region and cultural landscape, which are critical concepts for geographers.

Religion Research Project: The class will be divided up into groups, with each group researching one of the major (and some minor) world religions. Each group of students will develop a presentation (15 minutes) and information packet about their assigned religion. Religions of study: Christianity, Judaism, Islam, Hinduism, Buddhism, Sikhism, Eastern Ethnic Religions (Confucianism, Taoism, Shinto).

V. Political Geography (3 weeks)

Unit Objectives	Required Readings/Viewing	Unit Activities
A. Territorial dimensions of politics 1. The concept of political power and territoriality 2. The nature, meaning, and function of boundaries 3. Influences of boundaries on identity, interaction, and exchange 4. Federal and unitary states, confederations, centralized government, and forms of government 5. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment 6. Political ecology: impacts of law and policy on environment and environmental justice B. Evolution of the contemporary political pattern 1. The nation-state concept 2. Colonialism and imperialism 3. Democratization	- Rubenstein, Chapter 8: "Political Geography" - Kuby, Chapter 13: "Breaking Up Is Hard to Do: Nations, States, and Nation-States" - Power of Place #3	- Berlin Conference Model UN- see description below - Case Study/Discussion- Vatican City and Sealand- helps students understand the concept of a state - Political Geography Lecture - Artificial and Physical Boundaries Activity - Supranational Organizations Lab Activity

4. Fall of communism and legacy of the Cold War 5. Patterns of local, regional, and metropolitan governance C. Changes and challenges to political–territorial arrangements 1. Changing nature of sovereignty 2. Fragmentation, unification, and cooperation 3. Supranationalism and international alliances 4. Electoral geography, redistricting and gerrymandering 5. Armed conflict, war, and terrorism		
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Berlin Conference Model United Nations: Students will engage in a mock Berlin Conference using the Model UN format. While the original Berlin Conference was only attended by European nations, we will extend reality to allow African nations to participate in the conference. This activity requires students to apply their learning of globalization, boundary conflicts, and colonialism/imperialism in interactive negotiations and compromise.

V. Industrialization and Economic Development (4 Weeks)

Unit Objectives	Required Readings/Viewing	Unit Activities
A. Growth and diffusion of industrialization 1. The changing roles of energy and technology 2. Industrial Revolution 3. Models of economic development: Rostow’s Stages of Economic Growth and Wallerstein’s World Systems Theory 4. Geographic critiques of models of industrial location: bid rent, location of retailing and services industries, and	- Rubenstein, Chapter 9, 11 and 14 - Kuby, Chapter 6: “Help Wanted: The Changing Geography of Jobs” - Kuby, Chapter 7: “Rags and Riches: The Dimensions of Development” - Friedman, Thomas L., The World is Flat [Updated and Expanded]: A Brief	- Development Lecture - Power of Place #20: Developing Countries - Case Study and Discussion: India - Core-Periphery Model Activity - Location Factors and Economic Factors Activity - Rostow’s Model FRQ Practice - Guangdong Province SEZ Power of Place

local economic development within competitive global systems of corporations and finance B. Social and economic measures of development 1. Gross domestic product and GDP per capita 2. Human Development Index 3. Gender Inequality Index 4. Income disparity and Gini coefficient 5. Changes to fertility and mortality 6. Access to health care, education, utilities and sanitation C. Contemporary patterns and impacts of industrialization and development 1. Spatial organization of the world economy 2. Variations in levels of development (uneven development) 3. Deindustrialization and economic restructuring, and the rise of service and high technology economies 4. Globalization, manufacturing in newly industrialized countries (NICs), and international division of labor 5. Natural resource depletion, pollution, and climate change 6. Sustainable development 7. Government development initiatives: local, regional, and national policies 8. Women in development and gender equity in the workforce	History of the Twenty-First Century. New York: Farrar, Straus and Giroux, 2006, Chapters 1 and 2 are required -	Video - Article- End of Cheap China - Millenium Goals Group Activity - Fair Trade Overview and Discussion - Industrial Location Lecture - Transportation Activity - Power of Place #26, Just in Time Delivery - Environment/Development Article and Discussion - First Person Essay Assignment - Case Study, Development: India - Global Assembly Lines Computer Activity - Americans for Factory Jobs article
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VI. Agriculture and Rural Land Use (3 weeks)

Unit Objectives	Required Readings/Viewing	Unit Activities
A. Development and diffusion of agriculture 1. Neolithic Agricultural Revolution 2. Second Agricultural Revolution 3. Green Revolution 4. Large-scale commercial agriculture and agribusiness B. Major agricultural production regions 1. Agricultural systems associated with major bioclimatic zones 2. Variations within major zones and effects of markets 3. Interdependence among regions of food production and consumption C. Rural land use and settlement patterns 1. Models of agricultural land use, including von Thünen's model 2. Settlement patterns associated with major agriculture types: subsistence, cash cropping, plantation, mixed farming, monoculture, pastoralism, ranching, forestry, fishing and aquaculture 3. Land use/land cover change: irrigation, desertification, deforestation, wetland destruction, conservation efforts to protect or restore natural land	• Rubenstein, Chapter 10: "Agriculture" • Kuby, Chapter 8: "Food for Thought: The Globalization of Agriculture" • "Food Inc." Director Robert Kenner. Magnolia Pictures, 2008. • Power of Place #23 • Modern Marvels: Corn	- Rural Land Use Project- see below for description - Agriculture Overview Lecture - Von Thunen Lecture and Activity - Corn Challenge - Agriculture Location Activity - Commodity Chains Activity - The Meatrix and Discussion

cover and global impacts		
D. Issues in contemporary commercial agriculture 1. Biotechnology, including genetically modified plants and animals (GMOs) 2. Spatial organization of industrial agriculture, including the transition in land use to large-scale commercial farming and factors affecting the location of processing facilities 3. Environmental issues: soil degradation, overgrazing, river and aquifer depletion, animal wastes, and extensive fertilizer and pesticide use 4. Organic farming, crop rotation, value-added specialty foods regional appellations, fair trade, and eat-local-food movements 5. Global food distribution, malnutrition and famine		

Rural Land Use Project: This project requires fieldwork. Groups of students are assigned different sections of the school district to explore, observe, and collect data. They then analyze the data they collected and give presentations. The presentations must include a map of their area. This can be a hand drawn map, an aerial photo with explanation, or a GIS generated map. They must apply the principles of Von Thünen's Model in their analysis.

VII. Cities and Urban Land Use (2 weeks)

Unit Objectives	Required Readings/Viewing	Unit Activities
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A. Development and character of cities 1. Origin of cities: site and situation characteristics 2. Forces driving urbanization 3. World cities and megacities 4. Suburbanization processes 5. Borchert's epochs of urban transportation development B. Models of urban hierarchies: reasons for the distribution and size of cities 1. Rank-size rule 2. Christaller's Central Place Theory 3. Rank-size rule 4. Primate Cities C. Models of internal city structure and urban development: strengths and limitations of models 1. Burgess Concentric zone model 2. Hoyt sector model 3. Harris and Ullman multiple-nuclei model 4. Galactic city model 5. Models of cities in Latin America, North Africa and the Middle East, sub-Saharan Africa, East Asia, and South Asia D. Built environment and social space 1. Types of residential buildings 2. Transportation and utility infrastructure 3. Political organization of urban areas 4. Urban planning and design	- Rubenstein, Chapter 12 and 13 - Kuby, Chapter 9: "Take Me Out To the Ball Game: Market Areas and the Urban Hierarchy" - "Reading the Urban Landscape: Census Data and Field Observation"; "The Disappearing Front Range: Urban Sprawl in Colorado" - "Radiant City." Gary Burns and Jim Brown. Koch Lorber Films, 2006. - "Oregon Experience: Streetcar City"	- Urban Geography Field Study: Portland, Ore., includes light rail, bus, Pearl District and Lloyd District - Urban Geography Lecture - Types of Cities, Activity - Urban Models Comparison - Latin American Model Comparison Activity - Land Use Research Assignment and Presentations - Ghettoization and Gentrification Lesson - Overview of Houston Transportation System - Edge Cities Activity
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(gated communities, New Urbanism, and smart-growth policies) 5. Census data on urban ethnicity, gender, migration, and socioeconomic status 6. Characteristics and types of edge cities: boomburbs, greenfields, and uptowns E. Contemporary urban issues 1. Housing and insurance discrimination, and access to food stores 2. Changing demographic, employment, and social structures 3. Uneven development, zones of abandonment, disamenity, and gentrification 4. Suburban sprawl and urban sustainability problems, land and energy use, cost of expanding public education services, home financing, and debt crises 5. Urban environmental issues: transportation, sanitation, air and water quality, remediation of brownfields, and farmland protection		
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IX. Review for AP Human Geography Exam

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
CITIZENS' CURRICULUM ADVISORY COMMITTEE ACTIVITY UPDATE

SITUATION

The charge of the Citizens' Curriculum Advisory Committee (CCAC) is to "serve as a resource to the Board, the Superintendent, and the Assistant Superintendent of the Office for School Performance," and to "review and give input on recommendations from the staff curriculum committees as needed" (policy IFF).

The first meeting of the CCAC was held on October 6, 2014. The CCAC elected officers and reviewed its charge, as established by the Board in 2010. Committee members also reviewed the District's Strategic Plan.

An update of the CCAC's recent activities, including the work of the math study team, will be provided during this meeting.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
FINANCIAL REPORT

Business Office. The Business Office has settled into its normal business mode for this time of year. This is a crucial time to evaluate 2013-14 from every angle: financial, operational, accountability, and best practices. The District's auditors, Grove, Mueller, & Swank, PC, have been partners in this process, rigorously testing the District's policies and practices.

The October discretionary budget adjustments, with allocations for per-student poverty; performing arts; and Science, Technology, Engineering, the Arts, and Mathematics (STEAM) programs, have been added to the District's financial software system for monitoring.

The District, middle school, and high school webstores—created to accept credit/debit cards and PayPal account payments for donations, student fees, spirit-gear purchases, and invoices—became operational on November 3. The announcement posted on the District's website included convenient links to the webstores.

Finance Team – Banking and Accounts Payable. Finance Manager Ann Ballard is leading her team through the audit and development of the comprehensive annual financial report (CAFR). The finance team has continued to maintain a high level of integrity and timeliness with regular daily business transactions, such as accounts payable, and banking throughout this process.

Ms. Ballard trained secondary bookkeepers on the management of their new webstores.

Payroll and Benefits Teams. Payroll Supervisor Kim Grannis and her team have completed the second large payroll for the year. The substitute pool experienced an initial shortage due to the large number of substitutes hired as regular staff members in the Hillsboro School District and neighboring districts. This resulted in a large wave of active recruiting and new additions to the District's payroll. Human Resources and Payroll staff have been working together to process the additional staff members in a timely manner to meet payroll deadlines.

The benefits team met with the Benefits Advisory Group on October 9, 2014, to review preliminary employee demographics and insurance pool status data. After debriefing District staff and participants regarding the open enrollment process, the benefits team provided new ideas for improving next year's open enrollment process. The benefits team would like to thank Kathy Nagy of American Fidelity, the District's Section 125 plan facilitator, for her hard work and partnership efforts in educating District staff about the value of their benefits.

Grants. Grants Fiscal Planning Specialist Jeff Jones has completed various portions of the Comprehensive Annual Financial Report (CAFR). Additionally, Mr. Jones has

customized financial data collections from Infinite Visions software to improve speed and accuracy in reporting.

Workers' Compensation Report. The District received four new Worker's Compensation claims in October. Currently, there are 27 open claims; 19 are for medical costs only, and 8 include time loss. Three employees were on modified work plans during October.

Worker's Compensation Claims			
	2012-13	2013-14	2014-15
July	2	4	1
August	4	5	4
September	6	3	6
October	7	1	4
November	3	2	
December	3	7	
January	4	9	
February	5	4	
March	5	7	
April	10	8	
May	4	5	
June	8	2	
Yearly Total:	61	57	15

Student Accident Report. There were 103 student accidents reported in October.

Student Incident Reports			
	2012-13	2013-14	2014-15
July	2	0	4
August	13	10	1
September	133	141	83
October	149	190	103
November	105	96	
December	127	87	
January	92	88	
February	118	66	
March	124	47	
April	108	117	
May	74	73	
June	30	21	
Yearly Total:	1,075	936	191

Vehicle Accidents – October. There was one minor bus accident in October.

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
MONTHLY FINANCIAL REPORT - as of October 31, 2014

	July Actual	August Actual	September Actual	1st Quarter Actual	October Actual	2nd Quarter Actual	Fiscal YTD 2014-15	Budget 2014-15	% of 2014-15 Budget Expended	2013-14 Fiscal YTD	% of 2013-14 Budget Expended
Revenues											
Taxes	\$0.00	\$0.00	\$116,529.82	\$116,529.82	\$110,778.64	\$110,778.64	\$227,308.46	\$57,526,623.00	0.40%	\$280,347.81	0.51%
Interest	\$14,649.82	\$16,166.10	\$15,280.87	\$46,096.79	\$0.00	\$0.00	\$46,096.79	\$273,000.00	16.89%	\$31,073.48	12.43%
Local Sources	\$26,138.23	\$51,661.82	\$18,632.42	\$96,432.47	\$52,662.36	\$52,662.36	\$149,094.83	\$1,182,905.00	12.60%	\$153,466.03	13.76%
Total Local	\$40,788.05	\$67,827.92	\$150,443.11	\$259,059.08	\$163,441.00	\$163,441.00	\$422,500.08	\$58,982,528.00	0.72%	\$464,887.32	0.82%
County/ESD	\$0.00	\$1,946,988.00	\$0.00	\$1,946,988.00	\$1,052,304.79	\$1,052,304.79	\$2,999,292.79	\$2,125,000.00	141.14%	\$1,318,961.21	175.86%
State Sources	\$18,977,270.00	\$9,550,257.36	\$9,484,820.50	\$38,012,347.86	\$9,492,314.41	\$9,492,314.41	\$47,504,662.27	\$114,000,960.00	41.67%	\$43,448,102.68	45.75%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$12.50	\$102.50	\$42.50	\$157.50	\$699.50	\$699.50	\$857.00	\$0.00	0.00%	\$5,474.52	0.11%
Beginning Balance	\$14,223,321.55	\$0.00	\$0.00	\$14,223,321.55	\$0.00	\$0.00	\$14,223,321.55	\$16,664,788.00	85.35%	\$9,101,596.73	96.89%
Total Revenue	\$33,241,392.10	\$11,565,175.78	\$9,635,306.11	\$54,441,873.99	\$10,708,759.70	\$10,708,759.70	\$65,150,633.69	\$191,773,276.00	33.97%	\$54,339,022.46	31.92%
Expenditures											
Instruction											
Salaries	\$25,656.68	\$96,222.48	\$5,327,022.33	\$5,448,901.49	\$5,643,783.39	\$5,643,783.39	\$11,092,684.88	\$69,498,018.90	15.96%	\$10,434,288.24	17.21%
Benefits	\$14,120.70	\$38,493.12	\$2,741,750.03	\$2,794,363.85	\$2,872,177.62	\$2,872,177.62	\$5,666,541.47	\$35,129,973.95	16.13%	\$5,198,213.60	16.85%
Purchased Service	\$231,809.50	\$138,863.82	\$188,271.01	\$558,944.33	\$180,844.83	\$180,844.83	\$739,789.16	\$2,214,069.50	33.41%	\$822,595.05	31.39%
Supplies/Materials	\$45,303.66	\$50,211.03	\$223,589.28	\$319,103.97	\$168,050.71	\$168,050.71	\$487,154.68	\$1,263,490.44	38.56%	\$361,965.91	22.25%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$43,834.44	\$7,427.57	\$33,189.57	\$84,451.58	\$25,655.50	\$25,655.50	\$110,107.08	\$145,331.65	75.76%	\$38,892.85	29.80%
Total Instruction	\$360,724.98	\$331,218.02	\$8,513,822.22	\$9,205,765.22	\$8,890,512.05	\$8,890,512.05	\$18,096,277.27	\$108,250,884.44	16.72%	\$16,855,955.65	17.58%
Support Services											
Salaries	\$1,413,222.56	\$1,552,388.93	\$2,890,604.07	\$5,856,215.56	\$2,880,068.27	\$2,880,068.27	\$8,736,283.83	\$32,481,507.33	26.90%	\$8,075,172.51	26.72%
Benefits	\$760,719.28	\$789,757.38	\$1,645,126.35	\$3,195,603.01	\$1,702,510.09	\$1,702,510.09	\$4,898,113.10	\$19,223,685.00	25.48%	\$4,475,798.86	26.33%
Purchased Service	\$668,122.81	\$1,313,308.22	\$2,102,248.86	\$4,083,679.89	\$1,536,661.06	\$1,536,661.06	\$5,620,340.95	\$13,074,277.03	42.99%	\$3,568,921.05	30.69%
Supplies/Materials	\$459,628.28	\$224,679.85	\$738,977.52	\$1,423,285.65	\$585,570.48	\$585,570.48	\$2,008,856.13	\$6,221,385.53	32.29%	\$1,098,396.70	20.09%
Capital Purchases	\$0.00	\$9,014.25	\$0.00	\$9,014.25	\$0.00	\$0.00	\$9,014.25	\$684,588.00	1.32%	\$138,543.60	59.72%
Other	\$1,083,345.42	\$298,455.07	\$76,445.65	\$1,458,246.14	\$22,485.41	\$22,485.41	\$1,480,731.55	\$1,419,359.97	104.32%	\$1,125,271.96	87.31%
Total Support	\$4,385,038.35	\$4,187,603.70	\$7,453,402.45	\$16,026,044.50	\$6,727,295.31	\$6,727,295.31	\$22,753,339.81	\$73,104,802.86	31.12%	\$18,482,104.68	28.07%

<i>Expenditures (continued)</i>	July Actual	August Actual	September Actual	1st Quarter Actual	October Actual	2nd Quarter Actual	Fiscal YTD 2014-15	Budget 2014-15	% of 2014-15 Budget Expended	2013-14 Fiscal YTD	% of 2013-14 Budget Expended
Community Services											
Salaries	\$12,780.27	\$12,780.27	\$16,569.39	\$42,129.93	\$16,569.39	\$16,569.39	\$58,699.32	\$222,812.70	26.34%	\$58,346.28	27.68%
Benefits	\$7,311.83	\$7,311.29	\$9,072.90	\$23,696.02	\$10,482.76	\$10,482.76	\$34,178.78	\$129,862.05	26.32%	\$31,790.35	26.18%
Purchased Service	\$113.15	\$712.38	\$778.23	\$1,603.76	\$676.18	\$676.18	\$2,279.94	\$47,168.55	4.83%	\$4,873.92	10.01%
Supplies/Materials	\$0.00	\$666.65	\$301.67	\$968.32	\$0.00	\$0.00	\$968.32	\$6,789.03	14.26%	\$471.26	4.45%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$460.37	0.00%	\$0.00	0.00%
Total Community Services	\$20,205.25	\$21,470.59	\$26,722.19	\$68,398.03	\$27,728.33	\$27,728.33	\$96,126.36	\$407,092.70	23.61%	\$95,481.81	24.39%
Capital Projects											
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$8,880.24	0.00%
Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$8,880.24	0.00%
Debt Service Payment	\$0.00	\$0.00	\$54,925.00	\$54,925.00	\$0.00	\$0.00	\$54,925.00	\$529,850.00	10.37%	\$63,900.00	12.10%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Contingency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,480,646.00	0.00%	\$0.00	0.00%
Total Expenditures	\$4,765,968.58	\$4,540,292.31	\$16,048,871.86	\$25,355,132.75	\$15,645,535.69	\$15,645,535.69	\$41,000,668.44	\$191,773,276.00	21.38%	\$35,506,322.38	20.86%

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
FIRST READING—POLICIES GBN/JBA: SEXUAL HARASSMENT
AND GBNA: HAZING / HARASSMENT / INTIMIDATION / BULLYING /
MENACING / CYBERBULLYING

SITUATION

Oregon School Boards Association has recommended updates for policies GBN/JBA: Sexual Harassment and GBNA: Hazing / Harassment / Intimidation / Bullying / Menacing / Cyberbullying. These revisions clarify that the prohibited conduct includes off-duty behavior that has the effect of interfering with a staff member or third party's ability to perform District business.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policies GBN/JBA: Sexual Harassment and GBNA: Hazing / Harassment / Intimidation / Bullying / Menacing / Cyberbullying.

Sexual Harassment

The Board is committed to the elimination of sexual harassment in District facilities and activities. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment of students, ~~or~~ staff, or third parties by other students, staff, Board members, or third parties. "Third parties" include, but are not limited to, school volunteers, parents, school visitors, service contractors, or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District, and others not directly subject to District control at interdistrict and intradistrict athletic competitions or other school events. "District" includes District facilities, District premises and nondistrict property if the student or employee is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events, where students are under the control of the District, or where the employee is engaged in District business. The prohibition also includes off-duty conduct which has the effect of interfering with a staff member's or third party's ability to perform District business.

Sexual harassment of students and staff shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student, or employment or assignment of staff;
3. The conduct or communication is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or with an employee's ability to perform his/her job; or creates an intimidating, offensive, or hostile educational or working environment. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile, was it reasonable to view the environment as hostile, the nature of the conduct, how often the conduct occurred and how long it continued, age and sex of the complainant, whether the alleged harasser was in a position of power over the student or staff member subjected to the harassment, number of individuals involved, age of the alleged harasser, where the harassment occurred, and other incidents of sexual harassment at the school involving the same or other students or staff.

Examples of sexual harassment may include, but not be limited to, physical touching ~~or graffiti~~ of a sexual nature; displaying or distributing sexually explicit drawings, pictures, graffiti, or written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexuality in front of others; ~~and or~~ spreading rumors about or rating other students or others as to appearance, sexual activity, or performance.

All complaints about behavior that may violate this policy shall be promptly investigated. Any student or employee who has knowledge of conduct in violation of this policy or feels he/she is a victim of sexual harassment must immediately report his/her concerns to the building principal, compliance officer, or Superintendent / designee, who has overall responsibility for all investigations. A student may also report concerns to a teacher, counselor, or school nurse, who will promptly notify the appropriate District official. In the event the person responsible for the investigation is the subject of the complaint, the assistant superintendent of Human Resources shall receive the report. If the assistant superintendent of Human Resources is the subject of the complaint, the complaint shall be referred to the assistant superintendent of the Office for School Performance. The student and the student's parents or staff member who initiated the complaint shall be notified of the findings of the investigation and, if appropriate, that remedial action has been taken.

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the educational assignments or study environment of a student complainant or any terms or conditions of employment or work environment of a staff complainant. There shall be no retaliation by the District against any person who, in good faith, reports, files a complaint, or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the District to stop the sexual harassment, prevent its recurrence, and address negative consequences. Students in violation of this policy shall be subject to discipline, up to and including; expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Employees in violation of this policy shall be subject to discipline, up to and including; dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent / designee or Board.

Additionally, the District may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The Superintendent / designee shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff, and students, and that annually, the name and position of District officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses, or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available to all students, parents of students, and staff in student/parent and staff handbooks. The District's policy shall be posted in all schools. Such posting shall be by a sign of at least 8 1/2" by 11".

The Superintendent / designee will establish a process of reporting incidents of sexual harassment.

END OF POLICY

Legal Reference(s):

ORS 243.706
ORS 342.700

ORS 342.704
ORS 342.708
ORS 342.850
ORS 342.865
ORS 659.850
ORS 659A.006
ORS 659A.029
ORS 659A.030
OAR 581-021-0038
OAR 584-020-0040
OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2006).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Hillsboro School District 1J

Code: GBNA
Adopted: 09/08
Revised: 10/12

Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff

The Board is committed to providing a positive and productive learning and working environment. Hazing, harassment, intimidation, menacing, or bullying, including cyberbullying, of staff, students, or third parties by students, staff members, or third parties is strictly prohibited and will not be tolerated in the District. Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is also strictly prohibited.

Staff members whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent / designee or Board.

Individuals may also be referred to law enforcement officials. Licensed staff will be reported to Teacher Standards and Practices Commission, as provided by OAR 584-020-0041.

The Superintendent / designee is directed to develop administrative regulations to implement this policy. Regulations shall include descriptions of prohibited conduct, reporting and investigative procedures, and provisions to ensure annual notice of this policy is provided to students, staff members, and third parties.

END OF POLICY

Legal Reference(s):

[ORS 163.190](#)
[ORS 163.197\(2\)](#)
[ORS 166.065](#)
[ORS 166.155 - 166.165](#)
[ORS 332.072](#)
[ORS 332.107](#)
[ORS 659A.030](#)

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

HILLSBORO SCHOOL DISTRICT 1J
November 18, 2014
FIRST READING—POLICY LBE: PUBLIC CHARTER SCHOOLS

SITUATION

The Oregon Department of Education has revised Division 20 to move language related to public charter schools into Division 26. The Oregon School Boards Association has recommended updates for policy LBE: Public Charter Schools to align it with the new legal requirements.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy LBE: Public Charter Schools.

Hillsboro School District 1J

Code: LBE
Adopted: 06/00
Revised: 10/12

Public Charter Schools**

The Board is dedicated to providing educational options for all students, and recognizes there will be students in the District whose needs and interests are best served by participation in other educational programs. Public charter schools shall demonstrate a commitment to the mission and diversity of public education, while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents, and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

Public charter schools may be established as a new public school, from an existing public school or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonsectarian school or religious institution, or encompass all the schools in the District unless the District is composed of only one school.

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant, and adverse impact on the quality of the public education of students residing in the District. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon Revised Statutes, Oregon Administrative Rules, Board policy, and regulation. Upon request of the Board, the public charter school applicant must furnish, in a timely manner, any other information the Board deems relevant and necessary to conduct a complete and good-faith evaluation of the charter school proposal.

The District will determine if it has any vacant, unused, or underutilized buildings. Upon request, the District shall make this list available to developing or operating public charter schools. Buildings may be made available for public charter school use, subject to Board approval. Approved use may be limited to instructional purposes only. Appropriate-use fees will be determined by the Board. Public charter school use outside the District's instructional day will be subject to Board policy KG - Community Use of District Facilities and accompanying administrative regulation.

Students attending Hillsboro-sponsored public charter schools may, upon request, be allowed to participate in District programs such as physical education, instrumental and vocal music offerings, or other selected options if space and materials are available. Students must adhere to state law, Board policies, regulations, and rules concerning conduct and discipline.

The District will not provide instructional materials, lesson plans, or curriculum guides for use in a public charter school.

The public charter school employer will be determined with each proposal. If the Board is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the Board is not the sponsor of the public charter school, it shall not be the employer and will not collectively bargain with public charter school employees.

The District will annually, by October 1, calculate the number of students residing in the District who are enrolled in a virtual public charter school. When the percentage is 3 percent or above, the District may choose to not approve additional students for enrollment to a virtual public charter school, subject to the requirements in OAR 581-026-0305(2).

The District is only required to use data that is reasonably available to the District including, but not limited to, the following for such calculation:

1. The number of students residing in the District enrolled in the schools within the District;
2. The number of students residing in the District enrolled in public charter schools located in the District;
3. The number of students residing in the District enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the District and who have registered with the educational service district; and
5. The number of students who reside in the District enrolled in private schools located within the District.

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education.

The Superintendent / designee will develop administrative regulations for public charter schools to include the proposal process, review and appeal procedure, and charter agreement provisions.

END OF POLICY

Legal Reference(s):

ORS 327.077	~~OAR 581-020-0301 to -0395~~	~~HB 2030 (2011)~~
ORS 327.109	~~OAR 581-020-1342~~	~~HB 2299 (2011)~~
ORS 332.107		~~HB 2301 (2011)~~
ORS Chapter 338	OAR 581-026 -0005 to -0515	~~HB 3417 (2011)~~
ORS 339.141		
ORS 339.147		~~SB 800 (2011)~~

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).