



Hillsboro School District 1J

December 12, 2017
Board Meeting

Board of Directors

Lisa Allen • Wayne Clift • Martin Granum • Erika Lopez • Jaci Spross • Kim Strelchun • Mark Watson

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

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

Board Meeting Agenda

December 12, 2017

5:15 PM

1. 5:15 PM - Work Session
 - A. Discuss Process and Timeline for Filling Board Vacancy 5
Presenter: Kim Strelchun
 - B. Discuss Revisions to Policy JHC: Student Health Services and Requirements 6
Presenter: Jaci Spross
 - C. Budget Update / Bond Update / Present Bond Oversight Committee Plan 9
Presenter: Adam Stewart
 - D. Public Employees Retirement System (PERS) Update 11
Presenter: Michelle Morrison
 - E. Legislative Priorities Input / Update 12
Presenter: Beth Graser
 - F. Board Discussion Time
 1. Process for First Reading of Policies
Presenter: Mike Scott
 - G. Recess Board Meeting
2. 7:00 PM - Regular Session
Call to Order and Flag Salute
3. Recognition / Student Presentation
 - A. Recognition and Appreciation – Outgoing Board Member Wayne Clift 13
(*Comments from Board, Staff, and Audience Members*)
Presenter: Mike Scott / Kim Strelchun
4. Approval of Agenda
5. Audience Time
6. Reports and Discussion
 - A. First Reading – 2017-18 Drug, Alcohol, and Tobacco Prevention Plan (*see written report*) 14
Presenter: Casey Waletich
 - B. Annual Safety Report (*see written report*) 19
Presenter: Casey Waletich
 - C. First Reading - New High School Courses
Presenter: Travis Reiman
 1. Bioscience Technologies 24
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Presenter: Travis Reiman	
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Presenter: Travis Reiman	
4. Sustainable Design 1 and 2	104
Presenter: Travis Reiman	
5. Basic Construction and Advanced Construction	113
Presenter: Travis Reiman	
6. Computer Game Programming 1, 2, and 3	121
Presenter: Travis Reiman	
7. Computer Science Principles	128
Presenter: Travis Reiman	
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Presenter: Travis Reiman	
E. Annual Risk Management Report (<i>see written report</i>)	135
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F. Annual Support Services Report (<i>see written report</i>)	138
Presenter: Adam Stewart	
G. Strategic Plan Goals Update	144
Presenter: Mike Scott	
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Presenter: Adam Stewart	
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<i>If no public comments or questions are received regarding these policies during the review period, they will be placed on the consent agenda for approval during the next regular meeting.</i>	
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Presenter: Dayle Spitzer	
2. Policy IKF: Graduation Requirements	154
Presenter: Dayle Spitzer	
3. Policy CBA: Qualifications and Duties of the Superintendent; Policy CBG: Evaluation of the Superintendent; and CBG-AR: Superintendent Evaluation Form (<i>Delete</i>)	164
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7. Consent Agenda	
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G. Approve Policy Revisions	
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3. Policy KBA and KBA-AR: Public Records	203
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B. Approve Annual Report Presenter: Beth Graser	211
C. Accept 2016-17 Audit Report Presenter: Michelle Morrison	213
D. Approve Bond Oversight Committee Plan Presenter: Adam Stewart	214
E. Approve Revisions to Policy BDDH and BDDH-AR: Public Comment at Board Meetings; and Policy BDDC: Board Meeting Agenda (<i>These policies were presented for first reading on November 14 and November 28, 2017</i>) Presenter: Mike Scott	216
F. Elect Member to the OSBA Board of Directors Presenter: Kim Strelchun	224
G. Elect Members to the OSBA Legislative Policy Committee Presenter: Kim Strelchun	225
H. Vote on OSBA Resolution Presenter: Kim Strelchun	226
I. Approve the Appointment of Metro Policy Advisory Committee Alternate Presenter: Kim Strelchun	242
9. HCU / HEA Reports	
10. Superintendent's Time	
11. Board of Directors' Time	
12. Executive Session	
If needed, the Board may wish to go into executive session to discuss matters according to ORS 192.660. (Only used if the Board needs to come back to the regular session to take action.)	
13. Adjourn Regular Session	
14. Next Meetings of the Board of Directors	
• January 9, 2018, Work Session	
• January 23, 2018, Regular Session	

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
DISCUSS PROCESS AND TIMELINE FOR FILLING BOARD VACANCY

SITUATION

On November 14, 2017, Director Wayne Clift announced his resignation from the Hillsboro School District Board of Directors, effective at the conclusion of the December 12, 2017, Board meeting. During tonight's work session, Board members will discuss the process and timeline for filling this position through the remainder of the term (June 30, 2019). During tonight's regular session, the Board is scheduled to take action to accept Director Clift's resignation, announce the vacancy of Board position 7, and approve the appointment process and timeline.

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss the process and timeline for filling position 7 on the Hillsboro School District Board of Directors.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
DISCUSS REVISIONS TO POLICY JHC:
STUDENT HEALTH SERVICES AND REQUIREMENTS

SITUATION

During the November 14, 2017, Board meeting, Board members discussed input received from community members who have concerns regarding policy JHC: Student Health Services and Requirements. Board members agreed to add this policy to an upcoming Board meeting agenda for review and discussion.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review and discuss policy JHC: Student Health Services and Requirements.

Student Health Services and Requirements

Although the District's primary responsibility is to educate students, students' health and general welfare are also a major Board concern. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

The nurse(s) employed by the District shall be licensed to practice as a registered nurse or nurse practitioner in Oregon, and will function as an integral member(s) of the instructional staff, serving as a resource person(s) to teachers in securing appropriate information and materials on health-related topics.

School districts are required to ensure that they have access to a sufficient level of nursing services to provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

Districts may use the most cost-effective means available to meet the above requirements, and they may satisfy the nursing requirements for medically complex students by providing personnel trained and supervised by a registered nurse or school nurse, and complying with the requirements of ORS 678.010 to 678.448.

The District shall maintain a prevention-oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or regulations;
2. Health appraisal to include screening for possible vision or hearing problems;
3. Health counseling for students and parents when appropriate;
4. Health care and first-aid assistance that is appropriately supervised and isolates the sick or injured child from the student body;
5. Control and prevention of communicable diseases, as required by the Oregon Department of Human Services, Health Services, and the county health department;

6. Assistance for students in taking prescription and/or nonprescription medication according to established District procedures;
7. Services for students who are medically fragile or have special health care needs;
8. Integration of school health services with school health education programs.

The Board directs its District health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of the No Child Left Behind Act of 2001, the District recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination¹ or screening that is required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students. Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

School-based health clinics will provide health services in accordance with Oregon laws and best medical practices. School-based health providers shall observe the District's Health curriculum and the high school learning targets in Sexual Health and the Prevention and Control of Disease, which are aligned with the Oregon State Standards in Health Education. The District promotes abstinence as the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C, and pregnancy.

School-based health providers in the Hillsboro School District may also provide accurate and balanced information regarding the proper use and effectiveness of any contraceptive or disease reduction method, but will not prescribe or dispense contraceptives.

Procedures shall be developed and implemented to carry out this policy. All District employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request that their students be exempt from participation in vision or hearing screening. The District will abide by those requests.

END OF POLICY

Legal Reference(s):

[OAR 581-022-0705](#)

[OAR 581-022-1420](#)

[OAR 581-022-1440](#)

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

¹The term "invasive physical examination," as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
BUDGET UPDATE / BOND UPDATE /
PRESENT BOND OVERSIGHT COMMITTEE PLAN

SITUATION

This report will provide a brief overview of the most current information regarding the District's budget and the most recent bond activity.

One of the promises made to the community during the bond campaign was that a Citizens' Bond Oversight Committee would be established. The Board of Directors will review a draft document that outlines the formation and work of the committee, the projected timeframe, and reports that will be provided to the Board. The Board will be asked to approve the bond oversight committee plan during tonight's regular session.

RECOMMENDATION

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

CITIZENS' BOND OVERSIGHT COMMITTEE

- **Authorization:** The Hillsboro School District Citizens' Bond Oversight Committee shall be established as an advisory committee to the Board of Directors. All meetings of the Citizens' Bond Oversight Committee will be open to the public. Agendas for meetings will be posted at least one week prior to the meeting date and minutes will be available via the Hillsboro School District website.
- **Purpose and Authority:** The purpose and authority of the Oversight Committee is to convene quarterly or as needed to review progress on the projects detailed in the Hillsboro School District Bond Measure 34-278. The Committee will review program progress and will monitor program spending and schedules. The Committee shall report quarterly to the Board of Directors regarding program progress.
- **Estimated Time to Carry Out Oversight:** The Oversight Committee will have its initial meeting not later than February 9, 2018, and will be dissolved on January 1, 2022, or upon issuance of a final report by the Committee after all projects authorized by the Hillsboro School District Bond Measure 34-278 have been completed, whichever is earlier. Meetings shall be held at a time and location to be determined by the Committee Chair.
- **Membership:** The Oversight Committee shall be composed of not more than 15 at large community members and up to four (4) high school students. The District will accept applications for membership, beginning December 18, 2017, through January 12, 2018. Members shall be appointed by the Hillsboro School District Board of Directors at the January 23, 2018, regular Board meeting. The District's Capital Projects Officer and Chief Financial Officer shall serve as ex officio members.
- **Chair and Vice Chair:** The Hillsboro School District Board of Directors shall designate one member to serve as Chair and one member to serve as Vice Chair of the Oversight Committee. The Chair shall preside over committee meetings and act as spokesperson for the committee.
- **Annual Report:** The Oversight Committee shall prepare and deliver regular meeting minutes, as well as an annual report, to the Board of Directors regarding program progress. The annual report shall include an overall assessment of the projects, schedules, spending trends, and cost projections to ensure that the purpose and promise of the Hillsboro School District Bond Measure 34-278 is fully realized.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
PUBLIC EMPLOYEES RETIREMENT SYSTEM (PERS) UPDATE

SITUATION

The Oregon Public Employees Retirement System (PERS) impacts the District in a variety of ways. In response to the Board's interest in PERS, staff have prepared a brief presentation as an overview of the system from various perspectives. The presentation includes system history, structure, national context for pensions, a comparison of member benefits at the various "tiers", the budgetary impacts of PERS costs to employers, and strategies for mitigating escalation.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
LEGISLATIVE PRIORITIES INPUT / UPDATE

SITUATION

It is customary for the Board of Directors to discuss and approve priorities for upcoming legislative sessions in the fall preceding those sessions. The approved priorities become a working tool for conversations with elected officials from the Hillsboro area, and with legislative leaders in key committee assignments and leadership roles at the state and federal levels. The use of consistent priorities also makes it possible for individual Board members to participate in the legislative process, while maintaining a common voice with their fellow directors.

The advent of short legislative sessions in even-numbered years (35-calendar-day limit) has presented an interesting situation, however. Elected officials are meeting and discussing bills, but the scope of their conversations is much narrower. Furthermore, given the sessions' mid-biennium timing, school funding is not a central issue.

Therefore, staff recommends that the Board of Directors review and discuss the legislative priorities that were adopted for the 2017 full session, identifying those that apply to the 2018 short session, and aspects that might need to be modified, removed, or added. In addition, staff recommends that the Board discuss potential priorities for the 2019 full session, because if these can be determined by late spring 2018, they can be used in advocacy efforts throughout the summer and into the fall of 2018—when bills for the 2019 session will be drafted.

The Board-adopted priorities for the 2017 full session were:

- Provide stable and adequate funding for K-12 education;
- Actively and collaboratively seek new funding mechanisms for K-12 education;
- Address cost-drivers to the current education system;
- Provide additional funding for any new requirements;
- Clarify, streamline, and support state reporting requirements.

An additional item to discuss will be the special election in January 2018, when voters will be asked to weigh in on the health care provider tax that was passed in the 2017 session, as that could potentially impact K-12 funding in the current biennium.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the 2017 legislative priorities, and provide input on legislative priorities for the upcoming 2018 and 2019 legislative sessions.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
RECOGNITION AND APPRECIATION

SITUATION

On November 14, 2017, Director Wayne Clift announced his resignation from the Hillsboro School District Board of Directors, effective at the conclusion of the December 12, 2017, Board meeting.

Director Clift was initially elected to the Board in 2011, and was re-elected to serve a second term in 2015. He served as Board chair during the 2015-16 and 2016-17 school years, presiding with grace, dignity, and integrity over a number of challenging topics, with a focus on listening to all perspectives, in order to determine how best to serve the community and our students. Director Clift also demonstrated a strong commitment to the Board's practice of ensuring that the community is well informed and encouraged to provide feedback on an ongoing basis.

In addition to serving on the Board of Directors and various District committees, Director Clift has also volunteered countless hours of his time in the schools, working with students and modeling a passion for science and ongoing learning.

We truly appreciate the years of leadership and service that Director Clift has contributed to the Hillsboro School District, and we wish him success in all of his future endeavors.

RECOMMENDATION

It is recommended that the Superintendent and the Board of Directors recognize and thank Director Wayne Clift for his years of dedicated leadership and service to the Hillsboro School District.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
FIRST READING — 2017-18 DRUG, ALCOHOL, AND TOBACCO
PREVENTION PLAN

SITUATION

District Policy IGAEB directs an annual review and re-adoption of the District's drug, alcohol, and tobacco prevention programs. This report outlines curricular programs and activities that are provided to students as part of the District's comprehensive Drug, Alcohol, and Tobacco Prevention Plan.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the 2017-18 Drug, Alcohol, and Tobacco Prevention Plan.

HILLSBORO SCHOOL DISTRICT 1J 2017-18 DRUG, ALCOHOL, AND TOBACCO PREVENTION PLAN

This report outlines curricular programs and activities that are provided for students as part of the District's comprehensive Drug, Alcohol, and Tobacco Prevention Plan.

DISTRICT HEALTH CURRICULUM

In 2012, the Oregon Department of Education (ODE) revised the Oregon Health Education Standards (OHES). In 2016, the OHES and performance indicators were adopted by the State Board of Education. The standards and indicators can be reviewed on the [ODE website](#) and on the [District website](#).

Health Education Standards help define the knowledge and skills students will need throughout their K-12 experience. Standards also provide consistency in what is taught to students across the state to ensure equity in education.

Prevention is the basis for national, state, and District standards. The key components for all levels of instruction are as follows:

- Comprehend concepts related to health promotion and disease prevention
- Access valid health information and health-promoting products and services
- Practice health-enhancing behaviors, and reduce health risks
- Analyze the influences of culture, media, technology, and other factors on health
- Use interpersonal communication skills to enhance health
- Use goal-setting to enhance health
- Use decision-making skills to enhance health
- Advocate for personal, family, and community health

The District's text materials, approved by ODE, support these standards and address drug, alcohol, and tobacco prevention.

The District-adopted "Here's Looking at You 2000" program for grades K through 5 continues to be an important supplement to the adopted health curriculum. This program teaches students useful social skills, such as self-control and resisting peer pressure, with a focus on "gateway" drugs, such as nicotine, alcohol, and marijuana. Education and activities about cocaine and steroids are also provided. "Here's Looking at You 2000" is one of the curricula that ODE has listed as effective for drug, alcohol, and tobacco prevention, based on research studies.

"Second Steps" curriculum is currently being used in elementary and middle schools. "Second Steps" is a pro-social / emotional curriculum designed to help students learn how to be empathetic, be problem solvers, use impulse control, and manage stress. Lessons are taught by classroom teachers in elementary schools, and health teachers in middle schools. In addition, grades 4 through 8 are exposed to "Steps to Respect," which enhances the "Second Steps" curriculum. This curriculum goes further with peer resistance, harassment, bullying, and anger management.

K-12 PREVENTION ACTIVITIES

The District continues to teach and reinforce substance abuse prevention through a variety of programs outside the regular curriculum.

Care Teams. Care Teams operate as an intervention strategy in grades K through 12 districtwide. The teams, made up of teachers, counselors, administrators, care coordinators, and school resource officers, identify potential at-risk students, assess the level of risk, and plan interventions. Risk factors include declining grades, erratic attendance, insubordination, frequent disciplinary referrals, disregard for personal appearance, drug talk, and a sudden change in friends. Interventions include parent contact, referral for outside evaluation and counseling, and case management of student progress in school. The link between home, school, and outside resource agencies is an important support for students at risk.

Peer Mediation / Mentoring. This peer-assistance program is available at District high schools, and serves as an informal safety net for students. Peer mediators are identified by students and teachers as individuals to whom students routinely turn for help. These students are provided training in active listening and other communication techniques. The goal of the program is to provide a caring listener for any student who is troubled, is considering using drugs / alcohol / tobacco, or is putting himself or herself at risk. Peer mediators are not trained to solve problems, but rather to refer their peers to qualified adults. Peer mediators have also worked with the Tobacco-Free Coalition of Washington County, and assisted during Red Ribbon Week – the national “Say No to Drugs” campaign.

BLAST / Zone Programs. The District partners with Hillsboro Parks and Recreation (HPR) to provide after-school tutoring, academic support, and recreational activities for students who attend Brookwood, Butternut Creek, Eastwood, Free Orchards, Groner, W. L. Henry, Imlay, Indian Hills, Jackson, Ladd Acres, Lincoln Street, McKinney, Minter Bridge, Mooberry, Orenco, Patterson, Quatama, Reedville, Rosedale, Tobias, and Witch Hazel Elementary Schools. All middle schools participate in the Zone program through HPR. The Zone and BLAST programs include homework support, academic enrichment activities, life skills, and service learning five days per week for approximately 2.5 hours each day.

School Resource Officers (SROs). The Hillsboro Police Department and the Washington County Sheriff’s Office provide an ongoing, visible deterrent to drug and alcohol activity at school. SROs assist in prevention by providing information on drug / alcohol / tobacco use and abuse, both in formal classroom settings and informally, through contact with students at lunchtime, during activities and, upon request, during individual conversations with students. They teach students about the legal consequences of drug / alcohol / tobacco use, and assist in investigations referred to them by school administration. SROs are seen by school staff, parents, and students as effective partners in crime prevention, as well as drug / alcohol / tobacco education providers.

Student Safety Survey. A student safety survey is administered annually to students to provide data regarding self-reported behaviors with respect to safety and drug / alcohol frequency of use. Results of the survey are used by schools and the District to measure the effectiveness of prevention programs, and the perceptions of students related to drugs and alcohol. In addition, survey information is used to plan future programs to continue reducing students' abuse of illegal substances.

The District uses the Oregon Student Wellness Survey and the Oregon Healthy Teens Survey to examine HSD trends and state rates. The Oregon Student Wellness Survey (grades 6, 8, 11) is administered in even-numbered years, and the Oregon Healthy Teens Survey (grades 8, 11) is administered in odd-numbered years. The results below are a comparison from the 2015 and 2017 Oregon Healthy Teens Survey.

Category	8th 2015	8th 2017	State 8th 2017	11th 2015	11th 2017	State 11th 2017
Tobacco 30-day use	11.6	3.4	8.4	19.8	14.1	18.9
E-cig, vape, hookah 30-day use	9.1	2.2	6.3	16.2	9.8	12.9
Alcohol 30-day use	8.7	5.9	10.3	24.7	20.8	26.9
Marijuana 30-day use	8.0	4.3	6.7	21.7	16.6	20.9

Standards of Student Conduct and Athletic / Activity Handbook. These publications provide specific policies regarding the use, possession, or distribution of drugs, alcohol, or tobacco by students at any school site, school-sponsored activity, or school-sponsored sporting event.

Transition Planning. Brown, Evergreen, Poynter, and South Meadows Middle Schools offer transition programs for students entering the seventh grade. WEB (Welcoming Everyone Back) training is led by a cadre of eighth grade students who are trained before the beginning of the school year. The purpose of WEB is to provide a smooth entry into middle school by way of regularly planned activities throughout the year with the same student leaders. WEB training is an extension of the transition activities currently offered at all four high schools, based on the LINK Crew program. LINK Crew is a research-based program to increase student participation, while decreasing attendance issues and other problems associated with lack of attachment to the school community.

All schools, grades K through 12, are working on greater articulation of transition activities within their feeder-school alignments. The goal is to have seamless transitions between the three school levels and between each grade.

Care Coordinator Program. Care coordinators provide outreach to students and parents when high-risk behaviors have been observed. After conducting an informal assessment, care coordinators provide referral and case management services and psycho-education. Families may be referred to community mental health, drug and alcohol treatment, and/or parent education programs. Care coordinators also lead District Flight Teams in response to school tragedies, and train Flight Team members to identify high-risk students. They coordinate District suicide prevention and intervention activities, including staff awareness trainings, intensive two-day intervention training, and District protocol development. All activities stress the importance of drug and alcohol awareness, as related to suicide risk and prevention. Finally, the care coordinators facilitate parenting classes that are open to District parents of students in grades 7 through 12. Topics include communication, positive discipline, and alcohol and drug prevention.

Positive Behavior Intervention Support (PBIS). PBIS is a well-designed, comprehensive, schoolwide system to support students in managing behavior. PBIS focuses on universal instruction and interventions to enhance positive behavior in students. PBIS educates students on consequences of negative behaviors, including substance abuse.

PAX: Good Behavior Game. Pax teaches students self-regulation, self-control, and self-management in the context of collaborating with others for peace, productivity, health, and happiness.

Youth Contact Student Assistance Program. Contracted by the District, Youth Contact provides counseling services for students at all middle and high schools. These counselors work especially with students who have been identified as being at risk of using drugs and/or alcohol, or have used drugs or alcohol and need support to help them stay free from further use. The counselors facilitate support groups, teach students strategies for avoiding risky situations, and reinforce good problem-solving and goal-setting skills. Hundreds of hours of individual and family counseling are provided by Youth Contact counselors.

HILLSBORO SCHOOL DISTRICT
December 12, 2017
ANNUAL SAFETY REPORT

The Safety Department strives to improve and build on current safety practices, as outlined in the District's Strategic Plan. The District continues to maintain an all-hazards approach to addressing emergencies, and incorporates the four phases of emergency management: prevention / preparedness, mitigation, response, and recovery. The safety department collaborates with City and County partners to address safety and emergency preparedness, including Safe Schools of Washington County, the Hillsboro Student Threat Assessment Team (HSTAT), Safe Kids of Washington County, Washington County Youth Fire Intervention, local emergency manager meetings, and Safe Routes to School.

Public Safety Office

As part of the District's Smarter Schools Spending work this past spring, the Facilities and Maintenance Department analyzed the vendor contract that provided after-hours and weekend security coverage. As a result of that review, it was determined that the District could save money and improve services by hiring and overseeing District employees. In July, the District hired a sworn law enforcement officer to serve as the Security Supervisor to oversee this transition. As part of this transition and the oversight of our evening and weekend security patrol, the District established this department as a law enforcement agency and has the required credentials through the Department of Public Safety, Standards, and Training (DPSST), and the Oregon State Patrol (OSP) with the State of Oregon. This designation also benefits District departments and buildings, as they navigate through issues and concerns that may involve criminal activity. The Hillsboro Chief of Police and the Washington County Sheriff are both very supportive of establishing our Public Safety Office as a law enforcement agency.

Safety and Communications In-Service

District administrators participated in a crisis communications and response workshop in August that provided tools for staff who respond during crisis incidents. The Safety Department also provided breakout opportunities for administrators to review safety expectations and procedures for staff, students, and the community.

SafeSchools Policy Review and Safety Trainings

The District is fully committed to the health and safety of all faculty, staff, students, and visitors. As part of the District's ongoing program to meet this safety commitment and comply with regulatory requirements, all employees must complete annual safety trainings and policy reviews. The training is provided through the SafeSchools web-based service. The following trainings were offered:

Required SafeSchools trainings included:

- Child Abuse: Mandatory Reporting
- Sexual Misconduct: Staff-to-Student (HB 2062)
- Bloodborne Pathogens Exposure Prevention (refresher)

- Homeless Students: Awareness and Understanding (McKinney-Vento Act)
- FERPA: Confidentiality of Records
- District Safety: Lockdown and Lockout

Required SafeSchools policy reviews and acknowledgements included:

- Flexible Health and Dependent Care Spending Accounts; 403(b) Eligibility; and Electronic W2 and 1095 forms
- Staff/Student Boundaries
- Staff Device Use Guidelines
- Agreement for Recovery of District Proprietary Information from Personal Electronic Devices
- Employee Assistance Program Brochure
- SafeSchools Accident Tracking for Staff and Students
- District Annual Policy Review

Additional training was offered to District facilities and maintenance staff, including asbestos awareness; back injury and lifting; fire extinguisher safety; ladder safety; slips, trips and falls; and safety data sheets. Nutrition services staff received the civil rights in food service training. All new employees received a District safety overview. Secondary science teachers reviewed the *Chemical Hygiene Plan* and courses on safety data sheets and science lab safety.

Building Safety Inspections

The Safety Department and Risk Management Department partner with PACE (Property and Casualty Coverage for Education) to conduct building safety inspections a minimum of four times each year. Student hazards and/or safety concerns are identified and, depending on the severity of the concern, either a work order is submitted or the issue is referred to the administrator and building safety team.

Health and Safe Schools Plan

In 2016, the Oregon Legislature passed Oregon Administrative Rule (OAR) 581-022-2223, which requires school districts to develop a Healthy and Safe Schools Plan to address environmental safety concerns, including a plan for testing District-owned buildings for radon, as required under ORS 332.167; a plan to test for and reduce exposure to lead in water used for drinking or food preparation; a plan to reduce exposure to lead paint that includes compliance with the United States Environmental Protection Agency's Renovation, Repair and Painting Program Rules; a plan to implement integrated pest management practices, as required under ORS 634.700 through 634.750; and a plan to communicate results for all tests that are required under the Healthy and Safe Schools Plan. This fall, the District began radon testing to meet the requirement of having every ground floor occupied space in the District tested by 2021. As results are made available, the District will communicate them on the [Environmental Testing page of the District website](#).

Indoor Air Quality (IAQ)

Routine indoor air quality checks are performed annually. Each year, the Safety Department targets a feeder group and provides testing in each building, targeting a variety of classrooms. Additional IAQ testing is done on a case-by-case basis, if there is a specific concern.

Asbestos Management and Monitoring

The District complies with federally mandated Asbestos Hazard Emergency Response Act (AHERA) standards, and completes required monitoring on a regular basis.

Building Safety Practices

Google SEMS Site (Safety Emergency Management Site)

The Google SEMS site provides a location for schools to keep their required safety documents. It is also a location for staff to access safety resources, forms and guidelines related to District safety. Each building is required to submit the following safety documents:

- Drills: 1 fire drill monthly; 2 earthquake drills per school year; 4 containment drills per school year (2 lockdown, 1 lockout and 1 of their choice)
- Monthly safety team meeting minutes
- Building Hazard Audit (annually)
- Comprehensive School Safety Plan (annually)
- Safety team and strike team workshop (annually)

Go Binders

Each school has an office go-binder and every classroom has a classroom go-binder containing information that may be needed if there is an evacuation. Staff are instructed to take the go-binder during evacuations. Contents include student and staff rosters, maps, emergency procedures, medical protocols, student profiles and attendance sheets.

Standard Response Protocol (SRP) and Emergency Procedures

SRP posters are posted in every classroom; Framed SRP posters are hung in all school entryways. Building maps are being stored behind each framed poster for police or emergency responders to access in an emergency. Each building has a red emergency flip-book containing current emergency procedures. All emergency procedures are also located in both the office and classroom go-binders.

Strike Teams

Each building is responsible for organizing six emergency teams or staff roles that can be activated, depending on the type of emergency. The strike teams fulfill various tasks to help manage the crisis. Building administrators activate teams/roles based on the severity of the event and availability of first responders. The six teams include:

- Student Assembly
- Student Release
- First Aid
- Search and Rescue

- Crisis Response (emotional first aid)
- Facility/Security Response

Each strike team has both a team leader and a participant “job action sheet” (JAS) that provides detailed information regarding the team’s role and duties. The JAS allows for “just in time” training, if necessary. Each strike team has all the forms they may need if they are activated, as well as a short training module that is available both on the SafeSchools policy and training site and the Google SEMS site. The Safety Department provides additional staff training opportunities, including table top exercises involving strike team activation.

Off-Site Parent Reunification Plan

The District has a plan in place if a school has a safety-related emergency that requires students to be transported to an off-site location to be reunified with parents. After the last reunification drill in April 2016, both a leadership/administrator video and a parent/community video were developed to explain the process for an off-site reunification.

CPR and First Aid Program

Each building has a response team of no less than six members who are trained to respond to CPR and first aid emergencies, per OSHA guidelines. The Safety Department contracts trainers to provide Medic First Aid; Adult, Child, and Infant CPR; AED; and first aid training to response team members throughout the school year.

Hillsboro Student Threat Assessment Team (HSTAT)

Purpose: The Hillsboro School District Threat Assessment and Safety Management System constitutes a comprehensive and systematic approach to investigating and assessing students who are engaged in or exhibiting behaviors that imply aggression or violence directed at other people.

This system combines the use of investigative information-gathering strategies with “targeted violence” related questions. The purpose is to collect data to help make an informed judgment about a student’s level of safety towards others, and to identify risk factors surrounding a student’s behavior. The collected data guides the development and implementation of a *Student Safety Management Plan*.

Goals:

1. To provide a protocol to assess threats of potentially harmful behaviors, risk factors and action required to support school safety.
2. To provide a multi-level system that can mobilize broader community responses and resources to help facilitate the development and implementation of safety monitoring and management plans.
3. To develop and maintain a sense of safety among students, teachers, staff and parents/guardians.

This system and its forms are not to be used without training by an approved Hillsboro School District-level Student Threat Assessment Team (STAT) member.

It is the District's expectation that all schools have a school-based Student Threat Assessment Team (STAT), consisting of an administrator SRO, plan manager (who will be responsible for case management) and one or more trained individuals.

Over the summer, HSTAT forms were moved to a Google form to make access and use easier for school staff. A link to the online form is available on the SEMS site (Safety and Emergency Management site) and once submitted, appropriate staff are notified immediately so that collaboration can occur quickly. Documents are stored in Google, where updates can be made at any time by school and District threat assessment teams.

Safe Schools Washington County

We continue to meet regularly with other Washington County schools and community partners to strengthen communication and collaboration regarding best practices to keep safe environments for all staff, students, and communities.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
HIGH SCHOOL COURSE PROPOSAL:
BIOSCIENCE TECHNOLOGIES — FIRST READING

SITUATION

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

The CCAC may ask for clarification of and additions to the action research and evaluation plans, and may recommend changes to the proposal. The CCAC will make recommendations regarding the proposals, and forward these recommendations to the Board of Directors for consideration. Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, entitled "Bioscience Technologies," has been submitted by Brian Pendergrass, a teacher of Bioscience Technologies at Hillsboro High School. The course proposal is attached. This proposal was presented to the CCAC at its regular meeting on November 6, 2017. Details regarding the CCAC recommendation will be presented to the Board during the December 12 Board meeting.

If the course is available during the 2018-19 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2019. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2018-19 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed new high school course, Bioscience Technologies.

Microbiology Course Outline

Optional Unit: Biochemistry → (covered in Chemistry???)

1. Proteins, Carbohydrates, Lipids, Nucleic Acids
2. Chemical Bonds
3. Chemical Reactions

NGSS

- LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

Unit #1: Cell Biology

1. Organelles
2. Prokaryotes vs. Eukaryotes
3. Hierarchy & Interactions of Systems
4. Microscopy (Lab)

NGSS

- LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

Unit #2: Cell Metabolism

1. Enzymes
2. Photosynthesis
3. Cell Respiration
4. Algae & Yeast CO₂ Lab

NGSS

- LS1-5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
- LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
- LS1-7: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
- LS2-3: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
- LS2-4: Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
- LS2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

Unit #3: Bacterial Growth

1. Requirements for Bacterial Growth
 - Cell Division
 - Space/Density
 - Nutrients
2. Controlling Bacterial Growth
 - Temperature
 - Antibacterial Resistance
3. Homeostasis → Cell Growth Lab(s)
 - Liquid Culture(s) w/ & w/o antibiotics
 - Agar Plate Culture(s) w/ & w/o antibiotics
 - DNA Purifications???

NGSS

- LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
- LS1-4: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
- LS2-1: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
- LS2-6: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

Optional Unit: Microbial Genetics → (covered in Intro to Bioscience Technologies)

1. DNA & Protein Synthesis
 - DNA Structure
 - DNA Replication
 - Transcription & Translation
2. Gene Regulation
 - Operon Model
 - Differentiation
3. Mutations

NGSS

- LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
- LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

Unit #4: Microorganism Evolution

1. Microbial DNA Changes over time
2. Epidemiology
 - Tracking the spread of an outbreak activity
3. Antimicrobial Drugs (Antibiotics & Antivirals)
 - MRSA

NGSS

- LS3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
- LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
- LS4-1: Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in numbers, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
- LS4-3: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- LS4-4: Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
- LS4-5: Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Unit #5: Immunity

1. Pathogenicity (how microbes make you sick/attack the body)
 - Bacteria
 - Viruses
2. Innate Immunity (nonspecific)
 - Skin
 - Mucus Membranes
 - Cell Walls/Membranes
3. Adaptive Immunity
 - Antibodies & Antigens
4. Vaccines
5. Immune System Disorders

NGSS

- LS2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- LS2-8: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- LS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Unit #6: Microorganisms & Disease

1. Research Project & Presentations
 - Diseases of the Skin & Eyes

- Diseases of the Nervous System
- Diseases of the Cardiovascular & Lymphatic System
- Diseases of the Respiratory System
- Diseases of the Digestive System
- Diseases of the Urinary & Reproductive System

NGSS

- LS1-4: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
- LS2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

Unit #7: Environmental Microbiology

1. Microorganisms in the Environment
 - Soil Cycles (Carbon, Nitrogen, etc.)
 - Water Cycle
 - Bioremediation & Biotreatment

NGSS

- LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- LS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Unit #8: Applied Microbiology

1. Food Microbiology
2. Industrial Microbiology
3. Microorganisms in Medicine & Research

NGSS

- LS2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
- LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- LS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Research Plan - Abstract

Microbiology & Advanced Bioscience Technologies

1. Identify the goals of the proposed course:

Microbiology – NGSS

- HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
- HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
- HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
- HS-LS1-4: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
- HS-LS1-5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
- HS-LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
- HS-LS1-7: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
- HS-LS2-1: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
- HS-LS2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- HS-LS2-3: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
- HS-LS2-4: Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
- HS-LS2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
- HS-LS2-6: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- HS-LS2-8: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- HS-LS3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
- HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
- HS-LS4-1: Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- HS-LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in numbers, (2) the heritable genetic

variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

- HS-LS4-3: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- HS-LS4-4: Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
- HS-LS4-5: Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
- HS-LS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Advanced Bioscience Technologies

- Make informed decisions about career options and education/training requirements for employment and advancement in the bioscience field.
- Communicate effectively with peers and potential employers in the bioscience field using available methods, including, but not limited to letters, email, professional networking, and informational interviewing.
- Research, apply and interview for employment in the bioscience industry.
- Determine the appropriate volumes of DNA, water, buffer(s) and enzyme for digesting the necessary amount of plasmid; explain the rationale behind the specific conditions chosen for the enzyme digest.
- Calculate the amount of any particular restriction fragment to be generated from the digest of a given amount of plasmid on which the restriction sites are known.
- Determine with reasonable accuracy the size of a DNA fragment using agarose gel electrophoresis.
- Describe and carry out alternative methods for purifying fragments of DNA from common “contaminants” (other DNA fragments, proteins and enzymes, RNA, agarose and salts).
- Determine the approximate concentration of fragmented plasmid DNA using gel electrophoresis with ethidium bromide staining and typical DNA standards
- Explain the use of alkaline phosphatase in the preparation of cloning vectors.
- Describe several strategies for creating compatible ends.
- Explain the difference between and consequences of directional vs. non-directional cloning.
- Setup a ligation reaction, including appropriate controls. Explain the rationale for selecting particular parameters for the reaction (DNA concentration, vector:insert ratio, amount of enzyme, buffer components, time and temperature of the reaction, and controls).
- Transform competent bacteria with ligated plasmid, including appropriate controls.
- Plate transformed bacteria. Determine transformation efficiency.
- Pick colonies to prepare “mini-preps” of plasmid DNA for analysis.
- Plan and carry out restriction digests that will allow analysis of transformation results (identify clones containing insert and determine the orientation of the insert with respect to the vector sequence).
- Carry out capillary transfer of DNA to nitrocellulose or nylon membranes, and demonstrate understanding of the principles and practices involved. Describe at least two methods for labeling DNA, and also for detection of labeled probes. Carry out hybridization, wash and detection of DNA probe on Southern Blot.
- Setup, carry out and interpret the results of a PCR reaction designed to identify clones containing insert, and determine the orientation of insert with respect to the vector sequence.
- Purify plasmid from cultured bacteria in large scale using ultracentrifugation in CsCl.
- Interpret, research and describe a technical innovation in cloning strategy promoted by one of the molecular biology material suppliers.

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

- Enrollment data/demographics (ELL, SPED)
- Grades (broken down by demographics)
- Student Course Evaluation
- Post-Secondary Interest Before/After
- Career Interest Before/After

2. When and how will data be collected?

Data will be collected at the end of each year, as students forecast for future classes. It will also be collected at the beginning of each school year to determine official enrollment demographics, and at the end of each semester to determine student performance and growth, as well as to evaluate the success and growth of the program.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
HIGH SCHOOL COURSE PROPOSAL:
VETERINARY SCIENCE PATHWAY — FIRST READING

SITUATION

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

The CCAC may ask for clarification of and additions to the action research and evaluation plans, and may recommend changes to the proposal. The CCAC will make recommendations regarding the proposals, and forward these recommendations to the Board of Directors for consideration. Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, entitled "Veterinary Science Pathway," has been submitted by Kori Shackelford, a teacher of the Horticulture CTE (Career Technical Education) Program at Hillsboro High School. The course proposal is attached. This proposal was presented to the CCAC at its regular meeting on November 6, 2017. Details regarding the CCAC recommendation will be presented to the Board during the December 12 Board meeting.

If the course is available during the 2018-19 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2019. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2018-19 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed new high school course, Veterinary Science Pathway.

Introduction to Veterinary Technology Elective

Course Description

This course is an introductory course designed to explore the job of the Certified Veterinary Technician. As well as covering medical terminology used in Veterinary Technology.

Course Objectives:

1. Recognize the historical significance of the role of a Certified Veterinary Technician.
2. Identify and describe the various job opportunities of the Certified Veterinary Technician and the duties performed by a technician in a veterinary hospital.
3. Recognize and describe commonly used hospital procedures associated with various types of animal care facilities.
4. Identify and describe the common breeds of dogs and cats, their unique differences, and their routine daily care.
5. Recognize and apply safe procedures for the storage, utilization and disposal of all chemicals and sharps (needles, scalpel blades, etc.) used in the care of college-owned animals while participating in VT program lectures and laboratories.
6. Recognize and apply the basic rules of word construction and vocabulary of the body systems, read and understand veterinary medical documentation in medical records and medical reports, and communicate with veterinary health care professionals utilizing proper medical terminology.

Units:
Historical aspects of veterinary medicine and the technician
Occupational safety
Duties of the technician
Ethics and Welfare
Infectious diseases
Commonly used vaccines
Breeds of animals
First aid and nursing care
Job opportunities
Veterinary medical terminology

Rationale for Proposed Program of Study

The Agriculture Science and Technology department at Hillsboro High School, with the support of our administration, would like to offer a new elective pathway that aligns with the Oregon Department of Education's Ag, Food, and Natural Resource Systems, as well as Portland Community College. By aligning more classes we will be able to receive more State Funding from Perkins. Within our department, we currently have the option of giving students experience of greenhouse work through the Hillsboro Greenhouses but we do not offer our

students any other agriculture work experience or animal husbandry. The Veterinary Science Pathway would provide students with the opportunity to learn how the Animal Industry runs while receiving hands on experience through classwork, guest speakers, and field trips into the animal industry. In addition, community service learning offers the option for students to build volunteerism into their school day as an elective. As the reduction of electives has taken place over the past years, this allows students to create a fuller schedule, at no cost to the school or district. This course will be under the PERKINS umbrella and will receive funding from the State of Oregon and the Federal Government.

The Agriculture Science and Technology department at Hilhi is excited at the possibility of offering a pathway within the department that has a broad application in college/career planning. The department sees this pathway as a way to bridge practical application to student's career pathway courses and elective work completed at Hilhi. There is also the possibility of offering cooperative learning dual credit, adding an additional layer of practicality to this elective pathway.

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

Academic Content Standards

The above course and activities cover a *majority* of the below essential skills state standards (grades 9 – 12 Benchmarks):

<http://www.ode.state.or.us/teachlearn/certificates/diploma/essential-skills-definitions.pdf>

1. Read and comprehend a variety of text*

This skill includes all of the following:

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

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

2. Write clearly and accurately

This skill includes all of the following:

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

3. Apply mathematics in a variety of settings

This skill includes all of the following:

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

4. Listen actively and speak clearly and coherently

This skill includes all of the following

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

5. Think critically and analytically

This skill includes all of the following:

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

- Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.

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

6. Use technology to learn, live, and work

This skill includes all of the following:

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

7. Demonstrate civic and community engagement

This skill includes all of the following:

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

8. Demonstrate global literacy

This skill includes all of the following:

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

9. Demonstrate personal management and teamwork skills

This skill includes all of the following:

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

Agriculture Skill Set Standard

The above course and activities cover a *majority* of the below Oregon Skill Set state standards; <http://www.ode.state.or.us/search/results/?id=285>

AG 1- Analyze how issues, trends, technologies, and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster™.

AG 3- Examine and summarize importance of health, safety, and environmental management systems in AFNR organizations.

AG 5- Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

AG 6- Analyze the interaction among ANFR systems in the production, processing and management of food, fiber, and fuel and sustainable use of natural resources.

AG-ENV 3- Develop proposed solutions to environmental issues, problems, and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry, and ecology.

AG-NR 1- Plan and conduct natural resource management activities that apply logical, reasoned, and scientifically based solutions to natural resource issues and goals.

AG-NR 2- Analyze interrelationships between natural resources and humans needed to manage natural resource systems.

AG-BIZ 1- Apply management planning principles in AFNR business enterprises.

AG-ANI 1- Analyze historic and current trends impacting the animal systems industry.

AG-ANI 3- Design and provide proper animal nutrition given desired outcomes for performance, development, reproduction, and/or economic production.

AG-ANI 4- Apply principles of animal reproduction given desired outcomes for performance, development, and/or economic production.

AG-ANI 5- Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.

AG-ANI 6- Classify, evaluate and select animals based on anatomical and physiological characteristics.

AG-ANI 7- Apply principles of effective animal health care.

Impact on Content Program

This will be a new pathway for Hilhi. By adding this pathway, we will need to look at removing our singleton classes. We will put this class on the 2018-2019 school year forecasting sheet and look at the numbers to decide what classes will not be offered that year.

This pathway will be a great addition to the elective courses offered at Hilhi. This is a pathway that students have been asking about. This pathway will help increase the Hillsboro FFA numbers.

Projected Additional Costs

There is no additional supplies or equipment necessary to run this course. PERKINS is a Federal Government funding program that will help with start up costs. We will work with community and local veterinaries for animals to look at and other costs.

Evaluation

The Introduction to Veterinary Technology Elective students will need to keep a journal every day of what they completed that day, this will be done through AET (Agriculture Experience Tracker). This is a program that the National FFA will be paying for. In AET students will be keeping track of their hours of experience during the class, their volunteer hours, and anything else that has to do with their Supervised Agriculture Experience (SAE). Students will take a test at the end of every unit and their final will be an Animal Presentation.

Action Research Plan

Identify the goals of the proposed course

The goals of the course are:

To prepare students with leadership skills that they will need to have any job they apply for. This will be accomplished by focusing on the Agriculture Field. The skills that the students will learn in this class will help them in real world application.

What data will be collected?

Data will be collected on student activities and the AET tracking system.

When and how will data be collected?

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

Animal Nutrition Elective

Course Description

Introduces various types of nutrients, the basic principles of nutrition as applied to small and large animals, various feeding practices and their economic importance, and important nutritionally caused diseases. Covers care and handling of orphaned animals and special prescription diets.

Course Objectives:

1. Understand the feeding of small and large animals and how their needs vary throughout the various stages of their life cycle in both healthy and diseased states.
2. Apply the body condition scoring method to assess the ideal weights of dogs and cats.
3. Recognize nutrients by classification, function, analysis, signs of deficiency and signs of toxicity.
4. Discuss proximate analysis, systems of energy measurement and the concept of ration formulation for small and large animals.
5. Recognize different prescription diets on the market for small animals and their basic indications for use.
6. Recognize common feed-related medical problems of horses, ruminants and swine.
7. Understand the basic nutritional requirements of laboratory animals.

Units:	Objectives:
BASIC NUTRITION	• For each of the following nutrient classes, list their sources, components, functions, signs of toxicity and signs of deficiency. a. Water b. Carbohydrates c. Proteins d. Fats e. Vitamins f. Minerals • Discuss specifically the sources, functions, analysis, signs of deficiency and signs of toxicity for each of the following: a. Vitamin A b. Vitamin D c. Vitamin E d. Vitamin K e. Thiamine f. Riboflavin

	g. Niacin h. Pyridoxine i. Cyanocobalamin j. Folic acid k. Pantothenic acid l. Biotin m. Choline n. Vitamin C o. Calcium p. Phosphorus q. Magnesium r. Sodium s. Potassium t. Iron u. Iodine v. Copper w. Zinc x. Selenium ● Discuss feedstuff sampling and submission for nutrient analysis. ● Discuss proximate analysis and the Van Soest procedure for fiber analysis. ● Discuss the following measurements of energy values of a feed. a. Total digestible nutrients b. Gross energy c. Digestible energy d. Metabolizable energy e. Net energy f. Net energy maintenance g. Net energy production ● Discuss the animal, feedstuff and nutrient parameters used in formulating rations in small and large animals.
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FEEDSTUFFS	● Define the following feed classifications. a. Roughages b. Concentrates c. Supplements d. Additives ● Classify, describe the use and compare the following feedstuffs. Understand how processing effects their nutritional value. a. Corn b. Barley c. Sorghum grains d. Oats e. Wheat f. Rye g. Molasses h. Urea i. Millrun j. Bran k. Bakery wastes l. Alfalfa hay and pellets m. Clover hay n. Ryegrass hay o. Tall Fescue hay p. Orchard grass hay q. Timothy hay r. Kentucky bluegrass hay s. Pastures t. Silage u. Haylage v. Green chop w. Straw x. Stover y. Seed and animal by-product meals
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THE NUTRITIONAL NEEDS OF SMALL ANIMALS	● List the information and ingredients on a pet food label and discuss the guaranteed analysis. ● Describe the various types of pet food and how they are manufactured. ● Discuss the AAFCO nutrient profiles for dog and cat foods. ● Describe and calculate the caloric needs of dogs and cats for the following conditions. a. Maintenance b. Growth c. Pregnancy d. Lactation e. Working f. Cold weather g. Geriatric h. Illness i. Growth of giant dog breeds j. Orphan neonates k. Obesity ● Discuss the water, feeding practices and non-caloric nutrient requirements in dogs and for each of the following conditions. a. Maintenance b. Growth c. Pregnancy d. Lactation e. Working f. Cold weather g. Geriatric h. Illness i. Growth of giant dog breeds j. Orphan neonates k. Obesity ● Discuss the indications for the comparison of, the types, the palatability and the techniques of feeding of the different prescription diets on the market.
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	● Discuss body condition scoring and ideal weights in dogs and cats. ● Discuss nutritional needs, feeds and feeding practices for laboratory animals and birds. ● Discuss the most common diets to treat nutritionally responsive diseases.
THE NUTRITIONAL NEEDS OF LARGE ANIMALS	● Discuss the feeding requirements for the following conditions in the horse. a. Maintenance b. Pregnancy c. Lactation d. Working e. Nursing foal f. Weanling g. Yearling h. Stallions ● Discuss water and pasture quality as it relates to equine nutrition. ● Discuss the following feed related medical problems in the horse. a. Colic b. Founder c. Milk fever d. Fescue poisoning e. Rye grass staggers f. Blister beetle toxicity g. Ergotism h. Botulism ● Discuss the nutrition and feeding requirements for the following species and/or life stages of the following animals. a. Beef cows b. Calves c. Replacement heifers d. Bulls e. Feedlot cattle

	f. Lactating dairy cattle g. Dry dairy cattle h. Llamas i. Ewes j. lambs k. Rams l. Goats m. Gilts o. Sows p. Baby pigs q. Boars ● Discuss the following feed related medical problems Ruminants. a. Bloat b. Grass Tetany c. Displaced abomasum d. Milk fever e. Urinary Calculi f. Overeating disease ● Discuss the following feed related medical problems in swine. a. Iron deficiency anemia b. Lysine deficiency c. Nutritional secondary hyperparathyroidism
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Rationale for Proposed Program of Study

The Agriculture Science and Technology department at Hillsboro High School, with the support of our administration, would like to offer a new elective pathway that aligns with the Oregon Department of Education's Ag, Food, and Natural Resource Systems, as well as Portland Community College. By aligning more classes we will be able to receive more State Funding from Perkins. Within our department, we currently have the option of giving students experience of greenhouse work through the Hillsboro Greenhouses but we do not offer our students any other agriculture work experience or animal husbandry. The Veterinary Science Pathway would provide students with the opportunity to learn how the Animal Industry runs while receiving hands on experience through classwork, guest speakers, and field trips into the animal industry. In addition, community service learning offers the option for students to build volunteerism into their school day as an elective. As the reduction of electives has taken place

over the past years, this allows students to create a fuller schedule, at no cost to the school or district. This course will be under the PERKINS umbrella and will receive funding from the State of Oregon and the Federal Government.

The Agriculture Science and Technology department at Hilhi is excited at the possibility of offering a pathway within the department that has a broad application in college/career planning. The department sees this pathway as a way to bridge practical application to student's career pathway courses and elective work completed at Hilhi. There is also the possibility of offering cooperative learning dual credit, adding an additional layer of practicality to this elective pathway.

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

Academic Content Standards

The above course and activities cover a *majority* of the below essential skills state standards (grades 9 – 12 Benchmarks):

<http://www.ode.state.or.us/teachlearn/certificates/diploma/essential-skills-definitions.pdf>

1. Read and comprehend a variety of text*

This skill includes all of the following:

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

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

2. Write clearly and accurately

This skill includes all of the following:

- Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology.
- Develop organized, well-reasoned, supported, and focused communications.
- Write to explain, summarize, inform, and persuade, including business, professional, technical, and personal communications.

- Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.

3. Apply mathematics in a variety of settings

This skill includes all of the following:

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

4. Listen actively and speak clearly and coherently

This skill includes all of the following

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

5. Think critically and analytically

This skill includes all of the following:

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

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

6. Use technology to learn, live, and work

This skill includes all of the following:

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

7. Demonstrate civic and community engagement

This skill includes all of the following:

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

8. Demonstrate global literacy

This skill includes all of the following:

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

9. Demonstrate personal management and teamwork skills

This skill includes all of the following:

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

Agriculture Skill Set Standard

The above course and activities cover a *majority* of the below Oregon Skill Set state standards; <http://www.ode.state.or.us/search/results/?id=285>

AG 1- Analyze how issues, trends, technologies, and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster™.

AG 3- Examine and summarize importance of health, safety, and environmental management systems in AFNR organizations.

AG-PL 3- Propagate, culture, and harvest plants and plant products based on current industry standards.

AG-BIZ 1- Apply management planning principles in AFNR business enterprises.

AG-ANI 3- Design and provide proper animal nutrition given desired outcomes for performance, development, reproduction, and/or economic production.

AG-ANI 5- Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.

Impact on Content Program

This will be a new pathway for Hilhi. By adding this pathway, we will need to look at removing our singleton classes. We will put this class on the 2018-2019 school year forecasting sheet and look at the numbers to decide what classes will not be offered that year.

This pathway will be a great addition to the elective courses offered at Hilhi. This is a pathway that students have been asking about. This pathway will help increase the Hillsboro FFA numbers.

Projected Additional Costs

There is no additional supplies or equipment necessary to run this course. PERKINS is a Federal Government funding program that will help with start up costs. We will work with community and local veterinaries for animals to look at and other costs.

Evaluation

The Introduction to Veterinary Technology Elective students will need to keep a journal every day of what they completed that day, this will be done through AET (Agriculture Experience Tracker). This is a program that the National FFA will be paying for. In AET students will be keeping track of their hours of experience during the class, their volunteer hours, and anything else that has to do with their Supervised Agriculture Experience (SAE). Students will take a test at the end of every unit and their final will be an Animal Presentation.

Action Research Plan

Identify the goals of the proposed course

The goals of the course are:

To prepare students with leadership skills that they will need to have any job they apply for. This will be accomplished by focusing on the Agriculture Field. The skills that the students will learn in this class will help them in real world application.

What data will be collected?

Data will be collected on student activities and the AET tracking system.

When and how will data be collected?

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

Veterinary Technology 1 Elective

Course Description

Teaches nursing techniques and principles of restraint of small and large animals. Emphasizes techniques to maximize the safety aspect of restraint to both the handler and to the animal patient. Introduces the livestock industry and the various species of large animal livestock. Includes livestock terminology, breeds, production systems, basic management practices, and animal products and by-products.

Course Objectives:

1. The goal is for the student to develop an understanding of what constitutes safe and effective restraint, and why knowledge of proper restraint techniques is vitally important in the day-to-day practice of veterinary medicine.
2. The goal is for the student to develop knowledge and understanding of basic principles of behavior in the dog and cat.
3. The goal is for the student to gain knowledge and understanding of the techniques of handling, restraint, grooming, medicating, and nursing utilized in small, avian, and laboratory animal practice.
4. The goal is for the student to gain knowledge and understanding of the basic principles of behavior in the large domestic species
5. The goal is for the student to gain knowledge and understanding of the techniques of handling, restraint, grooming, medicating, and nursing utilized in large domestic animal species.
6. The goal is for the student to learn skills and procedures in the handling, restraint, grooming, medicating and nursing of small, avian, and laboratory animal species.
7. The goal is for the student to learn skills and procedures in the handling, restraint, grooming, medicating and nursing of large animal species
8. Describe basic characteristics of common breeds of livestock species.
9. Demonstrate a basic understanding of the livestock industry as it pertains to various livestock species.
10. Recognize the digestive systems of various livestock species, including the functions of individual organs and the overall digestive process.
11. Demonstrate a basic understanding of livestock nutrition.
12. Recognize normal behaviors of livestock species.
13. Identify safe and humane handling, restraint, and nursing techniques utilized in various livestock species.
14. Describe various perspectives on contentious issues in animal agriculture and medicine.
15. Complete all essential skills found in this course as indicated by the American Veterinary Medical Association Committee on Veterinary Technician Education and Activities.

Units:	Objectives:
Basic Principles of restraint	● Discuss basic principles of restraint, emphasizing both the psychological and physical aspects that the handler must be aware of for safe and effective restraint of all species, including: 1. The differences between effective and ineffective or improper restraint. 2. Incidence of injury to animals occurring through either improper restraint or unacceptable aggression on the part of veterinary staff, and prevention thereof. 3. Incidence of injury to handler, other veterinary staff, and animal owners and prevention thereof. 4. Legal liability of the veterinarian and veterinary technician for injuries to owners, animals, or veterinary staff, resulting from ineffective or improper restraint.
Small animal Behavior	● Describe the behavior patterns in dogs and cats and how they may vary between breeds. ● Identify the behavior patterns that require differing approaches to handling and restraint
SMALL ANIMAL NURSING AND RESTRAINT TECHNIQUES	● Discuss specific restraint techniques utilized in the small, avian, and laboratory animal patient. ● Discuss the principles and techniques of history-taking and physical exam in the small, avian, and laboratory animal patient, utilizing the systems approach. ● Discuss principles of first aid and physical exam findings that signal an immediate emergency. ● Discuss basic principles of small, avian, and laboratory animal nursing and treatment techniques, including: 1. Administration of medication 2. Venipuncture 3. Physical therapy 4. Application of bandages, splints, and casts 5. Expression of anal glands 6. Toe nail trims 7. Wing and beak trims 8. Ear exam and cleaning 9. Therapeutic bathing and dipping 10. Care of the recumbent small animal

Large animal behavior	• Describe the behavior patterns and how they vary between the different species of large animals. • Learn to identify the behavior patterns that require differing approaches to handling and restraint.
Large animal nursing and restraint techniques	• Discuss specific restraint techniques utilized for each large animal species • Discuss the principles and techniques of history-taking and physical exam in the large animal patient, utilizing the systems approach. • Discuss basic principles of large animal nursing and treatment techniques, including: 1. Administration of medications 2. Venipuncture 3. Application of bandages, splints, and casts 4. Mastitis treatment 5. Care of the recumbent large animal 6. Common animal husbandry techniques, including: a. Deworming b. Castration c. Dehorning d. Floating teeth e. Artificial insemination f. Routine neonatal care
Procedures in small animal nursing and restraint	• Perform physical exams, utilizing the systems approach, on dogs and cats and record exam results in medical records using the SOAP method. • Know normal values of temperature, pulse, respiration, and blood pressure for the dog and cat. • Perform various techniques used in small animal, avian, and laboratory animal restraint and handling, including: 1. Removal of animals from and placement into cages 2. Placement on, removal from, and restraint of small and laboratory 3. animals on examination tables 4. Restraint of avian patients 5. Placing the dog and cat in lateral recumbency 6. Muzzling the dog and cat 7. Correctly lifting a large dog

	8. Proper use of the leash, choke collar, and rabies pole in the dog 9. Proper use of the restraint bag in the cat 10. Restraint techniques for: 1. Exam procedures 2. SQ injections 3. IM injections 4. IV injections 5. Giving IV injections: 1. cephalic vein (dog, cat, rabbit) 2. Lateral saphenous vein (dog, rabbit) 3. Medial saphenous vein (cat) 4. Ear vein (rabbit) 6. Drawing blood from a vein: 1. Cephalic vein (dog, cat, rabbit) 2. Jugular vein (dog, cat) 3. Lateral saphenous vein (dog, rabbit) 4. Medial saphenous vein (cat) 5. Ear vein (cat, rabbit) 6. Toenail clip (laboratory animals) 7. Nail Trim 8. Temperature taking 9. Expression of anal sacs 10. Skin scrapings 11. Ear exam and cleaning 12. Application of limb bandages ● Perform therapeutic bathing, dipping, and grooming of small animals, and be able to correctly describe and identify the various grooming tools. ● Perform the following methods of medication administration in dogs and cats: 1. Oral 2. SQ 3. IM 4. IV 5. Ocular 6. Topical 7. Intraaural
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	● Observe and be able to describe how to: 1. Give an intraperitoneal injection in the dog, cat, and laboratory animals 2. Pass an orogastric tube in the dog and cat 3. Administer medications to birds and laboratory animals 4. Apply and remove a metamason spoon splint, Robert-Jones splint, and Schroeder-Thomas splint ● Perform the following nursing procedural techniques, and be able to describe how they are done: 1. Weighing small animals 2. Taking TPR 3. Auscult the heart and lungs using the stethoscope 4. Toenail trim in dogs, cats, and birds 5. Obtaining a fecal sample with a fecal loop in dogs and cats 6. Expressing the anal glands in the dog 7. Administration of an enema 8. Determination of sex in dogs, cats, and laboratory animal species 9. Ear cleaning and intraaural medication administration 10. Administration of oral medication (pill and liquid) in the dog and cat using manual technique, pill gun technique, and syringe technique 11. Application and removal of a paw wrap in the dog and cat 12. Application of an Elizabethan collar in the dog and cat 13. Obtaining and examining skin scrapings 14. Suture removal* 15. Wing and beak trimming in birds 16. Tube feeding in birds
Procedures in large animal nursing and restraint	● Explain and demonstrate the basic principles of performing the physical exam. ● Know normal values of temperature, pulse, and respiration for the horse, cow, sheep, and pig.

	● Demonstrate the various techniques in large animal restraint and handling and demonstrate the specialized equipment used in the following: 1. Application of the chain twitch and humane twitch to the lip of the horse 2. Application of ear and shoulder twitches in the horse. 3. Application of nose tongs in cattle 4. Application of the hog board and hog snare in swine 5. Head and body restraint in sheep 6. Use of the squeeze chute on cattle and llamas 7. Haltering and leading: a. With a rope on horses and cattle b. With a regular halter on horses, cattle, and llamas 8. Picking up a horses leg (front and rear) 9. Tail restraint in cattle 10. Casting cattle with a rope 11. Restraint for an equine nasogastric tube 12. Flanking a calf 13. Ear twitch in llamas ● Demonstrate the correct procedures used in simple grooming techniques, and be able to correctly describe and identify the various grooming tools. ● Perform the following methods of medication administration: 1. Orally, by balling gun, dose syringe, and paste 2. SQ 3. IM 4. IV 5. Ocular 6. Topical 7. Intraaural ● Observe and be able to describe how to: 1. Give intraperitoneal injections to large animal species 2. Administer intramammary mastitis therapy 3. Insert a nasogastric tube in the horse 4. Perform a perineal wash in the mare preparatory for vaginal exam/cervical or uterine culture
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	• Perform the large animal procedural techniques: 1. Taking the TPR 2. Physical exam in the horse, cattle, sheep, and llama using the systems approach 3. Auscult the heart and lungs using the stethoscope 4. Administer medications via an oral speculum and stomach tube in cattle and sheep 5. Apply and remove a leg wrap in the horse 6. Administer IV fluids using a large animal fluid bag and simplex 7. Apply a tail tie in the horse and cattle 8. Apply a tail wrap in the horse 9. Trim hooves in the sheep and llama • Perform the following knots: 1. Square 2. Surgeon's 3. Reefers 4. Bowline 5. Slipknot 6. Halter tie 7. Single and double half hitch
<u>CLASSIFICATION OF LIVESTOCK</u>	• Describe the zoological method and the differences between mammals and birds. • Describe the type and breed method. • Describe the breed purity method and discuss purebred, crossbred and grading up. • Describe the market method based on age, sex, weight and grade and understand the various terms for each classification. • Discuss dressed weight.
<u>DIGESTIVE SYSTEMS AND BASIC NUTRITION</u>	• Discuss differences between carnivores, omnivores, and herbivores. • Discuss and illustrate the parts of a ruminant digestive system and how it differs in the newborn. • Discuss basic rumen breakdown of feeds, why and how bloat occurs and common treatment objectives.

	• Discuss and illustrate the parts of a monogastric digestive system and how each part contributes to digestion. • Discuss various nutrition terms used on the farm, concentrates, roughage, feed efficiency, free choice, guaranteed analysis, dry matter, etc. • Discuss common feed additives and their place in animal feeds. • Define and describe the six basic nutrients, their sources, functions and deficiency symptoms or diseases.
<u>BEEF CATTLE</u>	• Discuss the origin of beef cattle and the differences between European, American, and Exotic breeds. • Students will be expected to identify and describe three characteristics such as temperament, fertility, carcass quality, popularity and origin of at least eleven common breeds of beef cattle. • Discuss average beef statistics such as birth weight, productive life, gestation, estrous cycle, body temperature and age. • Describe management systems, fall vs. spring calving, different breeding methods, production goals and taking pelvic measurements. • Describe three production systems: cow/calf; stocker system; and feedlot system. • Discuss pros and cons of purebred vs. commercial beef operations and goals of each. • Discuss the following beef cattle traits: conformation, carcass traits, EPDs and milk production. • Discuss and illustrate how embryo transfers can help improve a breed. • Discuss consumer trends and how they influence changes in a breed and its production. • Discuss and show visual aids depicting various calving presentations and associated problems. • Discuss routine health care issues and herd health programs, i.e. deworming, vaccination, etc.
<u>LLAMAS AND ALPACAS</u>	• Describe the camelid family and emphasis on the South American camelids (SAC), the llama, Alpaca, Guanaco, and Vicuna.

	• Discuss the llamas behavior, different sounds they make, berserk llama syndrome and how llamas are raised. • Discuss common restraint methods especially for veterinary procedures. • Discuss vital statistics, size, breeds, and various SAC terminology. • Discuss different breeding methods and how pregnancy is determined. Students will view a slide series on the birth of an alpaca, which includes the three stages of delivery; newborn cria care, common vaccinations and signs of prematurity. • Discuss the production uses of fiber and how it is marketed, breeding operation and value of offspring, pets, packing, and meat production. • Discuss nutritional requirements and how to feed a SAC for work, maintenance, or pregnancy. • List and describe via slides some common health care routines i.e. vaccinations, fighting teeth removal, trimming feet, etc.
<u>SHEEP</u>	• Explain the distribution of sheep population throughout the world, and particularly where the USA ranks. • Discuss current marketing and consumer trends in the sheep industry. • Students must identify seven major sheep breeds, learn three characteristics of each breed, and be able to identify sheep anatomy. • Discuss and describe behavior, sheep restraint methods, and various terminology associated with the sheep and wool industry. • Describe sheep vital statistics. • Describe the characteristics of wool, its quality and wool processing and grading. • Discuss the sheep reproductive cycle, gestation, and breeding systems. • Describe the difference between fine wool breeds, crossbred wool breeds, long wool breeds, and meat breeds. • Discuss the four basic sheep production systems as follows: Purebred System, Milkfed Lamb Production, Feeder Lamb Production and Fattening Feeder Lambs System.

	• Describe one year in the life of a sheep producer, emphasizing herd health requirements, feeding, shearing, lambing and lamb care. • Discuss and describe the different methods of pregnancy diagnosis in ewes. • List and discuss common sheep problems and diseases.
<u>SWINE</u>	• Discuss swine population and production in the world and USA . • Students must learn major swine anatomy, at least six swine breeds and characteristics of each. • Describe swine behavior, hog loading, sow hysteria, etc. • Learn vital statistics and terminology related to swine. • Describe swine reproduction, including, estrous cycles, how swine are bred, hard mating, A-I, teasing posture and pen breeding. • Discuss purebred vs. crossbred systems and how the 2 breed, 3 breed, and 4 breed systems are used. • Describe two types of production systems - purebred production vs. commercial production. • Discuss market predictability. • Learn about composition of swine feeds and how to feed a pig. • Discuss major swine diseases, newborn pig care and common vaccinations.
<u>DAIRY CATTLE</u>	• Explain dairy industry trends and cow population in USA . • Students are taught basic dairy cow anatomy. They must identify five common breeds and describe at least three characteristics of each breed. • Discuss general behavior, restraint, and safety issues when working with cattle. • Discuss vital statistics and dairy terminology, including calving interval, DHIA test sheets and how to select or judge a dairy cow. • Discuss reproduction, AI Service vs. Natural Service, how to recognize a cow in estrus, and the goals of a dairy herd health service. • Describe the three stages of parturition and newborn calf care. • Discuss production uses of dairy cows, i.e. meat, milk, breeding.

	• Discuss milk composition, colostrum composition, bulk tank sampling, various milk quality tests, SCC, CMT, and WMT. • Describe milk marketing and the differences between Grade A and Grade B milk. Discuss the three classes of milk and their uses for the consumer. • Students will learn about milk processing, pasteurizing, how cheese is made, and about homogenization. • Discuss a list of influences the farmer faces concerning milk production. • Describe how calves are raised on the farm from newborn/bred yearling heifer/lactating first calf heifer/dry cow/lactating cow. • Discuss proper milking procedures, parlor designs and housing. • Describe different feeding methods, commodity feeding, and types of feeds used. • List and discuss the three types of disease classes metabolic, reproductive, and infectious. • Discuss routine health care issues and herd health programs, i.e. deworming, vaccination, etc.
<u>GOATS</u>	• List common goat behavior traits and restraint methods. • Students will learn vital statistics, goat anatomy, about teeth development, aging and goat terminology. • Students must identify at least seven common goat breeds and list three characteristics of each. Students must be knowledgeable of dairy breeds, fleece breeds, meat breeds and pygmy breeds. • Discuss goat reproduction, flushing, buck care, how to recognize signs of estrus, and pregnancy diagnosis. • Describe goat parturition, newborn care, vaccinations and raising orphans. • Discuss three production systems, Fleece/Meat System, Pet System, and Dairy System. • Explain the differences between goat and cows milk, proper milking techniques, Grade A goat dairies, SCC, and row milk goat dairies. • Discuss basic health care, foot trimming, dehorning, and vaccinations. • Discuss proper feeding of goats and plant poisonings.

	• List and discuss common goat diseases.
<u>HORSES</u>	• Describe horse populations and trends in the USA today. • Discuss common behavior and restraint methods. • List common vital statistics, including teeth eruption and aging. • List common terms used in the equine industry. • Students must learn major horse anatomy and be able to identify at least seven major horse breeds and know characteristics of each. • Discuss reproduction, signs of estrus, teasing, natural and A-I breeding. Foaling season, foal heat, mare culture, pregnancy diagnosis, foaling and foal care are also discussed. • Cold-blooded, hot-blooded and warm-blooded horse breeds are discussed. • Colors and markings of horses are described, including breed registries. • Ten common rules for proper feeding of horses are discussed. • Ten common rules for proper housing of horses are discussed. • Describe equine production systems for breeding, racing, pets, rodeo, show, and meat use. • Look at the teeth of a horse and tell its age. • Discuss routine vaccination and worming programs. • Discuss proper restraint methods. • List and discuss common horse diseases. • Discuss the differences between donkeys, mules, jacks, jennets, and hinnies.
<u>RABBITS</u>	• Discuss the differences between rabbits and hares. • Domestic rabbits are divided into three breed classes of meat rabbits, fur rabbits, and pet or show rabbits. • Basic behavior and restraint is discussed. • Vital statistics and terminology is discussed. • Rabbit reproduction, breeding, kindling and sexing is discussed. • Production systems involve commercial meat, commercial fur, pet/show industry and research. • Students are taught proper feeding of the rabbit for pet and commercial use. • Common rabbit diseases are discussed. • Students must identify at least five major breeds and know common rabbit anatomy.

<u>POULTRY, DUCKS, TURKEYS , RATITES, AND GEESE</u>	• Discuss consumer trends in the poultry industry. • Discuss common body parts of the avian class. • Identify at least two breeds of each species. • Discuss vital statistics and poultry terminology. • Discuss the avian digestive tract and respiratory system. • Describe avian reproduction, the egg-laying process, egg incubation, and egg parts. • Discuss the broiler production system on a commercial basis. • Discuss egg production system on a commercial basis and as a small farm hobby. • Discuss egg classifications, marketing of eggs and spent hens. • Discuss feeding differences for the different species and common requirements. • Describe common avian diseases and customary problems with pet birds.
<u>GENETICS/REPRODUCTION</u>	• Students must be able to identify common reproductive parts of the cow and bull and know the function of each part. • Discuss the four types of placentas seen in mammals cotyledonary, diffuse, zonary, and discoidal. Students learn how the placenta is formed including the amnion, allantois and the structures making up the umbilical cord. • Discuss common livestock breeding systems such as inbreeding, line breeding, close breeding, line crossing, out crossing, cross breeding, and hybrid vigor. • Discuss cellular mitosis, meiosis, zygote formation, and how sex of the offspring is determined in aves and mammals. • Discuss chromosome numbers in wolf hybrids and mules. • Discuss basic punnet square calculations to predict gene characteristics. Sex-linked genes, mutations and genetic engineering are also to be discussed. • Discuss dominant vs. recessive traits, lethal traits, etc.
<u>ANIMAL RIGHTS</u>	• Discuss where farmers, veterinarians and veterinarian technicians stand as far as their approval rating with the various animals rights groups. • Discuss the reformist vs. animal rights groups, • Discuss Rollins book, Farm Animal Welfare. • Discuss PCCs Animal Rehabilitation Program with respect to the various animals used in the Vet Tech Program.

	• Common group discussion topics include: ○ Tail docking 5-day old pups without anesthetic ○ Using dogs for medical research ○ Euthanasia in veterinary practices ○ Dehorning a 4-month old steer with or without anesthetic
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Rationale for Proposed Program of Study

The Agriculture Science and Technology department at Hillsboro High School, with the support of our administration, would like to offer a new elective pathway that aligns with the Oregon Department of Education's Ag, Food, and Natural Resource Systems, as well as Portland Community College. By aligning more classes we will be able to receive more State Funding from Perkins. Within our department, we currently have the option of giving students experience of greenhouse work through the Hillsboro Greenhouses but we do not offer our students any other agriculture work experience or animal husbandry. The Veterinary Science Pathway would provide students with the opportunity to learn how the Animal Industry runs while receiving hands on experience through classwork, guest speakers, and field trips into the animal industry. In addition, community service learning offers the option for students to build volunteerism into their school day as an elective. As the reduction of electives has taken place over the past years, this allows students to create a fuller schedule, at no cost to the school or district. This course will be under the PERKINS umbrella and will receive funding from the State of Oregon and the Federal Government.

The Agriculture Science and Technology department at Hilhi is excited at the possibility of offering a pathway within the department that has a broad application in college/career planning. The department sees this pathway as a way to bridge practical application to student's career pathway courses and elective work completed at Hilhi. There is also the possibility of offering cooperative learning dual credit, adding an additional layer of practicality to this elective pathway.

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

Academic Content Standards

The above course and activities cover a *majority* of the below essential skills state standards (grades 9 – 12 Benchmarks):

<http://www.ode.state.or.us/teachlearn/certificates/diploma/essential-skills-definitions.pdf>

1. Read and comprehend a variety of text*

This skill includes all of the following:

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

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

2. Write clearly and accurately

This skill includes all of the following:

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

3. Apply mathematics in a variety of settings

This skill includes all of the following:

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

4. Listen actively and speak clearly and coherently

This skill includes all of the following

- *This skill includes all of the following:*
- Listen actively to understand verbal and non-verbal communication.

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

5. Think critically and analytically

This skill includes all of the following:

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

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

6. Use technology to learn, live, and work

This skill includes all of the following:

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

7. Demonstrate civic and community engagement

This skill includes all of the following:

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

8. Demonstrate global literacy

This skill includes all of the following:

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

9. Demonstrate personal management and teamwork skills

This skill includes all of the following:

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

Agriculture Skill Set Standard

The above course and activities cover a *majority* of the below Oregon Skill Set state standards; <http://www.ode.state.or.us/search/results/?id=285>

AG 1- Analyze how issues, trends, technologies, and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster™.

AG 3- Examine and summarize importance of health, safety, and environmental management systems in AFNR organizations.

AG-BIZ 1- Apply management planning principles in AFNR business enterprises.

AG-ANI 3- Design and provide proper animal nutrition given desired outcomes for performance, development, reproduction, and/or economic production.

AG-ANI 4- Apply principles of animal reproduction given desired outcomes for performance, development, and/or economic production.

AG-ANI 5- Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.

AG-ANI 6- Classify, evaluate and select animals based on anatomical and physiological characteristics.

AG-ANI 7- Apply principles of effective animal health care.

Impact on Content Program

This will be a new pathway for Hilhi. By adding this pathway, we will need to look at removing our singleton classes. We will put this class on the 2018-2019 school year forecasting sheet and look at the numbers to decide what classes will not be offered that year.

This pathway will be a great addition to the elective courses offered at Hilhi. This is a pathway that students have been asking about. This pathway will help increase the Hillsboro FFA numbers.

Projected Additional Costs

There is no additional supplies or equipment necessary to run this course. PERKINS is a Federal Government funding program that will help with start up costs. We will work with community and local veterinaries for animals to look at and other costs.

Evaluation

The Introduction to Veterinary Technology Elective students will need to keep a journal every day of what they completed that day, this will be done through AET (Agriculture Experience Tracker). This is a program that the National FFA will be paying for. In AET students will be keeping track of their hours of experience during the class, their volunteer hours, and anything else that has to do with their Supervised Agriculture Experience (SAE). Students will take a test at the end of every unit and their final will be an Animal Presentation.

Action Research Plan

Identify the goals of the proposed course

The goals of the course are:

To prepare students with leadership skills that they will need to have any job they apply for. This will be accomplished by focusing on the Agriculture Field. The skills that the students will learn in this class will help them in real world application.

What data will be collected?

Data will be collected on student activities and the AET tracking system.

When and how will data be collected?

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

Veterinary Technology 2 Elective

Course Description

Covers clinically important diseases and disease processes occurring in small animals and large animals. Includes the causes, pathogenesis, clinical signs, treatment and prevention of each disease.

Course Objectives:

1. Recognize and discuss the diverse types of diseases, disease processes, and disorders that occur in small animals.
2. Recognize the scientific name, common name, etiology, signalment, clinical signs, diagnosis, treatment and prevention of the major diseases of small animals.
3. Classify diseases occurring in the following organ systems: gastrointestinal, respiratory, cardiovascular, nervous, metabolic, musculoskeletal, reproductive, and integumentary systems.
4. Recognize and discuss the primary clinical diseases occurring in caged birds.
5. Recognize and discuss the primary neoplastic diseases of small animals.
6. Recognize the description, location, species, age, and/or breed predisposition, special considerations, and treatment for common tumors occurring in small animals.
7. Recognize the important clinical diseases affecting sheep, goats, cattle, camelids, horses and swine including disease etiology, pathogenesis, clinical signs, treatment, and prevention.
8. Recognize the common zoonotic diseases of the species listed above.
9. Understand and assist with commonly used diagnostic and treatment procedures used in large animal veterinary practice.
10. Recognize and assist with the elements of a thorough physical examination of camelids and horses.
11. Correctly and safely position horses for radiographs using portable radiographic equipment to evaluate the equine distal limb.
12. Understand and assist with the techniques used for hoof and dental care in camelids and horses.
13. Recognize the anesthetic drugs commonly used for sedation and anesthesia in the horse and special clinical considerations of anesthesia of the horse.

Units:	Objectives:
SMALL ANIMAL DISEASES	● Discuss or describe for each disease listed in this section (1.0), the following items: a. Scientific name (s) b. Common name (s) c. Species affected d. Age Predisposition e. Sex Predisposition f. Breed Predisposition g. Etiology/Pathogenesis h. Clinical signs

	i. Diagnosis (based on) j. Treatment k. Prevention ● Infectious diseases: fill in the list (items a items k from the above Section 1.1) for each of the following diseases: a. Canine Distemper b. Infectious Canine Hepatitis c. Leptospirosis d. Infectious Tracheobronchitis e. Canine Parvovirus Enteritis f. Canine Coronavirus Enteritis g. Rabies h. Salmon Poisoning i. Elokomin Fluke Fever j. Salmonellosis k. Canine Brucellosis l. Coccidioidomycosis m. Lyme Borreliosis n. Tropical Canine Pancytopenia o. Panleukopenia p. Feline Upper Respiratory Disease Complex q. Toxoplasmosis r. Feline Infectious Peritonitis s. Feline Infectious Anemia t. Feline Leukemia Virus (FeLV) Infection u. Tropical Canine Pancytopenia v. Canine Herpesvirus w. Spontaneous Feline Ataxia x. Feline Immunodeficiency Virus (FIV) Infection y. Feline Syncytium-Forming Virus (FeSFV) Infection z. Campylobacteriosis ● Respiratory diseases: Fill in the list (Items a – Items k from the above Section 1.1) for the following diseases: a. Rhinitis b. Sinusitis
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	c. Tracheal Collapse d. Bronchial Asthma e. Bronchitis f. Pneumonia g. Pulmonary Edema h. Pneumothorax i. Chylothorax j. Hemothorax k. Pyothorax l. Diaphragmatic Hernia ● Digestive system diseases: Fill in the list (Items a Items k from the above Section 1.1) for the following diseases: a. Stomatitis b. Labial Granuloma c. Periodontal Disease d. Megaesophagus/Achalasia e. Persistent Right Aortic Arch f. Gastritis g. Differential Diagnosis of vomiting, diarrhea, and constipation h. Gastric Dilation/Torsion Syndrome i. Colitis j. Megacolon ● Cardiac system diseases: Fill in the list (Items a Items k from the above Section 1.1) for the following diseases/disorders: a. Congestive Heart Failure b. Patent Ductus Arteriosis c. Tetralogy of Fallot ● Liver diseases: Fill in the list (Items a Items k from the above Section 1.1) for the following diseases, unless otherwise noted: a. Causes of Icterus and Jaundice b. Liver Disease ● Hemic diseases: Fill in the list (Items a Items k from the above Section 1.1) for the following diseases/disorders: a. Anemia b. Blood Coagulation Disorders
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	c. Autoimmunine Hemolytic Anemia d. Systemic Lupus Erythematosus e. Idiopathic Thrombocytopenic Purpura f. Disseminated Intravascular Coagulopathy ● Endocrine system diseases: Fill in the list (Items a Items k from the above Section 1.1) for the following diseases/disorders: a. Diabetes Mellitus b. Diabetes Insipidus c. Hypothyroidism d. Hypoadrenalcorticism e. Hyperadrenalcorticism ● Urinary Diseases: Fill in the list (Items a – Items k from the above Section 1.1) for the following diseases/disorders, unless otherwise stated: a. List and briefly describe the three diseases of dogs classified as Congenital Urinary Disorders which are all characterized by thin renal cortices. b. Acute Renal Diseases c. Glomerulonephritis d. Pyelonephritis e. Chronic Renal Disease f. Cystitis-urolithiasis in the cat g. Cystitis-urolithiasis in the dog ● Genital disease: Fill in the list (Items a – Items k from the above Section 1.1) for the following diseases/disorders, unless otherwise stated: a. Prostatitis b. List and briefly describe the following disorders of the penis and prepuce: 1. Fractured os penis 2. Balanoposthitis 3. Transmissible Venereal Tumor 4. Cryptorchidism c. List and briefly describe the following disorders of the ovaries: 1. Oophoritis 2. Follicular Cyst
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	3. Lutein Cysts 4. Neoplasia d. Acute Metritis e. Pyometra f. Vulvo-vaginitis ● Integumentary system disease: Fill in the list (Items a Items k from the above Section 1.1) for the following diseases/disorders, unless otherwise stated: a. Pyoderma b. Seborrhea c. Allergic Skin Disease d. Feline Acne e. Otitis Externa, Media, Interna f. Aural Hematoma (briefly describe only) g. Pemphigus ● Nervous system diseases: Fill in the list (Items a Items k from the above Section 1.1) for the following diseases/disorders: a. Seizuring Disorders b. Polyradiculoneuritis c. Tick Paralysis ● Diseases characterized by pain: Fill in the list (Items a Items k from the above Section 1.1) for the following diseases/disorders: a. Pancreatitis b. Thoraco-lumbar Disc Syndrome c. Cervical Disc Disease d. Spondylolithesis, Discospondylitis, Spondylosis Deformans ● Musculo-skeletal system diseases: Fill in the list (Items a Items k from the above Section 1.1) for the following diseases/disorders: a. Osteochondritis Dessicans b. Eosinophilic Panosteitis c. Ununited Anconeal Process d. Avascular Necrosis of the femoral head e. Hypertrophic Osteopathy f. Osteomyelitis g. Osteosarcoma
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	h. Osteoarthritis of the coxofemoral joint i. Eosinophilic Myositis
THERIOGENOLOGY	● For the following disorders fill in the lists (Items a Items k from the above Section 1.1) for the following disorders: a. Hypocalcemic Tetany b. Dystocia ● Define and list the causes of the following in small animals: a. Maternal Dystocia b. Fetal Dystocia ● List the breed predilections for the above dystocias listed in 2.2. ● Define what is meant by the following terms: presentation, position, and posture. ● Describe the variations in the normal delivery in small animals. ● Discuss the criteria for the diagnosis of dystocia in small animals. ● Describe the methods used to treat dystocia in small animals, include the drugs used, manual assistance, instrument extraction, and caesarian section. ● Discuss the nutritional needs of the fetus and the mother, which is necessary for the normal delivery, and health of both. ● Discuss the condition known as eclampsia, how to recognize it, prevent it, and treat it. ● Discuss the proper methods of caring for the neonatal animal, in terms of or after a normal delivery vs. a caesarian section. ● Discuss False Pregnancy, how to recognize and treat it.
AVIAN DISEASES	● Using an organ system approach, discuss the subsequent diseases and disorders a. Integument 1. Characteristics of bird skin 2. Knemidocoptes infestation 3. Tumors and growths in birds, such as xanthomas feather cysts, preen gland problems, dermal cysts 4. Pox 5. Tuberculosis 6. Feather problems 7. Lice Infestation

	8. Abscesses 9. Wounds 10. Overgrown toenail b. Digestive Tract 1. Anatomy 2. Mouth Disorders (Thrush) 3. Crop Disorders (sour crop) 4. Proventriculus Disorders 5. Gizzard Disorders 6. Intestinal Disorders (Enteritis) 7. Trichomonias 8. Coccidiosis 9. Prolapse of the Cloaca c. Respiratory System 1. Anatomy 2. Diseases: Sinus infections, mycoplasmal and/or chlamydial infections, fungal infections, Vitamin A deficiency, and aspiration pneumonia. d. Other System Diseases 1. Kidney diseases 2. Lead/zinc poisoning 3. Gout 4. Neoplasia 5. Hypothyroidism 6. Reproductive disorders (egg bound, egg yolk peritonitis) e. Infectious Diseases 1. Psittacosis 2. Pachecos Virus 3. Papovaviruses 4. Pox 5. Aspergillosis
ONCOLOGY	● Define the following terms: neoplasia, benign, malignant, sarcoma, and carcinoma. ● Describe embryonic germ layer classification of tumors.

	● Understand the description, location, species, age, and/or breed predisposition, special consideration, and treatment for the following types of tumors: a. Cutaneous papilloma b. Oral papilloma c. Meibomian gland adenoma d. Sebaceous gland tumor e. Perianal gland adenoma and adenocarcinoma f. Squamous cell carcinoma g. Adenocarcinoma of the alimentary tract h. Adenocarcinoma of the upper respiratory tract i. Adenocarcinoma of the lung j. Mast cell tumor k. Malignant Melanoma l. Histiocytoma m. Chondrosarcoma or chondroma n. Melanoma o. Mammary tumors ● List the seven cytological criteria for the diagnosis of cancer
LARGE ANIMAL DISEASES	● Discuss or describe for each disease listed in this section (1.0) the following items: a. Proper medical name(s) of the disease b. Common name(s) of the disease c. Species affected d. Age Predisposition e. Breed predisposition f. Etiology/Pathogenesis g. Clinical signs h. Diagnosis (based on) i. Treatment j. Prevention ● Equine diseases: Fill in the list (a-j in 1.1) for the following diseases: a. Colic b. Give a brief description of the following types of colic (Spasmodic coli, Impaction colic, Thrombo-embolic (verminous) colic, Intussusception, Volvulus or Torsion, Strangulation or Incarceration, Intestinal Stenosis, Acute Dilatation of the Stomach, Intestinal Tympany (flatulent colic), Sand Colic, Retention of Meconium, Choke)

	c. Salmonellosis d. Colitis-X e. Ehrlichial colitis f. Chronic diarrhea of adult horses g. Foal heat diarrhea h. Enteric diseases of foals i. Streptococcus equi infection j. Equine influenza k. Equine Herpesvirus 1 l. Equine Viral Arteritis m. Chronic Obstructive Pulmonary Disease n. Guttural Pouch Empyema o. Laryngeal Hemiplegia p. Exercise-Induced Pulmonary Hemorrhage q. Give a brief description of the following types of respiratory diseases: 1. Streptococcus zooepidemicus infection 2. Rhodococcus equi infection 3. Equine Adenovirus infection 4. Equine Rhinovirus infection r. Eastern, Western, & Venezuelan Encephalomyelitis s. Tetanus t. Rabies u. Equine Wobblers Syndrome v. Equine Infectious Anemia w. Equine Protozoal Myelitis x. West Nile Virus y. Exertional Rhabdomyolysis z. Babesiosis - aa. Cystic Calculi - ab. Poll Evil/Fistulous Withers - ac. Equine Sarcoid - ad. Equine Lameness: Understand common etiologies and conformational problems - ae. Laminitis - af. Define what a soundness exam is
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	● Ruminant Diseases: Fill in the list (a-j in 1.1) for the following diseases: a. Bluetongue b. Bovine Viral Diarrhea/Mucosal Disease c. Malignant Cararrhal Fever d. Foot and Mouth Disease e. Vesicular Stomatitis f. Traumatic Reticuloperitonitis (reticulitis) g. Actinobacillosis h. Actinomycosis i. Ruminal Tympany j. Left (& right) Displaced Abomasum k. Respiratory Disease Complex l. Parainfluenza virus type 3 m. Infectious Bovine Rhinotracheitis n. Anaplasmosis o. Babesiosis p. Leptospirosis q. Necrotic Laryngitis r. Listeriosis s. Hypomagnesmic Tetany t. Parturient Paresis u. Ketonemia v. Mastitis w. Urolithiasis x. Haemophilosis y. Blackleg z. Malignant Edema - aa. Infectious Necrotic Hepatitis - ab. Tuberculosis - ac. Paratuberculosis - ad. Polioencephalomalacia - ae. Brucellosis - af. Pseudorabies - ag. Interdigital Necrobacillosis
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	- ah. Clostridium perfringens type B & C infections - ai. Type D Enterotoxemia - aj. Pasteurellosis - ak. Salmonellosis - al. Chlamydial Polyarthrititis-serositis - am. Contagious Ecthyma - an. Infectious keratoconjunctivitis - ao. Chlamydial Abortion - ap. Pregnancy Toxemia - aq. Caseative Lymphadenitis - ar. White Muscle Disease - as. Scrapie - at. Bovine Spongiform Encephalopathy - au. Transport Tetany - av. Tularemia ● Porcine Diseases: Fill in the list (a-j in 1.1) for the following diseases: a. Transmissible Gastroenteritis b. Enteric Colibacillosis c. Swine Dysentery d. Atrophic Rhinitis e. Necrotic Rhinitis f. Mycoplasmal pneumonia g. Swine Influenza h. Erysipelas i. Parakeratosis j. Hog Cholera 1. List the diseases which Specific Pathogen Free Hogs are considered free.
Units:	Objectives:
SMALL ANIMAL DISEASES	● Discuss or describe for each disease listed in this section (1.0), the following items: a. Scientific name (s) b. Common name (s) c. Species affected

	d. Age Predisposition e. Sex Predisposition f. Breed Predisposition g. Etiology/Pathogenesis h. Clinical signs i. Diagnosis (based on) j. Treatment k. Prevention ● Infectious diseases: fill in the list (items a items k from the above Section 1.1) for each of the following diseases: a. Canine Distemper b. Infectious Canine Hepatitis c. Leptospirosis d. Infectious Tracheobronchitis e. Canine Parvovirus Enteritis f. Canine Coronavirus Enteritis g. Rabies h. Salmon Poisoning i. Elokomin Fluke Fever j. Salmonellosis k. Canine Brucellosis l. Coccidioidomycosis m. Lyme Borreliosis n. Tropical Canine Pancytopenia o. Panleukopenia p. Feline Upper Respiratory Disease Complex q. Toxoplasmosis r. Feline Infectious Peritonitis s. Feline Infectious Anemia t. Feline Leukemia Virus (FeLV) Infection u. Tropical Canine Pancytopenia v. Canine Herpesvirus w. Spontaneous Feline Ataxia x. Feline Immunodeficiency Virus (FIV) Infection
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	y. Feline Syncytium-Forming Virus (FeSFV) Infection z. Campylobacteriosis ● Respiratory diseases: Fill in the list (Items a–k from the above Section 1.1) for the following diseases: a. Rhinitis b. Sinusitis c. Tracheal Collapse d. Bronchial Asthma e. Bronchitis f. Pneumonia g. Pulmonary Edema h. Pneumothorax i. Chylothorax j. Hemothorax k. Pyothorax l. Diaphragmatic Hernia ● Digestive system diseases: Fill in the list (Items a–k from the above Section 1.1) for the following diseases: a. Stomatitis b. Labial Granuloma c. Periodontal Disease d. Megaesophagus/Achalasia e. Persistent Right Aortic Arch f. Gastritis g. Differential Diagnosis of vomiting, diarrhea, and constipation h. Gastric Dilation/Torsion Syndrome i. Colitis j. Megacolon ● Cardiac system diseases: Fill in the list (Items a–k from the above Section 1.1) for the following diseases/disorders: a. Congestive Heart Failure b. Patent Ductus Arteriosus c. Tetralogy of Fallot ● Liver diseases: Fill in the list (Items a–k from the above Section 1.1) for the following diseases, unless otherwise noted:
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	a. Causes of Icterus and Jaundice b. Liver Disease ● Hemic diseases: Fill in the list (Items a Items k from the above Section 1.1) for the following diseases/disorders: a. Anemia b. Blood Coagulation Disorders c. Autoimmunine Hemolytic Anemia d. Systemic Lupus Erythematosus e. Idiopathic Thrombocytopenic Purpura f. Disseminated Intravascular Coagulopathy ● Endocrine system diseases: Fill in the list (Items a Items k from the above Section 1.1) for the following diseases/disorders: a. Diabetes Mellitus b. Diabetes Insipidus c. Hypothyroidism d. Hypoadrenalcorticism e. Hyperadrenalcorticism ● Urinary Diseases: Fill in the list (Items a 2 Items k from the above Section 1.1) for the following diseases/disorders, unless otherwise stated: a. List and briefly describe the three diseases of dogs classified as Congenital Urinary Disorders which are all characterized by thin renal cortices. b. Acute Renal Diseases c. Glomerulonephritis d. Pyelonephritis e. Chronic Renal Disease f. Cystitis-urolithiasis in the cat g. Cystitis-urolithiasis in the dog ● Genital disease: Fill in the list (Items a 2 Items k from the above Section 1.1) for the following diseases/disorders, unless otherwise stated: a. Prostatitis b. List and briefly describe the following disorders of the penis and prepuce: 1. Fractured os penis 2. Balanoposthitis
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	3. Transmissible Venereal Tumor 4. Cryptorchidism c. List and briefly describe the following disorders of the ovaries: 1. Oophoritis 2. Follicular Cyst 3. Lutein Cysts 4. Neoplasia d. Acute Metritis e. Pyometra f. Vulvo-vaginitis ● Integumentary system disease: Fill in the list (Items a Items k from the above Section 1.1) for the following diseases/disorders, unless otherwise stated: a. Pyoderma b. Seborrhea c. Allergic Skin Disease d. Feline Acne e. Otitis Externa, Media, Interna f. Aural Hematoma (briefly describe only) g. Pemphigus ● Nervous system diseases: Fill in the list (Items a Items k from the above Section 1.1) for the following diseases/disorders: a. Seizuring Disorders b. Polyradiculoneuritis c. Tick Paralysis ● Diseases characterized by pain: Fill in the list (Items a Items k from the above Section 1.1) for the following diseases/disorders: a. Pancreatitis b. Thoraco-lumbar Disc Syndrome c. Cervical Disc Disease d. Spondylolithesis, Discospondylitis, Spondylosis Deformans ● Musculo-skeletal system diseases: Fill in the list (Items a Items k from the above Section 1.1) for the following diseases/disorders: a. Osteochondritis Dessicans
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	b. Eosinophilic Panosteitis c. Ununited Anconeal Process d. Avascular Necrosis of the femoral head e. Hypertrophic Osteopathy f. Osteomyelitis g. Osteosarcoma h. Osteoarthritis of the coxofemoral joint i. Eosinophilic Myositis
THERIOGENOLOGY	• For the following disorders fill in the lists (Items a Items k from the above Section 1.1) for the following disorders: a. Hypocalcemic Tetany b. Dystocia • Define and list the causes of the following in small animals: a. Maternal Dystocia b. Fetal Dystocia • List the breed predilections for the above dystocias listed in 2.2. • Define what is meant by the following terms: presentation, position, and posture. • Describe the variations in the normal delivery in small animals. • Discuss the criteria for the diagnosis of dystocia in small animals. • Describe the methods used to treat dystocia in small animals, include the drugs used, manual assistance, instrument extraction, and caesarian section. • Discuss the nutritional needs of the fetus and the mother, which is necessary for the normal delivery, and health of both. • Discuss the condition known as eclampsia, how to recognize it, prevent it, and treat it. • Discuss the proper methods of caring for the neonatal animal, in terms of or after a normal delivery vs. a caesarian section. • Discuss False Pregnancy, how to recognize and treat it.
AVIAN DISEASES	• Using an organ system approach, discuss the subsequent diseases and disorders f. Integument 11. Characteristics of bird skin 12. Knemidocoptes infestation 13. Tumors and growths in birds, such as xanthomas feather cysts, preen gland problems, dermal cysts

	14. Pox 15. Tuberculosis 16. Feather problems 17. Lice Infestation 18. Abscesses 19. Wounds 20. Overgrown toenail g. Digestive Tract 10. Anatomy 11. Mouth Disorders (Thrush) 12. Crop Disorders (sour crop) 13. Proventriculus Disorders 14. Gizzard Disorders 15. Intestinal Disorders (Enteritis) 16. Trichomonias 17. Coccidiosis 18. Prolapse of the Cloaca h. Respiratory System 3. Anatomy 4. Diseases: Sinus infections, mycoplasmal and/or chlamydial infections, fungal infections, Vitamin A deficiency, and aspiration pneumonia. i. Other System Diseases 1. Kidney diseases 2. Lead/zinc poisoning 3. Gout 4. Neoplasia 5. Hypothyroidism 6. Reproductive disorders (egg bound, egg yolk peritonitis) j. Infectious Diseases 1. Psittacosis 2. Pachecos Virus 3. Papovaviruses 4. Pox 5. Aspergillosis
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ONCOLOGY	● Define the following terms: neoplasia, benign, malignant, sarcoma, and carcinoma. ● Describe embryonic germ layer classification of tumors. ● Understand the description, location, species, age, and/or breed predisposition, special consideration, and treatment for the following types of tumors: a. Cutaneous papilloma b. Oral papilloma c. Meibomian gland adenoma d. Sebaceous gland tumor e. Perianal gland adenoma and adenocarcinoma f. Squamous cell carcinoma g. Adenocarcinoma of the alimentary tract h. Adenocarcinoma of the upper respiratory tract i. Adenocarcinoma of the lung j. Mast cell tumor k. Malignant Melanoma l. Histiocytoma m. Chondrosarcoma or chondroma n. Melanoma o. Mammary tumors ● List the seven cytological criteria for the diagnosis of cancer
LARGE ANIMAL DISEASES	● Discuss or describe for each disease listed in this section (1.0) the following items: a. Proper medical name(s) of the disease b. Common name(s) of the disease c. Species affected d. Age Predisposition e. Breed predisposition f. Etiology/Pathogenesis g. Clinical signs h. Diagnosis (based on) i. Treatment j. Prevention ● Equine diseases: Fill in the list (a-j in 1.1) for the following diseases: a. Colic b. Give a brief description of the following types of colic (Spasmodic coli, Impaction colic,Thrombo-embolic (verminous) colic, Intussusception, Volvulus or Torsion,

	Strangulation or Incarceration, Intestinal Stenosis, Acute Dilatation of the Stomach, Intestinal Tympany (flatulent colic), Sand Colic, Retention of Meconium, Choke) c. Salmonellosis d. Colitis-X e. Ehrlichial colitis f. Chronic diarrhea of adult horses g. Foal heat diarrhea h. Enteric diseases of foals i. Streptococcus equi infection j. Equine influenza k. Equine Herpesvirus 1 l. Equine Viral Arteritis m. Chronic Obstructive Pulmonary Disease n. Guttural Pouch Empyema o. Laryngeal Hemiplegia p. Exercise-Induced Pulmonary Hemorrhage q. Give a brief description of the following types of respiratory diseases: 1. Streptococcus zooepidemicus infection 2. Rhodococcus equi infection 3. Equine Adenovirus infection 4. Equine Rhinovirus infection r. Eastern, Western, & Venezuelan Encephalomyelitis s. Tetanus t. Rabies u. Equine Wobblers Syndrome v. Equine Infectious Anemia w. Equine Protozoal Myelitis x. West Nile Virus y. Exertional Rhabdomyolysis z. Babesiosis - aa. Cystic Calculi - ab. Poll Evil/Fistulous Withers - ac. Equine Sarcoid
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	ad. Equine Lameness: Understand common etiologies and conformational problems ae. Laminitis af. Define what a soundness exam is ● Ruminant Diseases: Fill in the list (a-j in 1.1) for the following diseases: a. Bluetongue b. Bovine Viral Diarrhea/Mucosal Disease c. Malignant Cararrhal Fever d. Foot and Mouth Disease e. Vesicular Stomatitis f. Traumatic Reticuloperitonitis (reticulitis) g. Actinobacillosis h. Actinomycosis i. Ruminal Tympany j. Left (& right) Displaced Abomasum k. Respiratory Disease Complex l. Parainfluenza virus type 3 m. Infectious Bovine Rhinotracheitis n. Anaplasmosis o. Babesiosis p. Leptospirosis q. Necrotic Laryngitis r. Listeriosis s. Hypomagnesmic Tetany t. Parturient Paresis u. Ketonemia v. Mastitis w. Urolithiasis x. Haemophilosis y. Blackleg z. Malignant Edema - aa. Infectious Necrotic Hepatitis - ab. Tuberculosis - ac. Paratuberculosis
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	ad. Polioencephalomalacia ae. Brucellosis af. Pseudorabies ag. Interdigital Necrobacillosis ah. Clostridium perfringens type B & C infections ai. Type D Enterotoxemia aj. Pasteurellosis ak. Salmonellosis al. Chlamydial Polyarthritis-serositis am. Contagious Ecthyma an. Infectious keratoconjunctivitis ao. Chlamydial Abortion ap. Pregnancy Toxemia aq. Caseative Lymphadenitis ar. White Muscle Disease as. Scrapie at. Bovine Spongiform Encephalopathy au. Transport Tetany av. Tularemia ● Porcine Diseases: Fill in the list (a-j in 1.1) for the following diseases: a. Transmissible Gastroenteritis b. Enteric Colibacillosis c. Swine Dysentery d. Atrophic Rhinitis e. Necrotic Rhinitis f. Mycoplasmal pneumonia g. Swine Influenza h. Erysipelas i. Parakeratosis j. Hog Cholera 2. List the diseases which Specific Pathogen Free Hogs are considered free.
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Rationale for Proposed Program of Study

The Agriculture Science and Technology department at Hillsboro High School, with the support of our administration, would like to offer a new elective pathway that aligns with the Oregon Department of Education's Ag, Food, and Natural Resource Systems, as well as Portland Community College. By aligning more classes we will be able to receive more State Funding from Perkins. Within our department, we currently have the option of giving students experience of greenhouse work through the Hillsboro Greenhouses but we do not offer our students any other agriculture work experience or animal husbandry. The Veterinary Science Pathway would provide students with the opportunity to learn how the Animal Industry runs while receiving hands on experience through classwork, guest speakers, and field trips into the animal industry. In addition, community service learning offers the option for students to build volunteerism into their school day as an elective. As the reduction of electives has taken place over the past years, this allows students to create a fuller schedule, at no cost to the school or district. This course will be under the PERKINS umbrella and will receive funding from the State of Oregon and the Federal Government.

The Agriculture Science and Technology department at Hilhi is excited at the possibility of offering a pathway within the department that has a broad application in college/career planning. The department sees this pathway as a way to bridge practical application to student's career pathway courses and elective work completed at Hilhi. There is also the possibility of offering cooperative learning dual credit, adding an additional layer of practicality to this elective pathway.

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

Academic Content Standards

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

1. Read and comprehend a variety of text*

This skill includes all of the following:

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

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

2. Write clearly and accurately

This skill includes all of the following:

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

3. Apply mathematics in a variety of settings

This skill includes all of the following:

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

4. Listen actively and speak clearly and coherently

This skill includes all of the following

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

5. Think critically and analytically

This skill includes all of the following:

- Identify and explain the key elements of complex events, text*, issue, problem, or phenomenon.
- Develop a method to explore the relationships between the key elements of complex event, text*, issue, problem, or phenomenon.

- Gather, question, and evaluate the quality of information from multiple primary and secondary sources.
- Propose defensible conclusions that address multiple and diverse perspectives.
- Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.

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

6. Use technology to learn, live, and work

This skill includes all of the following:

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

7. Demonstrate civic and community engagement

This skill includes all of the following:

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

8. Demonstrate global literacy

This skill includes all of the following:

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

9. Demonstrate personal management and teamwork skills

This skill includes all of the following:

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

Agriculture Skill Set Standard

The above course and activities cover a *majority* of the below Oregon Skill Set state standards;
<http://www.ode.state.or.us/search/results/?id=285>

AG 3- Examine and summarize importance of health, safety, and environmental management systems in AFNR organizations.

AG 5- Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

AG-ENV 3- Develop proposed solutions to environmental issues, problems, and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry, and ecology.

AG-BIZ 1- Apply management planning principles in AFNR business enterprises.

AG-ANI 3- Design and provide proper animal nutrition given desired outcomes for performance, development, reproduction, and/or economic production.

AG-ANI 5- Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.

AG-ANI 7- Apply principles of effective animal health care.

Impact on Content Program

This will be a new pathway for Hilhi. By adding this pathway, we will need to look at removing our singleton classes. We will put this class on the 2018-2019 school year forecasting sheet and look at the numbers to decide what classes will not be offered that year.

This pathway will be a great addition to the elective courses offered at Hilhi. This is a pathway that students have been asking about. This pathway will help increase the Hillsboro FFA numbers.

Projected Additional Costs

There is no additional supplies or equipment necessary to run this course. PERKINS is a Federal Government funding program that will help with start up costs. We will work with community and local veterinarians for animals to look at and other costs.

Evaluation

The Introduction to Veterinary Technology Elective students will need to keep a journal every day of what they completed that day, this will be done through AET (Agriculture Experience Tracker). This is a program that the National FFA will be paying for. In AET students will be keeping track of their hours of experience during the class, their volunteer hours, and anything else that has to do with their Supervised Agriculture Experience (SAE). Students will take a test at the end of every unit and their final will be an Animal Presentation.

Action Research Plan

Identify the goals of the proposed course

The goals of the course are:

To prepare students with leadership skills that they will need to have any job they apply for. This will be accomplished by focusing on the Agriculture Field. The skills that the students will learn in this class will help them in real world application.

What data will be collected?

Data will be collected on student activities and the AET tracking system.

When and how will data be collected?

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

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
HIGH SCHOOL COURSE PROPOSAL:
SUSTAINABLE AGRICULTURE 1 AND 2 — FIRST READING

SITUATION

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

The CCAC may ask for clarification of and additions to the action research and evaluation plans, and may recommend changes to the proposal. The CCAC will make recommendations regarding the proposals, and forward these recommendations to the Board of Directors for consideration. Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, entitled "Sustainable Agriculture 1 and 2," has been submitted by Paul Lardy, a teacher of Science and the CTE (Career Technical Education) Program at Liberty High School. The course proposal is attached. This proposal was presented to the CCAC at its regular meeting on November 6, 2017. Details regarding the CCAC recommendation will be presented to the Board during the December 12 Board meeting.

If the course is available during the 2018-19 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2019. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2018-19 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed new high school course, Sustainable Agriculture 1 and 2.

Sustainable Agriculture

Paul Lardy
Liberty High School

Course Description

Sustainable Agriculture 1

This class is focused on learning essential gardening and farming methods that do not harm the soil, air, or water for future generations. Students will plan, plant, compost, save seeds, use garden tools / equipment and develop a variety of growing techniques in the school garden. In addition, students will investigate factors that affect plant health, growth, and reproduction by designing and conducting experiments in the garden. Students will use prior knowledge, new knowledge and experience in this class to think critically about how our current food system operates, to develop real solutions to help change social and environmental problems.

Sustainable Agriculture 2

This class is the capstone course for the sustainable agriculture program of study. Students will complete their senior project and manage the Falcon Farm. Students will demonstrate their knowledge of the three main goals of sustainable agriculture: Environmental Health, Economic Profitability, and Social and Economic Equity.

Rationale for Proposed Program of Study

The Sustainability department at Liberty High School, with the support of our administration, is developing two different programs of study: Sustainable Design and Sustainable Agriculture. The first program within the department would be Sustainable Agriculture. The Sustainable Agriculture program will align with the Oregon Department of Education's Ag, Food, and Natural Resources Systems. In developing a program of study and adding more classes, the program will be eligible to receive state funding from Perkins. The Sustainable Agriculture courses will allow students the opportunity to learn more about this growing field through hands on experience, guest speakers, and class field trips. Students will be given the opportunity to gain valuable internships within the community, participate in service learning projects, and gain experience in entrepreneurial projects.

Over the past several years students have participated in the Liberty Falcon Farm through the Environmental Science and Construction Technology courses. It has been an engaging experience for students to have the opportunity to apply and obtain concepts through

experiential learning; however, one class does not allow students the opportunity to dive deep into their interest or explore career opportunities in this area of study. From student interest and research into the high wage and high demand area of sustainability this program was developed. Sustainable Agriculture and Sustainable Design, would allow students to develop Career and College going skills that will help them be more prepared as they graduate from High School and move onto their post-secondary pathways.

The concept of Sustainability is a growing field that offers students a wide variety of opportunities. Several Community Colleges, Public Universities, and Private Colleges in the Pacific Northwest offer programs in the field of Sustainability. The following are some examples: Portland Community College, Clackamas Community College, Oregon State University, Portland State University, University of Oregon, and Pacific University.

The Sustainable Agriculture Program is being designed with purpose to prepare students with experiences that will guide them into these Post-Secondary Institutes. Having High School experiences in this field will allow students to be more competitive in the application process for admission as well as the scholarship application process.

The development of the onsite “Falcon Farm” at Liberty High School is a key component of the program. The importance of field experience has also been demonstrated by local institutions such as Pacific Universities “B” Street Farm, PCC Rock Creek’s Learning Garden, and Portland State University’s Learning Garden Laboratory.

High Wage High Demand

“In Oregon, there are over 38,000 farms producing crops on over 16 million acres. Horticultural fruits, nuts, berries, vegetables, and specialty crops are produced on over 320,000 acres, and production has been increasing by 12% per year. Farmers' markets and cooperatives create new opportunities for producers and consumers.”

<http://horticulture.oregonstate.edu/content/sustainable-food-farming-systems> (October 2017).

The Bureau of Labor Statistics states that careers in Agriculture and Food Science is expected to grow 7% from 2016 to 2026. The U.S. Department of Agriculture and Purdue University predict 60,000 new jobs per year over the next five years, and only 35,000 grads per year in the Agricultural related fields.

Program Course Objectives:

1. Students will be able to explain the relative connections of the three main goals of Sustainable Agriculture.
2. Students will be able to demonstrate proper safety techniques used in agriculture.
3. Students will be able to create a pest management program for a specific crop or area.
4. Students will be able to critique food systems and their impacts on the environment.
5. Students will be able to explain a variety of different career fields within agricultural sciences.
6. Students will be able to research, plant, and propagate several varieties of local crops.
7. Students will be able to evaluate soil nutrients and their impact on plants.
8. Students will be able to describe various methods of irrigation and explain the trade-offs of each system.
- *9. Students will be able to design, market, manage, and orchestrate a school run agricultural entrepreneurship.

* *Sustainable Agriculture 2*

Course Outline

Units:	Topics to be covered
Introduction to the Principles of Sustainable Agriculture	● Environmental Health ● Economic Profitability ● Social and Economic Equity
Proper safety and knowledge of tool use	● Lab Safety ● Farm Safety ● Proper Tool use
Pest Management	● Weeds ● Insects ● Pests
Food Systems	● Food Production ● Processing ● Distribution ● Retail & Market ● Consumption ● Waste Recovery
Agricultural Careers	● Careers in Agriculture ● Science related fields ● Agribusiness ● Farming Options

Plant Science	● Anatomy ● Plant Processes ● Plant Nutrients ● Propagation
Soil Management	● Composting ● Soil Nutrients ● Cover Crops ● Crop rotation ● Soil testing
Irrigation and Water Management Systems	● Water sources ● Irrigation methods ● Water capture ● Distribution

Academic Content Standards

The above course and activities cover a *majority* of the below Oregon Essential Skills State Standards (grades 9 – 12 Benchmarks):

<http://www.ode.state.or.us/teachlearn/certificates/diploma/essential-skills-definitions.pdf>

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This skill includes all of the following:

- Demonstrate the ability to read and understand text.
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This skill includes all of the following:

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This skill includes all of the following:

- Identify and explain the key elements of complex events, text*, issue, problem, or phenomenon.
- Develop a method to explore the relationships between the key elements of complex event, text*, issue, problem, or phenomenon.
- Gather, question, and evaluate the quality of information from multiple primary and secondary sources.
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7. Demonstrate civic and community engagement

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- Display initiative and demonstrate respect for other team members to complete tasks.
- Plan, organize, and complete assigned tasks accurately and on time.
- Exhibit work ethic and performance, including the ability to be responsible and dependable.

Next Generation Science Standards

<https://www.nextgenscience.org/>

HS-LS1 From Molecules to Organisms: Structures and Processes	
HS-LS1-5	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.
HS-LS2 Ecosystems: Interactions, Energy, and Dynamics	
HS-LS2-4	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem
HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*
HS Human Sustainability	
HS-ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.*
HS Engineering Design	
HS-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-2.	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
HS-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
Science and Engineering Practices in the NGSS	
	1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information

Impact on Content Program

Measure 98 money is being used in the planning year of the course. I have had a release period first semester to plan the courses and program of study pathway. Next year we may need additional Measure 98 funds for period release. This release time would be used to develop

curriculum, build program supports, and strengthen community partnerships for the first year program. It would be projected to fill two sections, one for Intro to Horticulture and one section for Sustainable Agriculture 2.

Hillsboro School District Science Adoption will be completed by Liberty HS in 2018-2019. Current Elective Science Courses will be impacted by the Physics, Chemistry, and Biology required sequence. This has the potential to free up FTE. There are currently five sections of Environmental Science at Liberty High School. This is the last group of juniors that was not required to take Physics, Chemistry, and Biology. This resulted in an increased number of Environmental Science sections, it would be expected that the number of sections decreases in the future. This would free up FTE to teach Sustainable Agriculture courses.

The current plan is to offer Sustainable Agriculture 2 and Intro to Horticulture in the 2018-2019 school year. Students from Environmental Science and Construction Technology would be able to enter the Sustainable Agriculture 2 course. Intro to Horticulture would also be added in the 2018-2019 school year. Sustainable Agriculture 1 could be added to either the 2018-2019 or 2019-2020 academic year, this would depend on forecasting and program recruiting.

Liberty High School Currently has the fewest CTE programs of study of the four comprehensive High Schools. In adding this new CTE pathway, students will have more comprehensive programs of study to choose from, as they plan their secondary and post-secondary pathways.

The Intro to Horticulture class has the potential to increase freshman course opportunities. If the decision is made to offer the intro class to freshman, it would allow a semester option for students to take an exploratory course in the program of study. Liberty High School currently has a limited number of freshman exploratory courses.

Projected Additional Costs

The Sustainable Agriculture program will need to be supported in constructing a hoop house. The program has secured some funds from the Nike innovations grants to help with the building of a hoop house. Additional Measure 98 funds may also be required to complete the hoop house. Additional development of the current Falcon Farm will be dependent on the current bond. The completion of a greenhouse would help create opportunities for student enterprises and additional funds for program discretion.

Action Research Plan

Identify the goals of the proposed course

One of the goals of the courses in this program of study is to increase relevant offerings for the students at Liberty High School. Another goal includes student enrollment being representative

of the demographics at Liberty High School, while also being an access point for students who identify as female to explore the field of sustainability and agriculture.

What data will be collected?

During the first few years of this program of study the data that will be collected includes forecasting data, relevant course enrollment data and demographic breakdowns of program participants.

When and how will data be collected?

The relevant data will be collected through Liberty HS counseling department as well as through Synergy and DCA by counselors, program teachers and Liberty CTE administrators.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
HIGH SCHOOL COURSE PROPOSAL:
SUSTAINABLE DESIGN 1 AND 2 — FIRST READING

SITUATION

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

The CCAC may ask for clarification of and additions to the action research and evaluation plans, and may recommend changes to the proposal. The CCAC will make recommendations regarding the proposals, and forward these recommendations to the Board of Directors for consideration. Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, entitled "Sustainable Design 1 and 2," has been submitted by Kevin Crabtree, a teacher of Science and Engineering at Liberty High School. The course proposal is attached. This proposal was presented to the CCAC at its regular meeting on December 4, 2017. Details regarding the CCAC recommendation will be presented to the Board during the December 12 Board meeting.

If the course is available during the 2018-19 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2019. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2018-19 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed new high school course, Sustainable Design 1 and 2.

Sustainable Design

Course Description

Sustainable Design 1

Prerequisites: Construction Technology

Credits: (CTE/SCI) 1.0

This course will focus on basic design processes including planning, prototyping, fabricating, testing, and revising sustainable small structures and devices. Topics will include rationale for sustainable building, drafting, building science, sustainable materials, as well as water and energy efficiency. Sustainable building methods and systems will be introduced in preparation for the capstone course.

Sustainable Design 2

Prerequisites: Sustainable Design 1

Credits: (CTE/SCI) 1.0

This course will expand upon concepts explored in Sustainable Design 1 but will focus on the application of sustainable building concepts and further practical skill development. This is the capstone course for the Sustainable Design Program of Study. Students will complete a senior project in support of structures and systems related to the Falcon Farm.

Program & Course Objectives:

1. Students will apply the techniques and skills of modern drafting, design, engineering, and construction to projects.
2. Students will employ appropriate representational media to communicate concepts and design.
3. Students will understand how fundamental science concepts and strategies are applied through building science.
4. Students will understand the rationale for sustainability and sustainable building.
5. Students will explain the issues, concepts, strategies, and practices of sustainable site planning and land use.
6. Students will identify water-efficiency and management issues, concepts, strategies, and practices associated with sustainable building.
7. Students will understand how energy is used in buildings and how energy-saving materials, systems, and techniques are utilized in sustainable buildings.
8. Students will identify indoor environmental quality (IEQ) issues, concepts, strategies and practices associated with sustainable building.
9. Students will understand how materials selection and use is applied in sustainable building.

10. Students will identify sustainable building industry tools, resources, and trade organizations.

11. Students will understand how industry accepted practices associated with design, construction and certification impact sustainable building.

*Adapted from ODE Career Technical Education CLA.

Rationale for Proposed Program of Study

The Sustainability department at Liberty High School, with the support of building administration, is developing parallel programs of study; Sustainable Design and Sustainable Agriculture. The Sustainable Design program will align with the Oregon Department of Education's Industrial and Engineering Systems Career Learning Area. Content will be drawn from the Design/Pre-Construction and Sustainable Building Focus Areas within the Architecture and Construction Cluster. In developing this program of study and the courses within, it will be eligible to receive Perkins funding from the state.

The Sustainable Design courses will provide opportunities for students to explore science and engineering through experiential learning, guest speakers, and class field trips. A heavy focus will be placed on the design process in an effort to build student skills that can be applied in a multitude of technical disciplines. Students will be given industry experience through internships with community partners, participate in service learning opportunities, and will gain entrepreneurial experience by marketing a variety of constructed products.

In recent years, Environmental Science and Construction Technology students have supported the design and development of structures and systems in the Falcon Farm on the Liberty campus. This has been an engaging and rewarding experience for students to apply STEM concepts through experiential learning; however, without a full Career Pathway there is little continuity. Given increasingly strong student interest and research into the high wage and high demand area of sustainable design, this pathway is being developed. The Sustainable Design and Sustainable Agriculture Career Pathways will allow students to develop knowledge, understanding, and skill that will help them be more prepared as they move onto their post-secondary lives.

The development of the Falcon Farm at Liberty High School is a key component of the sustainable design program as it provides a context for a variety of projects. Students will be afforded the opportunity to develop design projects and test effectiveness in field conditions unlike most other programs. Installed projects will also serve as a teaching tool for younger students and community visitors. The Falcon Farm will serve as an active learning laboratory supported by Sustainable Design.

High Wage High Demand Careers

A 2015 study by the U.S. Green Building Council finds that “by 2018, green construction will account for more than 3.3 million U.S. jobs—more than one-third of the entire U.S. construction sector—and generate \$190.3 billion in labor earnings. The industry's direct contribution to U.S. Gross Domestic Product (GDP) is also expected to reach \$303.5 billion from 2015-2018.”

(<https://www.usgbc.org/articles/new-study-finds-green-construction-major-us-economic-driver>)

Careers related to sustainable design and construction range from architects and engineers earning 75,000 to 85,000 dollars per year to construction trades professionals at wages between

30,000 and 45,000 dollars per year. While the focus of the Sustainable Design Program will be on the construction sector, sustainability professionals exist in most major areas of our economy. In fact, according to the U.S. Bureau of Labor Statistics, the top two fastest growing occupations projected to 2026 are solar photovoltaic installers and wind turbine service technicians. (www.bls.gov/emp/ep_table_103.htm).

Regardless of a student's future occupation or career path, a background in sustainable design concepts will give them a competitive edge over those without such skills.

Course Outline

	Sustainable Design I / II			
	I	II	III	IV
A	Sustainability Concepts	Sustainable Materials	Sustainable Methods	Sustainable Systems
1	Geography	Wood & Fiber	Site Planning	Solar Power
2	Climate	Stone & Earth	Structural	Wind / Water
3	Economy	Metals	Plumbing	Geothermal
4	Waste Stream	Composites	Electrical	Biofuels
B	Design Concepts	Design Materials	Design Methods	Systems Design
1	Sketching	Stress & Load	Prototype	Building Envelope
2	Orthographic View	Natural Factors	Modeling	Energy Efficiency
3	Plan View	Life Cycle	Circuits	Air Management
4	Elevation View	LEED	Landscape	Water Efficiency
C	Functional Concepts	Materials Function	Functional Methods	Systems Function

1	Building Layout	Insulation	Climate Control	Food Production
2	Maintenance	Thermal Mass	Windows & Vents	Indoor Air Quality
3	Input / Output	Pest & Decay	Reclaimed Materials	Pest Control
4	Reconfiguration	Weatherproofing	Swales & Storage	Waste Water

Academic Content Standards

Courses activities to include a *majority* of Oregon Essential Skills State Standards
(grades 9 – 12 Benchmarks):

(<http://www.ode.state.or.us/teachlearn/certificates/diploma/essential-skills-definitions.pdf>)

1. Read and comprehend a variety of text*

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

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

2. Write clearly and accurately

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

3. Apply mathematics in a variety of settings

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

4. Listen actively and speak clearly and coherently

- Listen actively to understand verbal and nonverbal communication.
- Give and follow spoken instructions to perform a task, ask and answer questions, and solve

problems.

- Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.
- Use language appropriate to particular audiences and contexts.

5. Think critically and analytically

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

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

6. Use technology to learn, live, and work

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

7. Demonstrate civic and community engagement

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

8. Demonstrate global literacy

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

9. Demonstrate personal management and teamwork skills

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

Next Generation Science Standards (<https://www.nextgenscience.org/>)

HS-PS3 Energy

HS-PS3-3

Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

HS-ESS2 Earth's Systems

HS-ESS2-2

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS3 Earth and Human Activity

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-4

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

HS-ETS1 Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2

Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3

Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

NGSS - Science and Engineering Practices

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data

5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Action Research Plan

Identification of Proposed Course Goals

A primary goal of the Sustainable Design Program of Study is to increase the number of relevant course offerings for students at Liberty High School. We also see a need to reduce the imbalance of male to female students in the technical programs at Liberty High School. While focused on the construction industry, Sustainable Design will offer content applicable to a variety of occupations and careers. The design component of industrial and engineering disciplines is often neglected in the current engineering course offerings and this has shown to discourage many students interested in architecture, land use planning, and sustainable community development.

What Data Will be Collected

During the first three years of the Sustainable Design Program of Study data will be collected including forecasting trends, course enrollment, and demographic breakdowns of program participants. Also, an effort will be made to collect data related to college attendance, trade school enrollment and completion. We hope to partner with local industry and educational institutions to better track our graduates successes.

How and When Data Will be Collected

All relevant data will be collected from Liberty HS counseling department as well as using basic Synergy tools and DCA . This work will be a collaboration between counselors, program teachers, and CTE administrators. Most information will be tracked and discussed yearly with some data points being collected mid school year. With help from local community colleges, we also hope to track post-secondary trends in order to tailor the Program of Study to the needs of industry.

Impact on Current Programs and Funding

Measure 98 funds will be used for me to have a release period next year to plan the Program of Study and complete my CTE credential. This release time will be used to develop curriculum, build program supports, and strengthen community partnerships. I will also need to be involved in the planning, design and construction of the new Sustainability Program building on the site of the Falcon Farm.

At this time we can project the elimination of some existing courses and transformation of others as we streamline the current science and engineering related pathways. These changes should result in no net increase in FTE as some current course content will be absorbed into both the newly formed Sustainable Design Program and other Engineering courses. Also, as the Engineering Pathway is reorganized at Liberty, students will have more clear and specific Programs of Study to choose from.

Hillsboro School District Science Adoption will be completely phased in at Liberty HS in 2018-2019. Some current Elective Science Courses will likely be reduced as the Physics, Chemistry, and Biology sequence is finalized. This has the potential to free up FTE currently allocated to five sections of Environmental Science. This year's juniors will be the last group not required to take Physics, Chemistry, and Biology thus reducing the number of Environmental Science sections filled in the future. Students with interest in sustainability will now have the opportunity to take Sustainable Agriculture and Design, also reducing the number of environmental science sections.

Our current plan is to offer Sustainable Design 1 and 2 in the 2018-2019 school year. Students currently in Environmental Science and Construction Technology will be able to enter the Sustainable Design1 or 2 courses based on class standing. Current juniors can choose Sustainable Design 2 in order to do a related senior project and current sophomores will be guided into the Sustainable Design 1 course. The existing Construction Technology course would be condensed and offered as a semester course in order to facilitate more sophomores in the 2018-2019 school year to explore the Sustainable Design Program. Also, there have been discussions of offering Construction Technology to Freshmen but the impact on other Liberty programs needs to be explored.

Liberty High School Currently has the fewest CTE programs of study of the four comprehensive High Schools in Hillsboro. In adding the Sustainable Design and Agriculture CTE pathways, students will have two more comprehensive programs of study to choose from, as they prepare for their post-secondary opportunities in college and careers.

Projected Additional Costs

The Sustainable Design program will need to be supported by constructing a shop facility on the Falcon Farm site. Given the passage of the recent construction bond, the Sustainability Program at Liberty will have a good start toward constructing shop and indoor agriculture space but continued measure 98 funds will be needed. Given the name of the program, the ultimate goal is for both the Sustainable Design and Agriculture Paths to be self funded in the future. This will be accomplished through the development of a Farmers Market style system where students can sell various agricultural and construction products. Once the Program is certified CTE by the state, we will be eligible for Perkins Grant Funding.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
HIGH SCHOOL COURSE PROPOSAL:
BASIC CONSTRUCTION AND ADVANCED CONSTRUCTION —
FIRST READING

SITUATION

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

The CCAC may ask for clarification of and additions to the action research and evaluation plans, and may recommend changes to the proposal. The CCAC will make recommendations regarding the proposals, and forward these recommendations to the Board of Directors for consideration. Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, entitled "Basic Construction and Advanced Construction," has been submitted by Todd Patterson, a teacher of U.S History and the AVID program (Advancement Via Individual Determination) at Glencoe High School. The course proposal is attached. This proposal was presented to the CCAC at its regular meeting on December 4, 2017. Details regarding the CCAC recommendation will be presented to the Board during the December 12 Board meeting.

If the course is available during the 2018-19 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2019. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2018-19 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed new high school course, Basic Construction and Advanced Construction.

Construction

Glencoe High School

Course Description

Basic Construction: 1.0 Credits

Prerequisites: Wood Tech 1, Drafting 1, or Architecture 1

Grade levels: 10-11

Basic Construction will use both the classroom setting and job site environment to give students an introduction to the high-demand field of construction and teach them the skills that are necessary to build a house. Over the course of the school year students will be introduced to all phases of home construction from framing to floor and countertop installation. Students will learn how to safely utilize and operate a variety of tools. Another goal of this course is to embed math instruction into lessons so students realize the importance of the math they learn and its relevance in a real-world work environment. Student will be put in situations where they will have to collaborate and problem solve in order to complete projects. Different aspects of the course will be taught by industry professionals who have agreed to partner with Glencoe High School to provide this type of education for students. Safety will be a top priority for this course, students will have safety training related to the field of construction. Lastly, students will learn professional skills like customer service, punctuality, bookkeeping and construction management.

Advanced Construction: 1.0 Credits (if double block it would be a 2.0)

Prerequisites: Woods, Drafting or Architecture, Basic Construction

Advanced Construction will be the capstone course for the construction pathway. Students must apply to be in this course. In this course students will build a home to donate or to sell as a class. Students in this course will be putting to use what they have learned in prerequisite courses. Safety will be a top priority and students will enhance their understanding of the construction process and industry through constructing a home themselves. Their education will be supplemented by industry professionals who will demonstrate how to frame, insulate, sheetrock, plumb, wire, paint, finish, and landscape a home. They will meet with city and county inspectors, OSHA inspectors, Clean Water Services inspectors, land developers and real estate agents to enhance their understanding of the many aspects that go into the industry of home construction. Another aspect of the advanced course is that students will gain first-hand knowledge of the skills required to be a construction manager.

Program Course Objectives:

Students will be able to:

1. Demonstrate both academic and hands-on mastery of the basic uses and safe operation of the following tools and machinery: circular saw, framing nailer, table saw, miter saw, pneumatic guns, multiple hand tools.
2. Maintain safe construction worksite conditions and behaviors.
3. Maintain hand and power tools for effective use and longevity.

4. Practice good employability attitudes, and skills in the areas of personal conduct, basic measurement, and following both written and verbal instructions.
 5. Demonstrate basic understanding of the materials and methods to be utilized in the construction of major class projects.
 6. *Successfully frame a floor and walls to a house demonstrating their understanding and initial mastery of their Woods 1 and Basic Construction skill sets.
 7. *Market, manage, and orchestrate a school run construction entrepreneurship.
- *Advanced Construction*

Rationale for Proposed Program of Study:

With the current labor shortage in many construction trades, high school students will have the opportunity to learn valuable skills that could land them a well-paying career after graduation. For some, they will gain skills and knowledge they will be able to utilize in a college construction and engineering management program like the undergraduate program offered at Oregon State University.

(<http://cce.oregonstate.edu/content/construction-engineering-management>).

Other goals of this program will be to:

- Implement mathematics into construction education allowing students to utilize its real-world application.
- Enroll girls as well as boys and encourage them to pursue a career in a traditionally male-dominated field.
- Enroll underserved populations providing them with not only skills, but a real connection to Glencoe High School.
- Build professional (soft) skills like effective verbal and written communication, punctuality, appropriate conduct, etc.
- Increase private sector and community involvement in the lives of Glencoe students.

KPTV story about how construction projects in Portland have been affected by a shortage of workers:

<http://www.kptv.com/story/36351040/construction-projects-in-portland-affected-by-shortage-of-workers>

Tradesmen International story on the national shortage of skilled construction workers:

<https://www.tradesmeninternational.com/news-events/the-construction-labor-shortage-where-did-all-the-skilled-labor-go/>

Units:	Topics to be covered
Safety	-PPE (Personal Protective Equipment) -Importance of clean worksite -OSHA regulations
Tools	-Hand tools -Power tools -Tool maintenance

Plans / Blueprints	-Basic plan understanding and navigation -Elevations -Details -Scale
Excavation / Foundation	-Construct Forms -Pier Pads -Footings -Slab on grade
Floor Framing	-Post and Beam -Decking -Sill Plate
Wall Framing	-Stair stringers -Window installation -Headers -Studs / Joists
Roof Framing	-Truss details -Sheeting -Fall protection -Framing /
Plumbing	-H2O Heater -Different piping, plumbing codes -Water supply -Water drainage
HVAC	-Furnace -Ducting -Mechanical codes
Electrical	-Safety -Electrical codes -Panel installation
Insulation / Drywall	-R Value, wall, attic, underfloor -Loading and hanging drywall -Mudding and taping -Texture and touch up
Cabinets / Countertops	-Tile installation -Cabinet installation -Granite slab installation

Flooring	-Planing floor, eliminating squeaks -Wood, vinyl, tile, laminate
Painting	-Prep and Masking -Interior walls -Interior trim -Exterior
Finish Carpentry	-Tools -Door and window trim -Baseboards -Hanging and adjusting doors
Flatwork / Concrete	-Prep work, set up forms -Exposed Aggregate finish -Broomed finish
Siding / Roofing	-Various types of siding installation -Various types of roofing installation
Landscaping	-Prep work -Planting trees / shrubs -Laying Sod, spreading bark

Academic Content Standards

The above course and activities cover a *majority* of the below Oregon Essential Skills State Standards (grades 9 – 12 Benchmarks):

<http://www.ode.state.or.us/teachlearn/certificates/diploma/essential-skills-definitions.pdf>

1. Read and comprehend a variety of text*

This skill includes all of the following:

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

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

2. Write clearly and accurately

This skill includes all of the following:

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

3. Apply mathematics in a variety of settings

This skill includes all of the following:

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

4. Listen actively and speak clearly and coherently

This skill includes all of the following

- *This skill includes all of the following:*
- Listen actively to understand verbal and nonverbal communication.
- Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.
- Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.
- Use language appropriate to particular audiences and contexts.

5. Think critically and analytically

This skill includes all of the following:

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

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

6. Use technology to learn, live, and work

This skill includes all of the following:

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

7. Demonstrate civic and community engagement

This skill includes all of the following:

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

8. Demonstrate global literacy

This skill includes all of the following:

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

9. Demonstrate personal management and teamwork skills

This skill includes all of the following:

- Participate cooperatively and productively in work teams to identify and solve problems.
- Display initiative and demonstrate respect for other team members to complete tasks.

- Plan, organize, and complete assigned tasks accurately and on time.
- Exhibit work ethic and performance, including the ability to be responsible and dependable.

Oregon Skills Sets for Industrial Engineering/Architectural and Construction Cluster

CCTC	Code Number	KS Statement
AC 1	AC01	Use vocabulary, symbols, and formulas commonly used in design and construction.
AC 2	AC02	Use architecture and construction skills to create and manage a project.
AC 3	AC03	Comply with regulations and applicable codes to establish and manage a legal and safe workplace/jobsite.
AC 4	AC04	Understand the nature and scope of the Architecture & Construction Career Cluster™ and the role architecture and construction play in society and the economy.
AC 5	AC05	Understand the roles and responsibilities among trades and professions, including labor/management relationships.
AC 6	AC06	Read, interpret, and use technical drawings, documents, and specifications to plan a project.
AC 7	AC07	Evaluate a wide range of career pathway opportunities for success in architecture and construction careers.

Action Research Plan

Identify the goals of the proposed course

One of the goals of the courses in this program of study is to increase relevant offerings for the students at Glencoe High School. Another goal includes student enrollment being representative of the demographics at Glencoe High School while also being an access point for students who identify as female to explore the field of sustainability and agriculture.

What data will be collected?

During the first few years of this program of study the data that will be collected includes forecasting data, relevant course enrollment data and and demographic breakdowns of program participants.

When and how will data be collected?

The relevant data will be collected through Glencoe High School counseling department as well as through Synergy and DCA by counselors, program teachers and Glencoe CTE administrators.

Impact on Content Program

Measure 98 money is being used in the planning year of the course as I have had a release period this first semester to plan the courses and program of study pathway. Next year we may need additional Measure 98 funds for FTE to hire a classified position to assist in the pathway with invoices, purchasing and supervising student projects for safety. Need to have advanced course at the end of the day for working on the construction site. In addition the teacher will need to have period 1 prep each day in order to plan and work with construction partners. The current plan is to offer Basic Construction in the 2018-2019 school year and roll out the Advanced Construction course in 2019-20.

The Hillsboro School District currently does not have a full construction program of study and Glencoe High School will be the magnet program for traditional construction and students from all of the district will be able to eventually travel to take this pathway. In adding this new CTE pathway students will have more comprehensive programs of study to choose from as they plan their secondary and post-secondary pathways.

Projected Additional Costs

This program of study will be an approved Perkins Program of Study and will be eligible for Perkins funds. The Bond and additional Measure 98 funds may also be required to purchase start up equipment and materials. In addition we have been awarded funds from the Nike Student Entrepreneur & Leadership Grant.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
HIGH SCHOOL COURSE PROPOSAL:
COMPUTER GAME PROGRAMMING 1, 2, AND 3 —
FIRST READING

SITUATION

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

The CCAC may ask for clarification of and additions to the action research and evaluation plans, and may recommend changes to the proposal. The CCAC will make recommendations regarding the proposals, and forward these recommendations to the Board of Directors for consideration. Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, entitled "Computer Game Programming 1, 2, and 3," has been submitted by Chris Winikka, a teacher of Computer Science at Century High School. The course proposal is attached. This proposal was presented to the CCAC at its regular meeting on December 4, 2017. Details regarding the CCAC recommendation will be presented to the Board during the December 12 Board meeting.

If the course is available during the 2018-19 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2019. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2018-19 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed new high school course, Computer Game Programming 1, 2, and 3.

Computer Game Design 1, 2, & 3

Course Description

Computer Game Design 1, 2, & 3

Prerequisites: Introduction to Digital Tech or by teacher approval.

Credits: 0.5

This class focuses on creating computer games through the use of a game engine, such as Game Maker. Students will learn basic computer coding and computational thinking through a drag-and-drop interface, allowing them to make a variety of different kinds of games. These will include platform games (like Mario Brothers), role-playing games (like Legend of Zelda), maze games (like PacMan), and scrolling shooter games (like Asteroids).

About Course Levels (Levels 1, 2, & 3):

The course descriptions for levels 1, 2, and 3 are the same with the following differences.

Computer Game Design Level 1

The level 1 course covers the basics of game design, and students are primarily working through a drag-and-drop environment with limited exposure to advanced techniques and scripting.

Computer Game Design Level 2

The level 2 course expands on concepts of data types and scripting. Students begin working in a 3D environment in the 2nd level course.

Computer Game Design Level 3

Students in the level 3 course will work in software development teams to create a single complex video game using an industry-standard software (such as Unity, Unreal Engine, or Game Maker Studio). They will be implementing software engineering practices used in the industry. The project in this course may qualify for a senior project.

Course Objectives

Upon completion of this course, students should be able to:

- Develop and storyboard a video game idea
- Develop a design document
- Implement a complete 2D game, including gameplay, character design and animation, multiple levels, user interface, and game audio
- Use an understanding of the necessary algorithms, data structures, and optimization for successful video game development
- Write game scripts to expand the functionality of game mechanics and AI algorithms
- Apply effective engineering methodology for game development and testing
- Use tools and methods for collaboration on a project
- Explore game development as a career and explore related fields

Rationale for Proposed Course

Students are naturally attracted to games and learning how to make their own games. The desire to make a game provides a problem and the motivation to persevere in solving the problem.

Skills and concepts learned in these classes contribute towards careers such as computer engineering, software engineering, quality assurance engineer, database administration, system administration, system analyst, customer support, web design, and other fields.

Course Organization

This class is a series of projects for students to complete. Students learn the various skills independently, and then are moved to work in teams collaborating on larger projects. Each project has particular set of standards that will be evaluated by proficiency. Each assignment will have particular aspects that will be evaluated based on a rubric contained in the assignment.

In addition to projects, students will learn short modules on various aspects of programming, engineering, and careers that tap into the skills they are learning on the projects and integrate them with other fields and essential skills.

Units of Study

For Both Level 1 and Level 2 Courses

- **Overview of Computer Games** - we recommend that this unit be interspersed throughout the course as students are working through the various game genre projects
 - History of games and technological advances
 - Video Game Basics (sprites, setup/initialization, the game loop, etc.)
 - Overview of various game engines, programming languages, and tools
- **Game Project Management, software engineering, & the agile methodology** - this is introduced at the beginning of the course and becomes the methodology that students practice throughout the course
- **Game AI (Artificial intelligence)** - game designers need to program various algorithms to simulate intelligence. This concept is introduced early in level 1 and continues to expand throughout level 2 as students are encouraged to develop their own unique AI algorithms.

Level 1 Units of Study & Projects

Level 1 students work through online tutorials to develop the sprites, rooms, and mechanics of common game genres. As they follow the tutorials, they take the skills learned in the tutorials and use them to expand the functionality of the program.

- **Catch Game** - intro to a basic game with core game mechanics.
- **Maze Game** - user controls a sprite to navigate several rooms trying to gather treasure and avoid enemies. Introduces concepts of object oriented design and event driven control flow.

- **Breakout** - user controls a paddle and attempts to keep the ball from falling through the floor while trying to destroy all the blocks above. Introduces variables and modular programming.
- **Scrolling Shooter** - this is a game genre like Defender, Asteroids, or similar game where the user controls a plane, space ship, or something similar and tries to shoot incoming objects and enemies. Introduces concepts of object hierarchy and inheritance.
- **Tower Defense** - user must place defensive objects designed to automatically shoot at enemies that follow a preset path. Game includes power-ups and upgrade mechanics.
- **Platformer** - user jumps from platform to platform while trying to navigate a world and avoid enemies. Concepts include physics simulation (gravity, velocity, acceleration, friction, forces).
- **Zelda-style RPG** - students work on a team to develop a world with multiple rooms and a quest to follow.

Level 2 Units of Study & Projects

In the 2nd level, students have more flexibility to choose their primary game genres. They may repeat genres from the level 1 course, but the games must be new and incorporate the following tools & techniques:

- **Collaboration and versioning tools** - students begin working in teams and collaborating on a text-based, file versioning and collaboration tools such as Git.
- **Game Scripting** - students learn to write text scripts in one or more of the following languages: GML, JavaScript, C#, etc.
- **Object-Oriented Design** - students are introduced to the concepts of objects, inheritance, and object oriented design through game objects
- **3D Game Design** - students explore 3D space in Unity and begin developing their own assets using tools such as Rhino and Blender
- **Animations & state machines** - students learn about various animation cycles (idle, running, throwing, etc.) and use game engines and various tools to animate their sprites

Academic Content Standards

CSTA.org Standards

- 3A-AP-13 Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests. (P5.2)
- 3A-AP-16 Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions.
- 3A-AP-17 Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 3A-AP-18 Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.
- 3A-AP-19 Systematically design and develop programs for broad audiences by incorporating feedback from users.
- 3A-AP-20 Evaluate licenses that limit or restrict use of computational artifacts when using resources such as libraries.
- 3A-AP-21 Evaluate and refine computational artifacts to make them more usable and accessible.

- 3A-AP-22 Design and develop computational artifacts working in team roles using collaborative tools.
- 3A-AP-23 Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs.
- 3A-IC-27 Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.

Common Core Standards

- Mathematical Practice One: Make Sense of Problems and Persevere in Solving Them
- CCSS.MATH.CONTENT.HSN.VM.A.1 Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v , $|v|$, $\|v\|$, v).
- CCSS.MATH.CONTENT.HSN.VM.2 Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
- CCSS.MATH.CONTENT.HSN.VM.4 Add and subtract vectors.
- CCSS.MATH.CONTENT.HSN.VM.5 Multiply a vector by a scalar.
- CCSS.MATH.CONTENT.HSN.VM.6 Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
- CCSS.MATH.CONTENT.HSA.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- CCSS.MATH.CONTENT.HSN.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- CCSS.ELA-LITERACY.WHST.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-LITERACY.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS.ELA-LITERACY.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Action Research:

Goals: Capitalize on student interest in computer gaming and use it as a gateway into learning computer science. Action research will include data collection to show correlation with student interests and hobbies and career goals before and after. Care will be taken to understand computer gaming demographics and to be sure that our presentation of the class is encouraging all students, not just computer gamers. Data will be taken to track this correlation as well.

1. What data will be collected? (Include enrollment data).
 - Enrollment data/demographics (gender, ELL, SPED)
 - Grades (broken down by demographics)

- Student Course Evaluation
 - Student interests by category
 - Game play/story
 - Game mechanics
 - Graphic arts/audio creation
 - Other student interests
 - Student access to computer at home
 - Time spent on computer
 - Time spent playing Computer Games (all platforms)
 - Student participation in after school Game Dev club
- Post-Secondary Interest Before/After
- Career Interest Before/After

2. When and how will data be collected?

Data will be collected at the end of each year, as students forecast for future classes. It will also be collected at the beginning of each school year to determine official enrollment demographics, and at the end of each semester to determine student performance and growth, as well as to evaluate the success and growth of the program.

Impact on Content Program

Computer Game Design is a projects-based course that is part of the Computer Technology Career Technical Education pathway. It should not impact current FTE at Century High School or Hillsboro High School.

It is designed so that all three levels could run concurrently at the same time. This would minimize impact on FTE, and also allow the course to be offered at all levels, even if there are lower numbers on one or more of the individual course levels.

The course is designed to be run in a computer lab and would require desktop computers (as opposed to simply Chrome books). The entire course can be taught and run entirely using free software). Future software upgrade choices could cause a subscription fee to be added to the class. This would most likely be optional and could be covered through Career Pathways or Perkins funds.

Evaluation

Projects and assignments are evaluated on the following items:

- Individual Project Requirements
- Syntax
- Structure
- Modular Design
- Soft Skills
- Game Design

Game Design Resources

The Portland Indie Game Jam has provided a link to a [document of Game Design resources](#), and it details links to all kinds of resources including game engines, IDEs, asset creation tools, and more (many of which are open-source and free).

[Article](#) on Forbes.com on the Computer Gaming Industry.

Abstract

Computer Game Design 1 & 2

This class focuses on creating computer games through the use of a game engine, such as Game Maker. Students will learn basic computer coding and computational thinking through a drag-and-drop interface, allowing them to make a variety of different kinds of games. These will include platform games (like Mario Brothers), role-playing games (like Legend of Zelda), maze games (like PacMan), and scrolling shooter games (like Asteroids).

Upon completion of this course, students should be able to:

- Develop and storyboard a video game idea
- Develop a design document
- Implement a complete 2D game, including gameplay, character design and animation, multiple levels, user interface, and game audio
- Use an understanding of the necessary algorithms, data structures, and optimization for successful video game development
- Write game scripts to expand the functionality of game mechanics and AI algorithms
- Apply effective engineering methodology for game development and testing
- Use tools and methods for collaboration on a project
- Explore game development as a career and explore related fields

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
HIGH SCHOOL COURSE PROPOSAL:
COMPUTER SCIENCE PRINCIPLES —
FIRST READING

SITUATION

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

The CCAC may ask for clarification of and additions to the action research and evaluation plans, and may recommend changes to the proposal. The CCAC will make recommendations regarding the proposals, and forward these recommendations to the Board of Directors for consideration. Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, entitled "Computer Science Principles," has been submitted by Teresa Alexander, a teacher of Technology Engineering at Hillsboro High School. The course proposal is attached. This proposal was presented to the CCAC at its regular meeting on December 4, 2017. Details regarding the CCAC recommendation will be presented to the Board during the December 12 Board meeting.

If the course is available during the 2018-19 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2019. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2018-19 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed new high school course, Computer Science Principles.

Computer Science Principles

By: Terry Alexander, Technology Engineering Teacher
Hillsboro High School

Course Description

This two semester class explores the field of computer science. Students will explore computer architecture, software development engineering, data organization, problem-solving strategies, ethics, and theory of computation. Students will also explore career options and develop rudimentary software development skills.

This course is designed to be able to be offered with dual credit from PCC for PCC Computer Science 160, Exploring Computer Science. Skills and concepts learned in this class contribute towards careers such as computer engineering, software engineering, quality assurance engineer, database administration, system administration, system analyst, customer support, web design and other fields.

Prerequisites for this course include two semesters of introductory level programming classes, including Programming 1/2, Computer Game Design 1/2, Robotics 1/2, or Web Design or Applied Web Design

Program Course Objectives:

On completion of this course the student should be able to:

- Identify career opportunities in computer science and distinguish computer science from related disciplines.
- Develop and analyze simple algorithms, and design, code, and test a program.
- Use a variety of problem-solving strategies, and be aware of the operation of computer hardware.
- Use an understanding of the underlying computational limitations of computers when identifying solutions.
- Apply ethical understanding of issues of privacy, professional integrity, and service to work in the field.
- Analyze different data organization techniques, including data structures, files, records and databases to identify an optimal solution to organize data.

Rationale for Proposed Course

This course fills a need for students who are not in an Advanced Placement program to have access to a college level Introduction to Computer Science. This course is aligned to be offered for dual credit with PCC for PCC CS 160, a core course that is a prerequisite for many courses that follow it in the Computer Science course of study. It is equivalent to the AP Computer Science Principles class offered at some Hillsboro School District high schools but with specific alignment to Oregon college programs.

Students who complete this course are ready to take more advanced college level courses that can lead to careers in software development and other related computer fields, including Intro to Computer Science which is already included in the HSD catalog.

Course Organization:

Students will perform a series of lessons and lab activities which will model concepts, sometimes “unplugged”, where students explore concepts modeled conceptually in the physical world that they will later implement digitally. For example, using and analyzing a quick sort algorithm with playing cards by following the described algorithm written in pseudocode.

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

Course Outline with Learning Targets:

First Semester

Course Content

The following concepts will be introduced:

1. Careers
 - a. Computer scientist
 - b. Computer engineer
 - c. Software engineer
 - d. Software developer
 - e. Quality assurance engineer
 - f. Database administrator
 - g. Systems/web administrator
 - h. Systems Analyst
 - i. Technical marketer, customer support
2. Ethics
 - a. Privacy
 - b. Security
 - c. Professional integrity
3. Software Engineering and Development
 - a. Software development life cycle
 - i. Analysis
 - ii. Design
 - iii. Implementation
 - iv. Testing
 - v. Tools
 - vi. Documentation
 - b. Teamwork
4. Problem-solving
 - a. Problem identification
 - b. Inductive and deductive reasoning
 - c. Scientific method
5. Data Representation
 - a. Numeric (integer, floating point)
 - b. Character
 - c. Video/audio/graphics
 - d. Compression

Academic Content Standards

Standard are
taken from
Oregon
Computer
Science
Teachers'

6. Data Organization
 - a. Data structures (stacks, queues, lists) from a user perspective
 - b. Data hierarchy (field, record, file, database)
7. Hardware
 - a. CPU architecture
 - b. Instruction execution cycle
8. Operating Systems
 - a. Resource management (disk, cpu, ram)
 - b. User interface
9. Programming Languages
 - a. Procedural, non-procedural
 - b. Program translation
10. Algorithms
 - a. Finiteness
 - b. Halting
 - c. Deterministic
 - d. Algorithm expression
11. Theory of Computation
 - a. Computability
 - b. Tractability
12. Artificial Intelligence
 - a. Cognition
 - b. Applications of AI (knowledge, language)
 - c. Neural net

Association as part of the nation CS For All initiative and correlated with Common Core standards.

CSTA Standards:
Analyze the

representation and trade-offs among various forms of digital information. (L3A:6.CT)

Explain how sequence, selection, iteration, and recursion are building blocks of algorithms. (L3A:3.CT)

Work in a team to design and develop a software artifact. (L3A:1.CL)

Explain how sequence, selection, iteration, and recursion are building blocks of algorithms. (L3A:3.CT)

Select appropriate file formats for various types and uses of data. (L3A:6.CP)

Describe how mathematical and statistical functions, sets, and logic are used in computation. (L3A:12.CP)

Analyze data and identify patterns through modeling and simulation. (L3B:9.CT)

Use collaborative tools to communicate with project team members (e.g., discussion threads, wikis, blogs, version control, etc.). (L3A:2.CL)

Deploy various data collection techniques for different types of problems. (L3B:8.CPP)

Describe how various types of data are stored in a computer system. (L3A:7.CT)

Use advanced tools to create digital artifacts (e.g., web design, animation, video, multimedia). (L3B:1.CP)

Discuss the impact of computing technology on business and commerce (e.g., automated tracking of goods, automated financial transactions, e-commerce, cloud computing). (L3A:2.CI)

Common Core State Standards for Mathematics:

Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (A –CED.2)

Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. (A –CED.3)

Interpret parts of an expression, such as terms, factors, and coefficients. (A –SSE.1a)

Define appropriate quantities for the purpose of descriptive modeling. (N–Q.2)

Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\mathbf{v}$, $|\mathbf{v}|$, $\|\mathbf{v}\|$, v). (N-VM.1)

Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point. (N-VM.2)

Add and subtract vectors. (N-VM.4)

Multiply a vector by a scalar. (N-VM.5)

Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network. (N-VM.6)

Action Research:

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

- Enrollment data/demographics (ELL, SPED)
- Grades (broken down by demographics)
- Student Course Evaluation
- Post-Secondary Interest Before/After
- Career Interest Before/After

2. When and how will data be collected?

Data will be collected at the end of each year, as students forecast for future classes. It will also be collected at the beginning of each school year to determine official enrollment demographics, and at the end of each semester to determine student performance and growth, as well as to evaluate the success and growth of the program.

Evaluation:

Assessment includes lab assignments, quizzes, written essays, and group work evaluated by rubric.

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

Impact on Content Program

This class offers an option for Intermediate programming

Projected Additional Costs

Course resources

There is no additional costs to the students or the school for classroom equipment or supplies above and beyond normal computer use and printing costs.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
DIVISION 22, STANDARDS FOR PUBLIC
ELEMENTARY AND SECONDARY SCHOOLS
2017-18 ASSURANCE FORM

SITUATION

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

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

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

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

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
ANNUAL RISK MANAGEMENT REPORT

The Risk Management department handles the management and administration of the District's workers' compensation, liability, property, and auto insurance programs. This includes administering claims, developing policies and procedures, evaluating contractual risk, preventing loss, and supporting schools with safety programs. The risk management data for 2016-17 shows a reasonable number of incidents, claims, and costs to the District.

Liability Claims. The District had a total of 47 claims during the 2016-17 school year. In the area of property and liability, the following occurred:

TYPE OF CLAIM	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12
Number of Student Incident Reports	2148	1467	839	943	1,075	1,035
Number of Automobile Incident Claims	42	56	40	23	37	64**
Number of General Liability Claims	5	4	9	6	7	11
Number of Property Claims	0	0	2	4	0	1
Total Claims Paid as of 12/1/2017	\$90,124	\$207,802	\$54,260	\$1,043,267	\$161,702	\$444,105

**A total of 30 claims are from one bus-on-bus accident that occurred on November 1, 2011.

Premium Costs	2017-18	2016-17	2015-16
PACE premium for the school year	\$999,179	\$937,147	\$904,275
Excess earthquake coverage	\$78,252	\$74,000	\$103,400
Brown and Brown Northwest's broker fee	\$51,378	\$49,882	\$67,847
Total premium, including coverages and broker fees	\$1,128,809	\$1,061,029	\$1,075,522

Workers' Compensation. The District had a total of 121 workers' compensation claims. The cost of the 121 claims to date is \$377,890. The workers' compensation claims are summarized below:

TYPES OF CLAIMS	NUMBER OF CLAIMS	PERCENTAGE OF TOTAL
Medical	86	71%
Time Loss	35	29%
TOTAL	121	100%
Denied	3	2%
Deferred	0	0%
Open Claims	19	15%
Closed Claims	102	83%
TOTAL	121	100%

The number of claims and percentage by work classification are shown below. The work classification is the primary determining factor in premium calculations. The majority of the injuries were lower back area strains, knee strains, and contusions.

INJURY BY WORK CLASSIFICATION	NUMBER OF CLAIMS	PERCENTAGE
Drivers	8	7%
Teachers / Professionals	61	50%
Kitchen / Cafeteria	9	7%
All Others	43	36%
TOTAL	121	100%

The chart below shows the time of year when employee accidents occurred:

Month	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
WC Claims	3	6	7	15	17	7	5	11	12	13	10	14
Accidents	8	8	60	42	44	12	25	38	45	46	39	28

The District continues to make every effort to maintain a successful modified / light duty program for employees who are injured on the job. In 2016-17, the District actively placed workers on modified duty, reducing the District's costs for these incidents. The District was able to recover \$22,480 for these modified workers through the state Employer-at-Injury Program (EAIP).

In an effort to further reduce workers' compensation premium costs, claims under \$1,900 with medical expenses only are paid directly by the District. Over time, this practice reduces the experience rating and premium amount.

The District's workers' compensation premium expense for the 2017-18 school year is \$718,493. For the 2016-17 school year, the premium was \$807,821. For the 2015-16 school year, the premium was \$672,045.

The workers' compensation premium is based on the District's payroll and experience rating. There was an increase in the experience rating for the 2017-18 school year. The District chose to obtain workers' compensation coverage through SAIF Corporation. This resulted in a decrease in premium. The following chart shows the District's experience rating, payroll history, and premium history:

Year	Experience Rating	Payroll	Premium	Carrier
2017-18	.97	\$121,410,368	\$718,493	SAIF
2016-17	.85	\$115,848,517	\$807,821	SDIS
2015-16	.80	\$115,848,517	\$672,045	SDIS
2014-15	.88	\$109,399,940	\$780,820	SDIS
2013-14	.87	\$99,377,245	\$623,007	SDIS
2012-13	.78	\$96,868,753	\$576,869	SDIS
2011-12	.86	\$87,182,904	\$611,135	LNW
2010-11	.95	\$90,766,351	\$633,928	LNW
2009-10	1.12	\$92,202,106	\$801,238	LNW
2008-09	1.09	\$100,140,163	\$830,291	LNW
2007-08	1.06	\$97,337,630	\$677,256	LNW
2006-07	1.13	\$89,805,405	\$653,191	LNW

Workplace Possibilities Program

The Standard is the insurance carrier for the District's group disability coverage plan. Part of this coverage includes on-site ergonomic disability consultation and reasonable accommodation expense benefits. In the 2016-17 school year, the District submitted 22 claims to this program. The result was \$40,090 in equipment purchased by The Standard for District employees.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
ANNUAL SUPPORT SERVICES REPORT

SITUATION

Each fall, Support Services departments provide an annual report of information for the past school year.

FACILITIES AND MAINTENANCE

- Facilities and Maintenance staff processed 6414 work orders during the 2016-17 school year.
- Work orders are generated from buildings, fire inspection reports, safety inspections, safety meetings, staff and student accident reports, and general maintenance issues that arise.
- Staff develop a priority list of projects, taking into consideration building needs, long-term maintenance, health and safety, and immediate concerns.
- Using the priority listing of projects, District staff, architects, and other consultants develop cost estimates, specifications, and bid documents to start the identified projects.

Energy Conservation

- Summer shutdown and energy conservation measures resulted in significant cost avoided savings. Procedures were implemented for operating buildings during the summer months. This included how the HVAC, air conditioning, lighting, and other systems were to be operated, based on a variety of factors. These measures resulted in a savings of \$165,731 with an avoided-use savings of 821,929 kwh in electricity and 21,609 therms in natural gas, compared to the same timeframe during the previous year.
- SB1149 energy efficiency projects at eight (8) different schools included: lighting upgrades, DDC controls, and mechanical upgrades. Additional projects included irrigation upgrades at Lincoln Street Elementary School, Brown Middle School, Hare Field, Hillsboro High School, Glencoe High School, Poynter Middle School, and Liberty High School.

Summer Projects

Summer provides an opportunity for the District's Facilities and Maintenance and Construction Management departments to complete major maintenance and projects.

- The 2017 budget for summer major maintenance projects was approximately \$800,000.
- 819 work orders were processed from June through August 2017.
- Annual inspections include: bleacher / backboards, playgrounds, fire (alarms, sprinklers, doors, extinguishers), backflows, kitchen hood and suppression systems.

Large Maintenance and Construction Projects Completed (Summer 2017)

LOCATION / SCHOOL	PROJECT
Facilities	New freezer installation
Imlay	Water heater replacement
W. L. Henry	Boiler replacement
Districtwide	Secondary school locker room privacy partitions Back-up generators at Farmington View, Ladd Acres, West Union Playground inspection, repair, and playground chips HVAC coil cleaning Energy projects: lighting, controls, mechanical Organize and manage volunteer projects Backflow device testing Bleacher and backboard inspections Inspect fire alarms Inspect fire doors Inspect fire sprinkler systems Inspect fire extinguishers Inspect kitchen hood suppression systems Sweep/stripe parking lots Refinish gym wood floors Bioswale maintenance Finish school main floors / clean buildings

NUTRITION SERVICES

Meal Participation

The information below shows student meal participation for 2016-17 at 2,593,118, a decrease of 83,017 student meals, or 3.1%, below the previous school year.

Quick Facts	2016-17	2015-16	2014-15
Student Meals Served	2,593,118	2,676,135	2,646,023
Adult Meals Served	47,682	45,573	20,925

Financial Highlights

Quick Facts	2016-17	2015-16	2014-15
Total Revenues	\$8,033,949	\$8,073,073	\$7,641,317
Total Expenditures	\$8,188,707	\$7,837,662	\$8,480,782
Increase / Decrease in Ending Fund Balance	<\$154,758>	\$235,411	<\$839,465>

Total revenues decreased by \$39,124, or 0.49% percent, from the previous year, mainly due to inclement weather and a resulting loss of participation. Expenditures increased \$351,045, or 4.5% percent. Reasons for this increase included contractual increases to staff costs, food costs, other contractual increases, and the resumption of indirect cost assessment. The current unaudited fund balance, as of June 30, 2017, is \$452,503.

Program Highlights

The District continues to operate meal programs following revisions in the Healthy, Hunger-Free Kids Act (HHFKA) of 2010. The requirements include offering 100 percent whole grains on all school menus, additional fruit requirements at breakfast, and new Smart Snack rules that apply to all foods served in schools. District schools continue to implement all nutritional provisions, which include requiring a variety of fruits and vegetables that meet plant-color requirements, menu patterns that are age-specific and meet established calorie minimums and maximums, and menus that meet sodium-level and fat specifications. These requirements reflect the current Dietary Guidelines for Americans and ensure that school children are offered nutritious, healthy, and wholesome meals. Smart Snack implementation was required, and applies to all foods that are sold on the school campus. This affects all foods sold in student stores, fund raising, and any other methods of sale during the school day.

The 2016-17 school year was the second year of a two-year approved Farm-to-School grant. The grant has been renewed for the 2017-2019 biennium. Purchases from local Oregon vendors, such as Truitt Brothers (Troutdale), Bob's Red Mill (Milwaukie), Springbank Farms (Lebanon), Vial Family Farms (Hillsboro), and Charlie's Produce (multiple farms) were beneficial to the school district, due to the support provided by this grant.

During the school year, Nutrition Services school staff provided extra meal programs beyond serving breakfast and lunch meals to District students. These programs included:

- Head Start programs offered at seven schools, serving 65,367 meals
- 107 after-school snack programs, serving 106,144 after-school snacks

Nutrition education interactive presentations continue to provide District elementary students with information regarding: making healthy food choices, food that is grown in Oregon, and the importance of daily exercise. Presentations were made to nearly 100 classrooms. To emphasize the program, age-appropriate books were provided for teachers to use with their nutrition curriculum. The Nutrition Services department worked together with The Swallowtail School near Glencoe High school to cultivate 3,000 strawberry plants for distribution to students who participated in the presentations.

South Meadows Middle School continues to be the production kitchen for 13 elementary satellite school kitchens and the Miller Education programs, providing meal entrees and warehouse supplies, and coordinating the deliveries to sites that have minimal storage and preparation capacities.

Liberty High School's production baking kitchen provides select bakery products and coordinates deliveries to all school kitchen sites. Scratch bakery items are made with local Bob's Red Mill flour, and are free from the additives and preservatives that are typically used in commercial bakery items. The Liberty High School kitchen also provides District catering services upon request.

Beginning in the 2016-17 school year, a menu planning committee was formed to assess and revise school menu entrees. Kitchen staff and students were invited to participate. Changes in items served and listed on the menu began in February 2017. Additional changes in commodity selections were identified for the 2017-18 program year.

Summer feeding programs served meals from June 28 through August 18. The sites included Miller Education Center, six (6) community parks, two (2) apartment complexes, eleven (11) elementary and secondary migrant summer school programs, and three (3) summer-school sites. These programs served 7,916 breakfasts, 33,717 lunches, 504 snacks and 1,435 dinners.

Fourteen (14) District schools meet the criteria for participation in the Community Eligibility Provision (CEP). CEP establishes a percentage of the student population as economically disadvantaged at a single school or an identified group of schools that qualify to participate. All students enrolled at CEP schools are offered breakfast and lunch at no cost. The program data was reassessed in April, and it was determined that the participation of the current CEP schools would continue. Additional kitchen equipment was purchased, and increased labor hours were added to CEP schools, where needed. The District has one year plus one grace-year remaining under this provision when reapplication will be required. The current districtwide percentage of students eligible has declined since initially approved and, if the trend continues, the number of schools able to operate within CEP may decline.

The Nutrition Services warehouse is the central distribution site for the department. Warehouse staff members order, store, and deliver USDA commodity and purchased foods, paper products, and chemicals. They also fill small equipment purchase requests for all District school kitchens. The delivery system from the Nutrition Services warehouse is efficient and effective in supplying the needs of school kitchens and staff.

The Nutrition Services Department is committed to making a difference in academic success for students by providing and encouraging healthy food choices, and is dedicated to ensuring that all students are well-nourished and prepared for the future.

TRANSPORTATION SERVICES

New Replacement Buses

In staying within the state and federal emission guidelines, we are on track to replace those buses deemed “gross polluters” by 2025. We purchased and took delivery of ten (10) buses, eight (8) propane special needs buses, and two (2) full-sized conventional clean diesel buses. In addition, we are currently working with DEQ to receive a 25 percent rebate on the cost of two full-sized buses that we expect to take delivery of in March 2018. These two buses will primarily be used to shuttle secondary students between our four high schools for CTE classes.

Transportation for Summer Programs

In summer 2017, we provided transportation for:

- 11 separate summer programs (more than ever before)
- 17 special needs routes, equaling 62 runs, including 42 runs serving early intervention students.
- 22 general education routes, serving elementary and secondary students

Summer Training for Transportation

This past summer, the Transportation Department hired and trained four (4) new transportation assistants; and since July 1, we have hired and certified 13 new school bus drivers, with an additional 10 in the process of training. There is currently a very competitive hiring market for CDL drivers. While we still currently have five (5) remaining open driving positions, we are very fortunate to be doing as well as we are with the current national CDL driver shortage.

In addition to training new staff, the following Oregon Department of Education (ODE) and District-required continuing education training courses were taught.

- First Aid with CPR and AED (10 courses)
- CORE (1 full class)
- Transporting Students with Special Need (1 courses)
- Defensive Driving Course (1 course)
- Oregon Intervention Systems (OIS) (5 classes)
- Trauma Informed Series (1 course)

2016-17 Statistics	
Miles driven	2,489,670
Reimbursable miles	2,331,675
Pupils transported	12,768
Routes	99 regular 55 special education
Runs	538 regular • Home-to-School: 488 • After School Activities: 50 570 special education • Home-to-School: 421 • After School Activities: 5 • Early Intervention 144
Total buses in the fleet	126 regular 65 special education (includes 18 propane)
Total additional "white" fleet	3 Box Trucks 2 Secure Cabs 2 Shop Trucks 3 Utility Vehicles (4WD)
Accidents	44

2016-17 Staffing	
Drivers	178
Transportation Assistants	58
Technology Integration	1
Dispatchers	4
Routers	2
Trainers	3
Office Staff	3
Mechanics	10
Supervisors	3
Director	1

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
STRATEGIC PLAN GOALS UPDATE

SITUATION

This is year two of the District's current five-year Strategic Plan. Planning for this year was important, as staff had an opportunity to review what worked well in year one and determine where efficiencies and improvements could be made moving forward.

The key modification that was made for the 2017-18 school year was creating a more streamlined and integrated focus for the annual Work Plan & SMART Goals. Using the framework of the plan's Agreements and Commitments, which state that all students deserve to be connected to Community, Culture, and Career, and that all students should be known by Name, Strength, and Need, staff created a theory of action around system elements and professional practices that would be needed to spur meaningful change for Hillsboro School District students. Six SMART goals were identified that, if met, should continue moving students toward high achievement, graduation, and preparedness for post-secondary opportunities.

Tonight's report will include relevant research, input mechanisms, and data that has been gathered thus far for each of these SMART goals.

RECOMMENDATION

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

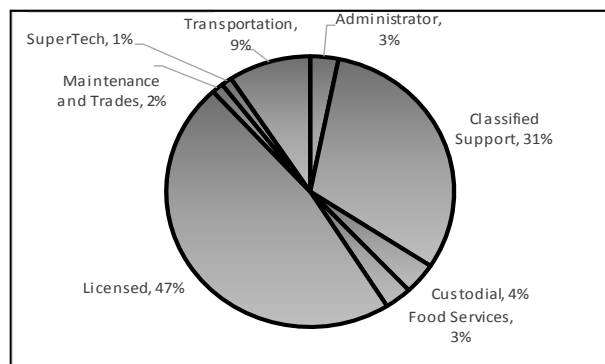
HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
FINANCIAL REPORT

Business Office – General Update and Annual Report. To provide context to the size and scope of District operations, the December financial report has changed to align with other operational department annual reports, including statistics. Business Office team supervisors provided information for this report, to illustrate the regular, recurring activities performed by team members, and to provide a wider view of the services Business Office staff provide for District staff and stakeholders. The number of team members is noted in parenthesis.

Finance Team – Accounts Payable, Banking, and Student Body Accounting. Finance manager Koral Unger and the finance team (3) were highly productive in 2016-17. Accounts payable staff processed 5,277 purchase orders, 20,990 incoming invoices, and issued 10,970 vendor and reimbursement checks, totaling \$32,971,317.87. Accounts receivable staff issued 1,053 invoices and collected \$885,649.27. Team members also perform daily banking tasks and other accounting functions, and provide support for school and department staff.

Finance Team – Financial Reporting and Grants. Finance Manager Jeff Jones does not have a support team, yet statistics for the work performed by Mr. Jones are impressive. Mr. Jones works with District grant coordinators to process non-general fund transactions. In 2016-17, the District received \$16,066,023 in federal grants, \$2,505,676 in state grants, \$1,460,500 in intermediate source grants, and \$9,473,134 in local source grants. There were approximately 640 different sources of revenue for special revenue funds. Mr. Jones also facilitates the annual comprehensive audit of the District. This fall, District staff were able to provide a draft version of the Comprehensive Annual Fiscal Report (CAFR) to the Grove, Mueller, & Swank, P.C. audit team in September, during the audit team's visit to the District to perform the final audit fieldwork for 2016-17. (For the past several years, the draft CAFR has been provided at a later date.)

Payroll Team and Employee Benefits. Payroll supervisor Kim Grannis and the Payroll team (3) produced 12 monthly payrolls in 2016-17. Monthly payrolls entail processing wages and deductions for 2,900 staff, comprising 2,008 women and 892 men. Currently, approximately 90 percent of District employees are paid through direct deposit, the remaining 10 percent receive paper checks. The adjacent chart represents FTE (full-time equivalency) by position type.



Employee Benefits Supervisor Lynette Coffman and the Benefits team (3) automated the benefit pay deduction process in Infinite Visions, thus improving efficiency and accurate reporting. The employee benefits fair was successful. The District recorded the highest ever participation in open enrollment. The Benefits team focused on cross-training of its team members. It is also focused on employee education and outreach, to continue improving services to staff.

Workers' Compensation Report. In order to ensure accurate reports to the Board, and allow adequate time for the claims submitted each month to be fully processed, there is a one-month delay in reporting workers' compensation claims to the Board. The table below includes workers' compensation claims reported in October 2017.

The District received 18 workers' compensation claims in October 2017. As of October 31, 2017, there were 61 open claims; 32 were for medical costs only, and 29 included time loss. There were 3 employees on modified work plans during October.

Workers' Compensation Reports			
	2015-16	2016-17	2017-18
July	3	3	3
August	2	6	2
September	10	7	6
October	8	15	18
November	7	17	
December	13	7	
January	11	5	
February	11	11	
March	12	12	
April	10	13	
May	8	10	
June	9	14	
Yearly Total:	104	120	29

Student Incident Report. There is a one-month delay in reporting student incidents to the Board, in order to allow adequate time to ensure that these reports are complete and accurate. There were 298 student incidents reported in October.

Student Incident Reports			
	2015-16	2016-17	2017-18
July	0	1	8
August	6	14	1
September	181	249	267
October	243	291	298
November	160	235	
December	43	104	
January	134	150	
February	177	220	
March	165	228	
April	183	216	
May	175	261	
June	68	179	
Yearly Total:	1,467	2,148	574

Vehicle Accidents. There is a one-month delay in reporting vehicle accidents to the Board, in order to allow adequate time to ensure that monthly reports are accurate and complete. There were 7 bus accidents in October.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
MONTHLY FINANCIAL REPORT - Actual as of November 29, 2017

	1st Quarter Actual	October Actual	November Actual	2nd Quarter Actual	Fiscal YTD 2017-18	Budget 2017-18	% of 2017-18 Budget Expended	2016-17 Fiscal YTD	% of 2016-17 Budget Expended
Revenues									
Taxes	\$326,578.12	\$61,815.36	\$15,251,280.84	\$15,313,096.20	\$15,639,674.32	\$70,221,745.00	22.27%	\$188,458.36	0.28%
Interest	\$129,712.88	\$39,201.51	\$0.00	\$39,201.51	\$168,914.39	\$404,635.00	41.74%	\$108,657.03	35.28%
Local Sources	\$215,531.48	\$32,519.58	\$32,359.34	\$64,878.92	\$280,410.40	\$1,790,759.00	15.66%	\$260,611.20	13.75%
Total Local	\$671,822.48	\$133,536.45	\$15,283,640.18	\$15,417,176.63	\$16,088,999.11	\$72,417,139.00	22.22%	\$557,726.59	0.80%
County / ESD	\$1,034,848.32	\$301,899.72	\$0.00	\$301,899.72	\$1,336,748.04	\$3,554,545.00	37.61%	\$1,699,734.18	52.24%
State Sources	\$43,026,812.48	\$10,731,488.00	\$285,461.55	\$11,016,949.55	\$54,043,762.03	\$130,042,910.00	41.56%	\$52,846,209.76	42.50%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$5,686.02	\$851.24	\$2,884.30	\$3,735.54	\$9,421.56	\$1,000,000.00	0.00%	\$1,299.83	0.00%
Beginning Balance	\$12,985,264.72	\$0.00	\$0.00	\$0.00	\$12,985,264.72	\$11,598,462.00	111.96%	\$13,383,454.24	97.99%
Total Revenue	\$57,724,434.02	\$11,167,775.41	\$15,571,986.03	\$26,739,761.44	\$84,464,195.46	\$218,613,056.00	38.64%	\$68,488,424.60	32.51%
Expenditures									
Instruction									
Salaries	\$6,795,543.15	\$6,758,174.81	\$6,715,773.57	\$13,473,948.38	\$20,269,491.53	\$77,955,932.49	26.00%	\$19,229,152.30	24.77%
Benefits	\$3,362,611.29	\$3,591,085.69	\$3,482,915.02	\$7,074,000.71	\$10,436,612.00	\$38,646,081.96	27.01%	\$8,894,197.37	24.51%
Purchased Service	\$805,660.31	\$266,266.73	\$267,064.58	\$533,331.31	\$1,338,991.62	\$4,203,855.40	31.85%	\$1,908,694.53	31.97%
Supplies / Materials	\$455,593.39	\$184,835.35	\$152,272.43	\$337,107.78	\$792,701.17	\$1,914,845.70	41.40%	\$801,374.56	55.67%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$3,000.00	0.00%
Other	\$82,017.74	\$13,576.00	\$54,734.55	\$68,310.55	\$150,328.29	\$199,392.45	75.39%	\$119,799.40	65.73%
Total Instruction	\$11,501,425.88	\$10,813,938.58	\$10,672,760.15	\$21,486,698.73	\$32,988,124.61	\$122,920,108.00	26.84%	\$30,956,218.16	25.48%
Support Services									
Salaries	\$6,688,121.77	\$3,265,262.81	\$3,279,336.12	\$6,544,598.93	\$13,232,720.70	\$39,746,401.28	33.29%	\$13,333,879.48	35.05%
Benefits	\$3,684,466.06	\$1,960,823.06	\$1,859,208.49	\$3,820,031.55	\$7,504,497.61	\$24,893,304.97	30.15%	\$6,848,563.13	37.18%
Purchased Service	\$3,344,989.07	\$1,196,361.15	\$1,082,934.45	\$2,279,295.60	\$5,624,284.67	\$14,973,635.57	37.56%	\$5,528,903.44	40.93%
Supplies / Materials	\$1,510,956.12	\$1,321,287.21	\$209,526.56	\$1,530,813.77	\$3,041,769.89	\$3,407,810.16	89.26%	\$2,945,581.81	44.36%
Capital Purchases	\$297,235.02	\$60,561.99	-\$330,207.83	-\$269,645.84	\$27,589.18	\$101,962.00	27.06%	\$224,879.29	89.93%
Other	\$1,188,604.95	\$65,425.14	\$9,065.50	\$74,490.64	\$1,263,095.59	\$1,625,907.02	77.69%	\$1,194,841.45	86.18%
Total Support	\$16,714,372.99	\$7,869,721.36	\$6,109,863.29	\$13,979,584.65	\$30,693,957.64	\$84,749,021.00	36.22%	\$30,076,648.60	38.44%

<i>Expenditures (continued)</i>	1st Quarter Actual	October Actual	November Actual	2nd Quarter Actual	Fiscal YTD 2017-18	Budget 2017-18	% of 2017-18 Budget Expended	2016-17 Fiscal YTD	% of 2016-17 Budget Expended
Community Services									
Salaries	\$67,930.31	\$28,188.80	\$38,948.27	\$67,137.07	\$135,067.38	\$316,891.23	42.62%	\$122,624.67	46.41%
Benefits	\$33,073.13	\$16,111.85	\$18,795.39	\$34,907.24	\$67,980.37	\$161,434.07	42.11%	\$49,790.94	45.30%
Purchased Service	\$6,676.96	\$6,975.64	\$0.00	\$6,975.64	\$13,652.60	\$88,964.02	15.35%	\$30,962.90	85.84%
Supplies / Materials	\$1,441.04	\$1,468.42	\$0.00	\$1,468.42	\$2,909.46	\$6,494.14	44.80%	\$4,870.61	160.05%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$919.52	0.00%	\$700.00	0.00%
Total Community Services	\$109,121.44	\$52,744.71	\$57,743.66	\$110,488.37	\$219,609.81	\$574,703.00	38.21%	\$208,949.12	50.37%
Capital Projects									
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Debt Service Payment	\$29,209.42	\$0.00	-\$610.04	-\$610.04	\$28,599.38	\$528,500.00	5.41%	\$38,205.05	4.62%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Contingency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,840,724.00	0.00%	\$0.00	0.00%
Total Expenditures	\$28,354,129.73	\$18,736,404.65	\$16,839,757.06	\$35,576,161.71	\$63,930,291.44	\$218,613,056.00	29.24%	\$61,280,020.93	29.09%

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
FIRST READING – POLICY JEA: COMPULSORY ATTENDANCE

SITUATION

In October, the Board approved revisions to District policy JEA: Compulsory Attendance, as recommended by Oregon School Boards Association (OSBA) in order to clarify and update the policy, including references to Oregon Revised Statutes regarding an exemption from compulsory attendance for emancipated minors or minors who have made application to become emancipated.

Additional revisions have now been recommended by OSBA, to align with new legislation (House Bills 3029 and 3409 and Senate Bill 20) regarding compulsory attendance.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy JEA: Compulsory Attendance.

Hillsboro School District 1J

Code: **JEA**
Adopted: 2/26/02
Readopted: 09/23/08; 10/12; 5/01/16
10/24/17;

Compulsory Attendance**

Except when exempt by Oregon law, all students between ages 6 and 18, who have not completed the 12th grade, are required to regularly attend a public, full-time school during the entire school term.

All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having legal control of a student between ages 6 and 18, who has not completed the 12th grade, are required to have the student attend school, and maintain the child in regular attendance during the entire school term. Persons having legal control of a student who is five years of age and who has been enrolled in a public school are required to have the student attend, and maintain the student in regular attendance during the school term.

~~Under the superintendent's direction and supervision, building principals / designees~~ Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. Failure to send a student to school and to maintain a student in regular attendance is a Class C violation.

A parent or other person lawfully charged with care or custody of a child, who is not supervising his/her student by requiring school attendance, may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

The district will develop procedures for issuing a citation.

Exemptions from Compulsory School Attendance

In the following cases, students shall not be required to attend public, ~~schools~~ full-time schools:

1. Students being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools; and in attendance for a period equivalent to that required of students attending public schools;
2. Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools;
3. Students who have received a high school diploma or a modified diploma.
- 4 ~~3~~. Students being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school, for a period equivalent to that required of students attending public schools;

5 4. Students being educated in the home by a parent or legal guardian;

- a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Northwest Regional Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
- b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
 - (3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
- c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
- d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
- e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
- f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
- g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.

6. Children whose sixth birthday occurred on or before September 1 immediately proceeding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.

7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.

8 5. Students excluded from attendance as provided by law;

- 9 6. An exemption may be granted to the parent or legal guardian of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college, or an alternative education program as defined in ORS 336.615.
- 10 7. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.588.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 336.615](#) to -336.665
[ORS 339.010](#) to -339.090
[ORS 339.095](#)

[ORS 339.257](#)
[ORS 339.990](#)
[ORS 419B.550](#) to -419B.558
[ORS 807.065](#)
[ORS 807.066](#)

[OAR 581-021-0026](#)
[OAR 581-021-0029](#)
[OAR 581-021-0071](#)
[OAR 581-021-0077](#)

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
FIRST READING – POLICY IKF: GRADUATION REQUIREMENTS

SITUATION

The proposed revisions to policy IKF: Graduation Requirements are based on recommendations from the Oregon School Boards Association (OSBA) to ensure that the policy aligns with recent legislative requirements, including changes adopted by the Oregon State Board of Education to Oregon Administrative Rule (OAR) 581-022-0617 - Essential Skills Assessment for English Language Learners; House Bill (HB) 3267 regarding graduation requirement waivers for students in certain situations; Senate Bill (SB) 20, regarding participation in graduation exercises for students who qualify to earn modified or extended diplomas or alternative certificates; and HB 2220 regarding high school diplomas for persons who have served in the U. S. Armed Forces. An additional change is proposed to align the District's modified diploma requirements with the state requirements.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy IKF: Graduation Requirements.

Hillsboro School District 1J

Code: **IKF**

Adopted: 7/96

Revised/Readopted: 3/24/15; 10/01/16;

Graduation Requirements**

The Board will establish graduation requirements for the awarding of a chancellor's diploma, a standard diploma, a modified diploma, an extended diploma, and an alternative certificate that meets or exceeds state requirements.

A student may satisfy graduation requirements in less than four years. The District will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian, or by the student, if he/she is 18 years of age or older or emancipated.

Students and their parents/guardians will be notified annually of the requirements for all Hillsboro diplomas. See the graduation requirement manual for specific instructions.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school².

Chancellor's Diploma

The Chancellor's Diploma will be awarded to students who have demonstrated their commitment to a rigorous course of study during high school in order to prepare for college and career success. The Chancellor's Diploma includes classes and requirements that promote critical thinking skills and an enriched learning experience. These requirements are aligned with general Oregon university admissions, but do not guarantee automatic acceptance. Students who earn a Chancellor's Diploma demonstrate the experience that is desired for every student in the Hillsboro School District (HSD). All students earning a

¹As defined in ORS 30.297.

²For a diploma awarded on or after January 1, 2018.

Chancellor's Diploma will be recognized with a Chancellor's Diploma Recognition during the graduation ceremony.

HSD Chancellor's Diploma Requirements	Graduating classes through 2018	Cohort class of 2019 and following years	
Math (including one unit at the Algebra 1 level; and two units at a higher level than Algebra 1)*	3.0	4.0	
English* (one unit in written comprehension)	4.0	4.0	
Science*	3.0	3.0**	**Minimum of 3 credits in each plus one additional credit in either; total = 7 credits
Social Sciences (including history, civics, geography, and economics (including personal finance))*	3.0	3.0**	
Science*/Social Sciences*		1.0**	
Health Education	1.0	1.0	
Physical Education	1.0	1.0	
Career and Technical Education (CTE), the Arts, and World Language* (with at least two credits of world language)	3.0	3.0	
Electives	7.0	5.0	
Senior Seminar (or Focused Program Internship credit)	0.5	0.5	
Career and College Development	0.5	0.5	
Total Credits	26.0	26.0	
*Academic Credit Requirements (English, mathematics, science, social science, and/or world language)			
Number of required academic credits	18.0	18.0	
Minimum number of required academic credits that must be completed in advanced-level coursework (as defined by AP, IB, or dual-credit designation)		4.0	
Required cumulative GPA in academic courses	3.4	3.0	
Minimum grade in every academic requirement course	C	C	
Required GPA in all coursework	3.0 GPA	3.0 GPA	
Proficiency in Essential Skills	Required	Required	

In addition to credit requirements as outlined in Oregon Administrative Rule (OAR) 581-022-1130 2000 and OAR 581-022-2010, respectively, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and apply math;
2. Develop an education plan and build an education profile;

3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences.

The District shall offer students credit options, provided the method for obtaining such credits is described in the student's personal education plan; and the credit is earned by meeting requirements described in OAR 581-022-1131-2025.

Graduation Honors - Valedictorian and Salutatorian: Students who earn a Chancellor's Diploma may be eligible for graduation honors.

Valedictorian: Students earning a Chancellor's Diploma and receiving an unweighted GPA of 4.0 for all classes taken will be recognized as Valedictorians. In the event that no students receive a 4.0 GPA, but earn a Chancellor's Diploma, the student(s) with the highest GPA will be recognized as the Valedictorian(s). More than one person may be recognized as the Valedictorian(s).

Salutatorian: Student(s) who earn a Chancellor's Diploma and have the second highest unweighted GPA will be recognized as the Salutatorian(s). More than one person may be recognized as the Salutatorian(s).

Honors Graduate: The students who earn a Chancellor's Diploma and maintain above a 3.75 unweighted GPA will be recognized as Honors graduates.

Standard Diploma

A standard diploma will be awarded to students who have satisfactorily completed all state and local graduation requirements. Students completing the standard diploma may qualify for entrance to colleges, community colleges, military and trade schools. A standard diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits that include at least:

Standard Diploma Requirements	Required Credits
Math (one unit at the Algebra 1 level; and two units at a higher level than Algebra 1)	3.0
English (one unit in written comprehension)	4.0
Science	3.0
Social Sciences (including history, civics, geography; and economics (including personal finance))	3.0
Health Education	1.0
Physical Education	1.0
Career and College Development	0.5
Senior Seminar (or Focused Program Internship credit)	0.5
Career and Technical Education (CTE), the Arts, and or World Language (units shall be earned in any one or a combination)	3.0
Electives	5.0
Total Credits	24.0

The District shall offer students credit options, provided the method for obtaining such credits is described in the student's personal education plan, and the credit is earned by meeting requirements described in OAR 581-022-1131~~2025~~.

In addition to credit requirements as outlined in OAR 581-022-1130~~2000~~ and OAR 581-022-2010, respectively, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and apply math;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences.

Essential Skills

The District will allow English Language Learners (ELLs) students to demonstrate proficiency in the Essential Skill of "Apply mathematics in a variety of settings" in the student's language of origin for those ELL-students who, by the end of high school:

1. Are on track to meet all other graduation requirements; and
2. Are unable to demonstrate proficiency in the Essential Skill in English.

The District will allow ELL-students to demonstrate proficiency in Essential Skills other than "Apply mathematics in a variety of settings" in the student's language of origin for those ELL-students who, by the end of high school:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;
3. Have been enrolled in a U.S. school for five years or less; and
4. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)³.

The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Manual*, in the EL's language of origin for those ELs who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an EL's language of origin are scored by a qualified rater.⁴

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated difficulty meeting the full set of academic standards established adopted by the State Board of Education for a diploma; while

³This criteria does not apply to students seeking a diploma in 2017-2018.

⁴[This paragraph is required if the district allows ELs to demonstrate proficiency in Essential Skill of Apply Mathematics and other courses.]

receiving reasonable modifications and accommodations. Students completing the modified diploma may qualify for entrance to colleges, community colleges, military and trade schools. ~~To be eligible for a modified diploma, may only be awarded to a student must who meets the eligibility criteria below:~~

1. Have a documented history of difficulty maintaining grade-level achievement due to significant learning and instructional barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade 9 through completion of high school, complete 24 credits, which shall include:

Modified Diploma Requirements	Required Credits
Math	2.0
English	~~4.0~~ 3.0
Science	2.0
Social Sciences	2.0
Health Education	1.0
Physical Education	1.0
Career and College Development	2.5
Electives (including 0.5 Senior Seminar or Focused Program Internship credit)	~~8.5~~ 9.5 (0.5)
Career and Technical Education (CTE), the Arts, ~~and~~ or World Language	1.0
Total Credits	24.0

In addition to credit requirements as outlined in OAR 581-022-~~2010~~, a student must:

1. Develop an education plan and build an education profile; ~~and~~
2. Demonstrate extended application through a collection of evidence; ~~and~~
- ~~3. Participate in career-related learning experiences.~~

A student must also demonstrate proficiency in the Essential Skills ~~of reading, writing, and apply math~~ with reasonable modifications and accommodations.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) ~~or 504 plan~~, any modifications to work samples must be consistent with the requirements established in the IEP ~~or 504 plan~~. Modifications are changes to the achievement level, construct, or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.

2. For a student not on an IEP, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed, and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a **Section 504** plan may not receive any modified state-approved assessments.

A student's school team shall decide whether a student should work toward a modified diploma no earlier than the end of grade 6, and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school, if the documented history has changed.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated difficulty the inability to meeting the full set of academic content standards adopted by the State Board of Education for a diploma, while receiving modifications and accommodations. Students receiving an extended diploma may have varying educational opportunities after graduation to help meet IEP goals and objectives through age 21. To be eligible for an extended diploma, a student must:

1. While in grade 9 through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:

Extended Diploma Requirements	Required Credits
Math	2.0
English	2.0
Science	2.0
History, Geography, Economics, or Civics	3.0
Health Education	1.0
Physical Education	1.0
The Arts or a World Language	1.0
Total Credits	12.0

2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade 5, or after a documented history to qualify for an extended diploma has been established, the District shall annually provide to the parents or guardians of the student, information

about the availability and requirements of a modified diploma, an extended diploma, and an alternative certificate.

Alternative Certificate

An alternative certificate will be awarded to students who do not satisfy the requirements for a chancellor's diploma, standard diploma, modified diploma, or extended diploma, if the students meet minimum credit requirements established by the District. Students receiving an alternative certificate may have varying educational opportunities after graduation. Alternative certificates will be awarded based on individual student needs and achievement.

Other District Responsibilities

The District will ensure that students have onsite access to the appropriate resources to achieve a chancellor's diploma, a standard diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The District will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The District may not deny a student, who has a documented history of difficulty maintaining grade-level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievement, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason that the student has a documented history.

The District may award a modified diploma or an extended diploma to a student only upon the written consent of the student's parent or guardian. The District shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma or the extended diploma is awarded may sign the consent.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate either within four 4 years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in less than four years, but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in less than four years, the student's parent or guardian, or a student who is emancipated or has reached the age of 18, must provide written consent which clearly states that the parent, guardian, or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the District Superintendent or designee, who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate will shall have the option of participating in a high school graduation ceremony with the student's class.

A student on an IEP who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to individually designed instructional hours, hours of transition services, and hours of other services that equals at least the total number of instructional hours that is are required to be provided to students who are attending a public high school, unless reduced as determined by the IEP team.

The District must provide a Summary of Performance to students who are graduating from secondary school with a standard diploma, or are leaving due to exceeding the age of eligibility for a free appropriate public education (end of school year in which they turn 21).

A student who qualifies to receive a modified diploma but has not yet been awarded the modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student, as determined by the IEP or school team.⁵

The District will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate, or completion of a General Education Development document. The continuance of services for students with disabilities who receive a modified diploma, an extended diploma, or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and need for special education services are needed.

Students and their parents will be notified by grade five of graduation and diploma requirements.

The District may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form⁶; and submitting the form to the District.

The District will issue a high school diploma, upon request and pursuant to Oregon law (ORS 332.114), to a person or a representative of a deceased person who served in the U.S. Armed Forces⁷, as specified in Oregon law, if the person and was discharged or released under honorable conditions and has received

⁵A student who received a modified diploma prior to July 1, 2018 shall continue to have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student, as determined by the IEP or school team.

⁶www.ode.state.or.us; or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

⁷The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
 - a. World War I;
 - b. World War II;
 - c. The Korean Conflict; or
 - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
 - a. Operation Urgent Fury (Grenada);
 - b. Operation Just Cause (Panama);
 - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
 - d. Operation Restore Hope (Somalia);
 - e. Operation Enduring Freedom (Afghanistan); or
 - f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

either a General Educational Development or a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery.

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

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 338.115](#)
[ORS 339.115](#)
[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-022-06152115](#)
[OAR 581-022-06172120](#)
[OAR 581-022-11302000](#)
[OAR 581-022-11312025](#)
[OAR 581-022-11332015](#)
[OAR 581-022-11342010](#)

[OAR 581-022-11352020](#)
[OAR 581-022-12102030](#)
[OAR 581-022-1215](#)
[OAR 581-022-13502505](#)
[OAR 581-022-1910](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION (FEBRUARY 4, 2016).
Essential Skills and Local Performance Assessment Manual, published by the OREGON DEPARTMENT OF EDUCATION (MARCH 17, 2016).

Cross Reference(s):

IKFA - Early Graduation

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
FIRST READING – POLICY CBA: QUALIFICATIONS AND DUTIES OF THE
SUPERINTENDENT; POLICY CBG: EVALUATION OF THE SUPERINTENDENT;
AND CGB-AR: SUPERINTENDENT EVALUATION FORM (DELETE)

SITUATION

The proposed revisions to policies CBA: Qualifications and Duties of the Superintendent and CBG: Evaluation of the Superintendent will align the District's versions of these policies with the recommendations of Oregon School Boards Association (OSBA).

OSBA recommends that CGB-AR: Superintendent Evaluation Form be deleted because the Superintendent evaluation instrument / process, which is agreed upon between the Board and Superintendent, can change from year to year or contract to contract. The current evaluation process and timeline are reviewed by the Board annually prior to the commencement of the evaluation process.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policies CBA: Qualifications and Duties of the Superintendent and CBG: Evaluation of the Superintendent; and the recommendation to delete CGB-AR Superintendent Evaluation Form.

Hillsboro School District 1J

Code: CBA
Adopted: 07/96
Revised: 10/07

Qualifications and Duties of the Superintendent

POSITION: Superintendent of Schools

- QUALIFICATIONS:**
1. A current Oregon administrative license with an authorization for all levels, superintendent's endorsement or a transitional superintendent license;
 2. Successful experience as an educational leader and administrator;
 3. In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets transitional administrator or exceptional administrator licensure requirements. The Board may, jointly with the individual, submit an application for such license for Teacher Standards and Practices Commission approval pursuant to OAR 584-080-0151 and 584-080-0161;
 4. Other qualifications as determined by the Board.

Qualifications

1. ~~Meet state licensing;~~
2. ~~Other qualifications as determined by the Board.~~

REPORTS TO: Board of Directors

SUPERVISES: Central office administrators and school principals; and through them, all district personnel.

JOB GOAL: Provide effective administration of all schools and departments, and educational leadership throughout the school system and community.

Performance Responsibilities

The superintendent:

1. Serves as chief executive officer of the Board except as otherwise provided by law, makes rules not in conflict with law or with Board policies and decides all matters of

administrative and supervisory detail in connection with the operation and maintenance of the schools;

2. Initiates and directs the development of policies for approval by the Board, delegating such responsibility to associates and subordinates as deemed desirable;
3. Attends all meetings of the Board except those concerned with his/her own contract status and takes part in the deliberations, but does not vote;
4. Assists the Board in reaching sound judgments, establishing policies and approving those matters which the law requires the Board to approve; places before the Board necessary and helpful facts, comparisons, investigations, information and reports; and makes available the personal advice on special or technical matters by those persons who are qualified to furnish it;
5. Implements and interprets Board policies;
6. Recommends the appointment, renewal, contract extension, contract nonrenewal, contract nonextension or discharge of licensed employees of the Board as provided by law, Board policies and the employee's collective bargaining agreement, as applicable, and with such recommendations reported to the Board for approval;
7. Assigns or transfers licensed employees as provided by state law, Board policies, collective bargaining agreements and meet and confer agreements, as applicable;
8. Appoints, assigns, transfers, promotes, demotes or discharges classified and nonrepresented employees as provided by state law, Board policies, collective bargaining agreements and meet and confer agreements, as applicable;
9. Directs the professional supervisory staff in visits to the schools under the superintendent's charge; through this staff, directs, assigns and assists teachers and all other educational employees in the performance of their duties; classifies, assigns and controls the promotion of students; and performs other duties as the Board determines;
10. Directs the work of the professional staff in evaluating curriculum and instructional materials and, upon the basis of such study, makes recommendations to the Board;
11. Supervises the establishment or modification of attendance and transportation area boundaries subject to Board approval;
12. Directs the preparation of the budget showing the estimated receipts and disbursements necessary to cover the needs of the district for the ensuing budget period, and submits this estimate to the Board in accordance with law;
13. Approves and directs, in accordance with law and Board policy, purchases and expenditures, within the limits of the budget;

14. Exercises leadership in directing studies of sites and buildings, considering the population trend and the educational and cultural needs of the district, to ensure timely decisions by the Board and electorate regarding construction and renovation projects;
15. Represents the district in dealings with other school systems, social institutions, business firms, government agencies and the general public;
16. Keeps the public informed about current educational practices, educational trends and issues confronting the district.

The specific enumeration of the superintendent's duties as detailed above will not act to limit the broad authority and responsibility of the office.

Duties

The Superintendent performs seven major tasks:

1. — Performs as educational leader of the schools;
2. — Serves as chief executive officer of the Board;
3. — Oversees staff personnel management;
4. — Oversees facilities and construction management;
5. — Oversees financial management;
6. — Oversees community relations activities;
7. — Oversees student personnel services.

Chief Responsibilities and Powers as the Superintendent

1. — Attend all Board meetings including Board appointed committee meetings, except when his/her own selection, efficiency, or salary is being considered.
2. — Prepare an agenda with the Board Chair for each Board meeting and forward it, together with abstract and supporting data, so that it will reach each Board member before the meeting.
3. — Assist the Board in its formulation of school policies, plans, and programs; and by the preparation and presentation of facts and explanations, and assist the Board in its duties.
4. — Keep the Board informed as to how its policies are being carried out, as to the effectiveness of such policies, and as to the conditions and efficiency of the District.
5. — Exercise general supervision over all employees of the District and retain the right to nominate, assign, alter, transfer, and recommend for promotion or dismissal all employees of the Board except himself/herself. Have the power to suspend any employee for cause and report such suspension to the Board.
6. — Provide the Board with information on employee evaluations.

7. ~~Have full responsibility to execute Board policies.~~
8. ~~Be responsible for the development, maintenance, and operation of a suitable program of staff development.~~
9. ~~Be responsible for the development and effective operation of such curriculum, special courses, and activities as will provide a complete system of instruction.~~
10. ~~Have the authority over and exercise supervision of the policies and management of District programs.~~
11. ~~Direct the annual budget preparatory to its adoption by the Board.~~
12. ~~Direct implementation of the budget as enacted by the Board.~~
13. ~~Inform employees of any policy changes.~~
14. ~~Be the official representative of the District and maintain a program of publicity as may serve to improve understanding and morale within the schools and keep the public informed.~~
15. ~~See that the constitution, laws, and all State Board of Education regulations governing the schools are effectively carried out and that the rules and regulations of the Board are enforced.~~
16. ~~In accordance with approved budget, attend such local, state, and national conferences, meetings, or workshops as may be deemed beneficial to the interests of the District.~~
17. ~~Act as the District's emergency officer and assume authority in emergency conditions in the absence of specific policies and procedures adopted and report this action to the Board chair and to the Board as soon as possible.~~
18. ~~Perform such other duties and exercise such other authority as may be required or conferred upon him/her by law or the Board.~~

END OF POLICY

Legal Reference(s):

ORS 327.133	ORS 342.173	OAR 581-022-0102 to -1940	OAR 584-080-0151
ORS 332.075	ORS 342.175	OAR 581-023-0006 to -0050	OAR 584-080-0152
ORS 332.515	ORS 342.200	OAR 584-020-0000 to -0045	OAR 584-080-0161
ORS 342.125		OAR 584-036-0035(1)	
ORS 342.140		OAR 584-046-0003 to -0024	
ORS 342.143		OAR 584-048-0085 to -0095	

Hillsboro School District 1J

Code: **CBG**

Adopted: 7/96

Revised/Readopted: 10/30/07; 10/26/10

Evaluation of the Superintendent

The Board will formally evaluate the Superintendent's job performance will be evaluated at least once a year. The evaluation will be based on his/her performance of the duties listed in the administrative job description, any applicable standards of performance, Board policy CBA—Qualifications and Duties of the Superintendent and progress in attaining any goals for the year established by the superintendent and/or the Board. The evaluation, in part, shall include the district's adopted Superintendent evaluation instrument.

Additional criteria for the evaluation, if any, will be developed at a public Board meeting prior to conducting the evaluation. The Superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the Superintendent and his/her their performance will be conducted in an executive session, unless the Superintendent requests that it be done in a session open session to the public. Such an executive session will not include a general evaluation of any district goal, objective, or operation. Results of the evaluation will be written and placed in the Superintendent's personnel file.

If the Superintendent's performance is deemed to be unsatisfactory, the Superintendent will be notified in writing of specific areas to be remedied and will be given an opportunity to correct these problems. If performance continues to be unsatisfactory, the Board may either dismiss the Superintendent or not renew his/her contract pursuant to Board policy, the employment contract with the Superintendent, state administrative regulations, and state law. At the Board's discretion, it may notify the Superintendent in writing of specific areas to be remedied, and the Superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the Superintendent's performance remains unsatisfactory, the Board may dismiss or nonrenew the Superintendent pursuant to Board policy, the Superintendent's employment contract and state law and rules. In those situations where the Superintendent's employment contract includes an evaluation, dismissal or nonrenewal provision, it shall take precedent over this policy.

In gathering information to use in evaluating the Superintendent, the Board may ask the Superintendent to report on progress made toward goals mutually determined in the prior year and may discuss new goals for the subsequent year.

Prior to July 1, based on this evaluation, the Board shall take action in regard to the terms of the Superintendent's contract. Such actions could include an extension of the current contract or revision as negotiated.

END OF POLICY

Legal Reference(s):

[ORS 192](#).660(2), (8)
[ORS 332](#).107

[ORS 332](#).505
[ORS 342](#).513

[ORS 342](#).815
[OAR 581-022](#)-1720

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

Hillsboro School District 1J

Code: CBG-AR
Adopted: 09/05
Revised: 10/10

Superintendent Evaluation Form

Standard 1: Leadership and District Culture

The Superintendent leads by empowering others, casting vision, shaping school culture and climate, and promoting a District environment that embraces multi-cultural and ethnic differences.

Examples of successful performance:

- Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement.
- Promotes academic rigor that focuses on learning and excellence for schools.
- Creates and supports a community of learners that empowers others to reach high levels of performance to achieve each school's vision.
- Models learning for staff and students.
- Promotes understanding and appreciation of school/community cultures.
- Promotes and expects a school-based climate of tolerance, acceptance, and civility.
- Develops, implements, promotes, and monitors continuous improvement processes.

Exceeds	Meets	Does not Meet (Explanation required in comments below)

Comments:

Standard 2: Policy and Governance
--

The Superintendent works with the Board to formulate internal and external District policy, define mutual expectations of policy implementation, and demonstrate responsible school oversight to staff, students, and the community at large.

Examples of successful performance:

- Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles.
- Establishes procedures for Superintendent/Board interpersonal and working relationships.
- Understands and interprets the role of federal, state, and regional governments' policies and politics, and their relationships to the District and schools.
- Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.
- Actively functions as a member of the Board/Superintendent team.
 - Keeps the Board informed of needs, issues, and operations of the District.
 - Makes recommendations to the Board on matters requiring Board action based on analysis of impact on students, community, and staff. Implements policies approved by the Board.

Exceeds	Meets	Does not Meet (Explanation required in comments below)

Comments:

Standard 3: Communications and Community Relations

The Superintendent demonstrates the skills necessary to establish effective communication with students, staff, parents, and the community as a whole, including beneficial relationships with reporters. He/She also responds to community feedback, and builds community support for the District.

Examples of successful performance:

- Develops formal and informal techniques to garner community perceptions about the District.
- Demonstrates effective communication skills (e.g., written, verbal, and non-verbal contexts; formal and informal settings; large group, small group, and one-on-one environments).
- Promotes the involvement of all stakeholders to fully participate in the process of building a world-class educational school district.
- Establishes effective school/community relations, school/business partnerships, and public service.
- Understands the role of the media in shaping and forming public opinions, and promotes positive working relationships with reporters.

Exceeds	Meets	Does not Meet (Explanation required in comments below)

Comments:

Standard 4: Organizational Management
--

The Superintendent gathers and analyzes data for decision making, and makes recommendations to the Board. He/She has the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Examples of successful performance:

- Demonstrates proactive budget management, including financial forecasting, planning, cash flow management, and account auditing and monitoring.
- Develops and monitors long-range plans for technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs.
- Demonstrates knowledge of school facilities, and develops a process that builds internal and public support for facility needs, including bond issues.
- Establishes procedures and practices for dealing with emergencies.

Exceeds	Meets	Does not Meet (Explanation required in comments below)

Comments:

Standard 5: Curriculum Planning Development
--

The Superintendent is knowledgeable about the latest designs in curriculum, teaching, learning, and testing theories, and promotes the use of electronics and other learning technologies as needed.

Examples of successful performance:

- Develops core curriculum design and delivery systems based on content and assessment standards, and best practices.
- Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
- Uses child development and learning theories to select developmentally appropriate curriculum and instruction.
- Includes the use of computers, the internet, networking, distance learning, and other technologies in educational programming.
- Assesses student progress using a variety of appropriate techniques.
- Involves faculty and stakeholders in the enhancement and renewal of curriculum to ensure the alignment of curriculum, instruction, and assessment.

Exceeds	Meets	Does not Meet (Explanation required in comments below)

Comments:

Standard 6: Instructional Leadership

The Superintendent ensures that the most effective teaching techniques are in place, and that all instructional resources are used to maximize student achievement.

Examples of successful performance:

- Collaboratively develops, implements, and monitors the change process to improve student and adult learning.
- Implements appropriate safety and security practices in schools.
- Formulates plans to assess appropriate teaching methods, classroom management, and strategies for all learners.
- Analyzes available instructional resources, including applications of technology and facility design, and assigns them in a cost-effective and equitable manner to enhance student outcomes.
- Establishes instructional strategies that include cultural diversity and differences in learning styles.
- Applies effective methods of providing, monitoring, evaluating, and reporting student achievement, and uses cutting-edge research and assessments to improve the learning process.
- Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.

Exceeds	Meets	Does not Meet (Explanation required in comments below)

Comments:

Standard 7: Human Resources Management

The Superintendent implements a staff performance evaluation system that applies ethical, contractual, and legal requirements for personnel selection, development, retention, promotion, and dismissal.

Examples of successful performance:

- Demonstrates the use of system and staff evaluation data for personnel policies, decision making, promotion of career growth, and professional development.
- Identifies and applies appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, and separation of personnel with attention to issues of equity and diversity.

Exceeds	Meets	Does not Meet (Explanation required in comments below)

Comments:

Standard 8: Values and Ethics of Leadership
--

The Superintendent understands and models appropriate value systems, ethics, and moral leadership, including multi-cultural and ethnic sensitivity. He/She ensures that the District coordinates with social agencies and human services to help students grow and develop as caring, informed citizens.

Examples of successful performance:

- Exhibits multi-cultural and ethnic understanding and sensitivity.
- Understands and embraces the role of public schools in a democratic society.
- Manifests a professional code of ethics and demonstrates personal integrity in all interactions.
- Explores and develops ways to find common ground in dealing with difficult and divisive issues.
- Promotes the value that moral and ethical practices are established and practiced throughout the District.

Exceeds	Meets	Does not Meet (Explanation required in comments below)

Comments:

Standard 9: Labor Relations
--

The Superintendent provides technical advice to the Board during labor negotiations, keeps the Board apprised of negotiation status, understands and effectively administers negotiated labor contracts, and keeps abreast of legislative changes affecting the collective bargaining process.

Examples of successful performance:

- Develops bargaining strategies based upon collective bargaining laws and processes.
- Identifies contract language issues and proposes modifications.
- Participates in the collective bargaining processes as determined by the Board.
- Establishes productive relationships with bargaining groups while managing contracts effectively.

Exceeds	Meets	Does not Meet (Explanation required in comments below)

Comments:

Superintendent's Goal : Statement 1
--

[Enter one of Superintendent's current goals here. Have a separate page for each goal.]

Examples of successful performance:

-
-
-

Exceeds	Meets	Does not Meet (Explanation required in comments below)

Comments:

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
November 14, 2017
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

DRAFT

1. **EXECUTIVE SESSION**

ORS 192.660(2)(d)—Labor Negotiator Consultation

Board Present:

Lisa Allen, Chair
Kim Strelchun, Vice Chair
Wayne Clift
Martin Granum
Erika Lopez
Jaci Spross
Mark Watson

Administration / Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Kona Lew-Williams, Chief Human Resources Officer
Beth Graser, Director, Communications
Michelle Morrison, Director, Business Services
Val Bokma, Assistant to the Board

Others Present:

Brian Hungerford, Attorney

Board Chair Lisa Allen called the meeting to order at 5:16 PM, and moved the Board into executive session under ORS 192.660(2)(d)—labor negotiator consultation. The Board discussed labor negotiations with its attorney; no action was taken. Board Chair Allen moved the Board out of executive session and recessed the meeting at 5:53 PM.

2. **WORK SESSION**

Board Present:

Lisa Allen, Chair
Kim Strelchun, Vice Chair
Wayne Clift
Martin Granum
Erika Lopez
Jaci Spross
Mark Watson

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Kona Lew-Williams, Chief Human Resources Officer
Adam Stewart, Chief Financial Officer
Beth Graser, Director, Communications
Michelle Morrison, Director, Business Services
Val Bokma, Assistant to the Board
Diana Kleintob, Technology Support

Others Present:

Kristen Miles, OSBA

Board Chair Lisa Allen called the meeting to order at 5:54 PM.

a. **Bond Election Results / Bond Update / Budget Update**

Chief Financial Officer Adam Stewart provided an update on the November 7 election results for Measure 34-278 (the Hillsboro School District bond), and presented a summary of bond work that is being accomplished and an outline of next steps.

b. OSBA Promise Scholarship Program - Board Members' Roles and Responsibilities (Advanced)

Oregon School Boards Association (OSBA) Board Development Specialist Kristen Miles presented the third session in a series of workshops for school board members. Key topics included distributed leadership, professional learning communities, and the Board's project for the Promise Scholarship Program.

c. Recess Board Meeting

The meeting was recessed at 6:56 PM.

REGULAR SESSION

Board Present:

Lisa Allen, Chair

Kim Strelchun, Vice Chair

Wayne Clift

Martin Granum

Erika Lopez

Jaci Spross

Mark Watson

Staff Present:

Mike Scott, Superintendent

Travis Reiman, Assistant Superintendent, Academic Services

Kona Lew-Williams, Chief Human Resources Officer

Adam Stewart, Chief Financial Officer

Elaine Fox, Executive Director, Student Services

Beth Graser, Director, Communications

Michelle Morrison, Director, Business Services

Val Bokma, Assistant to the Board

Martha Méndez Bolaños, Bilingual Interpreter

Gaspar Lopez Lopez, Bilingual Interpreter

Diana Kleintob, Technology Support

Others Present:

Patterson Elementary

School Students and Staff

Rick Rainone,

Cornerstone Management
Group

Student Services Staff:

Sarah Walker

Matt Nova

Wendy Ramos

Devin Hunter, HCU

Jill Golay, HEA

3. Call to Order and Flag Salute

Board Chair Lisa Allen reconvened the meeting at 7:05 PM and led the Pledge of Allegiance.

Board members expressed appreciation for Director Kim Strelchun's hard work and leadership, which resulted in a successful bond campaign.

4. RECOGNITION / PRESENTATION

Student Presentation: Patterson Elementary School – The Wizard of Oz

Fourth, fifth, and sixth grade students from Patterson Elementary School performed a scene from their current play, "The Wizard of Oz."

5. Approval of Agenda

Director Kim Strelchun MOVED, SECONDED by Director Martin Granum, to approve the agenda. The MOTION CARRIED (7-0).

6. **Recess Board Meeting; Convene Meeting of the Local Contract Review Board**

Board Chair Lisa Allen recessed the Board meeting and convened a meeting of the Local Contract Review Board (LCRB) at 7:18 PM.

a. Findings of Fact for Use of a Construction Management / General Contractor (CM/GC) for Construction of the Addition / Renovation / Site Work at Reedville Elementary School

Cornerstone Management Group President Rick Rainone provided information regarding the construction management / general contractor (CM/GC) process, and presented the findings of fact for use of a CM/GC for the construction of the addition / renovation / site work at Reedville Elementary School. The findings of fact are included in the Board meeting packet.

The “Action Items” portion of this Board meeting agenda includes approval of the findings of fact. Following Board approval, a Request for Proposals (RFP) will be posted.

1) Public Hearing

Board Chair Lisa Allen declared the hearing of the Local Contract Review Board open at 7:28 PM, and asked for public testimony. Hearing no requests to comment, Board Chair Allen closed the LCRB hearing at 7:30 PM.

2) Local Contract Review Board Discussion

Prior to the public hearing, Board members asked clarifying questions regarding procedures for the review of bids and selection of contractors.

7. **Recess Meeting of the Local Contract Review Board; Reconvene Board Meeting**

Board Chair Lisa Allen recessed the meeting of the Local Contract Review Board and reconvened the Board meeting at 7:30 PM.

8. Audience Time

One audience member, Joe Everton, submitted a request to address the Board regarding an agenda item, the first reading of policy BDDH and BDDH-AR: Public Comment at Board Meetings. His comments were received during the discussion of this agenda item.

9. REPORTS AND DISCUSSION

a. Student Services Department Update

Executive Director of Student Services Elaine Fox presented a report on the work of the Student Services department, and answered Board members’ questions.

b. Financial Report

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

Staff transitions that are planned to provide support for bond projects were also discussed.

c. Policies—First Reading

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

1) Policy BDDH and BDDH-AR: Public Comment at Board Meetings; and Policy BDDC: Board Meeting Agenda

Joe Everton, a parent in the Hillsboro School District, addressed the Board regarding the proposed revisions to policy BDDH and BDDH-AR: Public Comment at Board Meetings.

Superintendent Mike Scott presented policy BDDH and BDDH-AR: Public Comment at Board Meetings, and policy BDDC: Board Meeting Agenda for first reading. Superintendent Scott explained that the revisions to BDDH, BDDH-AR, and BDDC are based on recommendations from OSBA, and the revisions to BDDH and BDDH-AR also incorporate input received from Board members and community members as a result of previous reviews of these documents.

Board members discussed the proposed revisions, the recommendations of OSBA, and public input that has been received; and they proposed additional revisions. Key points of the discussion included the importance of ensuring that the process for receiving input from the community is fair and equitable and aligns with legal requirements.

An updated first reading of BDDH and BDDH-AR will be included on the November 28 special session agenda, and these documents are scheduled to be presented to the Board for approval on December 12.

2) Policy GCDA/GDDA: Criminal Records Check / Fingerprinting; and IICC: Volunteers

Chief Human Resources Officer Kona Lew-Williams presented policy GCDA/GDDA: Criminal Records Check / Fingerprinting; and policy IICC: Volunteers for first reading. Policy GCDA/GDDA and policy IIC are included in the Board meeting packet.

3) Policy IGBI: Bilingual Education

Superintendent Travis Reiman presented policy IGBI: Bilingual Education for first reading. Policy IGBI policy is included in the Board meeting packet.

4) Policy KBA and KBA-AR: Public Records

Director of Communications Beth Graser presented policy KBA and KBA-AR: Public Records for first reading, explaining that KBA-AR is not an administrative regulation that requires Board adoption, but is provided with the policy for additional context. Policy KBA and KBA-AR are included in the Board meeting packet.

10. CONSENT AGENDA

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

Director Kim Strelchun MOVED, SECONDED by Director Jaci Spross, to approve the Consent Agenda as printed. The MOTION CARRIED (7-0).

Consent Agenda items were as follows:

- a. Approve Minutes of October 10, 2017, Board Meeting
- b. Approve Minutes of October 24, 2017, Board Meeting
- c. Approve Routine Personnel Matters
- d. Accept Donations
- e. Approve Policy Revisions

The following policies were presented for first reading on October 24, 2017

- 1) Policy EFAA-AR: Reimbursable Meals and Milk Programs
- 2) Policy IGBAK: Special Education: Public Availability of State Application
- 3) Policy GBA: Equal Employment Opportunity
- 4) Policies Regarding School Admissions / Student Transfers
 - a) Policy JC: School Boundary Areas
 - b) Policy JECB: Admission of Nonresident Students
 - c) Policy JECBB: In-District Transfer Students
 - d) Policy JECBD: Homeless Students
 - e) Policy JECC: Assignment of Students to Schools
 - f) Policy JECF: Interdistrict Transfer of Resident Students

11. ACTION ITEMS

a. Amend Appointments of Budget Committee Members

Director of Business Services Michelle Morrison asked the Board to amend the October 24 appointments of Budget Committee members, explaining that on October 24, the candidates who were selected by the most Board members were not appointed to the positions with the longest terms. Director Morrison has contacted the Budget Committee members, and they are aware of the requested Board action.

Director Jaci Spross MOVED, SECONDED by Director Mark Watson, to amend the appointments of the selected candidates to the Budget Committee, appointing Christopher Clark to position 1, Michael Smith to position 2, Alexander Diaz to position 6, and Elizabeth Christensen to position 4. The MOTION CARRIED (7-0).

b. **Recess Board Meeting, Reconvene Meeting of the Local Contract Review Board**

Board Chair Lisa Allen recessed the Board meeting and reconvened the meeting of the Local Contract Review Board (LCRB) at 8:31 PM.

1) Approve Findings of Fact for Use of a Construction Management / General Contractor (CM/GC) for Construction of the Addition / Renovation / Site Work at Reedville Elementary School

Director Kim Strelchun MOVED, SECONDED by Director Jaci Spross, that the Board of Directors approve the Findings of Fact supporting a specific exemption from competitive bidding requirements for use of the Construction Management / General Contractor process for the project at Reedville Elementary School. The MOTION CARRIED (7-0).

c. **Adjourn Meeting of the Local Contract Review Board, Reconvene Board Meeting**

Board Chair Lisa Allen adjourned the meeting of the Local Contract Review Board and reconvened the Board meeting at 8:32 PM.

12. NWRESD/HCU/HEA Reports

HEA President Jill Golay thanked the Board for expressing their appreciation of staff during American Education Week, and discussed the success of the bond, the importance of ongoing collaboration to make a difference for students and staff, class size reductions, and advocacy work that focuses on stable and adequate funding.

HCU President Devin Hunter discussed the success of the bond; the impact that upcoming facilities and technology projects may have on staff in these departments; and the importance of adequate staffing, processes, and resources to support students with special needs.

13. Superintendent's Time

Superintendent Scott commended W. L. Henry staff and the community for the school's high level of parent participation in conferences, thanked everyone for their many hours of hard work on the bond, and discussed the recent OSBA convention.

14. Board of Directors' Time

Board members discussed the success of the bond and expressed their appreciation for all of the hard work over the past few years and throughout the community that led to this success.

Board members also discussed the recent OSBA convention.

Director Jaci Spross stated that she has been approached by community members with concerns about policy JHC: Student Health Services and Requirements, and asked that the Board discuss this topic at a future meeting. Board members agreed to add this policy to an upcoming Board meeting agenda for review and discussion.

Director Erika Lopez announced that she has been selected to serve on OSBA's Board Members of Color caucus, which was created to address issues that impact students of color.

Director Wayne Clift announced his resignation from the Hillsboro School District Board of Directors, which will be effective at the conclusion of the December 12, 2017, Board meeting, thanked everyone for the opportunity to serve, and said that he hopes to continue to serve in other capacities.

Board Chair Lisa Allen announced that she will be unable to attend the December 12 Board meeting.

15. Follow-Up Items

Agenda Item / Request	Action

16. Executive Session

No executive session was called.

17. Adjournment

The meeting was adjourned at 9:02 PM.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
November 28, 2017
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

DRAFT

1. **SPECIAL SESSION**

Board Present:

Lisa Allen, Chair*
Kim Strelchun, Vice Chair*
Wayne Clift*
Martin Granum
Erika Lopez
Jaci Spross
Mark Watson

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Kona Lew-Williams, Chief Human Resources Officer
Adam Stewart, Chief Financial Officer
Casey Waletich, Executive Director, Safety, Facilities, Operations
Michelle Morrison, Director, Business Services
Val Bokma, Assistant to the Board
Sev Flores, Technology Support

Others Present:

Lauren MacMillan, Piper-Jaffray*
Ann Sherman, Hawkins Delafield & Wood LLP*

**attending via speaker phone*

Board Chair Lisa Allen called the meeting to order at 12:01 PM.

a. Accept the Abstract of Votes and Election Results of the November 7, 2017, Election from Washington County

Chief Financial Officer Adam Stewart discussed key points of the abstract of votes and election results for bond measure 34-278, which were received from the Washington County Elections Department on November 27.

Director Jaci Spross MOVED, SECONDED by Director Martin Granum, to accept the abstract of votes and election results of the November 7, 2017, election for bond measure 34-278, as reported by the Washington County Elections Department. The MOTION CARRIED (7-0).

Chief Financial Officer Stewart will notify the Elections Department of the Board's approval.

b. Approval of Authorizing Resolution for Bond Sale

Chief Financial Officer Adam Stewart asked the Board to approve the authorizing resolution, allowing the District to issue bonds and delegating the authority to negotiate, approve, and sign the financial documents for the bond sale to District administration. Upon Board approval, the District will move forward with the initial bond sale of not-to-exceed \$320 million. The authorizing resolution also includes Exhibit A, which details the District's post-issuance disclosure requirements. Chief Financial Officer Stewart and Ann Sherman of Hawkins Delafield & Wood (attending via speaker phone) answered Board members' clarifying questions.

Director Jaci Spross MOVED, SECONDED by Director Erika Lopez, to approve Resolution 11-28-2017, authorizing the issuance, sale, and delivery of general

obligations bonds; designating an authorized representative; and delegating the negotiation and approval of financial documents and related matters. The MOTION CARRIED (7-0).

- c. Revised First Reading – BDDH and BDDH-AR: Public Comment at Board Meetings
Superintendent Scott presented the revised first reading of policy BDDH and BDDH-AR: Public Comment at Board Meetings, with additional edits that were agreed upon during the November 14 first reading. The policy and administrative regulation are scheduled for approval on December 12.
- d. Board Discussion Time
Director of Business Services Michelle Morrison coordinated with Board members who serve on the audit committee regarding the scheduling of their next meeting.
- e. Adjourn Board Meeting
The meeting was adjourned at 12:20 PM.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends that the Board of Directors:

- A. Approve the employment of the following administrative personnel in the 2017-18 school year.

Adam Stewart

Assignment: Capital Projects Officer
Location: Construction Management
Effective Date: January 1, 2018

Michelle Morrison

Assignment: Chief Financial Officer
Location: Business Office
Effective Date: January 1, 2018

Casey Waletich

Assignment: Chief Operations Officer
Location: Facilities Department
Effective Date: January 1, 2018

- B. Approve the employment of the following supervisory/technical personnel in the 2017-18 school year.

Jon Turcotte

Assignment: Supervisor – Nutrition Services Warehouse and Distribution
Location: Nutrition Services
Effective Date: November 13, 2017

- C. Approve the employment of the following licensed personnel in the 2017-18 school year:

Linda Armstrong

Education: MA – Pacific University, Forest Grove, OR
Experience: 7 years
Assignment: 0.5 FTE General Education Specialist – Lenox Elementary School

Keri Imada

Education: BA – Oregon State University, Corvallis, OR
Experience: None
Assignment: 1.0 FTE 2nd Grade – North Plains Elementary School

Casey Mauldin

Education: MA – University of Oregon, Eugene, OR
Experience: None
Assignment: 1.0 FTE Physical Education – W. L. Henry Elementary School

Miriam Miranda Diaz

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 0.25 FTE Student Support and Wellness Counselor -
Office for School Performance

Michael Mitchell

Education: MA – Concordia University, Portland, OR
Experience: 17 years
Assignment: 1.0 FTE Mathematics – Glencoe High School

Rachel Van Baggen

Education: BA - George Fox University, Newberg, OR
Experience: None
Assignment: 0.375 FTE 6th Grade – Mooberry Elementary School

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
ACCEPT GIFTS AND DONATIONS
(as of November 30, 2017)

SITUATION

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

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

- Donation of \$5,000 from Tobias PTO to Tobias Elementary School to be used for the salary of a literacy club teacher
- Donation of \$5,000 from Rosedale Parent Group to Rosedale Elementary School to be used for technology
- Donation of \$6,250 from Graterri's Tire & Wheel to Hillsboro High School to be used for a new basketball scoreboard
- Donation of \$6,575.13 from Patterson Booster Club to Patterson Elementary School to be used for classroom supply funds
- Donation of \$7,945 from Lincoln Street PTO to Lincoln Street Elementary School to be used as follows:
 - \$720 for classroom emergency kits
 - \$1,225 for outdoor school
 - \$6,000 for classroom supply funds
- Donation of \$12,204.60 from Jackson PTA to Jackson Elementary School to be used as follows:
 - \$4,142.00 for Scholastic magazines for all students
 - \$8,062.60 for 35 Chromebooks and Chromebook licenses

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
ADOPT PLANNING CALENDAR FOR THE 2018-19 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 2018-19 Proposed Budget, which will be presented during the Budget Committee meeting on April 24, 2018. Provision has been made for an additional meeting on May 8, 2018, if needed. The calendar provides for the Public Hearing and Board actions to be taken during the regular June 26, 2018, Board meeting.

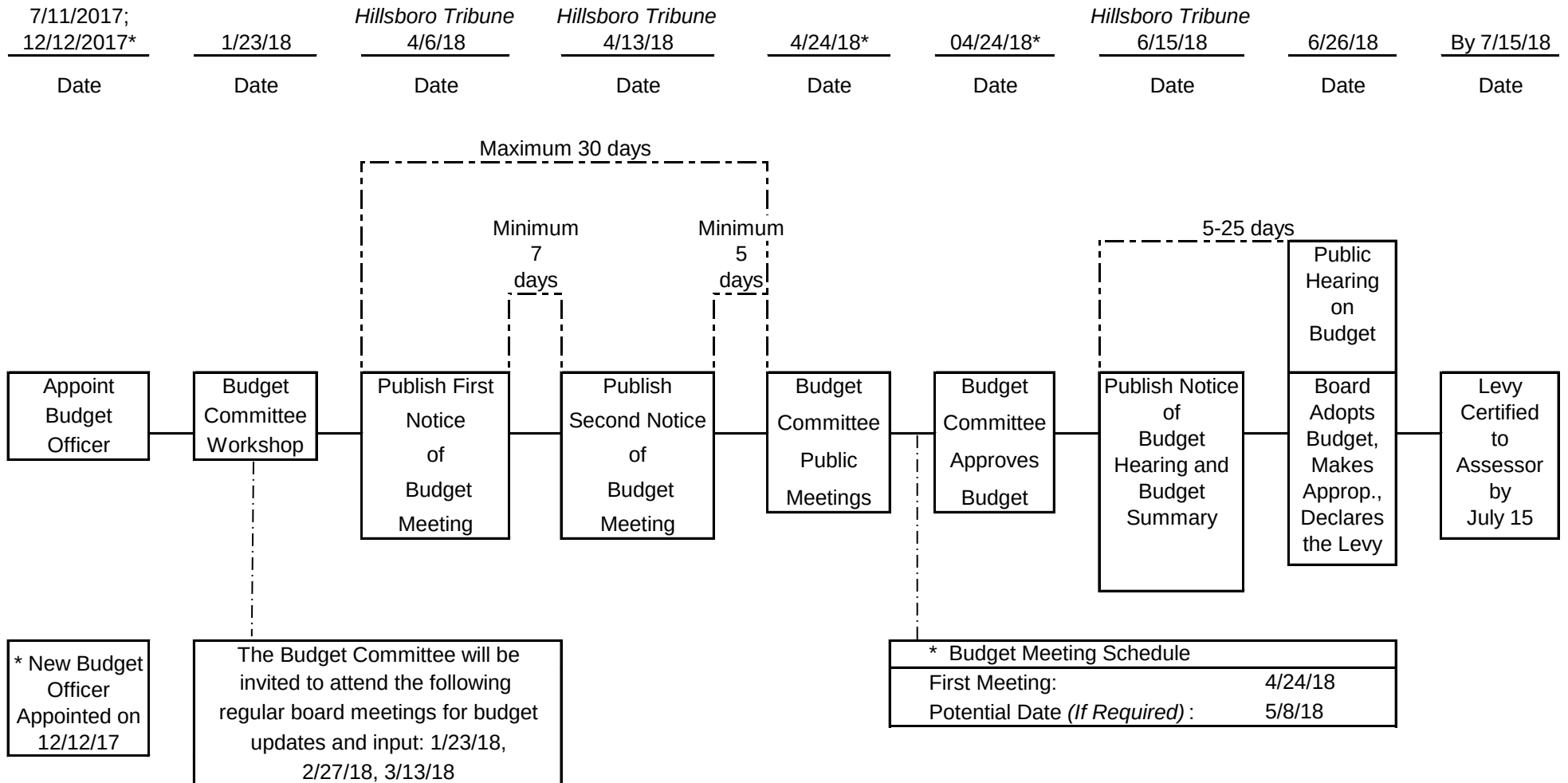
RECOMMENDATION

The Superintendent recommends that the Board of Directors adopt the proposed planning calendar for the 2018-19 budget.

HILLSBORO SCHOOL DISTRICT 1J

PROPOSED PLANNING CALENDAR - 2017-18 BUDGET

194



HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
APPROVE CLERK / OFFICER DESIGNATIONS

SITUATION

Oregon Revised Statutes require an annual designation of District Clerk, Deputy Clerk, Budget Officer, Authorized Signers, Finance Officer, Custodian of Funds, and Surplus Property Authority.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the following designations, effective January 1, 2018:

TITLE:	DESIGNEE:
District Clerk	Mike Scott, Superintendent
Deputy Clerk	Michelle Morrison, Chief Financial Officer
Budget Officer	Michelle Morrison, Chief Financial Officer
Authorized Signers	Michelle Morrison, Chief Financial Officer, and Mike Scott, Superintendent Facsimile signatures are authorized.
Finance Officer	Michelle Morrison, Chief Financial Officer
Custodian of Funds	Michelle Morrison, Chief Financial Officer
Surplus Property Authority	Michelle Morrison, Chief Financial Officer, and Casey Waletich, Chief Operations Officer

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
APPROVE REVISIONS TO POLICY GCDA/GDDA:
CRIMINAL RECORDS CHECK / FINGERPRINTING; AND IICC: VOLUNTEERS

SITUATION

House Bill (HB) 2992, passed by the 2017 Legislature, requires districts to adopt policy that requires a background check for a volunteer if that volunteer is to have direct, unsupervised contact with students. This requirement will be effective on January 1, 2018, although districts may implement the requirement at any time prior to the effective date.

Oregon School Boards Association (OSBA) has recommended revisions to Board policy GCDA/GDDA, which outlines the District's requirements for completing criminal records checks and fingerprinting for employees and contractors, and policy IICC, which addresses requirements regarding volunteers, to ensure that these documents align with the new legal requirements. The District already has processes in place that fulfill the legal requirements.

These policy revisions were presented to the Board for first reading on November 14, 2017. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy GCDA/GDDA: Criminal Records Check / Fingerprinting; and policy IICC: Volunteers.

Criminal Records Checks/ and Fingerprinting *

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

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

In a continuing effort to further ensure the safety and welfare of students and staff, the district shall require all newly hired full-time and part-time employees not requiring licensure to undergo a criminal records check and/or fingerprinting. Other individuals, as determined by the district, that will have direct, unsupervised contact with students shall have criminal records checks and/or fingerprinting, as required by law.

“Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision.

As required by state law, a criminal records check and/or fingerprinting shall be required of the following individual or individuals (subject individuals and requirements are further outlined in GCDA/GDDA-AR - Criminal Records Checks and Fingerprinting):

1. All district contractors and/or their employees, whether employed part-time or full-time, considered by the district to have unsupervised access to students;
2. All contractors and/or their employees who provide early childhood special education or early intervention services in accordance with rules established by the Oregon Department of Education, Child Care Division;
3. Any community college faculty member providing instruction at the site of an early childhood education program or at a school site as part of an early childhood program, or at a grade K through 12 school site during the regular school day;
4. Any individual who is an employee of a public charter school and not requiring licensure; and
5. ¹Any individual considered for volunteer service with the district who is to have direct, unsupervised contact with students.

¹[If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct background checks on these volunteers.]

The identity of an individual requiring fingerprinting will be provided by the district to the authorized fingerprinter for verification.

An individual shall be subject to fingerprinting only after acceptance of an offer of employment or contract.

The District shall begin the employment of an subject individual or terms of a District contractor on a probationary basis pending the return and disposition of such the required criminal records checks and/or fingerprinting.

The service of a volunteer with direct, unsupervised access to students will not begin before the return and disposition of a criminal records check.

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

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

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

Fees associated with a criminal records check and/or fingerprinting may be charged.

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

Appeals

An individual eligible may appeal a determination that prevents his/her employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case and will be so notified in writing by the ODE.

END OF POLICY

Legal Reference(s):

~~ORS 181.525~~
~~ORS 181.555~~
ORS 181A.180
ORS 181A.230
~~ORS 183.413 – 183.470~~
~~ORS 326.603~~

ORS 326.607
~~ORS 332.107~~
ORS 336.631
~~ORS 338.115~~
ORS 342.143
~~ORS 342.223 – 342.232~~

~~OAR 414-061-0010 to -0030~~
~~OAR 584-050-0012~~
~~OAR 581-021-0500~~
~~OAR 581-022-1730 2430~~

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. Seq. (~~2012~~2017).

Hillsboro School District 1J

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

Volunteers

~~Citizens~~ Community patrons who voluntarily contribute their time and talents to the improvement and enrichment of the public schools instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

Any person authorized by the district for volunteer service into a position that will have direct, unsupervised contact with students shall be required to undergo a national criminal records check and fingerprinting.

Any person authorized by the district for volunteer service that will not have direct, unsupervised contact with students will be required to undergo a national criminal records check.

Nonexempt employees¹ may be permitted to volunteer to perform services for the District provided the volunteer activities do not involve the same or similar type of services² as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the District that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.³

The administration is responsible for the recruitment, use, coordination, and training of volunteers. These assignments will be carried out as directed or delegated by the ~~principal building or department administrator~~. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students, to the improvement of school programs, and to increased school-community involvement and communication.

END OF POLICY

Legal Reference(s):

[ORS Chapter 243](#)
[ORS 326.607](#)
[ORS 332.107](#)

[OAR 839-020-0005](#)

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207
(2006~~17~~).

¹There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50% of the employee's time.

²Instructional assistant duties are generally viewed to be the same type of service, supervising and instructing students, as coaching.

³Districts should review with legal counsel the use of non-exempt employees in extracurricular activity positions such as coaching and as advisors for cheerleading and other district-sponsored activities for FLSA district impact.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
APPROVE REVISIONS TO POLICY IGBI: BILINGUAL EDUCATION

SITUATION

On December 10, 2015, the United States Congress reauthorized the Elementary and Secondary Education Act of 1965, more commonly known now as the Every Student Succeeds Act of 2015 (ESSA). Oregon School Boards Association (OSBA) is now recommending revisions to Board policy IGBI: Bilingual Education to reflect the provisions of ESSA. Additional revisions will align this policy with previous OSBA recommendations.

These policy revisions were presented to the Board for first reading on November 14, 2017. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy IGBI: Bilingual Education.

Hillsboro School District 1J

Code: **IGBI**
Adopted: 7/96
Readopted: 12/16/08
Revised:

~~English Language Learners~~ **Bilingual Education**

~~The District is committed to the philosophy of assisting all students in building the skills of understanding, speaking, reading and writing the English language. The District is further committed to students developing a functional awareness of the attitudes and customs American culture. The District encourages the maintenance of the native language and the cultural heritage of all individuals.~~

Students whose primary language is a language other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

END OF POLICY

Legal Reference(s):

[ORS 336.074](#)
[ORS 336.079](#)

[OAR 581-021-0046](#)
[OAR 581-022-1140](#)

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

~~No Child Left Behind Act of 2001~~ Every Student Succeeds Act of 2015, 20 U.S.C. §§ 68101-7014 (2015).

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
APPROVE REVISIONS TO POLICY KBA and KBA-AR: PUBLIC RECORDS

SITUATION

Senate Bill (SB) 481, passed by the 2017 Legislature, established time frames for public bodies to respond to public records requests. Oregon School Boards Association (OSBA) has recommended revisions to District policy KBA and KBA-AR: Public Records to ensure that the policy and administrative regulation align with the legal requirements.

These policy revisions were presented to the Board for first reading on November 14, 2017. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy KBA and KBA-AR: Public Records.

Hillsboro School District 1J

Code: KBA
Adopted: 10/04
Revised: 08/14

Public Records**

“Public record” means any information that:

1. Is prepared, owned, used, or retained by the dDistrict;
2. Is related to an activity, transaction, or function of the dDistrict; and
3. Is necessary to satisfy the fiscal, legal, administrative, or historical policies, requirements, or needs of the dDistrict.

Public record does not include messages on voice mail or on other telephone message storage and retrieval systems, or spoken communication that is not recorded.

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the office of the superintendent / designee. The district shall respond in accordance with the procedures and timelines established by State law and outlined in the administrative regulation KBA-AR: Public Records.

Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute, or by pertinent court rulings.

The Board's official minutes, its written policies, and its financial records will be available at the Superintendent's office for inspection by any citizen desiring to examine them during hours when the Superintendent's office is open. All such information will be made available to individuals with disabilities in an appropriate format, upon request and with appropriate advance notice. Auxiliary aids and services available to ensure equally effective communication to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials, or other equally effective accommodations.

The Board supports the right of people to know about programs and services of their schools, and will make every effort to disseminate information. Each principal is authorized to use all means available to keep parents and others of his/her their particular school's community informed about the school's program and activities.

No records will be released for inspection by the public or any unauthorized persons - either by the Superintendent or any other person designated as custodian for dDistrict records - if such disclosure would be contrary to the public interest as described in state law.

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to

Public Records** - KBA

1-3

complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

If a copy of a record is requested, the District will provide a single certified copy. If a request to inspect a record is made, and the public record is maintained in a machine readable or electronic form, the records custodian shall provide the record in the form requested, if available. If not available in the form requested, it will be provided in the form in which the public record is maintained. If a person who is a party to a civil judicial proceeding to which the District is a party, or who has filed notice under ORS 30.275 (5)(a), asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of District records, and at the same time to the District's attorney.

Employee and volunteer addresses, electronic mail addresses (other than dDistrict electronic mail addresses assigned by the dDistrict to dDistrict employees), social security numbers, dates of birth, and telephone numbers contained in personnel records maintained by the dDistrict are exempt from public disclosure pursuant to Oregon Revised Statute (ORS) 192.445 and ORS 192.502 (3). Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. dDistrict electronic mail addresses assigned by the dDistrict to dDistrict employees are not exempt.

Additionally, tThe dDistrict will not disclose the identification badge or card of an employee without the employee's written consent, if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the dDistrict to identify dDistrict employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

Upon receipt of a request, the District will respond as soon as practicable and without unreasonable delay. The response must acknowledge the receipt of the request and one of the following:

- 1.—— A statement that the District does not possess, or is not the custodian of, the public record.
- 2.—— Copies of all requested public records for which the District does not claim an exemption from disclosure under ORS 192.410 to 192.505.
- 3.—— A statement that the District is the custodian of at least some of the requested public records, an estimate of the time the District requires before the public records may be inspected or copies of the records will be provided, and an estimate of the fees that the requester must pay as a condition of receiving the public records.
- 4.—— A statement that the District is the custodian of at least some of the requested public records, and that an estimate of the time and fees for disclosure of the public records will be provided by the District within a reasonable time.
- 5.—— A statement that the District is uncertain whether the District possesses the public record, and that the District will search for the record and make an appropriate response as soon as practicable.

6. ~~A statement that state or federal law prohibits the District from acknowledging whether the record exists or that acknowledging whether the record exists would result in the loss of federal benefits or other sanctions. A statement under this paragraph must include a citation to the state or federal law relied upon by the District.~~

The District may request additional information or clarification from the requester for the purpose of expediting the District's response to the request.

~~The Board reserves the right to establish a fee schedule which will reasonably reimburse the District for the actual cost of making copies of public records for the public. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities. Requests for copies of the documents shall be in writing and will be presented to the Superintendent or designee.~~

The District shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166, Division 400.

END OF POLICY

Legal Reference(s):

[ORS Chapter 192](#)

[OAR 137-004-0800\(1\)](#)

[OAR 166-400](#)

HB 3464 (2017)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (200617); 28 C.F.R. Part 35 (200617).

Oregon Department of Justice, Oregon Attorney General's *Public Record and Meetings Manual* (2014).

Americans with Disabilities Act Amendments Act of 2008.

Hillsboro School District 1J

Code: KBA-AR
Adopted: 02/01
Revised: 11/08

Public Records

In compliance with Oregon law, the following guidelines apply to the dissemination, inspection, and examination of the public records of the District:

1. ~~All requests for information must be made through the Superintendent's office located at 3083 NE 49 Place, Hillsboro, OR 97124;~~
- 1 2. ~~A public records request shall be required to be submitted in writing, and the District will respond in writing within a time frame consistent with the request through the superintendent's office at 3083 NE 49 Place, Hillsboro, OR 97124. Reasonable accommodations will be provided for persons with disabilities upon request and with appropriate advance notice;~~
2. Upon receipt of a written request, the district shall respond within five business days¹ acknowledging receipt of the request or completing² the district's response to the request. If the district provides an acknowledgment of the request, it must:
 - a. Confirm that the district is the custodian of the requested record;
 - b. Inform the requester that the district is not the custodian of the requested record; or
 - c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.
3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:
 - a. Complete its response to the public records request. If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
 - b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.

¹"Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

²The district response to a public records request will be considered complete pursuant to criteria in Oregon law (ORS 192.410-192.505).

4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:
- The staff or volunteers³ necessary to complete a response to the public records request are unavailable;
 - Compliance would demonstrably impede the district's ability to perform other necessary services; or
 - Of the volume of the public records request being simultaneously processed by the district.

The district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification.
6. If a copy of a public record is requested, the district will provide a single certified copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be provided in the form in which the record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.
7. Information will be made available to individuals with disabilities in an appropriate format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.
8. Where the labor effort exceeds 30 minutes, labor, materials, and out-of-pocket charges will be reimbursed to the District. Labor will be calculated at the hourly rate of the employee affected. Materials and out-of-pocket charges will be reimbursed at the established rate of 25 cents per page. Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date they were informed

³Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

9 4. The dDistrict reserves the right to restrict the inspection of some public records to the dDistrict's facilities;

5. ~~Information will be made available to individuals with disabilities in an appropriate format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials, or other equally effective accommodations.~~

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
ACCEPT BOARD MEMBER RESIGNATION, ANNOUNCE BOARD VACANCY, AND
APPROVE APPOINTMENT PROCESS AND TIMELINE

SITUATION

On November 14, 2017, Director Wayne Clift announced his resignation from the Hillsboro School District Board of Directors, effective at the conclusion of the December 12, 2017, Board meeting. During tonight's work session, Board members discussed the process and timeline for filling this position through the remainder of the term (June 30, 2019). During tonight's regular session, the Board is scheduled to take action to accept Director Clift's resignation, announce the vacancy of Board position 7, and approve the appointment process and timeline.

RECOMMENDATION

The Superintendent recommends that the Board of Directors accept Director Clift's resignation from position 7 on the Board of Directors, effective December 12, 2017; announce the vacancy of Board position 7; and approve the appointment process and timeline.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
APPROVE ANNUAL REPORT

SITUATION

Each year, the District posts the school and district report cards on its website so they are available for viewing by the public. Staff also creates a spreadsheet that compiles data points from each report card with metadata that allows for an at-a-glance look at how schools and the District are performing. This annual report is provided [here](#) and serves as a reminder that the information is available to parents and community members prior to the state-required notification deadline of January 15.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the annual report.

2016-17 Hillsboro School District Annual State Report Card Data Summary

	Enrollment					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)		English Language Arts Meets/Exceeds			Math Meets/Exceeds			Science Meets/Exceeds			Report Card Rating Details					Freshmen on Track to Graduate within 4 years	Graduation Rate	Completion Rate	Dropout Rate	Continuing Education																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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^oCEP stands for Community Eligibility Provision, which is a key provision of The Healthy, Hunger Free Kids Act (HHFKA, Public Law 111-296; December 13, 2010). CEP allows the nation's highest poverty schools and districts to serve meals at no cost to all enrolled students without collecting household applications.

Key to color-coding

Overall State Rating and Rating Details

	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

Metadata (data about data, providing additional insights and compilations that highlight important information)

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

	2013-14 *	2014-15***	2015-16*	2016-17
District-level categories	10 of 16 (62.5%)	5 of 15 (33.3%) (-29.2 pts)	6 of 14 (42.6%) (+9.3 pts)	5 of 14 (35.7%) (-6.9 pts)
Elementary school categories	55 of 81 (67.9%)	60 of 81 (74.1%) (+6.2 pts)	48 of 81 (59.3%) (-14.8 pts)	54 of 81 (66.7%) (+7.4 pts)
Middle school categories	8 of 15 (53.3%)	10 of 15 (66.7%) (+13.4 pts)	10 of 15 (66.7%) (Flat)	12 of 15 (80%) (+13.3 pts)
High school categories	38 of 47 (80.9%)	26 of 45 (57.8%) (-23.1pts)	23 of 40 (57.5%) (-0.3 pts)	23 of 40 (57.5%) (Flat)

Overall State Rating

2012-13	2013-14 **	2014-15 - 2016-17
Level 5 schools: 0	Level 5 schools: 0 (-)	Not calculated
Level 4 schools: 13	Level 4 schools: 17 (+4)	Not calculated
Level 3 schools: 19	Level 3 schools: 14 (-5)	Not calculated
Level 2 schools: 0	Level 2 schools: 3 (+3)	Not calculated
Level 1 schools: 2	Level 1 schools: 1 (-1)	Not calculated

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
ACCEPT 2016-17 AUDIT REPORT

SITUATION

The firm of Grove, Mueller & Swank, P.C., has completed its report on the audit of the District's financial statements for 2016-17. Copies of the Comprehensive Annual Financial Report have been provided to the Board of Directors, and a representative from Grove, Mueller & Swank, P.C., will attend the Board meeting to provide a brief overview of the document and answer any questions. The report is also posted on the [District website](#).

RECOMMENDATION

The Superintendent recommends that the Board of Directors accept the audit report for 2016-17.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
APPROVE CITIZENS' BOND OVERSIGHT COMMITTEE PLAN

SITUATION

One of the promises made to the community during the bond campaign was that a Citizens' Bond Oversight Committee would be established. Tonight, the Board of Directors will review a draft document that outlines the formation and work of the committee, the projected timeframe, and reports that will be provided to the Board.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the plan for the Citizens' Bond Oversight Committee.

CITIZENS' BOND OVERSIGHT COMMITTEE

- **Authorization:** The Hillsboro School District Citizens' Bond Oversight Committee shall be established as an advisory committee to the Board of Directors. All meetings of the Citizens' Bond Oversight Committee will be open to the public. Agendas for meetings will be posted at least one week prior to the meeting date and minutes will be available via the Hillsboro School District website.
- **Purpose and Authority:** The purpose and authority of the Oversight Committee is to convene quarterly or as needed to review progress on the projects detailed in the Hillsboro School District Bond Measure 34-278. The Committee will review program progress and will monitor program spending and schedules. The Committee shall report quarterly to the Board of Directors regarding program progress.
- **Estimated Time to Carry Out Oversight:** The Oversight Committee will have its initial meeting not later than February 9, 2018, and will be dissolved on January 1, 2022, or upon issuance of a final report by the Committee after all projects authorized by the Hillsboro School District Bond Measure 34-278 have been completed, whichever is earlier. Meetings shall be held at a time and location to be determined by the Committee Chair.
- **Membership:** The Oversight Committee shall be composed of not more than 15 at large community members and up to four (4) high school students. The District will accept applications for membership, beginning December 18, 2017, through January 12, 2018. Members shall be appointed by the Hillsboro School District Board of Directors at the January 23, 2018, regular Board meeting. The District's Capital Projects Officer and Chief Financial Officer shall serve as ex officio members.
- **Chair and Vice Chair:** The Hillsboro School District Board of Directors shall designate one member to serve as Chair and one member to serve as Vice Chair of the Oversight Committee. The Chair shall preside over committee meetings and act as spokesperson for the committee.
- **Annual Report:** The Oversight Committee shall prepare and deliver regular meeting minutes, as well as an annual report, to the Board of Directors regarding program progress. The annual report shall include an overall assessment of the projects, schedules, spending trends, and cost projections to ensure that the purpose and promise of the Hillsboro School District Bond Measure 34-278 is fully realized.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
APPROVE REVISIONS TO POLICY BDDH AND BDDH-AR:
PUBLIC COMMENT AT BOARD MEETINGS; AND
POLICY BDDC: BOARD MEETING AGENDA

SITUATION

District policy BDDH and BDDH-AR outline the protocol for audience members providing public comment during Hillsboro School District Board meetings. Proposed revisions to these documents, based on recommendations from Oregon School Boards Association (OSBA) and input from Board members, were presented for first reading on November 14, 2017. During that meeting, Board members discussed new input received from community patrons, and proposed additional revisions, which were posted for review in the November 28, 2017, Board meeting packet.

Proposed revisions to District policy BDDC: Board Meeting Agenda are based on recommendations from OSBA, and align with the revisions to policy BDDH. These revisions were presented for first reading on November 14, 2017.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy BDDH and BDDH-AR: Public Comment at Board Meetings, and policy BDDC: Board Meeting Agenda.

Public Participation in Comment at Board Meetings

The Board invites District citizens community members to attend Board meetings to become acquainted with the programs and operations of the District.

The Board meeting is an open meeting held in public to conduct District business.

It is the intent of the Board to ensure that communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids¹ and services.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate that such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, an alternative, equally effective means of communication will be used.

Request for an Item on the Agenda

A member of the public may request that the superintendent consider placing an item on the agenda of a regular Board meeting. This request should be made in writing and presented to the superintendent for consideration at least ten working days prior to the scheduled meeting. {See page 2}

Procedures for Public Comment at Meetings

Members of the public are encouraged to share their ideas and opinions with the Board. ~~Anyone wishing to speak before the Board, either as an individual or as a member of a group on any agenda item, may do so by providing the Board secretary with a completed registration card at the Board meetings. This will help the chair provide adequate time for each agenda item. {See item 6, below}~~ During a session of a Board meeting that is open to the public, a portion of the agenda may be designated for public comment.

The Board will establish procedures for public comment in open meetings. The purpose of these procedures will be to inform the public how to effectively participate in Board meetings for the best interests of the individual, the district and the patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

¹Auxiliary aids may include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Braille materials and large print.

1. Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the Board chair.
2. A visitor speaking during the meeting may introduce a topic not on the published agenda. The Board, at its discretion, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study.
3. In accordance with Board policy, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing the Board secretary with a completed registration card before the Board chair convenes the session, in order to allow the chair to provide adequate time for each agenda item.
4. Any individual ~~desiring to speaking to the Board during a meeting~~ shall give state his/her/their name, address, and the group, if any, if speaking for an organization, that is represented the name and identity of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. ~~The presentation~~ Statements by members of the public shall be brief and concise. ~~Normally a speaker~~ An individual shall be limited to three minutes. ~~An individual person~~ speaking on behalf of a group will be allowed five minutes. ~~Total audience participation time shall be limited to 30 minutes, on a first come, first served basis.~~ Written material may be submitted to the Board secretary to give to the Board.
6. Questions asked by the public may be referred to the superintendent for follow-up, if appropriate.

~~All agenda items shall originate through the Superintendent's office. To request a particular item on an agenda, contact the Superintendent in writing, by phone, or a personal conference in accordance to Board policy BDDC—Board Meeting Agenda. {Moved to first part of page 1}~~

Comments Regarding Staff Members

Speakers may offer objective criticism of school district operations and programs that are of concern to them., but ~~in public sessions, the Board will not hear personal complaints of school personnel nor against any person connected with the school system~~ comments regarding any individual district staff member or group of employees. The Board chair will direct the visitor to the procedures in Board policy KL/KLD—Public Complaints channels provide for Board consideration and disposition of a legitimate complaints involving individuals a staff member, including Board policy KL/KLD—Public Complaints, and will connect the visitor with an administrator, as appropriate. A hearing conducted before the Board regarding personnel shall take place in an executive session.

The Board vests in its chair or other presiding officer authority to terminate the remarks of any individual when they do not adhere to the rules established above.

A commendation involving a staff member should be sent to the superintendent.

Petitions

Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation.

The Board chair should be alert to see that all visitors have been acknowledged and thanked for their presence and for any contributed comments on agenda issues. Similar courtesy should be extended to members of staff who have been in attendance. Their return for future meetings should be welcomed.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)

[ORS 165.540](#)

ORS 192.610 - 192.690

ORS 332.057

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (20062017); 28 C.F.R. Part 35 (20062017).

Americans with Disabilities Act Amendments Act of 2008.

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Public Comment at Board Meetings

To make a comment or present a topic during public comment, if the opportunity is available on the Board agenda, please complete the *Intent to Speak* card and submit it to the Board secretary before the Board chair convenes the session.

Any person speaking to the Board during a meeting should state their name and, if speaking for an organization, the name of the organization. An individual who has submitted an *Intent to Speak* card and has been invited to speak will be allowed three minutes. A spokesperson should be designated to represent a group with a common purpose. The Board requests that a public comment add information or a perspective that has not already been mentioned previously, and that the patron refrains from repeating a similar point.

Please keep in mind that reference to a specific employee or group of employees is prohibited, as follows: Speakers may offer objective criticism of district operations and programs, but in public sessions, the Board will not hear comments regarding any individual district staff member or group of employees. The Board chair will direct the visitor to the procedures in Board policy KL/KLD—Public Complaints for Board consideration of a legitimate complaint involving a staff member, and will connect the visitor with an administrator, as appropriate. Any hearing conducted before the Board regarding personnel shall take place in an executive session. A commendation involving a staff member should be sent to the superintendent.

Board Agenda Intent to Speak Card

The Board welcomes your input. Please complete this form and submit this completed card to the board secretary ~~table prior to the~~ before the Board chair convenes the session ~~meeting~~.

Name _____ Date _____

Address _____

City _____

Email Address _____ Telephone Number _____

Representing _____
(Name of group, self, or organization)

~~Public participation in Board meetings is governed by Board policy BDDH—Public Participation in Board Meetings. Patrons may comment on specific agenda items at the beginning of the meeting or, at the discretion of the Board chair, may be deferred to the time the item is before the Board as stated in the agenda. Comments about non-agenda items will be heard during audience time at the beginning of the regular Board meeting.~~

~~Speakers shall be limited to three minutes. An individual speaking on behalf of a group will be allowed five minutes. Total audience participation time shall be limited to 30 minutes, on a first come, first served basis. Alternative ways of contacting the Board include emailing an individual Board member, or the Board as a~~

~~whole; mailing written material to the Board; contacting the Board secretary to request that a Board member contact an individual; or submitting written material to the Board secretary to give to the Board. {See above}~~

I WISH TO ADDRESS THE BOARD REGARDING THE FOLLOWING:

I am an: ☐ HSD Student ☐ HSD Parent ☐ HSD Staff Member ☐ Other _____

Hillsboro School District 1J

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

Board Meeting Agenda

The Board chair and the Superintendent will prepare an agenda for all regular meetings of the Board. Items of business may be suggested by any Board member, staff member, student, or citizen of the District by notifying the Superintendent at least ~~three~~ **ten** working days prior to the meeting.

A consent agenda may be used by the Board for noncontroversial business. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be approved at the same time. A Board member may ask that any item be removed from the consent agenda. The removed item will then be placed on the regular agenda.

The agenda will follow a general order established by the Board. Opportunities for the audience to be heard will be included. The Board will follow the order of business set up by the agenda unless the order is altered by a consensus of the Board.

Items of business not on the agenda may be discussed and acted upon if the majority of the Board agrees to consider them.

The agenda, together with supporting materials, will be distributed **by the district office or superintendent** to Board members at least three full working days prior to the meeting. The agenda will be available to the press and to interested patrons through the Superintendent's office at the same time it is available to the Board members. Copies of the agenda for the press and public will not contain any confidential information included in the Board members' packets.

A copy of the agenda will be posted in each District facility on the day of the meeting. Members of the public may request a copy of the agenda **at** **through** the Superintendent's office.

The District will ensure equally effective communications are provided to qualified persons with disabilities upon request as required by the Americans with Disabilities Act.

Appropriate auxiliary aids and services may include, **but are not limited to, qualified interpreters, assistive listening systems, note-takers,** large print, Braille, audio recordings, and readers. Primary consideration will be given to the requests of the person with a disability in the selection of appropriate auxiliary aids and services.

Should the Board demonstrate such requests would result in a fundamental alteration in the service, program, or activity; or in undue financial and administrative burdens, alternate, equally effective communications will be used.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual.

END OF POLICY

Legal Reference(s):

ORS 192.630

ORS 192.640

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

Americans with Disabilities Act Amendments Act of 2008.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
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 are 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 16 is open for election this year.

District votes must be submitted no later than 5:00 p.m. on December 15. Newly elected OSBA board members will officially take office on January 1, 2018. Candidate questionnaires and resumes may be viewed on the OSBA website at:

http://www.osba.org/About-OSBA/Election_Center.aspx

The nominee is listed below:

Position	Candidate	Organization
16	Maureen Wolf	Tigard-Tualatin 23J

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

RECOMMENDATION

The Superintendent recommends that the Board of Directors vote for a representative for position 16 on the OSBA board of directors.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2107
ELECT MEMBERS TO OREGON SCHOOL BOARDS
ASSOCIATION LEGISLATIVE POLICY COMMITTEE

SITUATION

The OSBA governance model provides that member districts elect members to the OSBA Legislative Policy Committee (LPC) every two years. Washington County school boards are represented by positions 15 and 16 on this committee, both of which are open for election. The Board has one vote to cast for each open OSBA LPC position in its region.

Newly elected members of the OSBA LPC officially take office on January 1, 2018. Candidate questionnaires and resumes may be viewed at the OSBA website: http://www.osba.org/About-OSBA/Election_Center.aspx

The nominee for position 15 is listed below:

Position	Candidate	Nominating District
15	Kim Strelchun	Hillsboro 1J

The nominee for position 16 is listed below:

Position	Candidate	Nominating District
16	Becky Tymchuk	Beaverton 48J

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

RECOMMENDATION

The Superintendent recommends that the Board of Directors vote for representatives on the OSBA Legislative Policy Committee for positions 15 and 16.

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
VOTE ON OREGON SCHOOL BOARDS
ASSOCIATION RESOLUTION

SITUATION

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

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

Resolution 1. Reorganizes the Oregon School Boards Association as a non-profit corporation and adopts the proposed 2017 bylaws.

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 that the Board of Directors vote on OSBA proposed Resolution 1.



Resolution

Resolution to Reorganize the Oregon School Boards Association as a Non-Profit Corporation and Adopt the Proposed 2017 Bylaws

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

WHEREAS, at the direction of the Board of Directors of OSBA, an organizational review was initiated with the goal of confirming OSBA's tax-exempt status and all related requirements; and

WHEREAS, the OSBA Board of Directors determined, based on the review, that it was in the membership's best interest to formally incorporate under ORS Chapter 65 as a nonprofit to ensure OSBA can maintain its political and legislative advocacy program; and

WHEREAS, a more clear recognition of OSBA's legal status will help ensure Board members' protection from individual liability; and

WHEREAS, the decision to formally incorporate under ORS Chapter 65 to nonprofit status requires replacement of the current OSBA Constitution with proposed Bylaws; and

WHEREAS, the OSBA Board of Directors received updates and discussed the transition at several OSBA Board meetings throughout 2016 and 2017 and conducted a review of the Bylaws at their June 2017 meeting; and

WHEREAS, after reviewing the recommended OSBA Bylaws as proposed by staff and legal counsel, the OSBA Board of Directors supports the recommendation to convert to a non-profit entity formed in accordance with the attached Bylaws:

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed Bylaws be submitted to the membership for consideration during the 2017 OSBA election; and

BE IT FURTHER RESOLVED that the proposed Bylaws 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

Oregon School Boards Association Proposed Bylaws

Approved by the Board of Directors on September 15, 2017

Submitted to Membership for consideration in the 2017 Election Process

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SECTION 1: PURPOSE

- a) The Oregon School Boards Association (the “Association”) exists solely to perform essential governmental functions and all of its income accrues to the State of Oregon or its political subdivisions as required under IRC Section 115. In particular, the Association’s mission and purpose are as follows:
- b) To work for the general advancement and improvement of the education of all public school children of the State of Oregon.
- c) To gather and disseminate information pertinent to the successful operation of public schools.
- d) To work for the most efficient and effective organization of public schools of this state. “Public schools” include local school districts, education service districts, the State Board of Education and community colleges classified as a political subdivision.
- e) To work for adequate and dependable financial support for the public schools of this state.
- f) To study all legislation which affects the public schools of Oregon and to support and work for that which appears to be desirable and to keep members informed thereof. To propose and work for the enactment of proper educational legislation.
- g) To encourage the establishment and maintenance of best practices and high standards in the conduct and operation of the public school educational system.
- h) To study and interpret educational programs and to relate them to the needs of pupils.
- i) To promote public understanding of the role of school boards and school board members in the improvement of education.
- j) To conduct seminars, conferences, and research projects in the various aspects of education for the benefit of members.
- k) To endeavor to implement the policies, beliefs and resolutions of the Association members and board of directors.
- l) To do such other things as the member boards or board of directors may deem appropriate for the accomplishment of these and other purposes which tend to improve public education.
- m) To enter into such cooperative agreement with members for the pooling of resources and the provision of services as may result in the more efficient utilization of district resources and accrue to their financial advantage.

SECTION 2: MEMBERS

- 2.1 Admission.** All members must qualify as (1) a “political subdivision” as defined under Treas Reg § 1.103-1(b) and Revenue Ruling 78-276, 1978-2 CB 256 and (2) as one of the following:
- 2.1.1** Local School District as defined under ORS Chapter 332;
 - 2.1.2** Education Service District as defined under ORS Chapter 334;
 - 2.1.3** Community College District as defined under ORS Chapter 341;
 - 2.1.4** State Board of Education as defined under ORS Chapter 326; and
 - 2.1.5** Any other governmental educational organization qualifying as a political subdivision, as approved by resolution of the board of directors.

- 2.2 Dues.** Annual dues shall be set by majority vote of the members and shall be based on resident Average Daily Membership (ADMr) as of December 31 of the preceding year as reported to the Oregon Department of Education. Dues shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. Member status shall automatically terminate for members failing to pay dues by September 1 unless an extension is requested and granted by the board of directors.
- 2.3 Reserved Powers of the Members.** The following corporate actions require the consent and approval of the members:
- 2.3.1** Election and removal of directors;
- 2.3.2** Election and removal of the Legislative Policy Committee (“LPC”) members;
- 2.3.3** Approval of resolutions to effectuate any of the following:
- a) Adoption, amendment, or restatement of the articles of incorporation or bylaws;
 - b) Modification to the region descriptions set forth in Section 2.6.1; and the
 - c) Dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association’s assets.
- 2.4 Voting Power.**
- 2.4.1** Election of Directors and LPC Members. For the purposes of nominating and electing directors and LPC members, each member shall have one vote.
- 2.4.2** Resolution. For the purposes of approving a resolution, each member shall have one vote on all resolutions except as follows:
- a) K-12 Local Districts with an ADMr between 15,600 and 23,400 shall have 2 votes.
 - b) K-12 Local Districts with an ADMr between 23,400.1 and 31,200 shall have 3 votes.
 - c) K-12 Local Districts with an ADMr between 31,200.1 and 39,000 shall have 4 votes.
 - d) K-12 Local Districts with an ADMr between 39,000.1 and above shall have 5 votes.
- 2.5 Process of Approval of Member Resolutions.**
- 2.5.1** Generally, members shall approve resolutions annually by ballot vote. Members or the board of directors may submit a resolution for member approval. Such resolutions shall be submitted to the board of directors no later than September 30th. The board of directors shall distribute all timely submitted resolutions, together with an official ballot, to the members no later than October 15. Members shall vote by ballot submitted to the board of directors no later than December 15.
- 2.5.2** The board of directors may call a special meeting of the members under Section 2.9, as necessary.
- 2.6 Regional Election of Directors and LPC Members**
- 2.6.1 Regional Voting.** For the purposes of nominating and electing the board of directors and LPC members, the Association members shall be organized into and represented by region:
- a. Eastern Region includes all of the members located in the counties of Baker, Grant, Malheur, Union, Wallowa, and Wheeler.

- b. Gorge Region includes all of the members located in the counties of Gilliam, Morrow, Sherman, Umatilla, and Wasco.
- c. Central Region includes all of the members located in the counties of Crook, Deschutes, and Jefferson.
- d. Southeast Region includes all of the members located in the counties of Harney, Klamath, and Lake.
- e. Southern Region includes all of the members located in the counties of Jackson and Josephine.
- f. Lane Region includes all of the members located in the county of Lane.
- g. Clackamas Region includes all of the members located in the county of Clackamas and Hood River.
- h. Douglas/South Coast Region includes all of the members located in the counties of Coos, Curry, and Douglas.
- i. Linn, Benton, Lincoln Region includes all of the members located in the counties of Benton, Lincoln, and Linn.
- j. Marion Region includes all of the members located in the county of Marion.
- k. Yamhill, Polk Region includes all of the members located in the counties of Polk and Yamhill.
- l. North Coast Region includes all of the members located in the counties of Clatsop, Columbia, and Tillamook.
- m. Washington Region includes all of the members located in the county of Washington.
- n. Multnomah Region includes all of the members located in the county of Multnomah.

Members shall be assigned to the region in which their main administrative office is located. If a member's district boundaries span more than one region, the member board must declare which region it intends to vote and shall vote only in that region.

2.6.2 Regional elections shall be taken by majority vote of the members within the region.

- 2.7 Modification of Regions.** A formal review of the regional organizations described in Section 2.6.1 shall be conducted by the board of directors at least every three years commencing with 2017. Any recommended changes to the regional organization shall be submitted to the members in the form of a resolution in accordance with the provisions of Section 2.11.
- 2.8 Annual Meetings.** An annual meeting of members shall be held in November of each year unless a different date or time is fixed by the board of directors and stated in the notice of the meeting. Failure to hold an annual meeting on the stated date shall not affect the validity of any corporate action. At the annual meeting, the president and secretary-treasurer of the board of directors, any other officer or person whom the president may designate, shall report on the state of the Association, the activities and financial condition of the Association.
- 2.9 Special Meetings.** A special meeting of members shall be held upon the call of the president or 25 percent of the board of directors. All members shall be officially notified of a special meeting by written notice, mailed via U.S. mail or electronic mail to all members at least 15 days prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the members, the place and time of the meeting, and instructions describing the method by

which members can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.

- 2.10 Telephonic/Video Meetings.** The board of directors may permit any member to participate in an annual or special meeting, or conduct the meetings through, use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A member participating in the meeting by this means is deemed to be present in person at the meeting.
- 2.11 Place of Meetings.** Meetings of the members shall be held at any place in or out of Oregon designated by the board of directors. If a meeting place is not designated by the board of directors, the meeting shall be held at the Association's principal office.
- 2.12 Action by Written Ballot.** Any action required or permitted to be taken at a members' meeting may be taken without a meeting if the Association delivers a written ballot to every member entitled to vote on the matter. A written ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action. Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds the number of votes that would be required to approve the matter at a meeting at which the total number of votes cast is the same as the number of votes cast by ballot. A written ballot shall set forth each proposed action, indicate the number of responses needed to meet the quorum requirements, state the percentage of approvals necessary to approve each matter, and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a written ballot may not be revoked.
- 2.13 Unanimous Written Consent.** Any action required or permitted to be taken at a members' meeting may be taken without a meeting if the action is taken by all members entitled to vote on the matter. The action shall be evidenced by one or more written consents describing the action taken, signed by each member, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section is effective when the last member entitled to vote on the matter signs the consent, unless the consent specifies an earlier or later effective date.
- 2.14 Quorum and Voting.** A quorum of the members shall consist of those votes represented at a meeting of the members. If a quorum is present when a vote is taken, the affirmative vote of a majority of the votes represented and voting when the action is taken is the act of the members except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of members.

SECTION 3: DIRECTORS

- 3.1 Powers.** Except as provided under Section 2.2, all corporate powers shall be exercised by or under the authority of and the affairs of, are managed under the direction of a board of directors. The board of directors shall adopt policies defining specific obligations of the board of directors.
- 3.2 Qualifications.** Directors must serve on the board of a member of the Association.
- 3.3 Number.** The board of directors shall consist of not fewer than three (3) nor more than 23 persons. The number of directors may be fixed or changed periodically, within the minimum, and maximum by the members.
- 3.4 Term.** Directors shall take office on January 1 and shall serve for a term of two calendar years or until their successors are elected and qualified. Terms shall be staggered as per the election calendar.
 - 3.4.1** Directors who took office prior to January 1, 2018, and are re-elected may serve for any number of terms as long as they continuously remain members of the Board of Directors.

3.4.2 Directors taking office on or after January 1, 2018, may serve five (5) consecutive two (2) year terms and, if eligible, may rerun after a 2-year hiatus.

3.4.3 If a director serving as an officer requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as past president.

3.5 Composition. Each region, as described under Section 2.6.1, shall elect one (1) director except as follows:

- a) Clackamas Region shall elect two (2) directors;
- b) Marion Region shall elect two (2) directors;
- c) Washington Region shall elect three (3) directors; and
- d) Multnomah Region shall elect three (3) directors.
- e) Provided, however, that if the president or immediate past president of the board of directors is a representative director from a region that elects only one (1) director, that region shall elect an additional director or directors to serve for the duration of the president and/or the immediate past president's term.

3.6 Regional Election. The nomination and election of directors shall be in accordance with the elections calendar adopted by the board. Each regional candidate for a director position shall be nominated by a member within the region by means of a nomination form. The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions. To nominate a director candidate, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and the completed nomination form(s). Nominations in regions where there is more than one open director position shall indicate the numbered position for which the nomination is being submitted. Each member in a region shall have one vote in the regional elections for the board of directors. The director candidate receiving a majority of the votes of the members 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 is elected.

3.7 Ex-Officio. The following individuals or their designee may serve as ex-officio nonvoting advisors to the board of directors:

- a) Any director of the National School Boards Association elected from Oregon;
- b) Any officer of the National School Boards Association, National School Boards Advocacy Committee, or an officer of the NSBA Pacific Region.
- c) The immediate past president of the Oregon Association of School Executives;
- d) The immediate past president of the Confederation of School Administrators;
- e) The board section president of the Oregon Association of Education Service Districts;
- f) The board section president of the Oregon Community College Association;
- g) The chair of the State Board of Education; and
- h) Any other person as the board of directors may appoint.

- 3.8 Vacancies.** In the event that any director position, other than the immediate past president, is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year. If the board of directors cannot recruit a candidate from the region they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the Board. The members shall elect, using the procedures in Section 3.6, an interim director to serve from January 1 of the next year until the end of the remaining term.
- 3.9 Resignation.** A director may resign at any time by delivering written notice to the president or the secretary. A resignation is effective when notice is effective under ORS 65.034 unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors.
- 3.10 Removal.** A director may be removed for cause by vote of two-thirds majority of the directors. A director may be removed with or without cause by a majority vote of the members who elected the director. The board may provide guidance or adopt and amend policies regarding what types of actions the board considers to be sufficient cause for removal.
- 3.11 Meetings.** An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. If the time and place of any other directors' meeting is regularly scheduled by the board of directors, the meeting is a regular meeting. All other meetings are special meetings. A special meeting of the board of directors may be called by the president or the president-elect or 20 percent of the board of directors. The board of directors may hold annual, regular or special meetings in or out of the State of Oregon.
- 3.12 Notice of Meetings.** All members shall be officially notified of a special meeting by written notice delivered personally, by telephone or electronic mail to all directors at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.
- 3.13 Waiver of Notice.** A director may at any time waive any notice required by these bylaws. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting. Except as provided in the preceding sentence, any waiver must be in writing, must be signed by the director entitled to the notice, must specify the meeting for which the notice is waived, and must be filed with the minutes or the corporate records.
- 3.14 Quorum and Voting.** A quorum of the board of directors shall consist of a majority of the number of directors in office immediately before the meeting begins. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.
- 3.15 Presumption of Assent.** A director who is present at a meeting of the board of directors when corporate action is taken is deemed to have assented to the action taken unless:
- a) The director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting the business at the meeting; and
 - b) The director's dissent from the action taken is entered in the minutes of the meeting.

- 3.16 Compensation.** Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution or policy of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.
- 3.17 Director Conflict of Interest.** The Association shall maintain a Conflict of Interest policy the terms of which comply with ORS 65.361 and ORS Chapter 244. The board of directors shall annually review and notify its members and directors of the current Conflict of Interest policy. Each director shall annually complete and return a Conflict of Interest statement.

SECTION 4: COMMITTEES

- 4.1 Standing Committees.** The board of directors shall maintain the standing committees described below:
- 4.1.1 Executive Committee.** The executive committee shall consist of five (5) 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 under the terms of the bylaws. Actions of the executive committee shall be reported to the board by mail, email or at the next board meeting.
- 4.1.2 Finance Committee.** The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the Association secretary/treasurer and vice president, one Association board director from the PACE board, one district business official and one at-large board member. The finance committee shall operate within the guidelines of the corporation's investment policy and the Finance Committee Operating Manual.
- 4.1.3 Legislative Policy Committee.** The board of directors shall maintain a Legislative Policy Committee.
- a) **Purpose.** The LPC shall develop legislative policies which are recommended to and approved by the members as a resolution proposed by the board of directors and voted on by the membership in accordance with Section 2.4. The LPC also advises the executive director and staff during legislative sessions.
 - b) **Composition.** The LPC shall be composed of the voting members of the board of directors and the regional representatives elected under the procedures defined in 4.1.2c) and d). All committee members must be elected or appointed directors of a member. The vice president of the board shall chair the LPC.
 - c) **Nomination.** The board of directors shall cause the nomination form to be distributed to all members in eligible regions. A member may nominate a candidate to the LPC and shall do so by formal resolution of the member and timely submission of the nomination form(s) to the office of the Association. 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.
 - d) **Election.** Each LPC member shall be elected by majority of member boards of a region. Each region shall elect the number of LPC members as described in Section 3.5, without regard to Section d). Such elections shall be held using the procedures described in Section 3.6.

- e) **Term.** Each committee member shall take office on January 1 in even numbered years and serve for a term of two (2) years.
- f) **Vacancies.** In the event that there is a vacancy on the LPC, the board of directors may appoint an interim LPC member from the same region to fill the unexpired term of office. If the board of directors cannot recruit an LPC member from the region they may appoint a person from a contiguous region to serve to represent the open region to fill the unexpired term of office.

4.2 Other Board Committees. The board of directors may create one or more committees of the board of directors and appoint directors and representatives of members to serve on such committee. The creation of a committee and the appointment of directors and member representatives to the committee must be approved by a majority of all directors in office when the action is taken. The provisions of these bylaws governing meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the board of directors shall apply to committees and their members as well. Committees of the board of directors may, to the extent specified by the board of directors, exercise the authority of the board of directors; provided, however, that no committee of the board of directors may:

- a) Authorize distributions, provided that this restriction does not apply to payment of value for property received or services performed or payment of benefits in furtherance of the Association's purposes;
- b) Approve or recommend dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets;
- c) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or
- d) Adopt, amend, or repeal the articles of incorporation or bylaws.

4.3 Administration. Each committee shall prepare minutes of each of its meetings, and such minutes shall be kept on file at the Association's principal office and made available on request to any member of the board of directors. Each committee shall also report on its activities at the regular meetings of the board of directors. Each committee shall comply with the public meetings laws requirements under ORS Chapter 192.

4.4 Advisory Committees. The board of directors may create one or more other committees. Members of these committees need not be members or directors, but at least one director shall serve on each such committee. These committees shall have no power to act on behalf of, or to exercise the authority of, the board of directors, but may make recommendations to the board of directors.

SECTION 5: OFFICERS OF THE BOARD OF DIRECTORS

- 5.1 Appointment.** The board of directors shall elect officers by majority vote at least 10 days prior to the November member meeting. In cases where there are more than two (2) candidates nominated for any position, and none receives a majority of the votes, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes is elected.
- 5.2 Designation.** The officers of the Association shall be a president, president-elect, past president, vice president, a secretary-treasurer, and such other officers as the board of directors may appoint.
- 5.3 Compensation and Term of Office.** Officer terms are one calendar year. 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.

Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

5.4 Removal and Resignation. Any officer may be removed, either with or without cause, at any time by action of the board of directors. An officer may resign at any time by delivering notice to the board of directors, the president, or the secretary-treasurer. A resignation is effective when the notice is effective under ORS 65.034 unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Association accepts the later effective date, the board of directors may fill the pending vacancy before the effective date if the board of directors provides that the successor does not take office until the effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors. No removal or resignation shall prejudice the rights of any party under a contract of employment.

5.5 Officers. The officers of the Association are as follows:

- 5.5.1 President:** The president shall preside at all member meetings of the Association and of the board of directors; shall appoint, committees subject to the approval of the board of directors; shall call all regular and special meetings as provided herein; shall be ex-officio voting member of all committees. The president shall automatically serve as immediate past president for the following term. The president serves for a term of one (1) calendar year.
- 5.5.2 President-elect:** In the absence of the president, the president-elect shall assume the powers and duties of the president, and when a vacancy occurs in the office of president, shall serve in that capacity for the remainder of the term. The president-elect shall automatically serve as president for the following term, even if required to fill an uncompleted term as president. In addition, the president-elect shall assume duties related to the oversight of Association member elections and resolutions processes and such other administrative duties as are assigned by the president. The president-elect serves for a term of one (1) calendar year.
- 5.5.3 Vice president:** In the absence of the president-elect shall assume the powers and duties of the president-elect. The vice president shall also serve as the chair of the LPC. The vice president serves for one (1) calendar year.
- 5.5.4 Secretary-treasurer:** The secretary-treasurer shall be responsible for keeping in a suitable minute book accurate minutes of all board of director meetings; shall carry on official correspondence of the Association; shall arrange for proper banking facilities; and shall receive, account for and disburse funds in a businesslike manner as provided for by the board of directors; shall see that the minutes of the previous meetings are read, and shall give an itemized and detailed report of the financial condition of the Association at each annual meeting and at such other times as may be required by the board of directors. Such duties of the secretary-treasurer as may be specified by the board of directors may be delegated to the executive director or a designated member of the staff. The secretary-treasurer serves for a term of one (1) calendar year.
- 5.5.5 Immediate past president:** The immediate past president shall advise and counsel with other officers. The immediate past president chairs the officer succession planning process. The past president serves for one (1) calendar year.
- 5.5.6 Assistants:** The board of directors may appoint or authorize the appointment of an assistant to the secretary-treasurer. Such assistant may exercise the powers of the secretary-treasurer, as the case may be, and shall perform such duties as are prescribed by the board of directors.

SECTION 6: NONDISCRIMINATION

The Association shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender, race, creed, marital status, sexual orientation, religion, color, age, or national origin.

SECTION 7: GENERAL PROVISIONS

7.1 Amendment of Bylaw.

7.1.1 Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors. Amendments must be approved by a vote of two-thirds majority of the members at any regular or special meeting. The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws. Such notice shall be provided by US mail or email at least 15 days prior to the member meeting at which the vote will take place.

7.1.2 Whenever an amendment or new bylaw is adopted, it shall be copied in the minute book with the original bylaws in the appropriate place. If any bylaw is repealed, the fact of repeal and the date on which the repeal occurred shall be stated in such book and place.

7.2 Inspection of Books and Records. All books, records, and accounts of the Association shall be open to inspection by the directors in the manner and to the extent required by law.

7.3 Checks, Drafts, Etc. All checks, drafts, and other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the Association shall be signed or endorsed by such person or persons and in such manner as shall be determined by resolution of the board of directors.

7.4 Deposits. All funds of the Association not otherwise employed shall be deposited to the credit of the Association in those banks, trust companies or other depositories as the board of directors or officers of the Association designated by the board of directors select, or be invested as authorized by the board of directors.

7.5 Loans or Guarantees. The Association shall not borrow money and no evidence of indebtedness shall be issued in its name unless authorized by the board of directors. This authority may be general or confined to specific instances. Except as explicitly permitted by ORS 65.364, the Association shall not make a loan, guarantee an obligation or modify a pre-existing loan or guarantee to or for the benefit of a director or officer of the Association.

7.6 Execution of Documents. The board of directors may, except as otherwise provided in these bylaws, authorize any officer or agent to enter into any contract or execute any instrument in the name of and on behalf of the Association. Such authority may be general or confined to specific instances. Unless so authorized by the board of directors, no officer, agent, or employee shall have any power or authority to bind the Association by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.

7.7 Insurance. The Association may purchase and maintain insurance on behalf of an individual against liability asserted against or incurred by the individual who is or was a director, officer, employee, or agent of the Association, or who, while a director, officer, employee, or agent of the Association, is or was serving at the request of the Association as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise; provided, however, that the Association may not purchase or maintain such insurance to indemnify any director, officer, or agent of the Association in connection with any proceeding charging improper personal benefit to the director, officer, or agent in which the

director, officer, or agent was adjudged liable on the basis that personal benefit was improperly received by the director, officer, or agent.

7.8 Fiscal Year. The fiscal year of the Association shall begin on the first day of July 1 and end on the last day of June in each year.

7.9 Severability. A determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal or otherwise ineffective shall not affect or invalidate any other provision of these bylaws.

* * * * *

The foregoing bylaws were duly adopted by the Board of Directors of Oregon School Boards Association on September 15, 2017 and approved by the membership on (insert date election closes).

Betty Reynolds, President

Date

HILLSBORO SCHOOL DISTRICT 1J
December 12, 2017
APPROVE THE APPOINTMENT OF METRO POLICY ADVISORY
COMMITTEE (MPAC) ALTERNATE

SITUATION

The Metro Policy Advisory Committee (MPAC) advises the Metro Council on a range of topics, including regional transportation and land use planning, management of the urban growth boundary (UGB), and other planning matters of regional concern. MPAC's membership consists of 27 voting and non-voting members, including representation by cities, counties, school districts, special districts, and the public.

MPAC's governing bodies of the school district member and alternate positions are currently vacant. According to the committee bylaws, the member and alternate positions representing school districts are to be appointed jointly by the governing bodies of the school districts represented, which include Hillsboro School District. The member and the alternate must be from different districts.

On October 24, Hillsboro School District Board member Mark Watson was approved by the Hillsboro School District Board of Directors to serve as a member of MPAC.

Karen Emerson of the Tigard-Tualatin School District Board of Directors now has been nominated by her district for the MPAC alternative position. This evening, the Hillsboro School District Board of Directors will vote on her appointment.

Additional information regarding MPAC is available online at the following link:
<http://www.oregonmetro.gov/regional-leadership/metro-advisory-committees/metro-policy-advisory-committee>.

RECOMMENDATION

The Superintendent recommends that the Board of Directors vote on the appointment of Karen Emerson to the Metro Policy Advisory Committee alternate position.