



Hillsboro School District 1J

December 9, 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

December 9, 2014

5:15 PM

1. 5:15 p.m. Executive Session
ORS 192.660(2)(d)--Labor Negotiator Consultation
2. 5:45 p.m. Work Session
 - A. Discuss K-8 School Option 4
Presenter: Steve Larson
 - B. Thoughtexchange Reporting 5
Presenter: Beth Graser
 - C. Discuss 2015 Legislative Priorities 6
Presenter: Mike Scott
 - D. OSBA Annual Convention Reports 7
Presenter: Kim Strelchun / Attendees
 - E. Board Discussion Time
3. 7:30 p.m. Regular Session
Call to Order and Flag Salute
4. Recognition / Student Presentation
 - A. Student Presentation: Outdoor School - Mooberry Elementary Students and Staff
Presenter: Adriana Cañas
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Presenter: Kim Strelchun
 - C. Vote on OSBA "Promise of Oregon" Campaign Resolution 42
Presenter: Kim Strelchun
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Human Geography

Presenter: Travis Reiman / Lisa Allen

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2. Policy IGAI: Human Sexuality, AIDS / HIV, Sexually Transmitted Diseases, Health Education	65
Presenter: Travis Reiman	
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Presenter: Steve Larson	
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A. College and Career Pathway Update	74
Presenter: Travis Reiman / Brooke Nova	
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F. Financial Report	80
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G. Policies - First Reading	
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Presenter: Adam Stewart	
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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
December 9, 2014
K-8 SCHOOL OPTION DISCUSSION

SITUATION

During recent years, there have been discussions regarding the possibility of implementing a K-8 program within the Hillsboro School District. A K-8 program would provide an option for students, particularly in outlying areas, to stay in their neighborhoods for a longer period of time, as well as potentially expanding the enrollment and capacity of these schools. There are benefits and costs associated with this program model.

During the January 14, 2014, Board meeting, the Board discussed the possibility of exploring this option, particularly for the Groner and Farmington View communities. Since that discussion, staff members have met with family and employee representatives of Groner Elementary School.

During tonight's Board work session, the Board will receive an update on the K-8 school option. A summary of the Middle School Study Team's progress to date will also be presented, and the Board will have an opportunity to provide feedback.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
THOUGHTEXCHANGE REPORT

SITUATION

The District initiated its first Thoughtexchange process on October 6 in order to open a broad community dialogue about Hillsboro schools, specifically focusing on what is working well, what could be improved, and what is missing. More than 2,100 people participated in the “Share” step of the process, in which participants provide their initial answers to these questions.

On October 27, invitations were sent for people to participate in the “Star” step of the process, in which participants have the opportunity to review the thoughts that were submitted, and assign stars to those that best align with their own thinking.

The “Star” step of the process closed on November 6, and the team at Thoughtexchange has been analyzing the feedback and working to identify key themes for the final step of the process—the “Discover” step—in which the results of the process are shared with the Board, staff, parents, and other community patrons. The intent is for this data to help inform the District’s and schools’ continuous improvement efforts.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
DISCUSS 2015 LEGISLATIVE PRIORITIES

SITUATION

On November 18, the Board of Directors began discussing priorities for advocacy during the 2015 Legislative Session. This discussion is scheduled to continue during the December and January Board meetings, with the District's legislative priorities scheduled for adoption on January 27. The approved priorities will become a working tool for conversations with elected officials from the Hillsboro area, and with legislative leaders in key committee assignments or leadership roles at the state and federal levels. The use of consistent priorities also makes it possible for individual Board members to participate in the process, while maintaining a common voice with their fellow directors.

RECOMMENDATION

The Superintendent recommends the Board of Directors discuss legislative priorities for the upcoming 2015 Legislative Session.

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
OREGON SCHOOL BOARDS ASSOCIATION
ANNUAL CONVENTION REPORTS

SITUATION

Board members who attended the Oregon School Boards Association annual convention in Portland on November 14-16, 2014, will share highlights of the conference.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
October 14, 2014
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

Board Present:

Kim Strelchun, Chair
Wayne Clift, Vice Chair
Monte Akers
Adriana Cañas
Glenn Miller
Erik Seligman
Janeen Sollman

Others Present:

Sarah Seeborg
Michelle Kim
Anne Bafaro
Devin Hunter, HCU
Maureen Barnhart, HEA
Wendy Owen, The Oregonian

Staff Present:

Mike Scott, Superintendent
Debbie Ashley, Assistant Superintendent, Human Resources
Steve Larson, Assistant Superintendent, School Performance
Adam Stewart, Chief Financial Officer
Travis Reiman, Executive Director, School Performance
Matt Smith, Executive Director, Secondary Education
Don Wolff, Chief Information Officer
Olga Acuña, Director, Federal Grants
Debra Giles, Manager, Technology Services
Brooke Nova, Coordinator, College and Career Pathways
Laurie Boyd, Assistant to the Superintendent
Val Bokma, Assistant to the Board

Work Session

Board Chair Kim Strelchun called the meeting to order at 5:30 p.m.

1. Naviance Presentation

Staff members provided an overview of Naviance, a web-based resource for middle and high school staff, students, and parents that encourages and supports career and college planning. The following information was shared:

- Naviance is one aspect of the District's College and Career Pathways (CCP) project, which also includes discussions with teachers and counselors, and career-related learning experiences
- Using Naviance encourages students and their parents to begin thinking earlier about students' post-high school options, provides information regarding resources and opportunities, and guides students through the necessary steps to engage in the post-secondary option they select
- The program includes planned lessons at each middle and high school grade level; every secondary school in the District offers similar lessons; a K-6 element of the program is under development
- The program includes a parent component, where parents can create their own accounts that connect with their students' accounts; as a result, meaningful conversations are taking place between parents, staff, and students
- Students are enthusiastic about Naviance
- The District's CCP steering committee and Career Learning Area (CLA) advisory committees include community partners, who provide input regarding career pathways and career needs within the local community

Board members asked clarifying questions about accessing Naviance, its features and capabilities, how the program lessons are scheduled, and the number of other school districts utilizing this tool. Staff members were commended for their work in implementing Naviance.

2. High School Technology Investment Proposal – Initial Considerations

District staff presented a draft plan for equipping high school students with digital devices by the 2018-19 school year, explaining that details of the plan have not yet been determined, and requesting the Board's input regarding moving forward. Staff members shared the following information:

- Access to technology provides the following benefits to students:
 - Opportunities to develop the skills they need to be competitive when they graduate—in a world where the role of technology is rapidly expanding
 - Access to instructional materials for English language learners, students with Individualized Education Programs, and students who are absent from school due to medical issues
 - The ability to share information with other students and staff
- Under the proposed plan, a digital device would be provided to every ninth grader in the 2015-16 school year and each year following, and the devices would remain with the students through the twelfth grade
- Ninth grade was selected as a starting point, based on several factors, including a review of the resources currently needed for students at different grade levels, and the importance of building a culture where students have access to technology
- Chromebooks were used to estimate the cost of the proposal, but a different device could be selected
- The funds have not yet been budgeted, pending Board feedback

Board members asked clarifying questions and suggested possible variations to the draft plan. They expressed an interest in receiving a detailed proposal from staff, and emphasized the need for a thorough implementation and communication plan.

3. Discuss Budget Committee Applications and Determine Selection Process

Five candidates applied for the two vacant Budget Committee positions. Board members determined that a subcommittee of three Board members will interview the applicants, and recommend candidates to the Board for appointment. Directors Akers, Miller, and Cañas volunteered to interview the candidates. Budget Committee appointments will be made on October 28.

4. Action Item – Approve Achievement Compact

Assistant Superintendent Larson presented the Achievement Compact for approval, explaining that the Oregon Education Investment Board has not yet proposed the next version of the Achievement Compact, and the timeline for this event is unknown. Board members discussed the compact and asked questions about student achievement. The Achievement Compact was presented for first reading on September 23.

Director Seligman MOVED, SECONDED by Director Miller, to approve the Achievement Compact. The MOTION CARRIED (6-0). Director Akers was not present during the vote.

5. Education Service District Update and Input

Superintendent Mike Scott and Chief Financial Officer Adam Stewart presented information relevant to determining the District's level of participation with Northwest Regional Education Service District (NWRESA) for the 2015-16 school year, and requested input from the Board. Superintendent Scott explained that a savings to the Hillsboro School District of approximately \$700,000 resulted from the decision last year to request that 65 percent of NWRESA State School Fund revenues received on behalf of the Hillsboro School District for the 2014-15 school year be distributed directly to the Hillsboro School District. He informed the Board that the Hillsboro School District can request up to 75 percent for the 2015-16 school year, and recommended this action. Board members asked questions about various aspects of the decision. The level of participation will be approved by the Board on October 28.

6. OSBA Conference Planning

Superintendent Scott and Board members discussed their plans for attending the Oregon School Boards Association (OSBA) annual convention. Board Chair Strelchun mentioned an OEIB bulletin that she receives with legislative updates, and offered to share the subscription link.

7. Board Discussion Time

Board members discussed the following:

- Endorsements for Board members who will be running for office in the upcoming election
- Endorsements for Hillsboro city council candidates in the recent election
- The importance of clarifying that Board members are acting as individuals, and not on behalf of the Board, when endorsing legislative issues or candidates

The meeting was adjourned at 7:46 p.m.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

October 28, 2014

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

Board Present:

Kim Strelchun, Chair
Wayne Clift, Vice Chair
Monte Akers
Adriana Cañas
Glenn Miller
Erik Seligman
Janeen Sollman

Others Present:

Andrew Chipps
OJ Gulley
Diana Kleintob
Monique Lamirault
Kathy Wilson-Fey
Devin Hunter, HCU
Maureen Barnhart, HEA
Kathy Fuller, Hillsboro Tribune
Hannah Leone, The Oregonian

Staff Present:

Mike Scott, Superintendent
Debbie Ashley, Assistant Superintendent, Human Resources
Adam Stewart, Chief Financial Officer
Travis Reiman, Executive Director, School Performance
Matt Smith, Executive Director, Secondary Education
Dayle Spitzer, Executive Director, Elementary Education
Don Wolff, Chief Information Officer
Beth Graser, Director, Communications
Casey Waletich, Director, Safety and Operations
Scott Schinderle, Principal, Groner Elementary School
Laurie Boyd, Assistant to the Superintendent
Val Bokma, Assistant to the Board

1. Work Session

Board Chair Kim Strelchun called the meeting to order at 5:30 p.m.

a. Safety Update

Superintendent Mike Scott and District staff members shared information regarding the following programs that have been established to protect the safety of students:

- Incident Response Planning
- Care Teams
- Student Threat Assessment
- Flight Team

Board members commended staff for flexibility in developing plans that provide the best support for staff, students, and the community, and for the depth of assistance they provide. They also emphasized the importance of ensuring that parents are aware of the available resources and the steps that are being taken to keep students safe.

Superintendent Scott commended staff members involved in these programs for their hard work, expertise, and dedication, explaining that they are highly esteemed beyond the District.

b. Elementary Report Card Update

Executive Director of Elementary Education Dayle Spitzer shared information regarding the new report cards that will be sent to families in November. She explained that the report card aligns with the state standards, and assists in discussions between teachers, parents, and students regarding progress toward educational goals and standards. Executive Director Spitzer discussed the development of the new report card, and the training and supports that have been made available for parents and teachers. She added that feedback will be requested from teachers and parents throughout the year, and the Report Card Committee will reconvene to review the feedback.

Board members asked clarifying questions, discussed ideas for communicating with parents, and commended staff for their work.

c. Budget Candidate Update

Director Akers provided an update on the results of the Budget Committee candidate interviews conducted by the interview team (Directors Akers, Miller, and Cañas) on October 23. Director Akers explained that the team interviewed five capable, talented people, and those who were not selected for the Budget Committee should be offered opportunities to serve on other committees. The interview team unanimously recommended that Jaime Rodriguez and Betsy Julian be appointed to the Budget Committee. Finalists will be appointed during the regular session.

d. Discuss Superintendent Evaluation Tool

Superintendent Scott explained that the Superintendent / Board Evaluation Committee has been working with consultant Greg McKenzie to revise the evaluation standards for the Superintendent, and develop evaluation standards for the Board. The committee will present a recommendation to the Board at a future meeting.

Director Sollman shared that a future step in the process will be the development of a District evaluation, and Director Clift discussed the need for the District's policies to be aligned with the new process.

e. Board Discussion Time

The Board discussed the following items:

- American Education Week, and the value of staff recognition; Directors Sollman and Akers volunteered to serve on a Superintendent's subcommittee to plan staff recognition events
- Directors Sollman and Cañas discussed the life-changing moments and role models that inspire students to believe in their own vast potential, and the importance of these moments and role models to the District's work with equity and diversity

The meeting was recessed at 7:18 p.m.

Board Present:

Kim Strelchun, Chair
Wayne Clift, Vice Chair
Monte Akers
Adriana Cañas
Glenn Miller
Erik Seligman
Janeen Sollman

Others Present:

Stephanie Blair
Iris Chapman
Jill Golay
Sandie Grinnell
Betsy Julian
Ashley Loberger
Sheryl Loberger
Karissa Pavlik
Paul Peterson, NWRES D
Lori Porter
Jaime Rodriguez
Kimberly Scott
Donna Servignat
Devin Hunter, HCU
Maureen Barnhart, HEA
Kathy Fuller, Hillsboro Tribune
Hannah Leone, The Oregonian

Staff Present:

Mike Scott, Superintendent
Debbie Ashley, Assistant Superintendent, Human Resources
Adam Stewart, Chief Financial Officer
Elaine Fox, Executive Director, Student Services
Travis Reiman, Executive Director, School Performance
Loren Rogers, Executive Director, Facilities and Transportation
Matt Smith, Executive Director, Secondary Education
Dayle Spitzer, Executive Director, Elementary Education
Don Wolff, Chief Information Officer
Olga Acuña, Director, Federal Grants
Beth Graser, Director, Communications
Saideh Haghighi, Director, Equity and Human Resources
Casey Waletich, Director, Safety and Operations
Kona Williams, Director, Human Resources
Brooke Nova, Coordinator, College and Career Pathways
Laurie Boyd, Assistant to the Superintendent
Val Bokma, Assistant to the Board
Zaida Rosa, Bilingual Interpreter and Translator

7:30 p.m. Regular Session

2. Call to Order and Flag Salute. Board Chair Strelchun reconvened the meeting at 7:32 p.m. and led the Pledge of Allegiance.

3. Recognition/Presentation

Recognition

The Board recognized Hillsboro High School's drama students for their work on their current production, *Night of the Living Dead*. Teacher John Monteverde shared that this production has been instrumental in increasing student engagement in the school's theatre program, with a record-breaking total of more than 100 student auditions. He added that Hillsboro High School will also continue to present traditional productions, with Shakespeare and Cole Porter productions planned.

Presentation

Students from Glencoe High School's robotics team, Shockwave, demonstrated their most recent competitive robot, discussed its design, and described their upcoming build

season and competition schedule. They also discussed their community activities supporting other Hillsboro youth, and thanked the District and the Board for their support.

4. Approval of Agenda

Director Sollman MOVED, SECONDED by Director Cañas, to approve the agenda. The MOTION CARRIED (7-0).

5. Audience Time

Board Chair Strelchun explained the procedure for addressing the Board according to policy BDDH: Public Participation in Board Meetings. Three requests were received to address the Board on agenda items (adopting the Drug, Alcohol, and Tobacco Prevention Plan, and the first reading of policy IGAI).

6. Consent Agenda

Director Sollman MOVED, SECONDED by Director Seligman, to approve the Consent Agenda as printed. The MOTION CARRIED (7-0).

Consent Agenda items were as follows:

- a. Approve Minutes of September 9, 2014, Board Meeting
- b. Approve Minutes of September 23, 2014, Board Meeting
- c. Approve Routine Personnel Matters
- d. Accept Donations
- e. Adjust Appropriations

7. Action Items

a. Proclaim American Education Week

Board Chair Strelchun read the following proclamation into the record:

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

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

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

WHEREAS our nation is celebrating the week of November 16-22, 2014, as American Education Week;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Hillsboro School District does proclaim the week of November 16-22, 2014, as American

Education Week in Hillsboro School District, with the theme “Great Public Schools: A Basic Right and Our Responsibility.”

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

Director Sollman MOVED, SECONDED by Director Miller to proclaim November 16 – 22, 2014, as American Education Week in the Hillsboro School District. The MOTION CARRIED (7-0).

b. Appoint Budget Committee Members

Chief Financial Officer Stewart explained that five candidates applied for the two vacant Budget Committee positions. Director Akers shared the interview subcommittee’s recommendation that Jaime Rodriguez and Betsy Julian be appointed into the vacant positions.

Director Akers MOVED, SECONDED by Director Cañas, to appoint Jaime Rodriguez and Betsy Julian to the Budget Committee. The MOTION CARRIED (7-0).

Board members thanked the Budget Committee candidates, and expressed the hope that those who were not selected for the Budget Committee will be available to contribute their valuable skills on other committees.

c. Approve Education Service District Level of Participation

Superintendent Scott discussed the District’s participation options and the recommendation that was presented during the October 14 work session. He explained that the District plans to continue purchasing services from NWRESA.

Director Miller MOVED, SECONDED by Director Sollman, to request that 75 percent of NWRESA State School Fund revenues received on behalf of the Hillsboro School District for the 2015-16 school year be distributed directly to the Hillsboro School District. The MOTION CARRIED (7-0).

d. Adopt 2014-15 Drug, Alcohol, and Tobacco Prevention Plan

Director of Safety and Operations Casey Waletich presented the 2014-15 Drug, Alcohol, and Tobacco Prevention Plan for Board approval. Annual Board review and adoption of this plan is required by policy IGAEB. The plan was presented for first reading on September 23. As requested during that meeting, statewide Student Wellness Survey data has been added to the plan.

Audience member Jaime Rodriguez introduced himself as the chair of Hillsboro Empowers Youth (HEY), expressed support for the District’s 2014-15 Drug, Alcohol, and Tobacco Prevention Plan, and encouraged the District to develop more partnerships with community members, including nonprofit organizations that are doing similar work. He also discussed HEY’s work in the schools and in engaging parents, including those who speak only Spanish.

Director Miller MOVED, SECONDED by Director Akers, to adopt the 2014-15 Drug, Alcohol, and Tobacco Prevention Plan. The MOTION CARRIED (7-0).

e. Approve RFP for Wireless Upgrades

Chief Information Officer Don Wolff requested that the Board award a contract to Christenson Electric for \$119,017 to provide wireless infrastructure improvements at the four high schools. He provided the following information:

- The District issued a Request for Procurement (RFP) for the installation of cabling and wireless access points
- The RFP is for installation only; the wireless access points and any networking equipment required to complete the project will be purchased through an existing state contract
- The funding for these infrastructure upgrades was included in the District's approved 2014-15 budget
- Christenson Electric received the highest score in the formal review of the proposals

Director Sollman MOVED, SECONDED by Director Akers, to authorize the administration to award the contract to provide wireless infrastructure improvements, as defined in the RFP, in the amount of \$119,017, to Christenson Electric. The MOTION CARRIED (7-0).

f. Approve Policy Revisions

1. Policy EBCB: Emergency Drills

Director Waletich presented policy EBCB: Emergency Drills for approval, explaining that the policy was presented for first reading on September 23, and no public questions or comments were received during the review period.

Director Akers MOVED, SECONDED by Director Sollman, to approve the recommended revisions to policy EBCB: Emergency Drills. The MOTION CARRIED (7-0).

2. Policy KGB: Public Conduct on District Property

Director Waletich presented policy KGB: Public Conduct on District Property for approval. This policy was presented for first reading on September 23. No public questions or comments were received during the review period.

Director Miller MOVED, SECONDED by Director Sollman, to approve the recommended revisions to policy KGB: Public Conduct on District Property. The MOTION CARRIED (7-0).

3. Policy GCN/GDN: Evaluation of Staff

Director of Human Resources Kona Williams presented policy GCN/GDN: Evaluation of Staff for approval. The policy was presented for first reading during the September 23 Board meeting, at which time there was an interest in further addressing the policy to provide consistency in the level of detail regarding

evaluation schedules for classified and licensed staff. Further revisions have been made to the policy, based on this feedback. No public questions or comments were received during the review period.

Director Sollman MOVED, SECONDED by Director Cañas, to approve the recommended revisions to policy GCN/GDN: Evaluation of Staff. The MOTION CARRIED (7-0).

4. Policy IGBHB: Establishment of Alternative Education Programs

Executive Director of Secondary Education Matt Smith presented policy IGBHB: Establishment of Alternative Education Programs for approval. This policy was presented for first reading on September 23. No public questions or comments were received during the review period.

Director Sollman MOVED, SECONDED by Director Cañas, to approve the recommended revisions to policy IGBHB: Establishment of Alternative Education Programs. The MOTION CARRIED (7-0).

8. Reports and Discussion

a. College and Career Pathway Update

Executive Director for School Improvement Travis Reiman, College and Career Pathways Coordinator Brooke Nova, Century High School Career and Technical Education (CTE) instructor Tim Morley, and District students shared information regarding the College and Career Pathways (CCP) project, focusing specifically on the Industrial and Engineering Systems Career Learning Area (CLA). The report included information regarding dual credit opportunities, focused programs of study, and hands-on learning experiences, with students discussing how the unique classroom and internship experiences have influenced their career plans. Executive Director Reiman and Ms. Nova also explained CCP program goals, discussed community partnerships, and shared labor market statistics regarding available jobs in this CLA.

Board members and Superintendent Scott commended District staff for their valuable work in creating opportunities for students, and thanked students for sharing their perceptions and experiences.

b. Math and Science Adoption Updates

Executive Director Travis Reiman shared information regarding the status of the District's current math and science adoption studies, and discussed the following:

- The District's guiding principles for curriculum adoptions
- The complexity of the curriculum adoption process
- The challenging decisions required for balancing investments in paper and technology materials
- The essential benefits that technological materials provide to students
- Concerns related to purchasing and using technological materials
- The District's partnership with the Oregon Department of Education (ODE), comparing and analyzing digital and paper materials, and identifying the best available materials

- The materials piloting programs that are currently in progress in the District, and opportunities for Board and Citizens' Curriculum Advisory Committee (CCAC) members to visit classrooms where these programs are taking place
- Informational nights that are being planned for parents

A report of the study teams' findings and recommendations will be presented to the Board at a future meeting.

Board members expressed support and appreciation for the educational benefits that students are experiencing, and thanked staff members for being thorough in their research.

c. Strategic Plan Performance Updates

Staff presented a new reporting format for Strategic Plan progress, providing updates in each of the five focus areas for August through early October.

d. October 1 Enrollment Report

Assistant Superintendent of Human Resources Debbie Ashley presented the annual enrollment report, as of October 1, 2014. The report is included in the Board meeting packet.

e. Risk Management Annual Report

Chief Financial Officer Adam Stewart presented the annual risk management report. Board members asked clarifying questions. The report is included in the Board meeting packet.

f. Support Services Annual Report

Chief Financial Officer Stewart presented the annual report of Support Services departments' activities for the previous school year, and answered Board members' clarifying questions. The report is included in the Board meeting packet.

g. Financial Report

Chief Financial Officer Stewart presented the monthly financial report and answered Board members' clarifying questions. The report is included in the Board meeting packet.

h. Policies—First Reading

1. Policy EBBB: Injury / Illness Reports

Chief Financial Officer Stewart presented policy EBBB: Injury / Illness Reports for first reading, and answered Board members' clarifying questions.

2. Policy GBA: Equal Employment Opportunity

Director of Equity and Human Resources Saideh Haghighi presented policy GBA: Equal Employment Opportunity for first reading. Director Akers requested clarification regarding the preference granted in hiring and promoting veterans. The requested information will be provided in a Board update.

3. Policy GCDA/GDDA: Criminal Records Check / Fingerprinting
Director of Human Resource Kona Williams presented policy GCDA/GDDA: Criminal Records Check / Fingerprinting for first reading. Board members asked clarifying questions.
4. Policy CCG: Licensed Evaluation – Administrators
Director Williams presented policy CCG: Licensed Evaluation – Administrators for first reading. Board members asked clarifying questions.
5. Policy IGAI: Human Sexuality, AIDS / HIV, Sexually Transmitted Diseases, Health Education
Executive Director Reiman presented policy IGAI for first reading, explaining that the revised policy is based on a review by District staff of Oregon Administrative Rules (OARs) related to creating a safe learning environment for students, Oregon Health Education Standards, and Oregon School Boards Association's (OSBA's) recommendations (which reflect the legal requirements).

Audience member Kimberly Scott introduced herself as a parent with three children in the District, and shared her concerns regarding the educational materials, the program presentation, the process of notifying parents, and the alternative plan for those who choose to opt out. Executive Director Reiman will contact Ms. Scott to further discuss her concerns and provide clarification regarding the District's processes.

Audience member Lori Porter introduced herself as a previous teacher with many years of experience, and the director of Parents' Rights in Education. She stated that she was speaking on behalf of several parents and guardians who are concerned about what ODE deems to be healthy sexuality. She expressed her concerns that ODE's standards may not reflect the values of many parents in the community, and that the language in the policy is not clearly defined.

Board members discussed the audience members' concerns, asked questions about the District's current processes for parent notification and opting out, and suggested that the policy review period be extended beyond November 18.

Superintendent Scott and Executive Director Reiman will meet to discuss the reported concerns and will further investigate the legal requirements.

6. Policy IGBBA: Identification – Talented and Gifted, and Policy IGBBC: Programs and Services – Talented and Gifted
Executive Director Reiman presented policies IGBBA: Identification – Talented and Gifted and IGBBC: Programs and Services – Talented and Gifted for first reading. He discussed the programs and services available, and the District's work with community partners.
7. Policy JGAB: Use of Restraint and Seclusion
Executive Director of Student Services Elaine Fox presented policy JGAB: Use of Restraint and Seclusion for approval.

9. NWRESH/HCU/HEA Reports

HCU President Devin Hunter stated that many classified staff members do not feel valued or secure in their jobs. He suggested that this situation might be an unintentional consequence of the focus on student achievement, and requested that principals be encouraged to consider the messages that their words and actions convey to classified staff, since principals lay the foundations in the schools for the community of trust that is essential for providing a high-quality education for students.

HEA President Maureen Barnhart spoke about the need for students to not only meet academic standards, but also develop into life-long learners. She shared that research shows that teacher expertise is one of the most important factors in student achievement, and that teachers need professional development and individual time with students; she also emphasized the need for safe environments for students, where they feel confident in the supports that are available to help them overcome obstacles and succeed.

10. Superintendent's Time

Superintendent Scott's comments included the following highlights:

- Discussed his recent visit to Quatama Elementary School, stating that he was impressed with the expertise of the teachers, and that staff members spoke highly to him of their new principal
- Discussed his recent visit to W. L. Henry Elementary School, and his enjoyable discussion with 2nd graders regarding jobs in the community

11. Board of Directors' Time

Board members shared the following thoughts:

- Director Seligman thanked the Board Chair for running an efficient meeting
- Director Cañas
 - Shared that OregonLive featured a Liberty High School student, who also serves on the Mayor's Youth Advisory Council, in the first of a series of interviews
 - Shared that a discussion with her classmates in her Master's degree program (many of whom work as classified staff members) related to Mr. Hunter's message, and emphasized the need to recognize the importance of ALL staff members
- Director Clift discussed the work of the Graduation Requirements Committee, and spoke about the importance of setting high standards for students, who will impressively reach beyond them
- Director Miller thanked audience members for attending, and said that he enjoyed the student presentations
- Director Sollman
 - Shared that her employer participated in manufacturing day, and forty Beaverton School District students attended; described the excitement of watching students make connections and realize their potential
 - Shared that Donors Choose provides a direct means of benefiting students, includes a large variety of opportunities, and is tax deductible
- Director Akers

- Thanked audience members who addressed the Board for their input
- Shared that he has been observing professional learning communities (PLCs) at the secondary schools, and is impressed with the plans that are in place to help students
- Board Chair Strelchun
 - Enjoyed seeing the students who presented and hearing about what they are doing
 - Shared information about school theatrical productions that are currently showing

12. Follow-Up Items

Request	Action
Clarification regarding veteran's preference for hiring and promotions	Provided in a Board update
Concerns regarding policy IGAI	Superintendent Scott and Executive Director Reiman will meet to discuss the reported concerns and will further investigate the legal requirements

13. Executive Session

No executive session was called.

14. Adjournment

The meeting was adjourned at 9:51 p.m.

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Linda Ruhnke

Assignment: District Nurse
Location: Administration Center
Effective Date: 12/1/2014

Michael Meyer

Assignment: LOA
Location: Administration Center
Effective Date: 10/31/2014

- B. Approve the employment of the following licensed personnel in the 2014-15 school year who have held temporary status:

Dean Backus

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Language Arts / Social Studies –
Liberty High School

Nancy Hawk

Education: BA – University of New Mexico, Albuquerque, NM
Experience: None
Assignment: 1.0 FTE District Nurse – Student Services

Becky Lee

Education: BA – Sarah Lawrence College, Bronxville, NY
Experience: 1 year
Assignment: 1.0 FTE Language Arts – Liberty High School

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

Camaron Gossman

Assignment: System Support Specialist II
Location: Administration Center
Effective Date: 11/20/14

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
ACCEPT GIFTS AND DONATIONS

SITUATION

District Policy KH states that the District may receive donations of gifts, which 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 \$2,529 from the Keizur Family Foundation to Century High School for the baseball program
- Donation of \$1,593.24 from Minter Bridge PTO to be used as follows:
 - \$93.24 for classroom supplies
 - \$1,500.00 for the purchase of one Chromebook and three iPads
- Donation of \$500 from William and Sheri Moxley to Liberty High School for the choral program
- Donation of \$500 from Western Oregon University to Miller Education Center for the teen mom program

RECOMMENDATION

The Superintendent recommends the Board of Directors accept the donations.

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
ADOPT PLANNING CALENDAR FOR 2015-16 BUDGET

SITUATION

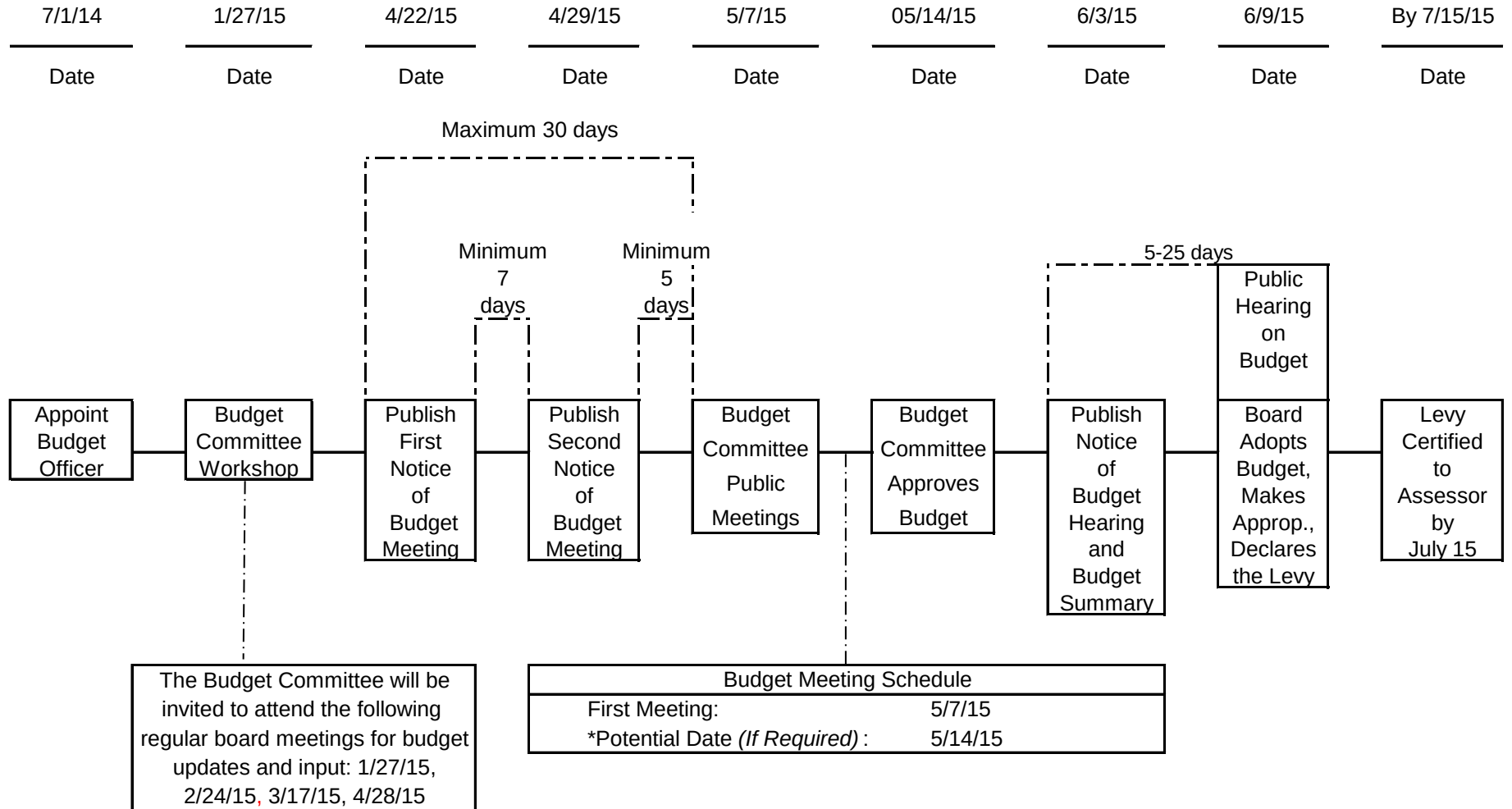
Each year, the Board of Directors adopts a budget planning calendar for the upcoming year, in accordance with ORS 294.305-294.565 and Board policy DBC. The administration will prepare the 2015-16 Proposed Budget, which will be presented at the Budget Committee meeting on May 7, 2015. Provision has been made for an additional meeting on May 14, 2015, if needed. The calendar provides for the Public Hearing and Board actions to be taken at the regular June 9, 2015, Board meeting.

RECOMMENDATION

The Superintendent recommends the Board of Directors adopt the proposed Planning Calendar for the 2015-16 Budget.

HILLSBORO SCHOOL DISTRICT 1J

PROPOSED PLANNING CALENDAR - 2015-16 BUDGET



HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
ELECT MEMBER TO OREGON SCHOOL BOARDS ASSOCIATION
BOARD OF DIRECTORS

SITUATION

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

Newly elected members of the OSBA board officially take office on January 1, 2015. Candidate questionnaires and resumes may be viewed on the OSBA website at http://www.osba.org/About%20OSBA/Article/OSBA_Elections-Board.aspx

The nominee is listed below:

Position	Candidate	Nominating District
15	LeeAnn Larsen	Beaverton School District

Following the election, the Board secretary will record the votes electronically with OSBA. Ballots must be received by 5:00 p.m. on December 15.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
VOTE ON OREGON SCHOOL BOARDS ASSOCIATION RESOLUTIONS

SITUATION

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

Three resolutions have been submitted for member district votes (see attached):

Resolution 1. Resolution to adopt the 2015 OSBA Legislative Priorities and Policies as recommended by the Legislative Policy Committee

Resolution 2. Resolution to amend the OSBA Constitution to modify the process for the adoption of OSBA's Legislative Policies

Resolution 3. Resolution to amend the OSBA Constitution to allow appointment of OSBA Board and Legislative Policy Committee members from a contiguous region if certain conditions are met

Following the election, the Board secretary will record the votes electronically with OSBA. Ballots must be received by 5:00 p.m. on December 15.

RECOMMENDATION

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

Resolution to adopt the 2015 OSBA Legislative Priorities and Policies as recommended by the Legislative Policy Committee

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

WHEREAS, the OSBA Legislative Policy Committee met on January 25-26, 2104, and April 25-26, 2014, to develop the recommended Legislative Priorities and Policies for 2015, and

WHEREAS, the OSBA Legislative Policy Committee sent the proposed 2015 Legislative Priorities and Policies out to the membership of OSBA for comment and suggested changes, and

WHEREAS, the overwhelming majority of the comments received by the membership were in support of the proposed 2015 Legislative Priorities and Policies developed by the OSBA Legislative Policy Committee, and

WHEREAS, the OSBA Legislative Policy Committee met on September 4, 2014, to review the comments received by the membership, and

WHEREAS, the OSBA Legislative Policy Committee discussed the comments from the membership and reviewed the OSBA staff's recommended changes and made minor modifications to the proposed 2015 Legislative Priorities and Policies, and

WHEREAS, the OSBA Legislative Policy Committee approved the 2015 Legislative Priorities and Policies at its September 4, 2014, meeting and urged the OSBA Board of Directors to approve the recommended 2015 Legislative Priorities and Policies and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Recommended 2015 OSBA Legislative Priorities and Policies be placed before the membership for consideration during the 2014 OSBA election season, and

BE IT FURTHER RESOLVED that the Recommended 2015 OSBA Legislative Priorities and Policies and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Submitted by: OSBA Board of Directors



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.

Resolution to amend the OSBA Constitution to modify the process for the adoption of OSBA's Legislative Policies

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally-elected public school boards, and

WHEREAS, the Legislative Policy Committee of OSBA develops and proposes the legislative policies of the Association, and

WHEREAS, the Constitution of OSBA has amended numerous times by the membership of the association, and

WHEREAS, some of the previous modifications to the OSBA Constitution have created some internal inconsistencies within the Constitution, and

WHEREAS, the OSBA Board of Directors appointed a Governance Committee of the Board to review the Constitution and recommend suggested amendments to the OSBA Constitution to correct any inconsistencies, and

WHEREAS, the Governance Committee met and reviewed the OSBA Constitution and recommended amending the OSBA Constitution, and

WHEREAS, after reviewing the recommended amendments to the OSBA Constitution as proposed by the Governance Committee the OSBA Board of Directors approved the recommended amendments attached to this Resolution at its June 2014 Board meeting.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed amendment to the OSBA Constitution be placed before the membership for consideration during the 2014 OSBA election season, and

BE IT FURTHER RESOLVED that the proposed amendment to the OSBA Constitution and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Submitted by: OSBA Board of Directors

Article 7: Committees

Section 1: **Executive Committee:** The executive committee shall consist of five officers of the board of directors: the president as chairman, the president-elect, the vice president, the secretary-treasurer and the immediate past president. The executive committee may act, pursuant to delegation of authority to such committee by the board of directors, in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board by this constitution. Actions of the executive committee shall be reported to the board by mail, email or at the next board meeting.

Section 2: **Legislative Policy Committee:** The legislative policy committee (LPC) shall be composed of the voting members of the board of directors of the association and regional representatives elected by procedures outlined in Articles 9 and 10. The vice president of the board shall chair the committee.

~~The LPC shall develop legislative policies which are recommended to and approved by the membership at the annual meeting and may act on behalf of the association in accordance with those policies.~~ ***Proposed New Language: The LPC shall develop legislative policies which are recommended to and approved by the membership as a resolution proposed by the Board of Directors and voted on by the membership in accordance with Article 11.***

Section 3: The LPC also advises the executive director and staff during legislative sessions. Subject to the approval of the board and consistent with this constitution, the president may create and appoint members of such committees as the president deems necessary to carry out the business of the association.

Section 4: **Finance Committee:** The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts with boards that meet all criteria to be OSBA voting members. The members shall include, but are not limited to, the OSBA secretary/treasurer and vice president, one OSBA board member from the PACE board, one district business official and one at-large board member.

The finance committee shall operate within the guidelines of the association's investment policy and the Finance Committee Operating Manual.

Article 8: Membership Meetings

Section 1: There shall be held an annual meeting of the association. The date, time and place of the annual meeting shall be set by the Board of Directors. Special meetings shall be called at such time and place as the president may deem necessary.

Section 2: All member boards shall be officially notified of the place and time of all meetings by written notice, mailed via U.S. mail or electronic mail to either the chairman or the clerk of all member boards at least 30 days prior to the date of the meeting. The board of directors shall cause such notice to be mailed.

**Resolution to amend the OSBA Constitution to allow
appointment of OSBA Board and Legislative Policy Committee
members from a contiguous region if certain conditions are met**

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally-elected public school boards, and

WHEREAS, elections for the Board of Directors of OSBA, the Legislative Policy Committee of OSBA are governed by the OSBA Constitution, and

WHEREAS, the OSBA Board of Directors appointed a Governance Committee of the Board to review the regional structure of the Association as outlined in the Constitution, and

WHEREAS, the Governance Committee recognized that from time to time the OSBA Board of Director and the OSBA Legislative Policy Committee do not have members seeking election or appointment to these bodies from the regions as required by the OSBA Constitution, and

WHEREAS, the Governance Committee met and recommended amending the OSBA Constitution to allow a school board member to be appointed to fill vacant positions on the OSBA Board of Directors and the OSBA Legislative Policy Committee from an adjacent region if no member from that region either sought election or appointment to the OSBA Board of Directors or the OSBA Legislative Policy Committee, and

WHEREAS, after reviewing the recommended amendments to the OSBA Constitution as proposed by the Governance Committee the OSBA Board of Directors approved the recommended amendments attached to this Resolution at its June 2014 Board meeting.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Constitution be placed before the membership for consideration during the 2014 OSBA election season, and

BE IT FURTHER RESOLVED that the proposed amendments to the OSBA Constitution and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Submitted by: OSBA Board of Directors

Article 10: Election Procedures; Board of Directors and Legislative Policy Committee

- Section 1: Election of officers, board of director members and regional members of the legislative policy committee shall take place according to the following schedules:
- (a) Officers: By September 30;
 - (b) Board of directors: Regional elections in accordance with the elections calendar adopted by the board;
 - (c) Legislative policy committee: In conjunction with board regional elections in odd-numbered years in accordance with the elections calendar adopted by the board.
- Section 2: The terms of office for officers shall be one calendar year and shall commence on January 1st. The terms of office for board of director members shall be staggered and shall be for two calendar years and until their successors are elected and qualified. The terms of office for regionally elected members of the legislative policy committee shall be two calendar years. No officer except the secretary-treasurer shall serve two consecutive terms in the same office unless the director completed a term for another officer who was unable to complete a term and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms.
- Section 3: Eligibility for office termination. No person shall be eligible for election to serve as an officer or a board of director member or a member of the legislative policy committee who is not an active member of an Oregon public school board which is a dues paying member of this association except as provided in Article 10, Section 4(a).
- Section 4: Vacancies on the board of directors
- (a) In the event that any officer or member or the board of directors, other than the immediate past president, ceases during his/her term of office as such to be a member of an Oregon public school board belonging to this association, such member shall continue to serve until the following January 1st, at which time such service as an officer or board of director member shall terminate. At that meeting, a successor will be seated to fill the unexpired term. The immediate past president may serve regardless of whether he/she continues service on a school district board.
 - (b) In the event that an officer or director resigns from his/her office, the remaining officers and directors shall appoint an interim officer or director to fill the unexpired term of office until the next scheduled board member election.
- Section 5: Nomination and election of the OSBA board of directors. Each regional candidate for a director position shall be nominated by a member board of that region by means of a nomination form.
- (a) Notice of position vacancies, candidate information packets, and official nomination forms shall be distributed to all incumbent directors and boards in eligible regions.
 - (b) To nominate one or more of its members in its region the school board must send

OSBA a formal resolution or motion of the board and timely submission of the nomination form(s) to the office of the OSBA. Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. Nominations will be closed by a date identified in the elections calendar adopted by the board.

- (c) Each regional director shall be elected by the member boards of that region. Such ballot shall be distributed to the member boards and shall be returned to the OSBA offices by dates identified in the elections calendar adopted by the board.
- (d) Each member board in the appropriate region shall have one vote in the regional elections for members of the board of directors. If a member district, Education Service District or Community College's boundaries span more than one OSBA region, that member board must declare in which region it intends to vote and vote only in that region. The person receiving a majority of the votes cast for a position on the board of directors shall be elected. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes cast shall be declared elected.
- (e) Newly elected regional directors of the OSBA board shall take office on January 1.

Section 6: Nomination and election of regional members of the legislative policy committee (LPC). In odd-numbered years, each regional candidate for an LPC position shall be nominated by a member board of that region by means of a nomination form.

- (a) The nomination form shall be distributed to all incumbent directors and boards in eligible regions.
- (b) A school board may nominate one or more of its members to the LPC and shall do so by formal resolution of the board and timely submission of the nomination form(s) to the office of the OSBA. Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. Nominations will be closed by a date identified in the elections calendar adopted by the board.
- (c) Each regional member of the LPC shall be elected by the member boards of that region. Such ballots shall be distributed to the member boards and shall be returned to the OSBA offices by dates identified in the elections calendar adopted by the board.
- (d) Each member board in the appropriate region shall have one vote in the regional elections for members of the LPC. If a member district, Education Service District or Community College's boundaries span more than one OSBA region, that member board must declare in which region it intends to vote and vote only in that region. The person receiving a majority of the votes cast for any position on the LPC shall be elected. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot shall be required between the two candidates receiving the highest

number of votes. The one receiving a majority of the votes cast shall be declared elected.

- (e) Newly elected regional members of the LPC shall take office on January 1.
- (f) In the event that a regional member of the LPC resigns from his/her office, the OSBA board of directors shall appoint an interim member to fill the unexpired term of office until the next regional election at which time an election for a successor member shall be conducted.

Proposed New Language

Section 7: Unfilled Regional Representation on the Board of Directors or LPC.

- (a) If no one files for election from a region for either the Board of Directors or LPC, the Board of Directors shall recruit an individual from the region where the unfilled regional seat is located to serve in the position.***
- (b) If the Board of Directors cannot recruit an individual from the region to serve on the Board of Directors or LPC, the Board of Directors may appoint a member from a contiguous region to serve in the unfilled seat of the Board or the LPC.***
- (c) An individual appointed to the Board from a contiguous region would not be eligible to serve as an officer of the Board.***
- (d) An individual appointed to either the Board of Directors or the LPC would serve until the next regularly scheduled election for that seat.***

Section 7-Section 8: Election of officers of the OSBA.

- (a) Election of officers shall be made by the currently seated board of directors from their own membership at least 10 days prior to the November membership meeting. The nominations for the slate of officers may include more than one candidate for any officer position except for the president and past president.
- (b) The person receiving a majority of the votes cast for an officer position shall be elected. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes cast shall be declared elected.

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
VOTE ON OREGON SCHOOL BOARDS ASSOCIATION
“PROMISE OF OREGON” CAMPAIGN RESOLUTION

SITUATION

Oregon School Boards Association (OSBA) has launched the “Promise of Oregon” campaign, based on the following defining principles:

- Today’s students are Oregon’s greatest natural resource
- Oregonians must invest in public schools so the next generation can reach its potential

The campaign goals include creating public support for K-14 education, helping meet the state’s 40-40-20 goals, and lifting student achievement and graduation rates. Moving into the 2015 legislative session, OSBA members will ask elected officials to ensure that public education is funded at a level Oregon students deserve.

RECOMMENDATION

The Superintendent recommends the Board of Directors discuss OSBA’s Promise of Oregon campaign, and vote on whether to adopt the resolution to join and support the efforts of “The Promise of Oregon” campaign.

Hillsboro School District

Resolution

- WHEREAS This state's children constitute “The Promise of Oregon” through their potential as thinkers, leaders, and caretakers of their generation and the future; and
- WHEREAS We believe 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; and
- WHEREAS We support a well-rounded curriculum that meets the needs of Oregon's students, including art, music, PE, career and technical training, and co-curricular activities; and
- WHEREAS We must ensure that efforts to close the academic achievement gap and supports for students who have been historically underserved are expanded; and
- WHEREAS Oregon's public schools have experienced a prolonged period of unstable and inadequate funding that has resulted in dire consequences: thousands of teacher and staff layoffs, unacceptably large class sizes, and one of the shortest school years in the country; and
- WHEREAS The 2013-15 budget marked the beginning of a turnaround in school funding, and the 2015 Legislative Session will prove whether that turnaround will continue forward or stall; and
- WHEREAS Oregon's political leaders have codified an ambitious “40-40-20” goal for our education system to reach by the year 2025, which requires a significant financial investment to attain; and
- WHEREAS The case must be made to Oregon's voters that the Legislature needs to prioritize investments in full-day kindergarten, a full school year for every student in every district, and modern, safe school facilities in every community in our state; and
- WHEREAS School Board members need to help shoulder the responsibility for making the case to Oregon's voters that investments must be made so that every child has the opportunity to become a responsible and productive citizen of our state.
- NOW, THEREFORE, BE IT RESOLVED that the Hillsboro School District Board of Directors pledges to join and support the efforts of “The Promise of Oregon” campaign to ensure that Oregon's lawmakers continue to prioritize investments to improve the educational outcomes for Oregon's greatest natural resource: our children.

ADOPTED this 9th day of December, 2014.

Board Chair/Member(s): _____

Superintendent/President (if applicable): _____

After passing the board resolution, please return signed documents to Diane Efseaff by email at info@promiseoregon.org, fax: 503-588-2813 or standard mail: Oregon School Boards Association, c/o Diane Efseaff, P.O. Box 1068, Salem, OR 97308

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
APPROVE HIGH SCHOOL COURSE MODIFICATION PROPOSAL –
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.

The proposal for Glencoe High School's Advanced Placement (AP) Human Geography course to 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), was submitted to the CCAC in October. The CCAC voted unanimously to recommend that the course modification proposal go to the Board for consideration of approval. The Board reviewed the first reading of the course proposal during the November 18, 2014, Board meeting.

The proposed course modification 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 approve the proposed course modification: AP Human Geography.

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 we will be divide up into groups, with each group researching on 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, Taosim, 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		
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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
December 9, 2014
APPROVE REVISIONS TO 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's or third party's ability to perform District business.

The revised policies were presented for first reading during the November 18 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 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 that 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
December 9, 2014
APPROVE REVISIONS TO 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. Oregon School Boards Association (OSBA) has proposed revised language for policy IGAI to bring it into alignment with the new legal requirements.

The Office for School Performance reviewed the new legal requirements, the Oregon Health Education Standards, the District's current policy, and recommendations received from OSBA, and proposed a policy revision that updates some of the District's current language and incorporates recommendations from OSBA in order to align policy IGAI with the revised OAR.

The revised policy was presented for first reading during the October 28 Board meeting. During that meeting, questions and comments were received from the public and Board members. A policy update was provided to the Board during the November 18 Board meeting work session, and additional public comments were received during the November 18 Board meeting regular session.

The questions and comments have been addressed in person by administrators in the Office for School Performance and by the Superintendent. The policy has been further revised with proposed language that defines terminology used within the policy, discusses the District's obligation to ensure that a parent notification process is in place, and recognizes parents' rights to "opt-out" of health education curriculum.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the recommended revisions to policy IGAI: Human Sexuality, AIDS / HIV, Sexually Transmitted Diseases, Health Education.

Hillsboro School District 1J

Code: IGAI
Adopted: 12/08

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The ~~Each District~~ shall ~~teach~~ provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS, and sexually transmitted infections and disease prevention in elementary and secondary schools as an ~~internal~~ integral part of health education and other subjects.

Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance students' understanding of sexuality as a normal and healthy aspect of human development. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually for all students in Grades 6-8, and at least twice during Grades 9-12.

Parents, teachers, school administrators, local health department staff, other community representatives, and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The ~~Local school Boards~~ shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality, or AIDS/HIV ~~district~~ instruction. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in ORS 336.035(2). The Superintendent or designee will ensure that a parent notification process is in place. Parent notification processes, access to curriculum for review, and the process for exempting students from specific instructional activities will be made public on the District's website.

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, and accurate information ~~and skills-based instruction~~ on risks and benefits of ~~contraception~~ contraceptives, condoms and other disease-reduction measures;

5. Discusses responsible sexual behaviors and hygienic practices, which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C, and other sexually transmitted infections and diseases;
6. Stresses the high-risks of behaviors such as the sharing of needles in tattooing and body piercing and or syringes for injecting illegal drugs and/or steroids and controlled substances;
7. Discusses the characteristics of the emotional, physical, and psychological consequences of sexual intercourse and unintended pregnancy aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives, including the success and failure rates for prevention of pregnancy, sexually transmitted infections, and diseases;
- 9 8. Stresses that HIV/STDs and Hepatitis B/C can be serious possible hazards of sexual contact;
9. — ~~Advises students of laws pertaining to their financial responsibility for their children;~~
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
110. Advises students of the consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
124. Encourages family communication and involvement, and helps students learn to make responsible, respectful, and healthy decisions;
132. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and ~~not to make unwanted physical and verbal sexual advances~~ that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage students who witness or learn about a peer's harmful behavior or attitudes to intervene when it is safe to do so;
153. ~~Teaches it is wrong to take advantage of or exploit another person~~ Teaches students how to identify and respond to attitudes and behaviors that contribute to sexual violence;
164. Validates the importance of honesty, respect for each person's dignity and well-being, and responsibility for one's actions;

175. Uses ~~culturally and gender sensitive~~ inclusive materials, language, and strategies that recognize different sexual orientations, gender identities/orientations, and gender roles expression¹.
18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources.

The comprehensive plan of instruction shall ~~include~~ emphasize skills-based instruction¹ that:

1. Assists students to develop and practice effective communication skills, development of self-esteem, and the ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology, and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships, and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to ~~decline unwanted sexual advances, or accept the refusal of unwanted sexual advances, through the use of refusal and negotiation skills~~ develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based, or utilizes best practices; and
6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection, and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of ~~other methods~~ contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection, and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence, while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies and activities, must not in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced ~~sexual abuse~~, perpetrated, or witnessed sexual abuse and relationship violence.

¹Per OAR 581-022-1440, "skills-based" is defined as "*instructional strategy that has students practice the desired skill.*" Skills-based instructional activities regarding effective communication, development of self-esteem, resisting peer pressure, and accessing valid health information are available for review.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)

[ORS 336.107](#)

[ORS 336.455-336.475](#)

[ORS 339.370](#)

[SB 379 \(2007\)](#)

[OAR 581-022-070](#)

[OAR 581-022-0705](#)

[OAR 581-022-1440](#)

[OAR 581-022-1910](#)

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
APPROVE REVISIONS TO 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.

The revised policy was presented for first reading during the November 18 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 LBE: Public Charter Schools.

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	<u>OAR 581-026</u> -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).

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
COLLEGE AND CAREER PATHWAYS UPDATE –
AGRICULTURE, FOOD, AND NATURAL RESOURCES OVERVIEW

SITUATION

Tonight's College and Career Pathways (CCP) report includes a review of dual credit opportunities, focused programs of study, and hands-on learning experiences aligned specifically to the Agriculture, Food, and Natural Resources Career Learning Area (CLA). District students and a Hillsboro High School Career and Technical Education (CTE) instructor will share information regarding unique classroom and internship experiences within the Agriculture, Food, and Natural Resources pathway.

The CCP vision statement is "to create guaranteed clear and viable pathways for all Hillsboro students."

The Career Learning Area (CLA) purpose statement is "to expand opportunities for District students to explore career paths through internships, mentorships, and real-world learning."

CLA goals for 2014-15:

1. Create at least five new business / non-profit partnerships for student internships and mentorship opportunities within each of the six CLAs
2. Create roadmaps to guide District students from high school through postsecondary education and into career success

The CCP project includes working toward increasing dual credit opportunities within the classroom, and expanding hands-on career learning experiences within the community. Continuous efforts are made to ensure that each student acquires the necessary college and career readiness skills when graduating from the Hillsboro School District.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
DIVISION 22, STANDARDS FOR PUBLIC
ELEMENTARY AND SECONDARY SCHOOLS
2014-15 ASSURANCE FORM

SITUATION

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

Following the internal monitoring and report, districts must complete and return to the Oregon Department of Education the annual Division 22 Assurance Form by January 15, 2015. This form provides opportunity to:

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

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

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
2013-14 STATE REPORT CARD DATA SUMMARY

SITUATION

The Annual Report compiled by the District in previous years featured a high-level District overview, information on each of our schools, and student achievement data. Because the District now prepares a comprehensive Student Achievement Report in the spring, featuring information on all Key Achievement Indicators (including graduation rates, which are released in January), the Annual Report has been converted into a compilation of data from the School and District Report Cards. The State Report Card Data Summary provides a useful tool for patrons seeking an at-a-glance sense of District student achievement and performance in context with similar districts/schools.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the 2013-14 State Report Card Data Summary and ask any questions they may have.

2013-14 Hillsboro School District Annual State Report Card Data Summary

	Enrollment					Average Class Size		English Learners (Students who have ever been eligible for or participated in a program to acquire academic English)				Economically Disadvantaged (Free/Reduced Lunch qualification; school-wide designations >95% based on Provision 2 standards, which remain in place for 3 years)				Students with Disabilities				Number of Languages Spoken				State Rating (Rating based on a combination of standardized test scores in reading and math; student achievement; student growth; growth of underserved groups)		Reading Meets/Exceeds			Math Meets/Exceeds			Writing Meets/Exceeds	Science Meets/Exceeds			Freshmen on Track to Graduate within 4 years	Students Taking SAT	Graduation Rate	Completion Rate	Dropout Rate	Continuing Education																								
	K-3	4-5	6-8	9-12	Total	K-3	4-5	6-8	9-12	K-3	4-5	6-8	9-12	K-3	4-5	6-8	9-12	K-3	4-5	6-8	9-12	Overall State Rating	Rating in Comparison to Similar Schools	3-5	6-8	11	3-5	6-8	11	11	5	8	11																																
Hillsboro School District	6,437	3,218	4,662	6,405	20,722	26.6	28.2	30%	30%	27%	20%	50%	52%	49%	45%	12%	15%	15%	14%	69	51	48	48	N/A	N/A	69.1%	69.2%	85.1%	61.2%	57.8%	68.9%	56.2%	68.6%	59.9%	64.3%	82.5%	31.6%	79.8%	86.7%	2.9%	58.4%																								
Elementary Schools																										New cut scores in 2011-12										New cut scores in 2010-11										New cut scores in 2011-12																			
Brookwood ¹	208	110	46		364	27.3		23%				60%				9%				11				Level 3	Average	70.4%			52.8%			55.1%																																	
Butternut Creek	225	101	59		385	28.6		25%				51%				11%				16				Level 4	Average	69.6%			53.6%			91.3%																																	
City View Charter	95	48	44		187	23.6		8%				9%				14%				7				Level 3	Below Avg.	78.9%			62.3%			83.3%																																	
Eastwood	298	141	68		507	29.6		47%				74%				13%				7				Level 4	Above Avg.	60.4%			55.6%			55.1%																																	
Farmington View	122	69	31		222	26.8		14%				41%				10%				7				Level 4	Above Avg.	83.6%			73.9%			71.4%																																	
Free Orchards	287	131	62		480	28.6		40%				71%				17%				5				Level 4	Above Avg.	57.7%			50.7%			55.8%																																	
Groner	79	41	18		138	25.7		31%				43%				17%				3				Level 3	Average	50.0%			53.8%			79.2%																																	
Henry (W.L.)	248	121	51		420	24.9		74%				75%				10%				4				Level 2	Below Avg.	41.0%			35.2%			50.0%																																	
Imlay	282	159	81		522	29.6		19%				33%				12%				22				Level 3	Average	80.7%			67.8%			76.4%																																	
Indian Hills	238	138	70		446	27.1		20%				46%				14%				16				Level 4	Above Avg.	83.8%			83.8%			>95																																	
Jackson	320	155	77		552	29.4		7%				18%				11%				18				Level 4	Average	82.4%			73.9%			80.7%																																	
Ladd Acres	288	151	66		505	29.1		19%				43%				11%				17				Level 4	Above Avg.	78.2%			72.5%			85.9%																																	
Lenox	257	112	71		440	28.6		17%				39%				14%				16				Level 4	Above Avg.	83.3%			77.6%			77.4%																																	
Lincoln Street ²	357	154	67		578	27.1		59%				78%				17%				3				Level 1	Below Avg.	55.6%			42.2%			43.5%																																	
McKinney (W.V.)	264	128	69		461	29.0		39%				70%				11%				4				Level 4	Above Avg.	67.3%			54.5%			64.6%																																	
Minter Bridge	306	150	54		510	28.1		33%				49%				9%				12				Level 4	Average	74.8%			69.1%			64.5%																																	
Mooberry	280	124	67		471	30.7		48%				71%				11%				3				Level 3	Above Avg.	55.6%			48.6%			55.4%																																	
North Plains	155	94	41		290	27.5		5%				21%				17%				6				Level 3	Below Avg.	78.3%			72.3%			62.5%																																	
Orenco	376	183	73		632	29.3		18%				39%				12%				28				Level 3	Average	76.3%			71.6%			86.5%																																	
Patterson	234	174	67		475	27.2		14%				27%				11%				12				Level 4	Average	82.4%			73.6%			82.5%																																	
Quatama	310	164	71		545	26.9		22%				42%				15%				23				Level 4	Average	73.5%			70.5%			79.2%																																	
Reedville ¹	132	61	34		227	22.6		72%				78%				11%				8				Level 3	Above Avg.	41.5%			41.5%			26.9%																																	
Rosedale	233	103	61		397	24.7		28%				54%				19%				8				Level 4	Average	71.8%			62.7%			71.7%																																	
Tobias (L.C.)	331	131	61		523	26.9		15%				43%				10%				16				Level 4	Above Avg.	78.9%			71.6%			70.6%																																	
West Union	158	81	45		284	28.1		13%				29%				11%				25				Level 4	Average	78.0%			71.7%			80.0%																																	
Witch Hazel	352	172	76		600	27.2		47%				71%				18%				13				Level 3	Average	52.7%			44.8%			40.7%																																	
Middle Schools																																																																	
Brown					729					21%			46%				13%			20				Level 3	Below Avg.		73.6%			62.4%			67.6%																																
Evergreen					829					24%			46%				15%			11				Level 3	Below Avg.		71.1%			54.2%			56.0%																																
Poynter					756					26%			49%				14%			15				Level 3	Below Avg.		71.3%			60.9%			59.3%																																
South Meadows					748					34%			59%				16%			21				Level 3	Below Avg.		62.0%			50.3%			56.3%																																
High Schools																																																																	
Century					1,647					17%			42%				13%			32				Level 4	Above Avg.			86.5%			72.2%	56.5%		70.8%	87.6%	41.5%	86.2%	93.8%	0.4%	60.5%																									
Glencoe ³					1,595					18%			39%				13%			19				Level 2	Below Avg.			88.7%			70.2%	55.3%		68.4%	85.7%	34.5%	85.3%	88.2%	0.7%	64.5%																									
Hillsboro (Hilhi)					1,334					26%			55%				14%			24				Level 3	Above Avg.			80.4%			64.2%	58.1%		45.5%	79.6%	38.2%	72.3%	85.8%	1.7%	50.8%																									
Liberty					1,424					18%			46%				13%			26				Level 4	Above Avg.			88.0%			77.2%	59.6%		72.3%	84.0%	32.2%	83.5%	91.1%	0.4%	58.1%																									
Alternative																																																																	
Hillsboro Online Academy					188					6%		26%				9%			3				Level 2	Average		82.1%		63.1%		69.6%		83.7%	15.4%	2.7%	64.7	N/A		9.2	N/A																										
Miller Education Center																									*No report card is generated for Miller Education Center - students' information is reported with their home high school																																								

¹These schools received a Federal Title I designation of "Focus" in 2011-12. Focus Schools are high poverty schools that were ranked in the bottom 5%-15% of Title I-A schools in the state with a significant achievement gap based on Oregon's rating formula. These schools received additional support to close the achievement gap among historically underserved student populations. Because of the concerted efforts to raise student achievement at these schools, both earned Level 3 status in 2012-13 and 2013-14.

²This school was rated Level 1 for the 2013-14 school year. As such, it will receive \$20,000 from the state for teacher professional development.

³This school received enough points in the rating system to earn a Level 4, but didn't meet the required testing participation level and therefore received a Level 2.

Key to color-coding

Overall State Rating

	Level 1 = Falls into the bottom 5% of schools
	Level 2 = Falls between 5% and 15% of schools
	Level 3 = Falls between 15% and 44% of schools
	Level 4 = Falls between 44% and 90% of schools
	Level 5 = Falls into the top 10% of schools

Rating in

Comparison to

Similar Schools

	Below average = Falls into the bottom third of comparison schools
	About average = Falls into the middle third of comparison schools
	Above average = Falls into the top third of comparison schools

All other scores

	Lower than those of schools with similar demographics
	Higher than those of schools with similar demographics
	No color for a data point means that comparison data was not available or not provided

In categories for which there is comparison data, Hillsboro School District outscores similar districts/schools in...

- 10 of 16 categories at the district level (62.5%)
- 55 of 78

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
STRATEGIC PLAN PERFORMANCE UPDATE

SITUATION

In August, the Board reviewed the Strategic Plan overview, and confirmed the focus areas and expected outcomes that are aligned to each of the Strategy Areas (Instruction, Engagement, Equity, Facilities, and Safety). Regularly, throughout the school year, staff will prepare updates that describe the progress to date on work occurring within each of the focus areas. These updates will provide bullet-point highlights, and a more comprehensive report with links to artifacts for those wanting additional information. The updates are web-based, and will be available to the public via the District website when the Board packet is released. This month's report, which includes information for October and November, can be viewed at the link below:

<http://www.hsd.k12.or.us/AboutHSD/TheFutureofHSD/StrategicPlan20112016/StrategicPlanYear4Reporting.aspx>

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
EARLY KINDERGARTEN ENTRANCE UPDATE

SITUATION

In July 2013, revisions to policy JEBA: School Entrance Age Requirements changed the identification process and associated timelines for early entrance into kindergarten. The District's intent in modifying the policy was to ensure a more equitable process for determining whether or not a student should be admitted to kindergarten when the student's birth date occurs after the annual enrollment cut-off date. The eligibility timelines for applying for early kindergarten entry were also modified to more closely align with the timelines in neighboring districts. The revised policy allows early entry applications for students whose birth dates occur from September 2 through September 30, with an appeal process in place for later birth dates.

The Board will receive an update on how the new policy has been implemented to date, and the impact it has had on early entry into kindergarten.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
FINANCIAL REPORT

Business Office. Business Office staff members are busily preparing to bring 2014 to a close and move into 2015. Several projects are underway to continue improving the department's workflows and procedures, while adhering to secure internal controls and District policy. We are pleased to have developed strong relationships with support staff throughout the District, resulting in improved information flow and accountability.

The recent inclement weather was a good test of responsiveness and accommodations for staff and students. With a strong core network and secure remote access, District business will continue as normal throughout the coming winter months.

Finance Team – Banking and Accounts Payable. Finance Manager Ann Ballard and the Finance Team are developing subtle changes within the department that improve responsiveness and transparency for staff in terms of purchasing and reporting. Staff members review workflows for opportunities to maximize resources and minimize waste. Examples include centralized ordering for Technology Services and automated billing services for printing and the District warehouse.

The new District and secondary school webstores are now live. It is anticipated that the webstores will streamline bill paying and enhance donation revenue by facilitating online payments made with PayPal and credit cards.

Payroll and Benefits Teams. Payroll Supervisor Kim Grannis and her team have been diligent regarding system reviews and continual improvements. In one of the team's current projects, a central point of reference for staff positions and control will be developed, with the potential of developing electronic personnel action requests for hiring and staff transfers. This project is an excellent showcase of cross-department teamwork by Payroll, Technology Services, and Human Resources. We are being exceptionally cautious before making any systemic changes that may result in complications for staff and the people who will manage the changes.

The Benefits Team is working on a plan for eliminating paper copies of forms indicating staff members' insurance eligibility levels. After evaluating the current workflow, it has been determined that a single data entry point eliminates the need for an extra copy of staff hiring forms for input into the financial software system and reporting to the Oregon Educators Benefit Board.

Grants. Grants Fiscal Planning Specialist Jeff Jones works closely with the Office for School Performance on grant oversight, including federal programs, state grants, and local grant support. Additionally, he provides general technical support throughout the Business Office, including Excel, Infinite Visions, and other financial reporting. Mr. Jones' prior experience with audit firms is a great asset in developing and analyzing the Comprehensive Annual Financial Report (CAFR).

Risk Management Reports. Due to the short reporting timeline for this Board meeting, November data is not available for the following monthly reports: Workers Compensation claims report, student accident report, and vehicle accident report. The November information for these reports will be included in the January 27, 2015, financial report.

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
MONTHLY FINANCIAL REPORT - as of November 17, 2014

	July Actual	August Actual	September Actual	1st Quarter Actual	October Actual	November 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	\$7,344,261.61	\$7,455,040.25	\$7,571,570.07	\$57,526,623.00	13.16%	\$43,613,874.92	79.14%
Interest	\$14,649.82	\$16,166.10	\$15,280.87	\$46,096.79	\$13,029.45	\$0.00	\$13,029.45	\$59,126.24	\$273,000.00	21.66%	\$40,631.69	16.25%
Local Sources	\$26,138.23	\$51,661.82	\$27,766.42	\$105,566.47	\$54,983.77	\$36,661.09	\$91,644.86	\$197,211.33	\$1,182,905.00	16.67%	\$376,508.44	33.77%
Total Local	\$40,788.05	\$67,827.92	\$159,577.11	\$268,193.08	\$178,791.86	\$7,380,922.70	\$7,559,714.56	\$7,827,907.64	\$58,982,528.00	13.27%	\$44,031,015.05	77.97%
County/ESD	\$0.00	\$1,946,988.00	\$0.00	\$1,946,988.00	\$1,052,304.79	\$210,460.96	\$1,262,765.75	\$3,209,753.75	\$2,125,000.00	151.05%	\$1,463,450.21	195.13%
State Sources	\$18,977,270.00	\$9,550,257.36	\$9,484,820.50	\$38,012,347.86	\$9,492,314.41	\$9,481,678.00	\$18,973,992.41	\$56,986,340.27	\$114,000,960.00	49.99%	\$52,508,394.97	55.29%
Federal Sources	\$0.00	\$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	\$0.00	\$699.50	\$857.00	\$0.00	0.00%	\$16,482.81	0.33%
Beginning Balance	\$14,456,891.66	\$0.00	\$0.00	\$14,456,891.66	\$0.00	\$0.00	\$0.00	\$14,456,891.66	\$16,664,788.00	86.75%	\$9,101,596.73	96.89%
Total Revenue	\$33,474,962.21	\$11,565,175.78	\$9,644,440.11	\$54,684,578.10	\$10,724,110.56	\$17,073,061.66	\$27,797,172.22	\$82,481,750.32	\$191,773,276.00	43.01%	\$107,120,939.77	62.92%
Expenditures												
Instruction												
Salaries	\$25,656.68	\$96,222.48	\$5,327,022.33	\$5,448,901.49	\$5,644,080.83	\$5,823,409.68	\$11,467,490.51	\$16,916,392.00	\$69,498,018.90	24.34%	\$15,885,473.25	26.20%
Benefits	\$14,120.70	\$38,493.12	\$2,741,750.03	\$2,794,363.85	\$2,872,468.54	\$2,868,933.52	\$5,741,402.06	\$8,535,765.91	\$35,129,973.95	24.30%	\$8,014,828.09	25.98%
Purchased Service	\$231,809.50	\$138,863.82	\$188,216.01	\$558,889.33	\$181,006.75	\$129,951.85	\$310,958.60	\$869,847.93	\$2,214,069.50	39.29%	\$1,071,070.02	40.87%
Supplies/Materials	\$42,852.66	\$50,211.03	\$223,589.28	\$316,652.97	\$178,913.91	\$36,862.79	\$215,776.70	\$532,429.67	\$1,263,490.44	42.14%	\$436,613.34	26.84%
Capital Purchases	\$0.00	\$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	\$600.00	\$26,255.50	\$110,707.08	\$145,331.65	76.18%	\$106,190.14	81.38%
Total Instruction	\$358,273.98	\$331,218.02	\$8,513,767.22	\$9,203,259.22	\$8,902,125.53	\$8,859,757.84	\$17,761,883.37	\$26,965,142.59	\$108,250,884.44	24.91%	\$25,514,174.84	26.62%
Support Services												
Salaries	\$1,412,061.11	\$1,552,388.93	\$2,890,604.07	\$5,855,054.11	\$2,881,214.24	\$2,923,909.48	\$5,805,123.72	\$11,660,177.83	\$32,481,507.33	35.90%	\$10,750,051.08	35.56%
Benefits	\$760,369.62	\$789,757.38	\$1,645,126.35	\$3,195,253.35	\$1,703,626.67	\$1,610,514.63	\$3,314,141.30	\$6,509,394.65	\$19,223,685.00	33.86%	\$6,063,436.19	35.67%
Purchased Service	\$668,122.81	\$1,313,308.22	\$2,102,303.86	\$4,083,734.89	\$1,552,107.64	\$341,685.00	\$1,893,792.64	\$5,977,527.53	\$13,074,277.03	45.72%	\$4,232,039.40	36.39%
Supplies/Materials	\$459,628.28	\$224,679.85	\$738,977.52	\$1,423,285.65	\$597,700.82	\$177,656.86	\$775,357.68	\$2,198,643.33	\$6,221,385.53	35.34%	\$1,387,775.71	25.38%
Capital Purchases	\$0.00	\$9,014.25	\$0.00	\$9,014.25	\$0.00	\$0.00	\$0.00	\$9,014.25	\$684,588.00	1.32%	\$171,712.29	74.02%
Other	\$1,083,345.42	\$298,455.07	\$76,445.65	\$1,458,246.14	\$22,953.80	\$2,533.50	\$25,487.30	\$1,483,733.44	\$1,419,359.97	104.54%	\$1,129,944.17	87.67%
Total Support	\$4,383,527.24	\$4,187,603.70	\$7,453,457.45	\$16,024,588.39	\$6,757,603.17	\$5,056,299.47	\$11,813,902.64	\$27,838,491.03	\$73,104,802.86	38.08%	\$23,734,958.84	36.05%

<i>Expenditures (continued)</i>	July Actual	August Actual	September Actual	1st Quarter Actual	October Actual	November 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	\$17,575.64	\$34,145.03	\$76,274.96	\$222,812.70	34.23%	\$79,257.73	37.61%
Benefits	\$7,311.83	\$7,311.29	\$9,072.90	\$23,696.02	\$10,482.76	\$10,491.80	\$20,974.56	\$44,670.58	\$129,862.05	34.40%	\$41,206.64	33.94%
Purchased Service	\$113.15	\$712.38	\$778.23	\$1,603.76	\$676.18	\$35.00	\$711.18	\$2,314.94	\$47,168.55	4.91%	\$4,888.92	10.04%
Supplies/Materials	\$0.00	\$666.65	\$301.67	\$968.32	\$0.00	\$0.00	\$0.00	\$968.32	\$6,789.03	14.26%	\$601.45	5.68%
Capital Purchases	\$0.00	\$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	\$700.00	\$700.00	\$700.00	\$460.37	0.00%	\$500.00	0.00%
Total Community Services	\$20,205.25	\$21,470.59	\$26,722.19	\$68,398.03	\$27,728.33	\$28,802.44	\$56,530.77	\$124,928.80	\$407,092.70	30.69%	\$126,454.74	32.30%
Capital Projects												
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,438.65	\$2,438.65	\$2,438.65	\$0.00	0.00%	\$22,922.64	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	0.00%
Total Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,438.65	\$2,438.65	\$2,438.65	\$0.00	0.00%	\$22,922.64	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	\$4,762,006.47	\$4,540,292.31	\$16,048,871.86	\$25,351,170.64	\$15,687,457.03	\$13,947,298.40	\$29,634,755.43	\$54,985,926.07	\$191,773,276.00	28.67%	\$49,462,411.06	29.05%

HILLSBORO SCHOOL DISTRICT 1J
December 9, 2014
FIRST READING—POLICY DJC: BIDDING REQUIREMENTS

SITUATION

Senate Bill 254 specifies the conditions under which districts may use an alternative contracting method for procuring construction manager / general contractor services for public improvement contracts. The Senate Bill requires the Attorney General to draft model rules for procuring such services, and requires that districts use the Attorney General's rules, even if the districts have adopted their own purchasing rules. Oregon School Boards Association has recommended updates for policy DJC: Bidding Requirements to align it with the new legal requirements.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy DJC: Bidding Requirements.

Hillsboro School District 1J

Code: DJC
Adopted: 07/96
Revised: 04/08

Bidding Requirements

The Board is the Local Contract Review Board (LCRB) for the District. All public contracts shall be invited in accordance with applicable competitive procurement provisions of Oregon Revised Statutes and adopted public contracting rules.

The Board, acting as its own LCRB, will adopt¹ the Oregon Attorney General's Model Public Contracts Manual Rules, OAR Chapter 137, Divisions 046 through 049, in effect at the time this policy is adopted.

The District shall procure the construction manager / general contractor services in accordance with model rules the Attorney General adopts under ORS 279A.065(3).

Additionally, the Board may include as part of its rules portions of the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246-249, in effect at the time this policy is adopted.

Where necessary, the Board has made the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the District and made available on request.

The District shall review its rules each time the Attorney General adopts a modification of the model rules as required by ORS 279A.065 (5)(b) to determine whether any modifications need to be made to District rules to ensure compliance with statutory changes. New rules, as necessary, shall be adopted by the Board.

In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required. The Board recognizes that a public contracting agency that has not established its own rules of procedure as permitted under ORS 279A.065(5) is subject to the model rules adopted by the Attorney General, including all modification to the model rules that the Attorney General may adopt.

Procurements estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

END OF POLICY

¹Public Contracts shall be governed by ORS Chapter 279, 279A, 279B and 279C. Additionally, the Board may, as provided by ORS 279A.065, adopt the Oregon Attorney General's Model Public Contract Rules, OAR Chapter 137 governing purchasing/ bid procedures. The Board may also adopt the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125. The Board may adopt portions of those rules or adopt its own rules. A Board that has not established its own rules of procedure for public contracts is subject to the model rules (OAR Chapter 137) adopted by the Attorney General.

Legal Reference(s):

ORS Chapters 279A, 279B and 279C
OAR Chapter 125, Divisions 246-249

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL (2004).