

A Look Inside HILLSBORO SCHOOLS

Winter 2014

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Communications Department

HILLSBORO SCHOOL DISTRICT GRADUATION RATES CONTINUE TO CLIMB

The Oregon Department of Education recently released graduation data for the 2012-13 school year and Hillsboro's numbers show positive growth in nearly all categories.

Some highlights are as follows:

- The four-year cohort graduation rate increased at each high school.
- The District's four-year cohort graduation rate increased from 75.45% to 79.84% and outpaced the state average by 11.18% (79.84% vs. 68.66%).
- The drop-out rate decreased at three out of four high schools; the exception was Century, whose drop-out rate is still less than one half of one percent.

Completion rates count students who graduated with a regular diploma as well as students who earned a modified diploma, adult diploma, or who completed their GED.

These results are a testament to the hard work going on in our schools each day, and are something our students, staff and entire community should be very proud of.

CREATING UNPRECEDENTED OPPORTUNITIES FOR HILLSBORO STUDENTS: HILLSBORO'S COLLEGE & CAREER PATHWAYS PROJECT

Preparing our students for college and careers is nothing new, but our approach to it is changing drastically.

Over the past year and a half, we've been

working on pulling together a cross-agency team of District staff, students, community, business, and higher education partners to get really clear about this work and ensure that there is predictability and reliability for students and their families about what to expect as they move through our system—from kindergarten through 12th grade and beyond.

We describe that effort as making sure students are college and career AWARE, ELIGIBLE and PREPARED. Awareness involves early exposure to college and careers and interest mapping; eligibility involves students completing the necessary steps to engage in the post-secondary option of their choosing; and preparedness involves the acquisition of content knowledge and development of 'habits of mind' that lead to success in post-secondary learning or employment.

Please see **Program Highlights** on page 6



The 75 juniors in Century High School's Anatomy & Physiology/Health Services I class recently had an opportunity to shape and sculpt muscles, the digestive system and hearts while using Anatomy in Clay® Manikens® on loan from Portland Community College. There are currently 125 juniors and seniors in Century's Health Services focused program of study, and there is also a very active after-school Health Services club, in which all students can participate. The learning and real-world experiences that take place in these and many other classes and clubs across the

District are critical and engaging ways to get students prepared for life after high school. Learn more about our College and Career Pathways Project on page 6.



Class of 2013 – graduation/completion in 2013 (4-year cohort data) – Blue = improvement from 2012					
	# Total Students	# Regular Diploma	% Grad Rate	% Completion	Drop-out rate
Century	405	348	86.17%	92.35%	0.41%
Glencoe	457	390	85.34%	92.78%	0.67%
Hilli	360	259	72.35%	77.65%	1.70%
Liberty	375	312	83.47%	88.80%	0.35%
HOA	17	11	64.71%	70.59%	9.20%
District	1660	1321	79.84%	86.36%	2.91%

From the Superintendent



Mike Scott

Our winter newsletter is typically the one in which I talk about the budgeting process for the following year and begin preparing our staff, students and community for the necessary reductions

we will face.

This year, however, I am happy to say that due to a confluence of factors, it appears that we will not be looking at ways to further reduce our budget for the 2014-15 school year, but rather how to increase it.

Granted, the increase we anticipate will not be enough to offset the nearly \$70 million in reductions we've made over the past six years, however it does give us an opportunity to consider how best to target dollars to enhance student achievement.

When the Legislature allocated funds for the 2013-15 biennium, we realized that we would be approximately \$8.2 million shy of what we would need to hold a full school year and maintain the staffing ratio (class size). To deal with the shortfall, several reductions were put in place, including the identification of five furlough days for all staff and the transfer of \$3.5 million from our bond interest account—\$2 million to support our General Fund and \$1.5 million to support an initial investment in our Technology

Enhanced Classroom Plan.

Over the summer, we learned that the City of Hillsboro and Washington County were interested in gifting \$10 million of their Gain Share* money to Washington County school districts in the 2013-15 biennium. Based on Hillsboro's student count, our portion of that money equated to just over \$1.2 million in each of the 2013-14 and

Please see **SUPERINTENDENT** on page 12



BUTTERNUT CREEK ELEMENTARY SCHOOL

Principal: Enedelia Schofield

Each Butternut Creek student strives to make the school pledge their own:

"I believe in myself and I am here to succeed. I am responsible, respectful, and safe. I will do all I can to help myself and others learn. I will do my best because everything I do today will affect my tomorrow."

Student success is celebrated monthly in spirit assemblies, which highlight academic, musical, athletic, and behavioral accomplishments.

In December, Butternut Creek celebrated the compassion of students and their families recognizing the 1,500 cans of food donated to the Hillsboro Elks Food Drive. In February, Butternut Creek held the annual Butternut Idol Talent Show, which is the highlight of the year for many students. Under the leadership of Mrs. Carmen Stuve, and in front of student council and parents, students must try out for the talent show prior to the event.

"Take a Veteran to School" day is a national program developed by the HISTORY channel to link veterans with students nationwide. Butternut, under the leadership of first grade teacher Mrs. Stephanie Gerig, invited veterans of all backgrounds to the school to share their stories and receive thanks for their service. In addition to many veteran parents, grandparents, and community participants, Butternut's own second grade teacher Keona Rogers shared her experience serving our country. The HISTORY channel provided t-shirts to all students and staff, as well as wrist bands and buttons. Veterans sharing their stories and helping young people learn about the past and gain honor and respect for those who have served was exciting to witness.

PE teacher Mrs. Melanie Kimple started a new running program where students are allowed to spend recess time doing laps. Each student has their own goal card and has enjoyed improving their stamina and distance.

Fourth through sixth grade students recently participated in a special event through Kaiser Permanente called The Pressure Point. The Pressure Point is a highly interactive theatre-style game show that helps students make healthy choices and respond to peer-pressure in a positive way. Issues addressed were personal goal setting, bullying, conflict resolution, self-image, healthy choices, media literacy, and leadership.

Third graders were recently treated to a guest presenter from the Port of Portland under the title "Where in the World?" As a tie-in to their unit on Geography, students learned about the importance and process of importing and exporting products into and out of Portland.

At Butternut we strive to teach the whole child and celebrate successes, knowing what we do today, truly, will affect our tomorrow.

IMLAY ELEMENTARY SCHOOL

Principal: Molly Siebert

A walk through Imlay hallways and classrooms reveals students presenting well-planned and articulate speeches to classmates, constructing charts and graphs with data collected from scientific observations, writing both fiction and nonfiction stories and reports, and using art to create images and explore processes.

With the ongoing support of the active PTA, teachers are increasing the integration of science, technology, engineering, art, and math with resources from the Museum of Science, Boston.

Imlay's partnership with the Right Brain Initiative continues to grow. This year, three primary classes will benefit from an Oregon Ballet Theater artist's residency. This residency will incorporate learning with nonverbal communication and expression through body movement.

Retired Imlay teacher Mary Hofmeister is actively soliciting donations for the Backpack Canteen project. As a teacher at Imlay, Mary saw firsthand that hunger has a negative impact on learning. Now, she is making a difference by organizing and overseeing the collection and disbursement of backpacks full of food for hungry Imlay students. The program has received financial support from the PTA, fellow staff members, parents, community members, and PCC. Donations of nonperishable food, money, or gift cards can be dropped off at the office between the hours of 8am and 3pm on weekdays.

The spring music concert is scheduled for Wednesday, March 19. An "Art Open House" will be held the evening of June 6.

INDIAN HILLS ELEMENTARY SCHOOL

Principal: Bruce Bourget

Academic Seminars: Planning that Helps Children

Indian Hills staff occasionally receive ques-

Century

tions about the Wednesday afternoon Academic Seminars. Parents wonder what they are, why the school has early release each Wednesday (at 2:05 p.m. rather than our usual 2:35 p.m.), how that time is used, and, maybe most importantly, what the value is of the seminars.

Academic Seminars were developed years ago in Hillsboro as a way for a school's full teaching staff to engage in school improvement for at least an hour each week.

On other afternoons, teachers plan individual lessons, review student work, attend meetings, consult with parents, help children with schoolwork, direct students in various clubs such as Homework Club, Drama Club, and Japanese Club, or work with their grade level teammates to coordinate their lessons.

The educational literature is full of documentation on the value of teacher collaboration and teacher leadership as they relate to professional development (improvement of an individual teacher's skill), as well as staff development (improvement of the skills of the school staff as a whole).

During these seminars, staff members collaborate to gain knowledge of teaching and learning, build skills, plan for school-wide improvement, and to discuss the progress and needs of children.

Closely related to teacher collaboration is teacher leadership, which is also a part of these Academic Seminars. Together with the principal, teachers at Indian Hills take an active leadership role in the seminars. They introduce new information to the staff, provide training in new methods of instruction and assessment, and lead discussions.

Academic Seminars, teacher collaboration, and teacher leadership increase the ability of a staff to provide a quality education for students. As in all schools in Hillsboro, teachers work hard to improve the quality of their work with the single purpose of helping children to be college and career ready.

LADD ACRES ELEMENTARY SCHOOL

Principal: Francesca Sinapi

What's going on at Ladd Acres? How about carving the phases of the moon in a series of Oreo cookie cream fillings? Creating a 3D model of Oregon's landforms using modeling clay? Building a prairie schooner or homestead out of whatever materials you have at home? Designing a Mars rover? Or interacting with a nationally-recognized storyteller about Asian culture?

Across the grade levels, students are benefiting from instructional strategies that allow

FEEDER GROUP

them to make crucial connections between their own personal experiences and knowledge, and the new information being taught.

Bringing "realia" (real life) into the classroom adds depth to learning. First graders are excited to be learning about clouds and weather systems from TV meteorologist Mark Nelsen this month. Second graders are taking a field trip to the Portland Art Museum and to the stage production of "Charlotte's Web." Fourth graders are visualizing themselves on the Oregon Trail as they construct their wagon and homestead projects. Fifth and sixth graders are studying outer space.

The PTA continues to support Art Literacy at all grade levels. This year's program focuses on the life and art of Georgia O'Keefe. Students will create their own O'Keefe-inspired flower using a variety of media tools, such as water colors, pastels and paper.

The PTA is also funding three major assemblies. In January, an Asian storyteller from Eth-Noh-Tec Creations performed "Asia FantAsia;" in February, Milagro Theatre of Portland will present the bilingual play "Aventuras de Don Quixote;" and in April, Grupo Condor will perform traditional Latin American music in the program "Somos Los Musica."

Technology sparks learning. A technology grant written by fifth and sixth grade teachers was recently funded for nearly \$5,000. Titled "iPad Support for Daily 5 Reading," the grant will provide student access to iPads during reading instruction.

At Ladd Acres, we challenge ourselves to DREAM big, REACH for the stars, and together ACHIEVE success.

REEDVILLE ELEMENTARY SCHOOL

Principal: Robin Farup-Romero

For the second year in a row, Reedville Elementary provided a cutting-edge opportunity to students in fourth through sixth grade. Eighteen students committed to joining the Reedville RAMBOTS robotics teams and became part of the world-wide experience provided by the FIRST LEGO League program.

This experience was possible due to grants provided by the Intel Corporation and ORTOP, the Oregon Robotics Tournament & Outreach Program.

The Intel grant was awarded to the all-girl team, and not only covered all program and tournament fees, but also provided a laptop for the team.

This year's FLL robotics program theme was Nature's Fury. For a portion of the



A video created by Brown Middle School Leadership students and entered into the Project for Awesome ultimately garnered enough votes to earn their charity of choice — the Thirst Project — \$50,000 to help build freshwater wells in Africa.

competition, each team needed to identify a problem associated with a natural disaster and develop a solution to that problem.

In the robot game, students built and programmed their own autonomous robot to complete specific missions on an obstacle course that mimicked situations brought on by natural disasters.

Lastly, students focused on core values such as teamwork, having fun, and knowing that what they learned was ultimately more important than winning.

To wrap up the season, all three teams traveled to a local Intel campus and participated in a tournament where they presented their projects in front of a panel of judges and ran their robots through the competition fields.

Reedville is also partnering with Intel for ongoing STEM projects in first through sixth grade classrooms. Intel volunteers meet with teachers to plan engaging science and math learning activities then work directly with students in the classroom.

TOBIAS ELEMENTARY SCHOOL

Principal: Steve Callaway

Article by Student Teachers Briana Rieth, Breanna Phillips, Jenae Kaldunski, Wendy Johnson.

We were warmly welcomed into the Tobias Elementary family in September of 2013, as student teachers from Multnomah University. Placed in a variety of grade levels at this friendly neighborhood school, we are excited to learn and grow as educators in this environment.

From teachers sharing resources and ideas, to the inclusive nature of the staff, we have found Tobias to be a professional, collaborative community.

In the tight-knit neighborhood surrounding Tobias, students are able to walk to school together and participate in community sports and after-school activities such as chess club, Mad Science, Band, and a girls' engineering club.

The closeness of relationships between staff and students at Tobias is evidenced by

the fact that one can walk through the halls and consistently hear them greet one another by name.

In addition to the school's familial community, we have been pleasantly surprised to find that Tobias still offers the opportunities that we cherished as elementary students. Even though some districts are paring down to teaching only state-tested subjects, Tobias champions a well-rounded array of classes such as music, physical education, library, and computers.

Additionally, Tobias teachers skillfully integrate often-overlooked subjects such as social studies and art, while consistently emphasizing STEM subjects in creative and practical ways. A perfect illustration of the unique Tobias culture is found in a STEM unit in which an architect from the community is working with students on how to design new structures. This is just one of many examples of how Tobias cultivates student growth through a variety of learning experiences that go beyond the basics.

We are delighted to be a part of the Tobias community of staff, students, and families.

BROWN MIDDLE SCHOOL

Principal: Koreen Barreras-Brown

This year, Brown Middle School counseling staff collaborated with the school resource officer to develop anti-bullying lesson plans that were taught to all students in seventh and eighth grade.

The lessons focused on defining bullying, identifying ways to prevent bullying, everyone's role in bullying, and what to do if you are being bullied, or witness bullying. These lessons were followed about two months later with a PowerPoint presentation to all students during their homeroom in which they reviewed bullying behavior and discussed our school's commitment to stop bullying.

Students were taught about contracts and each homeroom class signed a contract agreeing to not bully and to be an active participant in stopping bullying from happening. Students were also asked to brainstorm ideas on how to help prevent bullying. These ideas

were passed along to the counseling staff.

A third lesson is being planned for early spring that will likely include a video made by one of our students, as well as a poster campaign that can be displayed across the school.

At an assembly on January 23, Seth Maxwell, founder of the Thirst Project, announced that Brown Middle School students helped the charity obtain \$50,000 to go towards battling thirst in Africa.

In December, leadership students created a video to contribute to The Project For Awesome supporting the Thirst Project. This video was one of several that were submitted on behalf of the Thirst Project.

The Project For Awesome is a YouTube event created by brothers Hank and John Green, which raises money and awareness for various charities. The Thirst Project was selected as one of ten charities to earn \$50,000.

Jeremy Corwin teaches the leadership class at Brown Middle School and the video can be found on his channel: <http://www.youtube.com/mrjcorwin>. Students at Brown Middle School and Evergreen Middle School are working together to continue supporting this charity throughout the remainder of the school year.

CENTURY HIGH SCHOOL

Principal: Ted Zehr



Century High student government leaders helped organize the Parents Night Out event where parents could drop off their young children and have a nice dinner out or just enjoy some quiet time. Students engaged in more than 20 different activities with the kids.

multiple annual events that directly impact the community. This year, Century leadership students donated \$4,000 to the Tuality Healthcare Foundation by organizing a "Think Pink" week and a "Miss Century" pageant.

Contestants in "Miss Century" worked with Matt's Chemo Comfort Bags and made over 70 blankets for the organization.

"Doernbecher Parent's Night Out" gave parents the opportunity to drop off their children and have some adult time. Children participated in over 20 activities, crafts, and games planned by leadership students.

Coupled with "Man of the Century," a fundraising pageant for male students, over \$3,400 was raised for Doernbecher Children's Hospital.

Notably, every Hillsboro School District high school collected over 20,000 cans in this year's annual food drive. Century leadership students organized class competitions, gathered donations outside of a local grocery store, and knocked on local doors to reach their goal. After the food drive, students took a field trip to the Elks Lodge and put together food boxes for 700 families in



the community.

"I personally love this field trip because it makes you realize how beneficial and crucial our hard work as a community is," commented senior and Associate Student Body Director of Service, Yulia Nguyen. "We are setting a great example for others and we are creating unity within our community."

Century students volunteer countless hours to organize activities that all students can be involved in, whether through participation, volunteerism, or the giving of funds to local organizations.

Based on their work, Century's Student Government group has been named a National Gold Council of Excellence by the National Association of Student Councils (NASC) for the past seven years.

Student government leaders organize



FREE ORCHARDS ELEMENTARY SCHOOL

Principal: Becky Brauer

Ask a Free Orchards second grader to do the “thinking cap,” or a fifth grader to do the Brain Dance, and you’ll probably hear about Right Brain artist, teacher, and dancer, Jan Abramovitz.

Each class of students met with “Mr. A” for five sessions this winter to learn how to focus their minds for learning. Students learned personal strategies they can utilize to bring themselves back to complete focus if they feel the need. Teachers learned to connect kinesthetic strategies with academic concepts. Everyone learned cooperative problem solving and practiced respect for another’s body space through the human clay activity.

Third graders are engaging in a deep study of the continents utilizing Guided Language Acquisition Design (GLAD) teaching strategies. Working in pairs, cooperative groups in which each is an “expert,” and with the teacher in whole or small groups, these students are expanding their knowledge of the world through reading, writing, and sharing of information. If you walked into any of these classrooms, you would see a rich knowledge environment filled with student-generated learning on the continents.

Students in Ms. Bliss’ dual language kindergarten class are reading syllables and sight words in Spanish. They are becoming emerging bilinguals. They receive focused instruction in both Spanish and English, and are creating cross-cultural connections. Research shows that students can achieve the standards for their grade level and acquire two languages at the same time. They are off to a great start in their first year of dual language study.



Free Orchards students enjoy the Brain Dance as a way to focus their minds for learning.

becoming Internet and social media savvy, and using the tools responsibly.

Online resources can be a strong asset to a student’s education and social experience, yet there are also risks involved. Some of the harm is intentional, while much of it is not. Cyber bullying and negative social media contact can have significant effects on students’ health and safety. Topics of the program included media and publishing, digital reputation, online bullying and warning signs, predators, passwords, and digital footprints.

HPD started the effort with a parent night, where the topic was reviewed from adult perspectives, then conducted a presentation for sixth graders that concentrated on the student’s point of view. These events provided a good starting point for the community to have meaningful conversations with students about bullying and online safety.

Glencoe

JACKSON ELEMENTARY SCHOOL

Principal: David Lee

A Focus on Anti-Bullying

Earlier this school year, Jackson Elementary held an all-school introductory assembly, a poster contest, and delivered several classroom lessons on the topic of bullying prevention. More recently, we partnered with the Hillsboro Police Department (HPD) to bring an in-depth online safety and bullying prevention program to the school. The program focused on the importance of students

Jackson’s efforts will continue through our valuable partnership with HPD and the support of staff, parents and students.

LINCOLN STREET ELEMENTARY SCHOOL

Principal: Santa Thompson

Teachers and students at Lincoln Street Elementary are working hand-in-hand to meet the rigors of the Common Core State Standards and the upcoming OAKS state test. To help prepare students, the staff has established an After-School Academy. This program is designed to provide problem-solving strategies and boost students’ self-confidence.

In addition, teachers have been busy collaborating on fun, yet challenging, and culturally responsive units of study.

Lincoln Street continues to celebrate the accomplishments of the student body in new and exciting ways. At the monthly Spirit Assemblies, “Super Lynx” students are highlighted. These students are making great strides in their classrooms and creating lasting memories along the way.

Lynx Leader Parties have been a smashing success. Over 200 students participated in building ice cream snowmen before winter break. The school acknowledges students who continue to be safe, respectful, and responsible in the school community.

Reaching out to families and community members plays a vital role in student achievement. Lincoln Street has enlisted the help of various organizations to support families. Parenting with Purpose classes, the Food Backpack Program, Youth Services, and our soon-to-be Parent Resource Center are just a few of the unique services the school and community members continue to provide for families. Our school has also received donations of more than 75 coats for some of our neediest students. Thank you for all the support!

W. VERNE MCKINNEY ELEMENTARY SCHOOL

Principal: Ricardo LeBlanc-Esparza

McKinney Elementary’s 2013-14 math

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goal was for students to solve one million math problems using MobyMax as an assessment and tracking tool.

The great news is that students are “on the move,” and have already met their initial goal! They have now decided to work toward solving two million math problems by June. At press time, students had solved 1,116,289 math problems.

Moby Max is an online tool that is used at W.V. McKinney, and is accessible from both school and home. By making this online tool available at all times, staff is working to enable students and parents to stay connected to math resources.

NORTH PLAINS ELEMENTARY SCHOOL

Principal: Karen Murphy

Students at North Plains have recently been on the receiving end of some very generous donations from the community!

Several projects at North Plains were funded through the non-profit organization DonorsChoose (www.donorschoose.org), an online charity that makes it easy for potential donors to fund educational projects.

As part of the process, teachers request funding for classroom projects ranging from supplies to technology to books to field trips. Potential donors can commit to funding as little as one dollar to the project of their choice.

Through Donors Choose and their “Fuel Your School” campaign, the Chevron Corporation was able to fully fund these projects at North Plains:

- Multiple copies of non-fiction books for use during small-group reading instruction to allow students at different reading



On Friday, January 24, McKinney Elementary students celebrated reaching their math and reading goals.

- levels to access the same content, regardless of reading ability.
- A total of 12 ChromeBooks for use in two primary classrooms to provide access to the Internet for research purposes, and to use cloud-based technology to work cooperatively on classroom projects.
- K'Nex bridge-building kits to promote engineering concepts. The three/four blend students have been exploring engineering concepts and building structures with these sets.
- Multiple iPod touch hand-held devices for sixth graders. The teacher is using these to promote active engagement, student collaboration, and problem-solving. Students are able to use the devices to share their work with the rest of the class via an existing classroom Promethean board.

North Plains also received a Technology-Enhanced Classrooms mini-grant through the District to increase inclusion, participation and engagement of students who may experience barriers to effective classroom communication. The school received funding for assistive technology such as iPads, headphones, microphones, and apps for students' use in the regular classroom. Students can access the Internet for native language resources, develop vocabulary, "write," using voice-to-text software, and listen to classroom resources read aloud.

The school has also received donations from the community including food for the food drive, warm winter clothing, laptops for classroom use, and cash donations.

PATTERSON ELEMENTARY SCHOOL

Principal: Jonathan Pahukula

Panther Leaders Shape Patterson

Patterson Elementary is a great place for students to thrive! Second quarter was punctuated by models of student leadership that make staff extremely proud. Whether they are working in teams or developing ideas individually, Patterson students are consistently exhibiting leadership qualities that assure the future of our community.

The quarter started with the annual Hillsboro food drive. A student committee, identified by their teachers, developed the parameters for the food drive, made morning announcements to educate their peers about hunger, and sacrificed their morning recess for two weeks to collect and tally the donations. In all, Patterson students donated over 1,500 food items to help community families.

Wanting to see a more inclusive school environment by eliminating bullying, fourth grader Elisabet shared her idea for an anti-bullying campaign with Mr. Pahukula, our principal. From that conversation, a student committee was convened to organize a school spirit week with activities to promote respect and encourage friendships.

Students on the committee shared their vision with classmates at a school spirit assembly and over the morning announcements. The week included "Mix It Up" seating activities at lunch to build friendships, a "Crazy Socks and Scarf" Day to symbolize how differences are honored, a unifying school-wide birthday celebration for the mascot, and a peer-to-peer positive message activity to end the week.

Sixth grader Braylinn was inspired to encourage other Patterson students to "Be Bold" in their character and to make a positive difference, so she worked with the principal to develop a biographical series that was shared over the morning announce-

menting tournament to see who had designed the fastest car. After learning about aerodynamics and drag, students researched and created their car design. Utilizing wood shop power tools, the students then made their sketched-to-scale designs come to life.

In Evergreen's Exploring Technology class, students are exposed to various science, engineering and design principles. Teacher Troy Hall has utilized his Hillsboro Schools Foundation grant to create a series of modules that allow students to get more experienced and comfortable with problem solving.

"Many of the careers our students will have in the future do not exist yet," Mr. Hall explained. "Students' abilities to successfully



Sixth grade Patterson Elementary students jump into the Be Bold series by selecting a historic figure who illustrates acceptance and making a positive difference, and sharing that person's stories and character traits.

ments.

Using Dr. Martin Luther King Day as cornerstone, Braylinn enlisted the help of three classmates to highlight historical figures who exemplified those traits; one person was featured each morning over the course of a week.

Donning their vests at morning recesses, Conflict Managers, a group of students trained to help peers resolve problems, have had a significant impact on the school's culture. When disputes arise, students look toward their peers to help them reach amicable solutions, ultimately teaching them the fine art of ownership and compromise in the problem-solving process. Thank you to Mrs. Morgan, counselor, whose commitment to the program made it happen.

EVERGREEN MIDDLE SCHOOL

Principal: Rian Petrick

If you were at Evergreen recently you probably heard the "swoosh" of high velocity vehicles barreling down a race track and the roar of students as they cheered on their favorite car to victory.

The Exploring Technology class finished their CO₂ design cars and commenced their

problem solve along with their creativity in doing so will only help them in future job markets. Technology will continue to be an integral part of the workforce that will build the future; our students are getting exposure to problem solving with technology."

Through the generosity of the grant, Mr. Hall has added all new work stations for the technology shop, and has purchased and built soldering stations to allow students to explore this skill.

One challenge involved students creating and implementing a plan to fix computer electronic components. They have also learned about robotic arms and explored the creation of robotic parts.

Through the HSF grant, Mr. Hall has also been able to create a LEGO Robotics module complete with computer stations, LEGO kits and a challenge table.

The athletic fields haven't had a drink since 2007, due to budget challenges. However, this spring that will change as Evergreen has an irrigation system installed. Through the generosity of local businesses, such as Hillsboro Pump Supply and organizations like the Hillsboro Parks and Recreation Department, EMS will have volunteers build the system and renovate the neglected athletic fields. The fields get used not only by EMS students,

but also by various local youth sports and other organizations. The renovation could use some further support from landscaping businesses. If you have a connection and would like to contribute to this community-enhancing project, please email Evergreen Principal Rian Petrick at petrickr@hsd.k12.or.us.

GLENCOE HIGH SCHOOL

Principal: Robert Macauley

Glencoe Students Stop Bullying with Kindness Matters Club

Last fall, students at Glencoe put together a "Kindness Matters" club to put an end to bullying and promote kindness. Patrick Ackerman, Glencoe Activities Director, notes: "One of our students, Marissa Parker, a junior, transferred here from another school that had a real negative culture. When she arrived at Glencoe she started the Kindness Matters Club. The club's focus is to remind students that kindness is something we all can do, whether it is saying something nice to someone or helping others. We are all capable of helping to create a positive culture even by doing small things."

Students share their daily acts of kindness on Twitter - @KindnessMatters. Tweets so far include "Say bless you when someone sneezes," "Be the person that makes others feel special. Be known for your kindness and grace," "Pick up trash," "Smile at everyone you see," "Inspire someone," "Give the gift of your smile," "Thank a teacher," "Make a friend," "Ask someone about their day," "Compliment someone," "Write a positive note to someone," "Be polite," and "Hold the door open for someone."

One student made an 8x8' calendar, which hangs in the commons and offers a daily reminder to promote kindness with posts such as "clean up your room without being asked" or "say hello to someone you don't know." A larger, professionally-made calendar is in process; it will be hung near the school entrance and will set the tone for the Glencoe community. An act of kindness is taken from the calendar and is read over the school public address system as part of daily announcements.

One of Glencoe's biggest clubs, meetings are held after school every other Thursday and are known to include free pizza and cupcakes. Other activities at Glencoe, such as our Winter Coat Drive, tie in with the message, making the whole school more proactive about being kind and making it more difficult for the few who might be tempted to bully.

Since the project began, both students and staff have seen a change around the school. Guidance staff members have noticed that students are more polite and smiling more. Students have been seen opening doors for people and helping out those with disabilities.



District Updates

putting theory into practice, pedagogy, creating teaching philosophies, writing lesson plans, and conducting field studies.

Students in the advanced courses (currently there are 66) help teach and run the preschool. Each student is assigned to a specific child, whom they observe and to whose parents they write daily progress reports. Students are in charge of creating menus, writing the preschool's newsletter, managing money, and even conducting fundraisers. They also help run the open house in September for incoming children and their parents.

Any student who completes the program's three-course series earns 5 credits from Portland Community College free of charge. The credits are also articulated with other Oregon colleges and universities, so if a student completes their Associate's Degree at PCC, they can transfer as a junior to PSU, OSU or UofO.

It was a very similar experience in high school that led Kelly to choose this career. "I really love teaching both the little ones and the high schoolers," she explains. "I love seeing their maturity and growth over time."

Several of Kelly's students go on to pursue education careers in

planning and costing their own menus, doing catering and marketing, and even working as a team and running their own restaurant: Café Couture—and they also provide a connection to school for some students who may have previously struggled to find their place.

One of the more exciting elements of the program is the opportunity to earn a spot on one of the competition teams. Each year, Liberty sends students to participate in the ProStart Culinary Competition, this year being held on Sunday, March 2, at the Red Lion on the River in Portland. Students engage in a cook-off where they are given a recipe they have to prepare, garnish and plate, then present to a panel of judges that includes Mary and some of their peers. The teams are paired with local chef advisors who help them

prepare for the event. In 2011-12, Liberty students were

ly say they're currently developing a software product for a client? The 22 students in Century's Software Entrepreneurs Club can! At press time, the students were in the final stages of development on a Windows 8 app that will help Band directors assess and score musical performances. The client, who is based in Spokane, Washington, wants to demonstrate the app at a conference on February 14.

The club started last school year when technology teacher Chris Winikka teamed up with Rick Dedrick, a developer in the District's Technology Services Department, to take students' interest in software development to the next level. Through Rick's connections with Microsoft and a generous grant from Intel and the Hillsboro Schools Foundation, the new club received some laptops and start-up cash for working on their first app: Our Finest Hour—a program that manages volunteers and donations.

The students programmed the app using App Inventor, a free cloud-based program that allows the development of applications for Android devices. The program is great for beginners because it uses blocks of code that fit together like puzzle pieces.

Excited about all they'd learned about programming, three of the club members offered to help Rick and Chris run an app development workshop aimed at middle school-aged students and their parents last year. The workshop had the students learning the App Inventor program and using it to create their own video games. Local software engineers came in to help judge the games; one of them was impressed enough with the learning that was occurring that he secured free Pluralsight accounts for all club members. Pluralsight is self-proclaimed to be a "hardcore dev and IT training" site; it's an excellent resource because students can get training on a variety of topics that help them become better programmers.

For their current app, students are working in a GIT environment, which allows multiple people to work on the app at one time. Students can check out segments of code, work on them, then check them back in and test them to see if they work. Even though the club only meets one day a week, many students take it upon themselves to get together in the evenings and on weekends to continue their work.

"Students are connecting with one another and getting excited about their learning," comments Chris. "They're talking programming over a pizza—what could be better?"

HILLSBORO'S COLLEGE & CAREER PATHWAYS PROJECT: PROGRAM HIGHLIGHTS

At a recent Reedville Elementary School assembly, students were representing their chosen college with pride—by classroom, students would stand up and chant their school's fight song, state facts about their school, or do cheers like you might hear at a sporting event. A group of kindergartners was prompted by their teacher: "Where are we going?" *We're going to college!* "What do we need?" *We need more knowledge!*

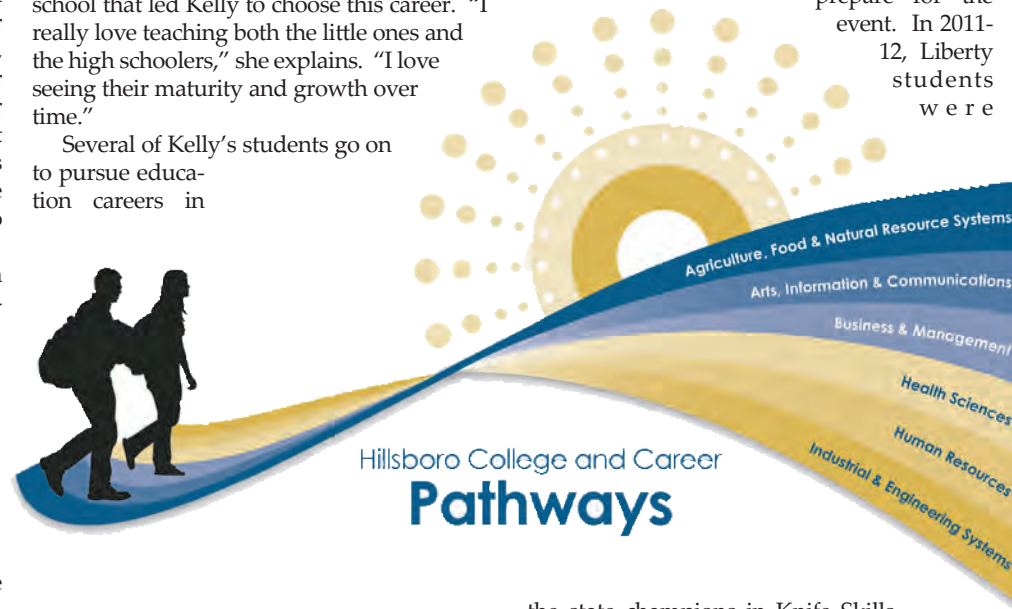
It's a scene that's increasingly common across our district—things that our generation and those prior may have thought of as high school-only endeavors are now becoming infused throughout the grade levels as we seek to connect students' K-12 experience to meaningful, real-world opportunities and support them as they prepare for life beyond high school.

But for now, let's take a look at some of the experiences our high school students are participating in to get themselves college and career-ready.

Hilhi's Early Childhood Education Program

On Mondays, Wednesdays and Thursdays from October through June, Hilhi's Little Spartan Preschool is bustling with students—half of them between 3 ½ and 5 years old, and the other half juniors and seniors in the Early Childhood Education program (Human Resources Focused Program of Study).

Led by instructor Kelly Purdy, there are approximately 200 Hilhi students in the program, which involves taking a foundational course called Child's World, focusing on infants, toddlers and preschool-age children and the theory behind their development; as well as the advanced courses Child Services 1 and 2, focusing on observational protocols,



college and some are even running their own preschools now. In an interesting twist, three of the parents who currently have children in the preschool are her former students!

Liberty's Culinary Program

Culinary teacher Mary Masters often walks into restaurants and sees her former students working there. On more than one occasion, they have said to her: "I had no idea you were teaching real-world skills in this class!"

There are 180 students in the Culinary Arts Focused Program of Study at Liberty High School, which entails taking Intro to Culinary Arts, Cooking with Masters, and Iron Chefs—Advanced Culinary Arts—a year-long, double-period class. The program is so popular, they usually have to turn students away. Why? Because the courses *do* provide real-world experiences and skills—with students

the state champions in Knife Skills.

In past years, Liberty teams have also been state and national champions in the Family, Career and Community Leaders of America (FCCLA) competitions.

In agreement with Mount Hood Community College, students who complete the required coursework can earn 12 elective college credits for just \$35—an amazing value by any standard. Right now, Mary has one former student attending the Northwest Culinary Institute; another attending the Oregon Culinary Institute; and another who began working in a bakery right after graduation then entered the Oregon Culinary Institute and will soon be externing at the Hotel Del Coronado in San Diego.

Century's Software Entrepreneurs Club

How many high school students can honest-

Our Community Partners



HILLSBORO SCHOOLS FOUNDATION'S FOURTEENTH ANNUAL GALA & AUCTION



Escape the winter blahs and get away at the Hillsboro Schools Foundation annual auction and gala March 8, 2014, at the Tiger Woods Center on the Nike Campus. The theme for the evening is *Spring Break...Fun in the Sun!!!*

Enter an oasis of fun, a buzz of activity and unforgettable adventure, where you can bid on hundreds of exciting auction items such as vacation travels to Whistler, Mexico, Ireland, Bend, the beach, and many, many other destinations.

You could also bid on a log cabin doll house or even a visit from Santa Claus. Or you may end up the guilty party in a fun-filled mystery dinner for you and your close friends.

This year's event will feature gourmet food, fine Oregon wines and lively entertainment. Imagine entering a restaurant raffle for \$600 worth of gift certificates from some of the finest Portland restaurants, playing Heads or Tails, and dancing to the oldies! It's going to be a wonderful evening.

Gather your friends and join us for *Spring Break...Fun in the Sun!* Tickets are \$100 per person. But best of all, the money raised from the auction goes directly back to supporting innovative and enriching educational programs for students throughout the Hillsboro

School District.

Register online at www.hsfonline.org or for more information on ticket sales or sponsorship opportunities contact Aron Carleson at 503-726-2159.



IMAGINE HILLSBORO AND SHARE YOUR IDEAS FOR OUR COMMUNITY!

Do you have an idea that will make Hillsboro an even better place to live, work, and play? We want to hear it! The city and the Hillsboro 2035 Task Force encourage you to submit ideas for the Hillsboro 2035 plan that will help shape Hillsboro's future. An update of the Hillsboro 2020 Vision plan is now underway!

In the 2020 plan, community members weighed in with suggestions ranging from public art, community gathering places, events, new parks, bike and pedestrian improvements, environmental programs, and much more. Many ideas submitted for the 2020 Vision have now become reality, like Hondo Dog Park, farmers' markets, the downtown Civic Center Plaza, and many others. Your ideas have already helped change the landscape in Hillsboro!

Now "Imagine Hillsboro 2035!" gives you a number of ways to contribute your ideas for our new community plan.

- Visit hillsboro2035.org to learn more about the project and post an idea in a new online public forum. The forum allows users to read and support ideas from others, post pictures, documents and other materials.
- Send a text message with your ideas to (971) 205-1005.
- Or fill out an "idea card" and drop it at a number of locations throughout Hillsboro, including the Main Library, Shute Park Aquatic Recreation Center (SHARC), Insomnia Coffee, New Seasons in Orenco Station, M&M Swap

Meet, Reedville Cafe, and more.

Ideas collected from community members through June of 2014 will be reviewed by citizen work groups who will draft language for the Hillsboro 2035 plan scheduled for completion by 2015. To learn more about the Vision Plan, visit www.hillsboro2035.org, or call the City of Hillsboro at (503) 681-6219.

CELEBRATE HILLSBORO WILL EXPAND FOR 2014

The City of Hillsboro is excited to announce that the tenth annual Celebrate Hillsboro, presented by Tuality Healthcare, will expand in 2014 to provide even more space to celebrate the community's strengths.

On Saturday, July 19, from 9am to 4pm, the free family festival's footprint in downtown Hillsboro will stretch from the Hillsboro Civic Center at First Avenue and Main Street to the city's Walters Cultural Arts Center at the intersection of Fifth and Main. The arts center is joining in the celebration and will offer activities and events all day to mark its tenth anniversary.

The festival will feature live music, local food, arts and crafts, health and wellness information, a Sustainability Village with eco-friendly activities, the Saturday Farmers' Market, community information booths, and event "village" areas that showcase a wide variety of interactive activities for families, children and adults.

Celebrate Hillsboro began in July 2005 as the Hillsboro Civic Center Celebration. The community party was held to recognize the completion of the new civic center. In 2013, a crowd estimated at more than 10,000 strong enjoyed Celebrate Hillsboro as far east as the intersection of Fourth and Main.

As part of the positive momentum for the event and for the downtown area, Celebrate Hillsboro will expand just months after the fourth Main mixed-use building opens to the public.

The Glenn & Viola Walters Cultural Arts Center is located at the corner of SE Fifth Avenue and Main Street. The center offers a wide variety of enrichment experiences to the Hillsboro community, such as art

exhibits, concerts, classes, Family Art Night and Spoken Word lectures.

For more information visit www.hillsboro-oregon.gov or "like" Celebrate Hillsboro on Facebook at www.facebook.com/CelebrateHillsboro.

SHUTE PARK BRANCH LIBRARY TO REOPEN MARCH 15

After 11 months of extensive renovation, the Shute Park Branch Library will reopen to the public on Saturday, March 15. The grand reopening ceremony at 10am takes place during the centennial year of the Hillsboro Public Library, and just nine months after Hillsboro celebrated the expansion of the Main Library's second floor.

Adjacent to Shute Park at 775 SE Tenth Avenue, the rebuilt library will feature an open, welcoming space with more natural light along the wall of windows on the north side of the building, a more spacious computer lab, and a meeting room that the community can use after library hours.

A new entrance, canopy and public plaza redefine the west elevation and combine to form a strong, clear connection between the library and Shute Park.

Major systems in the building, including the roof, heating and air conditioning, electrical and data, have been replaced to improve operating efficiency. The renovation also included seismic upgrades and a rebuilt parking lot.

"This community loves the Shute Park Branch Library and I think everyone will be delighted with the results of the renovation," said Mike Smith, Library Director.

The renovation is part of a \$9.5 million capital project that included the build-out of the Main Library's second floor. The Library Foundation of Hillsboro has pledged to raise \$500,000 toward the project, and the Hillsboro City Council approved the sale of bonds to finance it.



Shute Park image courtesy of Hennebery Eddy Architects, Inc.



BROOKWOOD ELEMENTARY SCHOOL

Principal: Ken McCoy

The great staff and students at Brookwood Elementary School continue to work hard toward the personal and school-wide goals set forth in the fall, including those of the District School Improvement Plan and the State Comprehensive Achievement Plan, both of which are available in their latest revisions on the school website. Elements of each plan, as well as those from staff Professional Development Goals, have been used to create monthly school-wide focuses on teaching and learning, specifically: engagement, instruction, assessment, differentiation, time and energy, and rigor.

In a concerted effort to achieve these goals, each Brookwood student's reading levels have been assessed using a detailed assessment tool that measures a variety of reading skills. The language level of every student was also assessed and a portion of each day dedicated to actively strengthen English and academic language in several key ways. Staff used a wide range of student data sources in math to better ensure that students grow in their understanding of problem solving, fact fluency and mathematical thinking.

The community continues to support Brookwood through a variety of events and activities. The Watch D.O.G.S. (Dads of Great Students) Program, in its second year, has created a successful partnership with PlayWorks, which impacts recess in a positive way for students; Chess and LEGO Robotics clubs have continued enjoying great success; and students are working hard in the Brookwood Book Club and Battle of the Books teams. The Brookwood Booster Club continues to support events and activities for families and has also begun the work to create before- and after-school enrichment classes, including computer programming, gardening and sign language.

As always, Brookwood is dedicated to being a great place for students to excel behaviorally, socially and academically.

Hilli

FEEDER GROUP

FARMINGTON VIEW ELEMENTARY SCHOOL

Principal: Roger Will

Launching a STEM Project

In Farmington View's second year of STEM implementation, students are receiving increased levels of instruction and hands-on experiences in science, technology, engineering and math. The school continues to expand its existing partnerships, while developing new ones. The current fifth grade project is a prime example of what STEM collaboration looks like.

Made possible by a generous grant from new community partners at Wind & Oar Boat School, all fifth grade students will learn about boat building over a ten-week period. Experts from Wind & Oar will guide them in learning to use tools, working from a blue print, making a model boat, and crafting a skiff. Mathematics is woven throughout this project, as are science, engineering, and technology.

The Tualatin River Keepers are also working with Farmington View to provide history and information about the river that winds through this beautiful valley. Volunteer John Fervia visited recently and shared photos and stories that made river history come alive. Students will continue their study of the river with research, and will apply their knowledge to a variety of writing experiences.

Students are studying the riparian zone along the river with their mentors at Jackson Bottom Wetlands. Next will be a field study at the wetlands in the spring followed by an environmental day camp at Tualatin River Farm. A highlight of the day will be the launching of the skiff students built.

The boat will be on display at the STEM Fair on April 29. Students will share their stories of this boat-building adventure. Science projects, LEGO Robotics demonstra-

tions, displays, and interactive stations are all a part of this family night of exploration. The community is welcome.

GRONER ELEMENTARY SCHOOL

Principal: Scott Schinderle

In the second year of STEM implementation, Groner is continuing its focus on science, technology, engineering, and math through instructional practices and lesson planning, teacher professional development opportunities, curriculum and materials purchases, and by writing grants.

Mission: Inspire sustainability focused students who impact the world

Vision: Think, Act, Impact – Inquiry based, sustainability focused,

future oriented

Teacher professional development is in full bloom at Groner! Teachers attended summer classes and conferences throughout the fall, including the Sustainable Schools – Sustainable Solutions Conference, Advancing STEM through Engineering Design, and the National Science Teacher's Conference.

In the classroom, students are like sponges...absorbing new content and hands-on activities to engage in STEM thinking! Additionally, after-school programs include Mad Science, Bricks 4 Kidz, and Math Gamers, which are aligned to Groner's STEM work.

This year, the popular Family STEM Night and Science Fair will be combined on Tuesday, April 22, from 6:30 to 8:00pm. Current planning includes family classroom activities, determining the details of student science fair project displays, and collaborating with outside partners to support the event.

Come grow with us!

W. L. HENRY ELEMENTARY SCHOOL

Principal: Alison Paulus

It was a true team effort that brought joy to 21 students at W.L. Henry Elementary School on Thursday, December 19, when they received their very own bike through the Washington County Bicycle Transportation Coalition's (WashCo BTC) Adopt-A-

Bike program.

Throughout the fall, WashCo BTC solicited funds for this program, in which every \$75 in donations translates to a deserving child receiving a refurbished bicycle, a helmet, a bicycle lock, and a two-hour bicycle skills clinic.

In some cases, however, it's not funds WashCo BTC receives, but actual bikes. The bikes given away to W.L. Henry students were a combination of new bicycles donated by KPTV Fox 12 and bicycles refurbished and donated by the Poynter Middle School Bike Club – a program that has received support from the Hillsboro Schools Foundation.

Where does the Poynter Bike Club receive the bikes it refurbishes? Primarily from the Hillsboro Police Department! According to Officer Emory Souza, many of the bikes have been abandoned; a citizen will call in to report the bike, and if its owner cannot be identified and the value is less than \$100, the bike will be donated to the club.

Poynter's custodian, John Sarrazin, started the club several years ago after using one of his own bikes and bicycle tools to successfully teach a student about fractions. He thought other students might enjoy and benefit from learning how to work on bikes as well.

He was right. The club is flourishing and students are extremely engaged. Approximately 15 of the club's members were on hand at Henry to help students get fitted with their helmets and pick out the perfect bike for them.

Each of the students had submitted a written statement detailing why they deserved to win a bike, what they would do with it and what it would mean to them (kindergartners drew pictures).

Fourth-grader Kaylee noted, "I am a great student and I always work, pay attention and answer a lot when my teacher asks a question about our lesson." Fifth-grader Junior said, "I should be chosen because I could go home fast from school...my babysitter won't be worried about me...and it would be exercise for my legs."

Fourth-grader Jacob explained, "I would ride my new bike to school every day and go on bike rides. I would take really good care of my new bike if I got one. Also, I would use hand signals, be safe, and wear a helmet."

Hillsboro School District is extremely grateful to WashCo BTC, Hillsboro Police Department, Poynter's after-school Bike Club, and to all the donors who helped make the holidays a little brighter for these students.



First grader David Ceja is ready to ride away on his new bike donated by the Washington County Bicycle Transportation Coalition.

MINTER BRIDGE ELEMENTARY SCHOOL

Principal: Mary Mendez

It's 6:00 in the evening and Minter Bridge is buzzing with activity. Parents, students and teachers are all busy teaching and learning at Family University (FAMU).

Family University is a District program in Spanish and English that offers a full range of educational workshops and learning opportunities to preschool children, students in K-12, and parents of students in the Hillsboro School District.

Many teachers at Minter Bridge stay and teach one of the many classes offered at FAMU. Some students learn English, others learn Spanish. A group of elementary students is learning traditional dances (danza folclórica) from different cultures.

A number of informational workshops instruct parents on how to work with their students at home, or what different school programs like PBIS, Language Development, and TAG, have to offer their students.

Some parents are learning to read and write, others are improving their computer skills, still others are taking a Zumba class in the gym taught by Ms. Martinak, a first grade teacher at Minter Bridge. Many older students come to take classes or help out as volunteers.

FAMU has partnered with Portland Community College to offer GED classes and the High School Equivalency Program as well. Students in the pre-school class are learning pre-literacy skills, language development, fine motor skills and social development.

FAMU is making the learning experience for everyone a community effort.

ROSEDALE ELEMENTARY SCHOOL

Principal: Mike Strande

Written by: Mallory Crane, Partnerships for Student Achievement, Rosedale Elementary AmeriCorps Member

Rosedale Elementary has seen many positive developments so far this year. With the support of staff, parents, and the community, Rosedale has had a successful start to its Watch D.O.G.S. (Dads of Great Students) Program, which encourages fathers and father figures to participate in their student's

educational experience. Led by Rosedale's speech pathologist, Erik Nebel, Watch D.O.G.S. has recruited over fifty volunteers.

A number of successful after-school programs have started this year, including Art Club, Fitness Club, Homework Club, and Yoga Club. These clubs provide a great opportunity for students to learn, create, and socialize outside of the normal academic setting while expressing themselves in a variety of ways.

Rosedale has also put a great deal of work into developing character traits among students through the PBIS (Positive Behavior Intervention Supports) Program. Students are taught the meaning of the trait and how it applies to them. They are given an explanation of the trait and examples of what it looks like in the classroom as well as at a school-wide assembly.

Students are rewarded by staff with "Pride Tickets" for showing these traits at school. Some of the character traits that students have learned so far are respect, responsibility, kindness, and trustworthiness.

We look forward to what 2014 has in store for us and have high hopes for the rest of this school year!

WITCH HAZEL ELEMENTARY SCHOOL

Principal: Grant Corliss

Witch Hazel is ready to move through the second half of the school year, full steam ahead! State testing is around the corner. Staff has created multiple after-school programs, small group instruction and teacher co-teaching/collaboration, all working to meet the needs of all 600+ individual learners. A number of our teachers secured new technology and other educational materials through Donors Choose. Teachers have been able to add Kindles, Apple TVs and iPads to their list of classroom resources.

An educator resource room has finally opened. The room houses informational texts and resources for teachers. The school will add more diverse titles and book sets to its selections.

Recently, families gathered for the second annual Dual Language Community Night. Families of kinders and first graders gathered to learn more about their child's school day, as well as resources for home to build bi-literacy. Families were also able to share stories, ask questions and get to know one another.

Additionally, the Dual Language team visited other dual programs in Portland, Salem and Milwaukie. This was followed up by the Alliance for Multilingual Multicultural Educators Conference. Witch Hazel is pleased to see this program grow.

Several other family events are coming soon! Skate Night sponsored by the PTA, is on the calendar. Student Council is working hard to prepare for Multicultural Night, celebrating the richness of language and traditions from the school community's diverse backgrounds, May 29. The Watch DOG pro-

gram is growing – several regular Top DOG dads work in classrooms, on the playground, cafeteria and walk the halls. Thank you to the many family and community volunteers!

SOUTH MEADOWS MIDDLE SCHOOL

Principal: Becky Smith

Greetings from South Meadows Middle School! Many honors have been earned by South Meadows students in the past few months.

Both SMMS LEGO Robotics teams performed well at their first competition on December 14, at Hillsboro High School. The boys' team, "The United Nerds of South Meadows Lego Hawks," earned first place in Robot Performance, and the girls' team, "Lego Hawks Girl Fury," was selected to present their project solution at the closing ceremony. Photos of the teams and the trophy earned by the boys' team will be featured in the South Meadows display case in the main entrance. Way to go Hawks!

Another honor goes to eighth grader Jonah Obando who was selected to participate in the middle school honor band at All-State this year. The State Honor Band performed on January 16 and 17, at the Hult Center

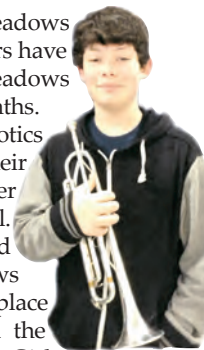


Seventh grader Elizabeth Rinck (in white) placed well in the Junior Olympic XC meet in San Antonio Texas on December 14.

for the Performing Arts in Eugene, Oregon. Jonah plays the trumpet in the SMMS advanced band and was recommended by Mr. Massey for All-State. Congratulations to Jonah and his family.

Seventh grader Elizabeth Rinck ran in the Junior Olympic Cross Country Meet in San Antonio, Texas on Dec. 14. She is part of the Bowerman Athletic Club team, which placed third out of 37 teams. Individually, she placed 15th out of 405 runners in her age group. Congratulations to Elizabeth and her family and we hope to see her compete for SMMS and Hillsboro High School in the future!

Finally, eighth grader Brandon Ayala went to Miami, Florida, December 12-16 to compete in the World Latin Dance Competition.



He and his partner from California placed first in the Jr. Couples Division, and Brandon also took home first place in the Jr. Soloist Division. Brandon has also signed with an agent and landed a show at the Tropicana Casino and Resort in Las Vegas, Nevada, the weekend of July 4, 2014. Check out Brandon's dancing in multiple videos available on YouTube.

STAGES Performing Arts Youth Academy presented the play "Miss Nelson is Missing" at the HART Theatre, January 10-26. Two South Meadows students, seventh graders Isaac Ellingson and David VanDyke, made their appearance in the play, which is based on the popular children's book.

It is exciting to see the accomplishments of South Meadows students. Please stay tuned to see what wonderful things they do next!

HILLSBORO HIGH SCHOOL

Principal: Arturo Lomeli

Having worked its way up the ranks from W.L. Henry Elementary School and South Meadows Middle School, the Dual Language Program (DLP) is currently in its sophomore year at Hillsboro High School.

Hilhi is proud to have the Dual Language Program, a perfect fit with its place as an IB World School. The IB, or International Baccalaureate, was created to help students develop the skills to "live, learn, and work in a rapidly globalizing world."

Indeed, the Dual Language Program aims to deliver exactly the skills that will be required in this increasingly small world. Students in the Dual Language Program have the double asset of English and Spanish language proficiency.

More than just helping students become bilingual, the DLP also helps students be biliterate. This is critical in a world in which it is increasingly important to communicate in more than one language, while at the same time developing positive cross-cultural attitudes and behaviors in students.

DLP students at Hilhi take the same curriculum as their peers, with the difference being that some courses are taught in Spanish. The offerings include courses in Spanish language and literature, science, and math.

Specifically, students entering the program typically take DLP Spanish 4 and DLP Biology as freshmen, while taking DLP Spanish 5 and DLP Chemistry as sophomores. There is also the option to take Algebra 2 in Spanish.

Going forward, the program will grow into its junior and senior years. New courses in math and Spanish language and literature will be added to accommodate the growing numbers of DLP students.

As a culmination of the program, Hilhi will be partnering with Western Oregon University in an effort to provide a Bilingual Seal on the high school diploma to students who demonstrate proficiency in both languages by their senior year.



EASTWOOD ELEMENTARY SCHOOL

Principal: Kona Williams

If you walk into Eastwood one Friday morning, you might be surprised to hear the Pledge of Allegiance being said in Spanish... by the entire student body. Eastwood started its Dual Language program three years ago with about 30 students in kindergarten. The program has now grown to approximately 180 students in grades K-2, with plans to expand a grade level per year.

There are many faces to Eastwood's Dual Language program and just as many reasons why parents choose to put their child in the program.

Ana's mom said that they chose the Dual Language program because not only does it "...develop her ability to think" but it also allows her "to read, write and understand her native language as well as the language of the country where she was born. (She can) grow with both cultures."

Colton's mom was excited about the opportunity to put her son in the program when several spots opened up for incoming second graders. When asked why their family decided to go the dual language route, she responded that they couldn't pass up the chance "...for the advantage it would give him, especially later on with job opportunities, since everything seems to be about being bilingual." When asked about his growth, she acknowledged that for the first few months, Colton was very quiet. However, after only five months in the program, he's coming home saying things in Spanish. She thinks that the program is "...a fantastic opportunity for (my) son."



Eastwood Kindergarteners are on the road to becoming bilingual and biliterate.

Liberty

FEEDER GROUP

In order to keep parents connected, Eastwood offers "Dual Language Parent Nights" where parents can connect with each other and their child's teacher, as well as experience what their child experiences in school. During the last parent night, parents sat with their children and experienced lessons in Spanish and English, highlighting the sheltering techniques that the teachers use on a daily basis.

Please feel free to join the next Dual Language Parent Night on Wednesday, March 12, 6:15pm at Eastwood.

If you have questions regarding Eastwood's Dual Language program, please call the school at 503-844-1725.

LENOX ELEMENTARY SCHOOL

Principal: John Matsuo

Sixth graders at Lenox Elementary School are expected to be role models and leaders. This year's sixth graders will, of course, go to Outdoor School in May, and run through the school gauntlet at "Clap-Out." However, this group is already leaving a very substantial footprint. See why below.

Self-Managers is a new program that was instituted by sixth grade teachers Laurie Loescher and Dale Rosenthal. It is patterned after a program at Poynter Middle School and requires students to fill out an application that emphasizes citizenship, academic effort and attendance. To be selected, a student must be approved by all of their teachers (classroom, music and PE) as well as the counselor and principal. Students who meet the criteria receive a badge that they wear throughout the day, and must maintain the same standards while they are in the program.

Students may apply anytime they believe they have earned it, including if they have previously lost the privilege. Students who are self-managers may be called upon at any time for service to the school, helping younger students or teachers. In addition, they earn privileges like early dismissal from class, not having to line up, and getting to watch a movie in their classroom as they eat lunch (a favorite during the 20th days last month).

"I like when we get to walk to Powerline Park rather than have our normal lunch recess," Kyle Perkins said.

Currently 37 of 67 sixth graders have qualified to be self-managers.

Peer Helpers has been around Lenox for several years. Moderated by counselor Jennifer Jennings, fifth and sixth

grade students can sign up each year to work with younger students at recesses and throughout the day as projects materialize.

Once selected, they go through training and sign contracts that require them to continue working up to their potential and serve as role models at school. What makes this year's group special is the number of sixth graders in the program, and their ability to not only do their jobs, but to enhance them.

Owen Engbretson likes to be an extra pair of eyes and help the adults supervising the playground. He and his teammate Tyler Bickford patrol the grounds helping to solve and prevent problems.

"I try to teach kids how to play with each other," said Engbretson proudly.

Katie Bickford, Jessica Simedru and Talia Kahaki Wyatt spend every morning before school sitting with kindergarteners, greeting and helping them get ready for the start of school. They did such a good job getting students lined up and ready, that they took over the job of escorting kindergarteners to class — a job that had been reserved for the principal. This allowed him to help increase the safety at the vehicle/student drop off area.

The Sixth Grade Band under the direction of Mrs. Amber Young is allowing sixth graders to receive beginning Band experience. Currently 19 students are in the Band. Playing an instrument is shown to increase a student's academic performance in all areas.

MOOBERRY ELEMENTARY SCHOOL

Principal: Brian Haats

Intel senior technical writer Anita Haeems worked with Principal Haats to start the STEM (science, technology, engineering and mathematics) program at Mooberry in 2011, with 28 volunteers in 2011-12 and 2012-13, and 24 volunteers in 2013-14.

Since its inception, the STEM program has



Lenox's self-managers take their leadership and mentoring responsibilities seriously.

been a huge success and has touched every one of the 500 students at Mooberry.

In direct collaboration with teachers, Intel volunteers plan a 1-2 hour STEM lesson every 1-3 months. In order to engage the students and get them excited about the possibilities of STEM, the lessons are designed to be hands-on and interactive. Just a few examples include: creating tall, stable structures out of toothpicks/gumdrops; developing capsules that will keep eggs safe from a 15-foot fall to the floor; or creating paper airplanes that can fly the farthest.

Recently, fifth grade students created anemometers out of cups, spoons, and string to measure the wind speed of a hair dryer at low and high speed. They worked in groups along with the Intel volunteers to create the anemometers and then test them.

They had to measure the radius of the anemometers as well as the circumference and distance traveled after 25 rotations. Then they counted the number of rotations for one minute when the hair dryer was set at high and low, and converted that to speed.

Perhaps the most rewarding part of Mooberry's program is its collaborative nature.

Teachers and Intel volunteers work together to leverage each other's expertise in engineering, scientific knowledge, lesson design, and engagement strategies to pique the interest and excitement of the students.

By returning to the class regularly during the academic year, volunteers build rapport with the students and offer them a glimpse into potential future careers in STEM.

The STEM program at Mooberry is part of the Intel Involved Matching Grant Program. Through this program, Intel recognizes employees who give their time generously, and provide them the opportunity to earn money for organizations that are meaningful to them.

After a minimum of 20 hours has been ac-

crued by Intel employees volunteering at a school or qualified nonprofit organization, a donation or "match" of \$10/hour will be triggered from the Intel Foundation.



Orenco's Student Council helps create a welcoming environment for all.

In 2012, Intel employees volunteered 302,784 hours in the community, earning \$2 million dollars for schools and other nonprofit organizations across Oregon.

At Mooberry, this resulted in over 835 hours volunteered and \$8,365.00 in matching grants.

ORENCO ELEMENTARY SCHOOL

Principal: Lisa Aguilar

Written by students: Kimmy Betts, Skyeler Bala, Cynthia Salgado, Kyilee Palade, Kimberly Huynh, Rashid Muse, Josiah Bradley, Addie Duncan, Alissa Maley, Zane Othman, Anthony Alex, Janice Singharaj, Isaac Bland, William Gibson, Connor Martinez, and Jillian Clement.

The diversity of Orenco is reflected in the Student Council, which is made up of sixteen fourth through sixth grade students.

"On my first day, I didn't really know a lot of kids but someone came up to me and I knew that I was in the right place and I was welcome here," student council member Alissa said.

Orenco Elementary doesn't have any violence here; it is peaceful. There aren't many bullies. Students care about each other and make friends with new students. They help each other and listen in class. Caring, hard-working teachers educate for success. Ms. Aguilar teaches responsibility and ways of life. The student body is proud of its diversity. Buddy classes help students connect. Students treat each other with kindness and respect including people from other countries.

To make Orenco better, students are working in groups with people outside their normal circle, making new friends, practicing to help everyone recognize their own country, and helping people to be respectful to people from other countries. Students are learning new things, helping others to learn new things, trying to be quieter in the cafeteria and picking up after themselves, so someone else doesn't have to. Staff are finding ways to challenge students for whom the normal

coursework is too easy. Students are working on being nice to teachers and showing them appreciation, working on being more respectful, responsible, safe and kind, even if they don't like someone, and giving others a second chance.

QUATAMA ELEMENTARY SCHOOL

Principal: Janis Hill

Adults new to Quatama have been known to ask, "Who is Miss Jules? Someone told me I need to talk to her about volunteering (or clubs, or tutoring.)"

Miss Jules, or Julianna Robidoux, is Quatama's very own AmeriCorps member.

AmeriCorps is a national service organization that engages more than 80,000 Americans in intensive service each year at nonprofits, schools, public agencies, and community- and faith-based groups across the country.

Miss Jules is a member of the Partnerships for Student Achievement (PSA) group based in Forest Grove. Members make a one-year commitment to serve, are placed in schools, and agree to to community service projects through AmeriCorps.

At Quatama, Miss Jules has many responsibilities that make a difference to the whole school. She tutors, coordinates after-school clubs and opportunities, and recruits volunteers for both during school and after-school events.

Currently, she is tutoring kindergarten through second grade students in reading. She meets four days a week with groups of two to five students at a time. She also tutors upper grade students during homework club, where she arranges for snacks, and recruits staff and parent volunteers. She works closely with the parent club to recruit high school and adult volunteers for events as well as to staff clubs. In December, she hosted the well-attended Volunteer Tea to honor as well as solicit possible volunteers.

Perhaps one of the most important tasks for Miss Jules is to connect with students. She has helped sixth grade Band students learn the flute. She spends her lunch time with different groups and sometimes small groups of students choose to spend their lunch and recess in conversation with her. She has become another adult mentor for the sometimes socially nervous preteens.

AmeriCorps and Miss Jules are making a difference at Quatama Elementary School.

WEST UNION ELEMENTARY SCHOOL

Principal: John Allen

West Union students are enjoying the benefits of working with community partners and volunteers. They are diving head first into STEM (Science, Technology, Engineering,

Math) activities with the help of the West Union Community Club and Intel volunteers.

One of the terrific parent volunteers, Anita Haeems, arranged for 20 volunteers to coordinate a variety of science experiments with teachers at every grade level.

West Union's hands-on approach to science, combined with the knowledge of our volunteers, has been instrumental in providing students unique cooperative learning experiences.

In February, parents are invited to parents to "Math Night." This will be a chance for parents to experience math-related activities that students have been a part of this year.

Students will lead parents in playing math games and discuss previous math concepts, and parents can gain some insight on what students need to know by the end of their current grade. This is another great opportunity to make a connection between home and school.

The fun doesn't stop there! The West Union Community Club is gearing up for a fabulous school carnival. Families will be invited to join and participate in all the games, food, and fun throughout the building.

Getting parents and kids together for fun school events not only creates community, it brings the community together. West Union rocks!

POYNTER MIDDLE SCHOOL

Principal: Greg Timmons

Article by students Ally Eskelin, Hallie Roberts, Avi Benavides Rojas, Haleigh Anderson, Tatum Mundy, Kellen Poe, and Sydney Katryniuk.

Three years ago, Poynter teachers began to notice bullying at their school. It was getting worse, so they decided it needed to stop.

"It's wrong. It's degrading," Mr. Marcellino said, "and kids are afraid to say something."

Some Poynter teachers came up with a program called Be Connected. What is Be Connected? It's an anti-bullying program that aims to give everyone the skills to end bullying at Poynter and beyond.

Ever since Be Connected started, once a year students at Poynter meet in small groups with teachers, watch a video, have discussions about bullying, and see if they have any ideas on how to stop bullying.

At the end of the lesson, bracelets are handed out that say, "Be Connected."

When students wear the bracelets it shows that they are connected to one another and that they want to end bullying.

"Being with students in that small setting, you can really have discussion and talk about bullying," Mr. King said about the Be Connected lesson.

Poynter has made a start at ending bullying, but there's still a ways to go. Students are taking responsibility and connecting with those around them.

"Bullying is wrong and having Be Connected at our school is helping put an end to it," said one eighth grader.

For the Be Connected Program, Poynter also has black- or white-out days and a Be Connected Calendar. Black- and white-out days is when everyone wears black or white (depending what day it is) to show they are connected.

The Be Connected calendar has an act that will connect students posted on it each day, like "talk to someone new," "hold the door for someone," and "make a new friend." Poynter also has a Twitter account and each day they tweet the Be Connected act of kindness for that day.

Be Connected helps prevent bullying. Don't be a bystander, be an up-stander!

LIBERTY HIGH SCHOOL

Principal: Gregg O'Mara

The theater department recently performed "Dreams!" for Lenox Elementary and Poynter Middle School, and also held evening performances for the community.

Peregrine Production (Liberty's drama department) is proud to present Young Frankenstein on March 7, 8, 14 and 15. Please visit www.hsd.k12.or.us/liberty/activities/drama for times and pricing.



Mr. Serious Pants and Stray Ray in Liberty's "Dreams."

This evening will feature sessions focused on new graduation requirements, advanced placement courses, focused programs of study and Senior Inquiry. A postcard will be sent home with details about the event and more information can be found on the school's home page at www.hsd.k12.or.us/liberty.

Congratulations to the girls bowling team who finished first in districts, allowing them to attend the state competition in February. The boys finished second, also earning a place in the state competition.

Boys and girls swimming has had a great year with boys going undefeated in league; at press time they had not yet competed in districts.

There have been a few bumps in the road with ParentVue. Please continue to email and call with issues around the use of the software. Parents are the best resource for improving communication regarding their child(ren)'s academic progress.

2014-15 school years. We pledged to use that money to restore three school days to the calendar, leaving us with just two reduced school days in each year of the biennium. (*Gain Share is money that local taxing authorities receive back from the state as a result of tax abatement agreements with large employers.)

Then in September, the Governor called a special session of the Legislature that re-

sulted in the Grand Bargain, which shored up some of the PERS reforms that had been agreed upon in the full session and allocated an additional \$100 million to K-12 schools for the 2014-15 school year.

Finally, the Oregon Department of Education (ODE) recently announced that it was changing its poverty calculation for the purposes of State School Fund allocation. The change will result in approximately \$850,000 additional dollars for the Hillsboro School District in 2014-15.

Given all that, the anticipated difference between revenues and expenditures for

2014-15 is approximately \$1.5 million. Depending on the Board's view toward utilizing additional bond interest money, that amount could go up to \$2.5 million.

So we ask ourselves: 'how should we use this money?' There are certainly many things we could do with it, and perhaps the most obvious would be to lower class size. If we consider that it costs \$1.7 million to reduce the staffing ratio by one student across the district, we realize that \$2.5 million would only lower class size by 1.47—from 30:1 to approximately 28.5:1. So maybe the answer is to target certain grade levels. And what

about enhancing support for teachers to ensure they can provide the highest quality instruction to students? What about supporting our students in poverty, better preparing our students for post-secondary success, and strategically restoring opportunities for students?

Over the next couple of months, we will be seeking input from staff, parents, and our Board and Budget Committee as we work to prepare a budget that aligns with our strategic initiatives and aims to increase student achievement. We welcome your feedback and involvement in the process.

SIGNIFICANT GROWTH LEADS TO BOUNDARY ADJUSTMENTS

Take a drive around Hillsboro and you're sure to see construction just about everywhere you go. Our community is expanding, thanks to the economic recovery, and with that expansion comes a need to plan for enrollment growth.

District staff have been working with City of Hillsboro and Washington County staff to determine the location, size and type of housing developments currently in process within the District's attendance area. In the city of Hillsboro, there are 32 housing projects under way or recently completed that will result in 2,241 new dwelling units. In unincorporated Washington County, there are 4 housing projects that will result in 630 dwelling units.

Based on formulas used by the Portland State University Population Research Center to project the number of students that can be expected from each type of dwelling unit (single-family home, apartment, condominium, etc.), the District anticipates an increase of approximately 651 elementary school students, 153 middle school students, and 248 high school students over the next couple of years.

Across the District there is room for the bump in enrollment, however not necessarily in the areas in which the building is occurring.

Therefore, the District convened a Boundary Committee to review options for the modification of existing attendance boundaries to account for the pockets of growth. The principal and a parent representative from each affected school—based on initial assumptions and evolving iterations of proposed changes—were invited to the weekly meetings to provide feedback and suggestions.

At press time, community meetings had not yet been held, however they are tentatively slated to occur the week of February 17. The Boundary Committee will meet 1-2 times following the community meetings to review feedback and determine a final proposal to

submit to the Board at its March 18 meeting. Maps of the proposed changes will be posted to the Attendance Boundary Adjustment page of the website (under the Schools drop-down menu) in advance of the community meetings. If you are unable to attend one of the community meetings but would still like to share your feedback, you are welcome to do so via the e-mail module on the website or by e-mail Chief Financial Officer Adam Stewart directly at stewart@hsd.k12.or.us.

Hillsboro

OPTIONS SCHOOLS

MILLER EDUCATION CENTER (MEC)

MEC MIDDLE SCHOOL (6-8)

MEC HIGH SCHOOL (9-12)

MEC OPTIONS

Principal: Stan Esselstrom

Miller Education Center's fall update shared the stories of our new Community Garden and how it was taking root both inside and outside the school environment.

This time of year finds the growing process continuing in the fertile learning grounds of MEC 6/7/8 and 9/12. The innovative and dedicated spirit of the staff continues to encourage and provide opportunities for students to reach their highest potential and give back to their community.

MEC Middle School students have been busy studying the climate and giving back to nature through their activities. Middle school students, in collaboration with Hillsboro Parks and Recreation, adopted trees in the Shute Park area to study. Students were involved in measuring the trees' growth and noting the type and texture of the various kinds of trees found in the park.

The middle school was also involved in monitoring the growth of salmon eggs in their science class during the first semester. Before winter break, the entire school went to Hagg Lake to release the small salmon fry in their new environment.

The high school has been providing additional learning opportunities for students to gain credits toward graduation. Teacher Therese Rice recently led two after-school activities to extend students' knowledge. The first, in collaboration with the Oregon Food Bank, brought a group of 20 students to the Food Bank where they learned how to prepare healthful and nutritious foods for themselves and families.

At the conclusion of the class, students left with

two sacks of fresh produce so they could replicate the menus for their families at home.

The second, presented to 25 students, was the MIKE Program. MIKE stands for "Multicultural Integrated Kidney Education" Program and provides healthful learning opportunities for the students.

HILLSBORO ONLINE ACADEMY (HOA)

Principal: Linda Harrington

Hillsboro Online Academy is humming with activity, especially now that it has added grades 4, 5 and 6! Led by teacher Margaret Kellar, students spend time face-to-face each week with hands-on activities integrating math, writing and science. Their latest topic is "Roller Coaster Physics."

Soon, students will design projects for the District Science Fair, which takes place on Thursday, May 1. Students also participate in "Open Gym" and some vigorous softball and kickball games will be held on the fields as soon as the weather allows.

All work and no play....not at

Hillsboro Online! In December, students, staff and even parents came to the annual Ugly Sweater Party and White Elephant Exchange and Friday, February 14, was the first ever Valentine's Day dance. Events at Hillsboro Online are planned by student group "Project HOA," led by our social studies teacher Sarah Coyle.

The seventh through twelfth grade enrollment continues to grow, providing online curriculum for both core and elective courses. Onsite staff in the four core subject areas provide face-to-face support for students needing assistance. The secondary school is equipped with comfortable couches, tables, chairs and technology for students to access staff and the school's resources.

HOA extends invitation to the homeschool community to come check us out. Both full-time and part-time enrollment options are offered in an effort to provide flexibility for homeschool families.

Hillsboro Online students are able to participate in programs like Band and Choir at their neighborhood school, as well as in athletics and after-school clubs and groups! HOA also assists families with college and career and high school planning through counselor Ashley Farrell.

For more information contact us at 503-844-1050 or go to www.hillonlineacademy.org.

DO YOU GET HOT NEWS?

Hot News is the District's weekly one-page e-newsletter that features articles of district importance as well as information about what's going on in each of our schools. To sign up, please contact Communications Director Beth Graser at 503-844-1772 or graserbe@hsd.k12.or.us.

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