

A Look Inside HILLSBORO SCHOOLS

Spring 2012

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Hillsboro School District
Communications Department



2012-13 BUDGET APPROVED

Revised State Calculations Improve Picture

On Thursday, May 10, the Budget Committee, which consists of all members of the School Board and an equal number of appointed citizens, unanimously approved the 2012-13 Proposed Budget.

That budget included a general (operational) fund of \$169,393,973, which is approximately \$13 million short of what would have been needed to cover all anticipated expenses for 2012-13. Just over \$5 million of that gap is being filled by transfers from reserve accounts, and the remaining \$8 million is being filled by a number of reductions, including a loss of licensed, classified, and administrative positions, five reduced school days, an increase to the staffing ratio (increased class size) from a district-wide average of 29:1 to 30.6:1, and a delay in the implementation of step salary increases for eligible licensed staff members.

Following the Budget Committee meeting we received information from the Oregon Department of Education on revisions to the 2011-12 State School Fund estimates. Those revisions were in three areas and will affect every district in the state:

1. Additional allowances for the number of students above the 11 percent cap receiving special education services;
2. Additional allowances for students in Foster and Neglected Delinquent Care; and
3. An addition to the per-student (average daily membership-weighted, or ADMw) disbursement due to declining enrollment in the state.

The combined effect of those revised estimates will mean an additional \$852,271 to the Hillsboro School District that we did not initially expect to receive.

Because the Budget Committee already approved the 2012-13 Proposed Budget, the next step will be for the Board to adopt the 2012-13 Budget, then appropriate the additional funds during their regular meeting



on Tuesday, June 12, at 7:30 p.m. in the Administration Center Board Room. The recommendation from administration is that the additional funds be used to restore ten classroom teacher positions at the elementary level, which will not only save jobs, but will take the staffing ratio at the elementary level below 30:1.

HILHI AND SOUTH MEADOWS ARE OFFICIAL IB MYP SCHOOLS

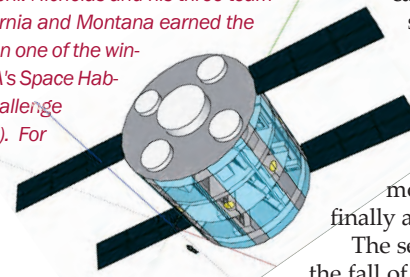
Congratulations are in order for Hillsboro High School and South Meadows Middle School—both were recently certified to offer the prestigious International Baccalaureate Middle Years Programme (IB MYP).

The IB MYP is a rigorous system of curriculum and assessment for students aged 11 to 16 that emphasizes thematic, interdisciplinary study and pushes students to make larger, global connections in their learning.

The process began five years ago (the first two years were at J.B. Thomas, then moved to South Meadows when the school was opened in fall 2009) as an expansion of Hilhi's existing IB Diploma Programme (for students in grades 11 and 12), and was approached as a partnership between the two schools.

"We wanted students to experience the IB learning style all the way through their secondary education," notes South Meadows

It was "all systems go" for sophomore Nicholas LoBue of Century High School, who tried on a Russian cosmonaut's glove for size at the NASA Johnson Space Center in Florida in April. Nicholas and his three team members from California and Montana earned the trip by collaborating on one of the winning designs for NASA's Space Habitat Innovation Challenge (high school division). For more about Nicholas' project, see the Century section on page 3.



principal Arturo Lomeli, "so it made sense for our school and Hilhi to go through the process together."

An interesting difference between MYP and the Diploma Programme is that every student participates in MYP. It is a framework that is embedded in instruction, whereas, in the Diploma Programme, students must select specific IB courses (similar to Advanced Placement or AP courses).

In both programs, however, the focus is on connections and creating global citizens who are well-prepared for college and career.

The process for certification is lengthy because implementing and sustaining the program with the fidelity and quality required takes a great deal of focus and commitment. During the first stage of the process, the schools applied to become MYP-certified. Next, staff attended trainings (at least one

teacher in each department needs to be fully trained and that person must undergo continual training so they can support their colleagues—both schools have more than the minimum number of staff fully trained in MYP) and began implementing the curriculum and assessments with pilot groups of students. Over successive years, more students were included until finally all were and are participating.

The second stage of the process came in the fall of 2010 when a team from the IB organization did an authorization visit, during which they interviewed all stakeholders—staff, students, and parents. The team generated a list of items that were subsequently addressed by both schools.

The third stage was the approval, which came just before the 2012 spring break. Now, Hilhi and South Meadows join an elite list of schools officially offering the program. In Oregon, there are 31 schools offering one or more of the IB Programmes (Primary Years, Middle Years, and Diploma). Nineteen of those offer the Diploma Programme, and just eight offer the Middle Years Programme.

Hilhi's MYP Coordinator Joe Painter explains that at the high school, they have employed a "teaming" approach, similar to that used in middle schools, to provide support

Please see **MYP**
on page 12

From the Superintendent



Mike Scott

Over the past couple of months, I have repeatedly heard from community members that it has been nice to not see as much of Hillsboro in the papers as talks of draconian budget cuts and impending strikes in other districts splash the headlines.

Indeed, we are fortunate in Hillsboro to have not only budgeted conservatively and metered out our reserves over the past several years to blunt the impact of reductions to our schools, but also to have good working relationships with our employee unions who have been willing to accept furlough days and salary freezes to help weather these difficult times. We truly appreciate the combined efforts of staff, students, parents, and community members to provide

Please see **SUPERINTENDENT**
on page 12



BUTTERNUT CREEK ELEMENTARY SCHOOL

Principal: Enedelia Schofield

Students at Butternut Creek Elementary School continue to focus on academics, student health and fitness, and positive behavior.

In grades 3-6, students have completed their final round of state assessments in reading and math. It is exciting to see their scores improve and for them to reach their goals. Targeted interventions, outside the normal daily reading block, are believed to have played a big role in this process. The students are striving for their personal best!

Fifth-graders at Butternut have participated in the science fair for over ten years. Each year, they decide on a scientific question that is then answered through designing an experiment, collecting data, and analyzing the results. Every year, Synopsys sponsors the science fair by providing boards, ribbons, certificates, signs, a balloon arch, and Kudos bars to celebrate when they are done. Our two first-place winners were Kimberly Gonzalez San Juan and Kian Brookins; Taylen McAlister and Brandon Walker received second place; and third place went to Kami Blake and Hannah Abers. These six students went to the District science fair at Liberty High School on April 26. Fifth-graders work very hard, and every year our school science fair is a success!

Staff development has played a large role this spring. All staff received training in English Language Development (ELD) as they strive to meet the needs of all learners and provide scaffolded instruction within the classroom. In addition, during academic seminar, the staff has been taking a class together on-site called "Uniting to Understand Racism" (UUR). The discussion and insights have been very rewarding. They help all see how we can be sensitive and proactive in creating a positive culture for our community and for learning.

In April, a Family Fitness Night, spearheaded by PE teacher Stacey Bartels, brought over 200 students, siblings, and their parents to an activity-filled night of exercise and fun! A special guest, Portland Timbers soccer player Lovel Palmer, was on hand to provide extra incentive and encouragement. Participants had a great time and enjoyed the healthy snacks provided in the cafeteria.

Another group that started up this spring with fitness as its goal is the "Girls on the

Run" group. Seventeen girls are participating in this afterschool activity that not only focuses on fitness, but self-empowerment as well. Julie McCloud, Sharon Burns and Sharon Creek are the coaches. This group has received support from many in the community, including Monte Akers and the Optimist Club, Washington County Sheriff's office, Tapatio Restaurant and L'il Cooperstown. They recently completed their three-mile practice run at Gabriel Park in Portland.

We are a Positive Behavior Interventions System (PBIS) school, striving to have our students exhibit characteristics that are safe, respectful and responsible. Our school's PBIS team coordinated our character trait assemblies and schoolwide celebrations for our self-managers. Music teacher Mrs. Stuve coordinates our monthly reward activities for self-managers which have included Bingo, sidewalk chalk, and a fancy lunch served by volunteers. As we come down the home stretch to the school year, we are encouraging students to "finish strong." It is exciting to be in a school community that works hard to reach academic, health, and behavioral goals.

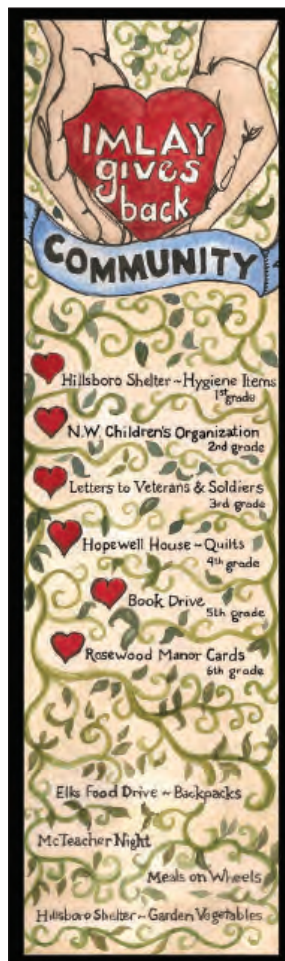
IMLAY ELEMENTARY SCHOOL

Principal: Kona Williams

Imlay Gives Back to the Community

As a way to celebrate our first decade, Imlay committed to ten ways of giving back to our community. Special thanks to our students and staff for collecting books, food and hygiene items for the Hillsboro Shelter, writing letters to veterans and soldiers, making cards for the Rosewood Manor senior citizens, and designing quilts for Hopewell House! It's been humbling to see the support our school has provided to our community. To celebrate our anniversary and the ten ways we've given

This bookmark commemorates Imlay's ten ways of giving back to the community, one for each year of the school's history.



back to the community, Barb Haines, one of our amazing instructional assistants, designed a bookmark for our students to commemorate our community giving.

Highlighting Spring Activities

This year, feedback from parents and students surveyed by the Imlay Site Council indicated the desire for opportunities for physical fitness and language clubs. Arising from this, a Vietnamese Culture and Language Club, open to all, has been meeting in the library on Thursdays, from 6 to 7:30 p.m., throughout the month of May. Lewis and Clark College student teacher Donna Nguyen is volunteering to teach students content connected with language and cultural skills. Students in grades 4-6 had a chance to get active in our Fitness Club taught by instructional assistants Karen Harlow, Sharon Persons and Barb Haines. They ran and played volleyball and kickball on Tuesdays and Thursdays from 2:35 to 3:20 p.m.

INDIAN HILLS ELEMENTARY SCHOOL

Principal: Bruce Bourget

This year at Indian Hills, we have been engaging in a systematic process for ongoing school improvement that involves reviewing standards to determine what we teach, analyzing assessment data to determine the needs of each student, and implementing academic programs that support all children. One of these programs is the new "Bridges" math program that is designed to help children develop a deeper understanding of math concepts and procedures.

Another area that we are addressing is English Language Development (ELD) or grammar instruction. Students in elementary school have different English language skill levels. Our goal is to provide instruction to help all students to have an understanding of English that allows them to be successful in school and meet, or exceed, the state standards.

We have found that, whether English is their first or

FEEDER GROUP

second language, all students need a "social language" that they use in situations with their friends, and a more formal "academic language" that they need when completing school assignments. We believe that it is important to help all students develop more skillful use of their academic language.

Our teachers have been discussing strategies to help students whose first language is English and those whose first language is something other than English. The strategies include increased ELD grammar instruction for both groups. Our English as a Second Language (ESL) students will have grammar instruction during the day at their instructional level with our ESL teacher, Ms. Linehan. While the ESL students are with Ms. Linehan, students who remain in class will be having grammar instruction that is appropriate to their instructional level with their classroom teacher. All teachers will be reviewing ELD grammar skills as they appear in different subjects throughout the day.

Our goal with this school improvement effort is to help all students be successful in school. We will be providing more information next year as we evolve these programs.

LADD ACRES ELEMENTARY SCHOOL

Principal: David Cox

Star students are shining here at Ladd Acres. This year, many of our students have earned a "Star Bead." These are students that have earned ten regular beads for being safe, respectful and responsible—a huge accomplishment! Star students are leaders in our school and have earned special privileges and activities. So far they have enjoyed a monthly lunch with the Principal, a trip to bowling and a trip to Skate World. Some of the privileges include being first in line, being helpers during the science fair, being able to check out three books during library, being the first to pick instruments during music, and being first to go to recess.

Thank you to our PTA for providing funds for the Mythobolus Mask Theatre and Oregon Shadow Theatre. Many of our enrichment opportunities come from the PTA and their support is greatly appreciated. The students had a great time learning how we can have peaceful resolutions to different conflicts during the mask assembly on April 23. In May, the students enjoyed a call-and-response version of "Anansi the Spider" put on by Oregon Shadow Theatre. Thanks to Georgia Rimmel, our counselor, for organizing these wonderful assemblies for our students' enrichment.



Tobias Elementary School received ENERGY STAR certification this year for its outstanding energy efficiency. The school's custodian, Kim Evans, was presented with the award by Carol Stroup of Construction Management during an assembly on Friday, March 2. Tobias is one of nine District schools that is currently certified under the ENERGY STAR program.

We would like to take this opportunity to thank all of the wonderful families and community members that help to make Ladd Acres a wonderful place to work and learn. You help us to make our jobs fun!

REEDVILLE ELEMENTARY SCHOOL

Principal: Gina Baez

We've all heard of Take Your Child to Work Day, and most of us remember Grandparents Day from when we were in elementary school, but how many people are familiar with Take your Parent to P.E. Day?

If Reedville Elementary School Physical Education teacher Laura Harlin has her way, that day will become far more common. She organized Take Your Parent to P.E. Day on Friday, April 13, in conjunction with Shape Up Across Oregon's "Shape Up Month" campaign.

Created in 1998 by the Oregon Governor's Council on Physical Fitness and Sports, Shape Up Across Oregon is a fitness motivation program aimed primarily at elementary and middle school-aged youth, but also at older students, adults and families; the point is to get people moving and active. During Shape Up Month, students are encouraged to log at least 1350 minutes of physical activity, which would equate to the amount of time necessary to follow a path across the state of Oregon.

On the day of the event, several Reedville parents took time out of their busy schedules to attend P.E. class with their children. There, they jogged, stretched, did balancing exercises, and played bean bag tag, among other things.

The smiles and laughter were so pervasive that one wonders if they even remembered they were burning calories, strengthening their hearts, and linking fun family time with physical activity?

TOBIAS ELEMENTARY SCHOOL

Principal: Steve Callaway

In just a few weeks, alumni from Tobias Elementary will be receiving their high school diplomas from Century High and other high schools around the city and state. We are so proud of their accomplishments, but equally proud of the role our school played in their successes. For many of the graduates, the seven years spent here equates to more than 50 percent of their K-12 years. We believe the strong foundation from Tobias gave their high schools something to build on. Because students learned to read here, they can read to learn there. Because students started their band and drama experiences here, they express themselves artistically there. Because they learned algebraic functions here, they could design and engineer there.

Rest assured, our current students are continuing to receive a great foundation, too. The trend of increasing student achievement continues. Our band is almost 50 students strong, Tobias is finishing its first schoolwide mosaic project, and we are now an official science, technology, engineering, and math (STEM) school. So, just like our former students who are graduating this June, our best years are ahead of us!

BROWN MIDDLE SCHOOL

Principal: Don Brown

On Saturday, April 21, more than 50 Brown Middle School students (one of many groups is pictured to the right) and 10 Century High School students performed various beautification projects around their schools. The event was organized by AmeriCorps volunteers Jessica Cantu, Allegra Lietke, and Adam Lucero for Global Youth Service Day.

It was a rare, sunny spring day and our students did a wonderful job, volunteering part of their weekend and showing pride in their service and school.

CENTURY HIGH SCHOOL

Principal: Ted Zehr

Counseling Staff Implement Model Program

The American School Counseling Association (ASCA) began working on a national school counseling program model in March of 2001 to address historical concerns, current challenges within the profession, and to assist school counselors in planning for the future. Century High School's counseling department joined the effort in 2009, focusing on how Century delivers its guidance activities. During this school year, focus has turned to connecting the results of student needs as-

sessments with the annual guidance activities, and reviewing student surveys of those activities. Our efforts will expand to reviewing all aspects of our counseling program as we align ourselves with the ASCA National Model, which aims to provide benefits for both students and parents.

For students, the program model ensures every student receives the benefit of the school counseling program by providing them a personalized curriculum plan and data analysis to facilitate academic improvement. It provides strategies for closing the achievement gap because some students need more support, yet it also promotes a rigorous curriculum for every student and equitable access to educational opportunities. Counselors can advocate for students and use their expertise to increase student success.

For parents and guardians, the national model provides support in advocating for their children's academic, career, and personal/social development, and makes them partners in their children's learning and career planning. Parents are provided training, informational workshops and connections to community- and school-based services. They receive continuous data on student progress.



This model ensures every student receives the content of the school counseling curriculum, and promotes a philosophy that some students need more and seeks to ensure they receive it.

The counseling department's implementation of the national model has resulted in more personalized counseling for students, better planning for their high school education and post-graduate goals, and overall encouragement for students to embrace more challenging goals.

With individualized planning and matching of forecasting course requests to the students plan and profile goals, more students than ever are taking rigorous courses. A steadily increasing number of students are taking honors and AP classes, and this model has improved the college and career readiness culture at Century.

Nicholas LoBue and Team Finish in Top Three of NASA Challenge

3

Century student Nicholas Lobue teamed with three other students from Montana and California to produce a design for the NASA Space Habitat Innovation Challenge. Their collaboration was selected as one of the top three designs in the country in the high school category. This was the first year that high school students were included in this prestigious competition and, while they did not have to construct prototypes like their college counterparts, the virtual design was still very comprehensive.

"The challenge covered everything," Nicholas said, "which was exciting and frustrating at the same time." The complex requirements included:

- Storage into the cargo hold of a space vehicle (about 12 x 4 meters);
- Inflatability or other mechanical means to deploy to full size;
- Enough room to support a crew of four with two laboratories for each person, along with life support systems and suits for extra-vehicular activity (otherwise known as space walks);
- Docking mechanism which could be activated once launched and deployed;
- Crew support for a minimum of 90 days in Earth orbit or, with docking of replacement units, up to one to three years for more distant missions such as Mars.

Working virtually using discussion boards, e-mail and Skype, the team developed a 3-D model in Google Sketchup of their habitation module, which would be made of Mylar® (to reflect radiation) and Kevlar® (to protect against micrometeors and the vacuum of space) over titanium framing. It was very detailed, from shell to shelving, and sensors to storage. Starting last November, they had just three months to collaborate and create their design before submitting it in February for judging. Nicholas' area of specialty in life support systems, including sensor mechanisms for detecting tears and maintaining oxygen levels, melded well with the others' expertise.

Scientists and engineers from the national Space Grant Consortium (through Oklahoma State University) and NASA's Interdisciplinary National Science Project Incorporating Research and Education Experience (INSPIRE) evaluated designs from across the country and selected Nicholas' team as one of three to provide presentations and visit the Johnson Space Center in Florida, April 26-28. The students were able to look at current habitat models, talk with the NASA staff, and compare the problems and solutions the staff encountered with their own designs.

Only a sophomore, Nicholas' future college plans are still nebulous as he investigates his many options. However, he wants to ensure they include not only space-related science, but also his love of baseball.



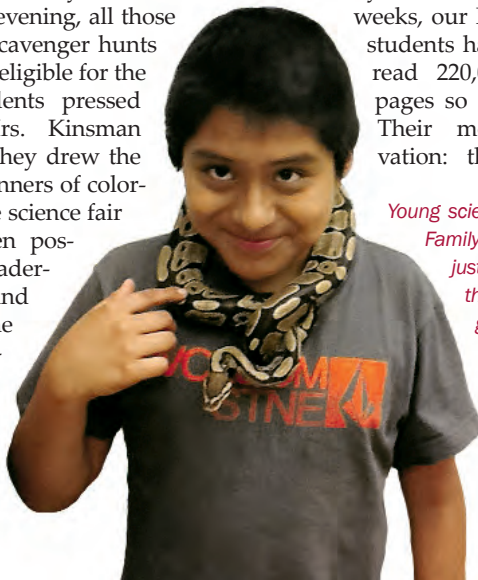
FREE ORCHARDS ELEMENTARY SCHOOL

Principal: Becky Brauer

How can you swing an open bucket of water around your body and not get wet? Students at Free Orchards learned about centrifugal force at the Science Fair on April 18, conducting one of many hands-on experiments and sharing their own science projects with their classmates. Mrs. Golay and Ms. Elliott got the students suited up with raingear and goggles, but they learned that, with the right force applied to the water, they wouldn't get wet!

The Family Science Fair was a huge and successful event attended by 350 students and parents. Students visited the reptile room and met Mikey, the 25-year-old tortoise owned by Mrs. Breummer, and got to vie for a chance to hold Mrs. Darnall's ball python. At another table, students took the memory challenge and then learned some tricks to improve their recall abilities. If you wanted to learn more about electricity, Mrs. Rooke and Mrs. Kolstad led an activity with switches and circuits. If engineering interested you, you could test your design skills with Mrs. Glasscock. Moving on to another activity, you raced your water molecule through a maze with Mrs. Haskell. Mixing "oobleck" with Mrs. Ramchander gave you a chance to explore chemistry.

At the end of the evening, all those who completed the scavenger hunts for science facts were eligible for the book drawing. Students pressed forward toward Mrs. Kinsman and Mrs. Strawn as they drew the names of 20 lucky winners of colorful science books. The science fair would not have been possible without the leadership of Mrs. Dow and Mrs. Strawn, and the hard work of a fantastic group of parents, students and staff members. We look forward to another great fair next year.



Glencoe

JACKSON ELEMENTARY SCHOOL

Principal: Jon Pedo

In fall 2012, Jackson Elementary School will debut its new Creativity Studio. Designed by teacher Amy O'Brien, the studio will be a place for teachers and students to combine art with technology. Teachers will be able to take their classes to the studio to expand on lessons by integrating art into every subject area, providing students a greater opportunity for learning.

As they walk into the Creativity Studio, students will be greeted with light tables, easels, large tables for projects, and materials of all kinds that are suitable for all ages. They will be encouraged to develop their arts ability through the use of computers, cameras and traditional arts materials. The studio will be an extension of their classroom, and their finished work will be displayed, of course, in studio fashion.

Our PTA generously supported the studio, using initial funds raised through the Jackson School Auction. We are pleased to collaborate with our PTA to provide this wonderful addition to Jackson.

LINCOLN STREET ELEMENTARY SCHOOL

Principal: Jason Olson

Learning and service has been our theme at Lincoln Street this spring. In "Books Rock!" students accepted a 250,000 page reading challenge to finish the year. Over six weeks, our K-6 students have read 220,000 pages so far. Their motivation: they

Young scientists at the Free Orchards Family Science Fair were prepared just in case, but learned that the right amount of centrifugal force applied to a bucket of water meant they could stay dry. Another student braved the "affectionate" coils of a ball python.



can't wait to see Principal Olson dance "the shuffle" to music group LMFAO's "Party Rock" song when they reach their goal!

Along with reading, students log the number of pages read, then write a brief reflection initialed by a parent or guardian. They have demonstrated a capability of reading nearly 40,000 pages in one week. Thank you to our parent committee for creating a wonderful visual for students to keep track of their running total. Each time 10,000 pages are completed, a new book is painted on the shelf. The poster is a growing bookshelf spanning the entire north wall of the cafeteria.

It wouldn't be spring without celebrating Earth Day. To prepare, the students invested time and effort with teachers, parents, and community members to plant, grow and observe plants over the past several weeks. Some of the growing and observation contributed to Science Fair projects. This year's fair on April 19 was special in that all grades participated and presented their conclusions to approximately 250 attendees—it was the best-attended science fair in Lincoln Street history! Then, on April 21, the plants were transferred into the school garden as more than 80 students and their teachers and families gathered to build community and beau-

tify the school grounds. They received master gardener guidance to plant in the garden and pulled enough weeds to fill two yard debris containers. Thank you Lincoln Street citizens for demonstrating high levels of respect for your school and education!

W. VERNE MCKINNEY ELEMENTARY SCHOOL

Principal: Celia Murray

McKinney Elementary has been busy with multiple activities to support student growth

and achievement this year.

One area of focus for our school has been the culture and environment for our students and staff. All of McKinney's students in grades 4-6 attended an anti-bullying workshop called

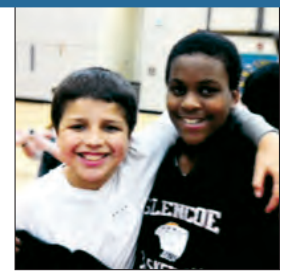
"Connect the Dots" in February. The facilitator reminded students we are more similar than we seem on the surface, and that tolerance is part of a healthy school environment.

Students were positive about the experience, connecting to classmates and teachers on a new level. For some students, the culminating activity of giving and receiving compliments via tying a string around each other's wrists was a new, powerful experience in itself. Many students are still wearing their string bracelets months later.

McKinney has a very involved PTO and we are grateful for their continued support throughout the school year, putting on events like our most recent Family Art Night. Families re-created the art projects that our art literacy volunteers taught students this year. Several other fun projects were added and everyone had a creative, colorful night.

This year, we combined our Title I reading and math nights into our first "Fun with Facts, Fluency and Figures" family night, featuring activities from each grade level of our "Bridges" curriculum. In addition, there was a "Mad Science" demonstration going on in the gym with the Science Fair boards set up for viewing. The students did an amazing job on their projects this year and competition for the top three spots was fierce! As if that wasn't enough, we also had the Scholastic Book Fair up and running in the library, offering buy-one-get-one-free specials to ensure continued summer reading for our students. A big thank you to the McKinney staff for making such an organized event come together to connect with students and families, and to support learning and engagement in our school!

The garden at McKinney is springing to life, finally, as the sun peeks through the cloud cover. We are anticipating the May flowers (or whatever plants our young agriculturists cultivated) to pop through the soil in our planting boxes. This really is a community garden—



In "Connect the Dots," an anti-bullying workshop, McKinney students learned about our similarities and promoting tolerance as part of a healthy school environment.

the arbor area has been in use by classes, and we thank our neighbors who drop by on occasion to weed and help keep the garden neat and productive. Students are gaining insight into what it takes to produce food and care for plants, learn the process of photosynthesis and sample the fruits (or, really, vegetables) of their labor in the fall. We so much appreciate the volunteers and grants that have made our garden possible!

NORTH PLAINS ELEMENTARY SCHOOL

Principal: Craig Harlow

Recently, I was visiting one of our classrooms watching a “magic trick.” Our students were so fully engaged in the presentation that they most likely did not realize they were learning some science and engineering, as well as being entertained. The “magician” was the father of a child in that classroom who also daylights as an engineer in our community.

I was reminded once again that we are so fortunate at North Plains Elementary School to have such a dedicated and supportive parent/community volunteer group. On any given school day, you will find parents and community members supporting our students and staff in the “business” of learning. Whether they are helping in the classroom with small learning groups, chaperoning field trips, sharing their expertise and knowledge, helping us raise funds, or conducting a special event at school, their shining examples deserve our deepest gratitude. Without this dedication from our parents and community volunteers, we simply could not conduct instruction with our students in the same manner.

Thus far in the 2011-12 school year, we have logged over 2300 volunteer hours. Thank you to our volunteers for taking the time to make a difference for our students and in our school—for us, this is something like pulling a lucky rabbit out of a hat. Our magical partnership with parents and the community make North Plains a great place for learning.

PATTERSON ELEMENTARY SCHOOL

Principal: Jonathan Pahukula

The question, “How do we define success for our students?” was posed to our teachers in a recent professional development meeting. The most obvious and accepted answer in recent years was about student test scores. However, while test scores are an important measure of how well students are learning, we would be remiss to think that scores are the sole measure of success for our students. Creativity, teamwork, critical thinking,

service, and exposure to different experiences help to complete a successful educational experience for students at Patterson Elementary.

Creativity abounds in our school. Native American art projects from our fourth-graders, biography report pictures from our sixth-graders, and the traditional staff portraits by our second-graders brighten our hallways.

“Jack and the Sillies” was a play written and directed by our music teacher, Ruth Elison. With over 80 students in two separate casts, our production was a splendid culmination of months of teamwork, including a performance for the Hillsboro City Council.

A favorite memory of the school year is from a fifth-grader whose critical thinking swayed half the class to vote differently on the strategy to help beat their teacher in a math fractions game. Skillfully facilitated by our teachers, our new math curriculum has engaged students in critical thinking like never before.

Building on the momentum generated by a visit from the Bonnie L. Hayes Animal Shelter, Patterson students participated in a pet supply drive. The service project provided much-needed food and other items for our local animal shelter.

New experiences came through music and movement. For the first time, students are working with keyboards in music, doing Zumba in PE, and our band and choir continue to work extremely hard after school.

The opportunities to define the success of our year will continue through the end of the year. We excitedly anticipate a concert assembly visit from Herb Ohta, an ukulele virtuoso from Hawaii. The annual talent show and Jog-a-Thon fundraiser will showcase our talented students in performing arts and athletics. We encourage you to keep up with the exciting activities, latest news, and important dates by visiting our school website at <http://schools.hsd.k12.or.us/patterson>.

EVERGREEN MIDDLE SCHOOL

Principal: Rian Petrick

With just a few weeks remaining, we are preparing to end this school year and close

out a great year with two super classes—we have so enjoyed our seventh- and eighth-grade students this year! We wish our eighth-graders and their families the best as they move on to a new chapter in their lives by entering high school.

As we reflect on this year we need to recognize the efforts of our Americorps volunteer, Adam Lucero. We were fortunate to connect with Adam, a native of Colorado, to supplement our math interventions at Evergreen. Adam works with students in our building during the school day five days week as a small math group resource. Adam also coordinates our afterschool math program, where he helps dozens of students each week master math concepts.

Adam has a big heart for service and has worked in various volunteer endeavors throughout the Hillsboro School District and the greater Portland area. Most recently, he organized a group of volunteers, including Evergreen students and staff members, who painted our entire William Suminski Gymnasium (the “Big Gym”). Our Big Gym has not been painted in two decades and now dons a new color scheme. Soon, positive quotes and graphics will adorn it to help inspire our future PE students as they practice for a lifetime of fitness and healthy exercise. Thank you, Adam, for all that you have contributed to Evergreen this year. We will miss you!

We enjoyed meeting so many excited, future Eagles at our two sixth-grade parent nights from all six of our elementary feeder schools: Free Orchards, Jackson Lincoln Street, McKinney, North Plains and Patterson. Students and parents got to meet staff members, watch a student-generated video about a day in the life at Evergreen, take a tour of the building and win raffles of Evergreen gear. Thank you to all who joined us! More information about Evergreen will be mailed in mid-August to all incoming seventh-grade families.

We remind our eighth-grade students and families that we will be hosting two eighth-grade celebrations during the school day in our Big Gym on June 11 (for Pathfinders) and June 12 (for Explorers), commencing at 2 p.m. Parents are encouraged to attend. All

students will celebrate the end of the year with a school social and yearbook signing during our final half-day of school on Wednesday, June 13. We look forward to an outstanding finish of this school year with our two great classes of students!

GLENCOE HIGH SCHOOL

Principal: Robert Macauley

On April 23, the Glencoe High student body gathered for a special assembly honoring one of its own alumni and the staff, students and community members who helped support him in the fight for his life.

Carlos Aguilar Gaona, class of 2011, is in need of a kidney transplant to relieve him of the need for thrice-weekly dialysis and the threat of kidney failure. After his mom, Lidia, raised \$12,000 on her own toward the cost of the \$35,000 operation, Glencoe's Sparrow Club stepped in to raise funds for the rest.

As Principal Macauley asked students to stand while he listed the variety of fundraising activities they participated in, it was amazing to see nearly all of the student body come to their feet. The volunteer effort was remarkable for its grassroots approach, encompassing not only the school, but also receiving broad support across the district.

Student and staff volunteers conducted bottle and coin collections as well as special raffles and fundraising drives at athletic events and the annual Battle of the Bands. Community members like Spencer Rubin of local radio station KUIK 1360 helped promote the cause, and Dave Cutter of Burger King donated 1,000 coupon books for students to sell. Other schools also provided assistance, including Evergreen Middle School, which raised \$1,500, and the staff and students at Hillsboro and Liberty High Schools who joined Glencoe in helping to coordinate fundraising at athletic games.

The hugs and smiles were abundant as Carlos and his mom thanked all of his supporters for this tremendous gift. It was a significant and successful undertaking by the Glencoe and district community, a vivid lesson in how we all join together to support one of our own.



Glencoe graduate Carlos Aguilar Gaona and his mom, Lidia (center, standing) are surrounded by members of the Glencoe Sparrow Club and numerous volunteers who were recognized for their community-wide, grassroots effort to raise \$23,400 toward the cost of a kidney transplant for Carlos, who currently undergoes dialysis three times a week and can now afford the life-saving operation.



EDUCATIONAL OPTIONS UPDATE

At its May 24, 2011, meeting, the School Board approved a slate of instructional options for the District that included launching an online school, creating elementary science, technology, engineering, and math (STEM) focus schools, and expanding the number of schools offering a Dual Language program.

Throughout this school year, staff and community partners have worked hard to make those plans a reality. Below is more information about each option.

Our online school, **Hillsboro Online Academy**, has been enrolling students throughout the spring, and, at press time, exceeded its year-one goal of 60 students by currently signing up over 70 students (additional enrollees welcome!). In addition, the school has become the first online public school in Oregon, after its recent registration with the state (other online schools are organized as charters or have not yet applied for certification as an actual “free-standing” public school). For more information, please visit www.hillsonlineacademy.org.

Four elementary schools have been identified as **STEM focus schools** for 2012-13 and beyond: Farmington View, Groner, Quatama, and Tobias. STEM is an instructional approach, as opposed to a separate curriculum, so becoming a STEM school has a lot to do with professional development of staff and having teachers infuse their lessons with inquiry, collaboration, and problem-solving. To help with that professional development and lesson creation, each of the identified schools will have access to a STEM coach. Farmington View and Groner will share a 0.5 full time-equivalent (FTE) resource that will be paid for by the District, while Quatama and Tobias will share a 1.0 FTE resource, half of which will be paid for by the Portland Metro STEM Partnership, a coalition of 24 local private and public partner organizations (<http://pdxstem.org>), and half of which will be paid for by the District.

District Updates

By participating in the STEM Partnership, all Hillsboro teachers will have access to the professional development opportunities and courses available through Portland State University. The intent behind picking four focus schools initially is that those schools can act as pilots and provide best practices learning for our other District schools.

Finally, the number of schools offering a **Dual Language English/Spanish program** will be doubling at the elementary level this fall. Lincoln Street, Reedville, and Witch Hazel will be joining W.L. Henry, Minter Bridge, and Eastwood. The goals of the Dual Language program are to develop high levels of proficiency in both Spanish and English; take advantage of the optimal window of learning a second language during the primary years; develop bilingualism, biliteracy, and biculturalism; and give students an edge in high school, college, and the workplace. The program is meant to be populated by native speakers of both English and Spanish.

Both South Meadows Middle School and Hilhi offer some content area classes in Spanish as well, for students who have progressed through a bilingual program and want to continue developing their mastery of Spanish. The District is working with higher education partners to see what it would take for Hilhi to be able to offer a bilingual diploma in the near future, to unlock additional opportunities for students. For more information about our Dual Language programs or to fill out an interest form, please visit our website and select Dual Language Program under the Schools drop-down menu.

DISTRICT DELAYS SECONDARY MATH ADOPTION

The Math Study Team, in collaboration with the Office for School Performance, made a decision to put the adoption of math materials for grades 6-8 on hold until at least October of this year when those materials have been sufficiently aligned with the new Common Core State Standards (CCSS) in Math.

As we discussed in the fall 2011 issue of *A Look Inside*, CCSS in English language arts and mathematics were adopted by the state of Oregon in October 2010, and work over the past year and a half has centered around examining those standards and developing “crosswalk” guides between them and the current state standards. The reason for this is that students will continue to be tested on the current standards through 2013-14, so they will need to be taught to both old and new standards for the next couple of years until the CCSS are taught and tested exclusively.

Meanwhile, the Smarter Balanced Assessment Consortium—one of two multi-state consortiums that received funding from the U.S. Department of Education—is working to develop assessments that are aligned to the CCSS by the 2014-15 school year. According to their website (www.smarterbalanced.org), these assessments “...will go beyond multiple-choice questions to include extended response and technology enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills.”

How different are the current and new standards and their accompanying assessments? Well, the CCSS are far more focused on process, connections, and deep conceptual understanding of topic areas. Consider the following examples of a current fifth-grade state math test question and one that might be seen under the new CCSS:

Current Fifth-Grade Math Question	Common Core Fifth-Grade Math Task
Randal ate $\frac{3}{8}$ of a pizza, and Marvin ate $\frac{1}{8}$ of the same pizza. What fraction of the pizza did Randal and Marvin eat?	Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.
a. $\frac{5}{8}$	
b. $\frac{3}{8}$	
c. $\frac{1}{4}$	
d. $\frac{1}{2}$	

This concept-based approach to math is what is used in the *Bridges in Mathematics* materials that were adopted for grades K-5 last year, so it makes sense that materials for grades 6-8 should provide a seamless transition.

Stay tuned to our website for more information about the integration of CCSS and the grade 6-8 math adoption next fall; and if you have questions in the meantime, please contact the Office for School Performance.

FIVE QUICK QUESTIONS AND ANSWERS ABOUT SECONDARY GRADING AND ASSESSMENT

The District’s policy and practices around secondary grading and assessment have been revised after a thorough process of input gathering, analysis, and collaboration with staff and community members.

Here are five quick questions and answers to bring you up to date on the work that has taken place:

Q. *What exactly will be different next year about Policy 1K (Academic Achievement, Secondary Grading and Assessment)?*

A. Specific references to basing grades on summative assessments and separately reporting behavior/other non-academic factors have been removed from the policy language.

Q. *What aspects of the policy are here to stay?*

A. The crux of the policy is to ensure that grades are an accurate reflection of what a student knows and can do as measured by Oregon State and District curriculum standards/learning goals. That won’t change. The idea that a grade should be based on a variety of summative measures is also here to stay. Having a set determination of what is the right mix of summative vs. formative assessments is what has changed. It is also important to note that every assignment can be either summative or formative—it comes down to the reason the teacher is assigning it. If it is because they want to see what a student knows, it’s summative; if it is because they want a student to practice, it’s formative.

Q. *How will teachers be affected?*

A. Teachers will have the opportunity to utilize their professional judgment in computing grades. Course expectations and grading practices will be vetted through the school principal and communicated via a course syllabus.

Q. *How are the revisions being broadcast to the District?*

A. Every secondary principal has had staff meetings and communicated directly with their parents about grading practices.

It also will be communicated in the fall. As syllabi are created, those will be shared as well. In addition, reference materials are being created and will be made available via the website under Departments/Curriculum and Assessment/Grading and Proficiency, and at back-to-school-nights.

Q. One aspect of the grading policy was making sure behavior would not be part of the student's grade. Will this still be addressed or are we switching back to the traditional system?

A. The expectation is that behavioral issues will not overwhelm the measure of achievement. While grading scales and expectations must be approved by the school principal, teachers will utilize their professional judgment regarding subject matter and grade calculation.



SUMMERTIME AND THE READIN' IS EASY AT THE HILLSBORO PUBLIC LIBRARY!

A fun-filled summer of free activities and prizes for readers of all ages begins June 1 at the Hillsboro Public Library. The Summer Reading 2012 program lineup includes comedy, magic, musical performances, crafts, nature, science workshops, movies and game days. Reptile Man will present two shows, and kids will have two opportunities to attend Yo-Yo University.

Our Community Partners

Several studies have shown that children who don't read during school breaks are typically set back one to three months in reading levels. Reading just six books is enough to maintain these levels and, with incentives from the Summer Reading Program, the kids will want to keep on reading!

Kids who reach their reading goals can earn a free paperback, Portland Trail Blazer preseason ticket, Portland Timbers ticket (for August 26), discounted Oaks Park Deluxe Ride Bracelet for \$4.75 (a \$10 savings), meal coupons, and free rides at the Washington County Fair. Teens who complete other reading activities will be entered into drawings for book, game, movie, zombie, and electronic prize packages, and the grand prize—a Kindle Fire!

Adults are eligible for prizes, too, including monthly and end-of-summer drawings for fabulous items and trips. Parents or guardians who sign up their children for Summer Reading will be entered for a chance to win \$1,000 toward their child's future education from the Oregon College Savings Plan. Register between June 1 and July 31 at either the Main Library at 2850 NE Brookwood Parkway or the Shute

Park Branch at 775 SE Tenth Avenue. To learn more, call (503) 615-6500, visit the library in person, or look us up online at www.hillsboro.plinkit.org and on Facebook.

UNIQUE MUSIC AND ART EXPERIENCES AT PARKS & RECREATION SUMMER CAMPS



This summer, kids have the chance to learn, have fun, and meet new friends at Hillsboro Parks & Recreation's School of Rock

and Hillsboro Arts Summer day camps, July 9–20. Created for youth entering grades 6–12, these camps are unique learning experiences for youth of all skill levels to work with professionals and seasoned educators to develop their talents and abilities in music, dance and theater. For more information, visit www.ci.hillsboro.or.us/ParksRec/Youth%20Programs/HAS.aspx for the Hillsboro Arts Summer camp and www.ci.hillsboro.or.us/ParksRec/Youth%20Programs/SOR.aspx for the School of Rock camp.



HILLSBORO FARMERS' MARKET CELEBRATES 30 YEARS

On April 28, the Hillsboro Farmers' Market kicked off its 30th anniversary season with a parade led by the Liberty High School Band, followed by a convoy of tractors carrying the Market's founders and farmers. Local chefs also dished out delicious samples.

This year, over 100 vendors will offer fresh local produce, garden products, handmade specialty foods, and arts and crafts. Markets take place weekly at several sites:

- Saturday—downtown Hillsboro, 8 a.m. to 1:30 p.m., through October 29.
- Sunday—Orenco Station, 10 a.m. to 2 p.m., through October 28.
- Wednesday—Tanasbourne Shopping Center, 4:30–7:30 p.m., June 6–August 29.
- Thursday—Tuality Hospital, 10:30 a.m. to 1:30 p.m., July 19 through September 20.

In addition to music by local artists, an exciting line-up of new, special events is in store, including classes by master food preservers, gardeners and recyclers, and author appearances and book signings. Children can participate in the "Market Sprouts"

contest, and the family can join the first-ever "Amazing Market Race," a fun, interactive experience spanning all Washington County farmers' markets.

More information is available at www.hillsboromarkets.org or at the market information booths.



HEALTHY KIDS HEALTH COVERAGE ASSISTANCE AVAILABLE YEAR-ROUND

The Healthy Kids program provides no- or low-cost health coverage for children so they may participate in academic and recreational activities, in and out of school. Regular checkups, prescriptions, dental, vision, mental health care, and more are included!

Coverage is for one year and is renewable annually until students reach age 19.

Don't think you would qualify? A family of four with income up to \$5,782 per month may still be eligible for low-cost Healthy Kids coverage. The average monthly premium is \$50 per month (all children included) for the low-cost insurance plan.

Call your local Healthy Kids liaison at (503) 753-8540 for more information, to apply for coverage, or renew your existing coverage so that these critical benefits do not expire. Certified staff, located at the Hillsboro Family Resource Center, have flexible hours, can meet at your designated location, and are available year-round, not just during the school year.

HILLSBORO SCHOOLS FOUNDATION HOSTS TONY'S TOURNEY

June 19, 1:30 p.m.



Registration is now open for the eighth annual Tony's Tourney, a fundraiser for the Hillsboro Schools Foundation, which will be held at The Reserve Vineyards and Golf Club. Individuals and groups are welcome! More information and registration is available online at www.hsfonline.org.

THINGS TO DO AND PLACES TO GO IN OUR BACKYARD!



DESTINATION HILLSBORO:

12TH ANNUAL HILLSBORO 2020 VISION TOWN HALL

Tuesday, June 12, 2012, 5 p.m. to 8:30 p.m., in downtown Hillsboro

The 12th Annual Hillsboro 2020 Vision Town Hall will again be held at the season opening of Tuesday Marketplace at the Tom Hughes Civic Center and Main Street in downtown Hillsboro! "Destination Hillsboro: Things to Do and Places to Go in Our Backyard" is the theme of this year's Town Hall, which will feature a raffle prize drawing and fun giveaways.

Visit the Hillsboro 2020 display on the plaza to pick up a "passport" then travel to our Lead Partner booths for information and interactive displays about exciting, local activities for the entire family. The first 150 people to complete their passport and answer brief survey questions will receive a free insulated, reusable bag!

Attendees also can enjoy all of the festivities of the Tuesday Marketplace, including live music, food, crafts, and shopping.

Tuesday Marketplace is a weekly summer outdoor festival and farmers' market in downtown Hillsboro. It runs from June 12 to August 28, 5 to 8:30 p.m., and has become a favorite summertime tradition as all ages gather downtown to enjoy music and food, as well as the arts and crafts, produce, flowers and plants offered by local artists and vendors.

More information about the Town Hall and the Hillsboro 2020 Vision is available at www.hillsboro2020.org. Tuesday Marketplace information and events are found at www.tuesdaymarketplace.org





BROOKWOOD ELEMENTARY SCHOOL

Principal: Molly Siebert

This spring has been filled with adventures and field trips for Brookwood Elementary students. Our parent boosters contributed funds so that each class could take a field trip aligned to grade-level content this year. Our first-grade students had a grand time at the Oregon Zoo. Fourth-graders are planning a trip to Champoege State Park to learn about Oregon history. Sixth-graders are going to Outdoor School in Vernonia to study biology in the great outdoors. Learning experiences like these are often the most memorable highlight of a student's year. We thank our parents for coordinating and supporting our fundraising to allow us these wonderful learning opportunities.

On May 17, we hosted an ice cream social to show our appreciation for our fabulous volunteers. Our very own Brookwood Bobcat Band provided the entertainment. It was a fun time to get together and remember all the wonderful things our volunteers have provided to the students and staff.

Next year will bring some changes to our school. Mrs. Molly Siebert, our principal, will be leaving after eight years to take on the principalship at Imlay Elementary. Brookwood will welcome our new principal, Mr. Ken McCoy, in the fall. He is the current principal of West Union Elementary.

FARMINGTON VIEW ELEMENTARY SCHOOL

Principal: Roger Will

Afterschool programs are a source of great pride for the Farmington View community. Each program is specifically designed to support student learning, inspire new ideas, and prepare our students for the academic and personal challenges that lie ahead. It really is "about the students." During the 2011-2012 school year, 13 clubs, ranging from B.E.A.R.S (Be Excited About Reading Stories) to three LEGO clubs, hold space for more than 350 students in grades 1-6. With a student population of 210, many students participate in multiple activities.

Hilhi

FEEDER GROUP

What many people don't realize is that participating in after-school programs improves academic and social outcomes for students. The Harvard Family Research Project noted benefits including fewer disciplinary actions, better attitudes toward school, and higher educational aspirations, attendance rates, and engagement in learning. Student participation lowers levels of depression and anxiety, and improves feelings of self-esteem as well as social and communication skills.

As our afterschool programs come to a close this year, it is important to thank all of those who are responsible for providing enrichment activities for our students. Thank you to the Farmington View Bobcat Boosters for their generous financial support, to our staff members who extend their work day and give their time and talents for our students, to the myriad parent volunteers who share their expertise and mentoring skills, and, finally, to our students who choose to stay at Farmington View long past the last school bell to learn more and be inspired.

GRONER ELEMENTARY SCHOOL

Principal: Christie Petersen

At Groner Elementary School, we enhance our students' school experiences by offering many enrichment and extended-day activities. This year, our programming includes Bricks for Kidz and a LEGO Robotics team that competes in league contests. Our Mad Science program provides students with hands-on science experiments. Students can participate in the Hillsboro Parks & Recreation's BLAST program where they get homework help, play sports, and serve their community. Students are also meeting after school to put together a spring talent show. These activities have allowed students to take part in opportunities that encourage them to expand their knowledge base and take ownership of their learning.

Groner also offers Introduction to Spanish as well as American Sign Language, enriching student learning through exploring a new language. We have seen gains in reading and math due to students' participation in Read Naturally and Math Extra Practice, where students take advantage of reading and math software and one-on-one tutoring to improve their skills.

Groner is expanding enrichment by adding a STEM focus at our school. This means that science, technology, math and engineering are no longer taught individually but incorporated into all subject matter. STEM helps students develop the skills they

will need to enter the competitive technology world as well as for realistic problem-solving in daily learning. The 2012-13 school year will be the first of a four-year STEM grant for Groner from the Portland Metro STEM Partnership that includes Portland Public Schools; the Beaverton, Hillsboro and Forest Grove School Districts; Portland State University, Intel and other community partners.

W. L. HENRY ELEMENTARY SCHOOL

Principal: Alison Paulus

Parent involvement is a top priority at W.L. Henry. We recognize the importance of having an engaged and informed parent group in order to support a healthy school climate and positive student achievement. We have many things in place to encourage our parent and family community to be involved in our school, and parents have responded with increased participation.

The W.L. Henry PTO started the year with a small group of parents and has steadily grown to about 60 parents who closely represent our student demographics. Our new phone tree ensures communication of upcoming meetings. And, recently, the PTO held an Enchilada Night fundraiser where parents donated both time and supplies to raise \$1,000 for our school.

Our monthly community breakfasts with the principal are opportunities for parents to drop in, be informed, and have time to ask questions and share ideas with the principal. We have a great group of 30 parents who regularly come to provide comments and suggestions about our school and our children.

Our Hispanic Outreach worker has held two parent leadership meetings to encourage parents to not only be more involved in their children's education, but to be actively engaged in the decisionmaking process at the school and district levels. After starting with 11 parents at the first meeting, participation more than doubled by the last meeting.

We are already working on projects for next year to continue to promote parent involvement in our school. A primary goal is to set up a parent resource room with a lending library for our families. This space will provide parents a place in our building that is

tailored to their needs so that they can come in to volunteer and to build community with each other.

MINTER BRIDGE ELEMENTARY SCHOOL

Principal: Mary Mendez

At Minter Bridge Elementary's Family Math Night, she was wearing a balloon hat and playing math games with students. Earlier, she was gardening with a group of students in one of her many afterschool activities. Before that she was teaching math and reading to small groups of K-6 students. Who is this hardworking individual? Every



AmeriCorps volunteer Kayla Schultz's extensive involvement at Minter Bridge helps create high-achieving, lifelong learners.

student and teacher in the building knows her. She's Kayla Schultz, our AmeriCorps volunteer.

Every year, our PTA funds an AmeriCorps service member to spend a year working at our school. "This is a partnership that reaps huge benefits for both the volunteer and the school," explains a PTA member.

For the last seven months, Kayla has been involved with our students in a variety of activities to help Minter Bridge continue to close the achievement gap

and create high-achieving lifelong learners.

"We make Playdough letters with Miss Kayla. She's fun," say Daniel G. and Daniel V., two kindergarteners enthralled with their lesson with Kayla. During the day, she works with reading interventions for kinders, math support for sixth-graders, homework club, science fair, and the list goes on. Kayla has also been our go-to person for afterschool programs, coordinating sign-ups, bus transportation, snacks, and instructors for classes such as chess, dance, art, knitting, LEGO Robotics, Battle of the Books and Move It! Kayla organized a talent show in the fall, ran a schoolwide art competition, collaborated with the PTO on parent classes and gave a presentation about Dr. Martin Luther King, Jr., to students. Recently, she organized a student planting of donated primroses with the help of the Hillsboro Garden Club.

When asked about her experience here at Minter Bridge, Kayla said, "This has been an incredibly life-changing experience for me. I have grown both personally and professionally. It's been one of the best years of my life!"

We are very fortunate to have such a talented and hardworking person with us this year. Thank you Kayla!

ROSEDALE ELEMENTARY SCHOOL

Principal: Greg Zinn

It is hard to believe we're near the end—this school year has gone so smoothly, it seems to have flown by! But we still have a lot more teaching and learning to do. Our teacher teams continue to be busy monitoring student progress in order to make important instructional decisions.

We are in the middle of round two of the Oregon Assessment of Knowledge and Skills (OAKS) for students in grades 3-6. The staff and students have worked very hard throughout the year to help prepare for this testing. Our students' scores continue to improve. Thank you to all the parents who have helped their children get ready for these assessments.

Our OMSI fieldtrips have been a hit! All classrooms are either scheduled to go or have already been there. We were so fortunate to receive the OMSI grant that allows our students to experience these wonderful science opportunities. The trips were great preparation for the science fair we held in April. Our students in grades 4-6 did an excellent job presenting their projects. And this year, our science fair went green! Students either did a PowerPoint presentation or used recycled display boards. Nine students were picked to go the district science fair. A big congratulations to all who participated!

We had a very nice turnout for our kindergarten orientation. We were excited to meet so many new Rosedale students and their parents. If you have a child going into kindergarten next year and still need to register, please do so. Our office staff has packets ready for you!

The Rosedale Parent Group Bingo/Auction Night was a lot of fun and a huge success—between the two events, we raised \$2400! We had multiple outstanding classroom projects up for auction this year. Thank you to the staff, the countless volunteers, the donors, and to all the families who came, played and bid. Your dedication to Rosedale really makes a difference.

Rosedale's Green Festival was held on May 18 during the school day. There were many exciting activities for the children and some really fun displays. They enjoyed a book exchange and helped collect cans, batteries, and light bulbs for recycling.

It is amazing to see all of the outstanding work staff and students have done this year—the teamwork here is exemplary!

WITCH HAZEL ELEMENTARY SCHOOL

Principal: Grant Corliss

On June 1, Witch Hazel Elementary students are stepping into the spotlight for our annual Witch Hazel Idol Talent Show. We'll

see it all—juggling, comedians, magic tricks, instruments, dancing, singing and more! Our students get involved and practice for months to impress their audience.

"It's so wonderful to see our students sharing what they love with our community," said one teacher. "They just beam when they are on stage!" Even our teachers have joined in by putting on a special performance for the last two years. Witch Hazel knows that talent shows are a fun way for everyone to show their spirit and support for our school. Come join the laughter and fun on June 1!

SOUTH MEADOWS MIDDLE SCHOOL

Principal: Arturo Lomeli

The Hillsboro Optimist Club recognized four students and a teacher for their leadership and citizenship at South Meadows Middle School. They were: seventh-graders Daniel Taylor and Guadalupe Sandoval; eighth-graders Nidhi Pai and Anthony Gonzales; and art teacher Mr. Cook. Each was recommended by staff members for their excellent contributions at South Meadows. Congratulations on showing your HAWK PRIDE!

Please note important dates for the end of the school year:

- June 11 – Yearbook distribution
- June 12 – Eighth-grade assembly
- June 13 – End-of-year carnival

We look forward to having a fantastic finish to the year! Go Hawks!

HILLSBORO HIGH SCHOOL

Principal: Matthew Smith

Hillsboro High School and South Meadows Middle School are pleased to announce

that, as of March 2012, both schools have been authorized in a partnership as International Baccalaureate (IB) Middle Years Programme (MYP) schools. This program serves all students in grades 7-10 between the two schools, helping to facilitate the transition from middle to high school. This program is further intended to develop and prepare students for success in Hilhi's college-preparatory IB Diploma Programme.

Authorization distinguishes Hilhi as an IB World School, an honor given to 3,395 schools worldwide, only 216 of which offer both the Middle Years and Diploma Programmes. To earn this recognition, both schools have worked in conjunction to develop curriculum, assessments, and teaching strategies that meet the requirements of MYP and state standards. This work is now being refined and applied to classroom teaching. Students are noticing the differences.

Sophomore Kelly Royster said, "It is great when we have an opportunity to learn about something that we are actually interested in and care about. Doing my personal project, I was able to learn about something that otherwise I wouldn't have had the chance to."

IB MYP takes a holistic approach to teaching and learning, utilizing inquiry-based and thematic learning to help students develop academic skills, subject-specific knowledge, and character traits necessary to be a responsible global citizen.

This means algebra class is about more than just the numbers, as students are using mathematical models to predict the spread of a disease or to measure the rate of garbage volume increase in a landfill. Students are given the opportunity in biology to find ways to serve and protect their environment. Students in technology classes design products that can support individuals in

developing nations or utilize alternative forms of energy.

This culminates in the personal project, which is the final MYP assessment completed during a student's tenth-grade year. Their task is to choose a problem or goal to investigate and solve; use their experience, knowledge, and skills to research, plan, create, and evaluate a solution; and then share this work with the public. The first Personal Project Exhibition Night took place on May 21 and was a success with nearly 150 of this year's tenth-graders participating. We hope that this event will continue to grow as students see the excitement and purpose that comes with being able to share their learning and how it has made a difference for themselves and for others.

Becoming authorized is only the first step in being an IB World School; the groundwork has been laid, but much is left to be done. To maintain our status, we must continue to improve our teaching practices and develop opportunities for our students to become responsible global citizens. This work includes collaboration with the community, students, and other teachers to further develop authentic and useful learning experiences for our students; a commitment to supporting our teachers' knowledge about and training in MYP; a school staff who remain dedicated to developing students' learning and skills using the MYP framework; and a school culture that readily utilizes this same framework.

In the coming years, our goal is to continue to develop, reflect, and refine the practices of our students and staff to more closely align with the principles and practices outlined by IB MYP of developing students who will become well-informed and responsible students and global citizens.

Miller

EDUCATION CENTER (MEC)

MEC MIDDLE SCHOOL (6-8) MEC HIGH SCHOOL (9-12) MEC OPTIONS

Principal: Stan Esselstrom

Last fall, Miller Education Center's (MEC) middle school program moved from its previous location at the Boys and Girls Club to the MEC high school program site at the former David Hill Elementary School. Soon, middle school students will make their mark on their new home in a permanent way—by installing handmade ceramic totem poles in the school's garden.

In conjunction with their social studies class and under the guidance of Artist-in-Residence Jessica Gardner, the students

have been creating ceramic objects depicting events, cultural influences, and industry that have affected Hillsboro's history. Relief sculptures include the MAX light rail, Intel Corporation, and much more.

The individual components will be assembled into complete totem poles, installed in the school's garden, and unveiled at a



public event on Tuesday, June 12, at 10 a.m. Anyone interested is welcome and invited to attend.



EASTWOOD ELEMENTARY SCHOOL

Principal: Monique Monahan

Spring is in the air and activities and fun are blooming everywhere! This month our Artist-in-Residence completed the stop-motion animation project and students, families, and staff were treated to a film festival featuring every classroom's movie. Artist Sarah Nagy did an outstanding job editing the project as a donation to the school. A special thank you to our PTA and Vice President Jen Janeczek for all of the hours she spent coordinating the work and helping in each classroom. Copies of the DVD are available for sale at the Eastwood school office.

Another project that is under way is to refresh our garden. Staff members and parent volunteers have formed a garden committee and are seeking donations for everything from dirt, vegetables, fruit, flowers and plants to manpower. We are hoping to build raised beds that families can adopt to grow food and harvest over the summer in return for caring for the bed. If you are interested in helping or donating, please contact Aliceson Brandt at Eastwood.

As we come close to the end of the year, students are enjoying a variety of activities like our annual Variety Show, The Ned Assembly, Jog-a-Thon, and Field Day. Eastwood Band and Choir just put on an evening of music for our community. We are so excited to see the growth in their talent! Thank you to Choir Director Jenny Erickson and Band Director Kevin Soon for all of the time they give to our students. Sixth-grade students will be celebrating their graduation from elementary school with their annual luau and graduation ceremony. They will be missed as they move onto middle school, but we wish them all the best in this next chapter of their lives.

LENOX ELEMENTARY SCHOOL

Principal: John Matsuo

"Listening to Victor Garcia speak for just ten minutes about the importance of setting your educational goals high and working hard toward attaining them [despite the

Liberty

FEEDER GROUP

language barriers] made me feel uncomfortable," said music teacher Amber Young. "I am amazed at what our English Language Learners have to go through every day."

Liberty High School's MEChA students Dalia Ugarte, Leislle Ugarte, Cristina Lopez-Alonso and Garcia, moderated by Mr. Paul Hanson, were the keynote speakers of our second Noche de las Familias on April 25. It is one way we hope to help connect and welcome Latino families to our Lenox community. We discussed communicating with the school, ideas for supporting their children, establishing and holding to high standards of success, and fostering their children's bilingualism. Mrs. Carmen Murphy, Mr. Christopher Montague, and Mrs. Tiffany Hanson were welcome guests, along with Mrs. Young, but the students both young and old were the stars of the evening.

At another event, a fourth-grader from a neighboring school exclaimed, "Wow, the science fair at my school is nothing like this!" He was so right. Led by Cara Miller and a small army of volunteers, the Lenox Science Fair on April 19 continued to impress and grow. Certainly, this was due to the nearly 300 science fair project displays created by our junior scientists, but that was only the beginning. Before any of the approximately 600 guests could even make it through the balloon arch (green, in honor of Earth Day), they were greeted by the Washington County Fire District #2 truck and firefighters and a Metro West Ambulance.

Sharing the gym with the science fair projects were several scientists demonstrating scientific experiments and giving students hands-on chemistry experiences. Liberty students, under the direction of Ms. Ramona Toth, created DNA bracelets and showed the chemistry behind ice cream, while Lenox parents created chromatography labs and exhibited fascinating chemical reactions.

Down the primary hall, students transformed into space-suited astronauts and launched paper rockets (compliments of Evergreen Aviation). They met Hart's Reptiles, experienced LEGO Robotics, and collected rocks from the Rice Museum. They learned about dental health from Willamette Dental, and other topics from Metro Recycling, Clean Water Services, and OSU Family and Community Health. Our own Girl Scouts provided an exhibit about the effects of light pollution on nighttime skies.

Moving on to the cafeteria, the kids enjoyed an inflatable mobile planetarium, brought to us by OMSI, and the ever-popular "Flubber and Oobleck" room (where kids of all ages could play with materials otherwise known as slime and goop). The crowd was duly impressed and learned a lot along the way. We look forward to planning the next fair—it's sure to be another hit!

MOOBERY ELEMENTARY SCHOOL

Principal: Brian Haats

Mooberry Elementary students have the opportunity to participate in many after-school programs. We are currently offering Homework, Math and Spanish Clubs.

Homework Club meets twice a week and is funded by Hillsboro Parks & Recreation. It is a time for kids to complete their homework and includes a snack, short recess, and 30 minutes of silent reading. It provides a quiet place to read, someone to help with homework (especially important for students who need support from an English reader). This year, we have three Homework Club classes (grade 3, grade 3/4 blend, and grade 5/6 blend). We are thankful to Cornell Estates residents who come and listen to the kids read every Tuesday.

Our Mooberry Math Club is about numbers, games, laughs, review, technology, practice, success, and building confidence. Each grade level is able to take advantage of the club for a four- to five-week period. During that period, students stay after school four days a week to engage in primarily hands-on math activities with a certified teacher. Before each club, teachers collaborate to plan the best instruction to meet the specific needs of that particular



The science fair at Lenox Elementary received a definite "thumbs-up" approval rating from this student and 600 other guests. The fair not only displayed students' projects, but provided live, hands-on experiences as well, including the opportunity to try out space suits, view ice cream chemistry and more!

group of students. This ensures that the club is custom-tailored for each student's success.

Math Club teacher Ms. Carey says, "Math club is mostly about having fun and building confidence." Mooberry students are loving Math Club so much that the available twenty spots are quickly becoming too small a number to hold all the students who want to participate.

In another afterschool program, Pacific University language students have volunteered to work with young students by teaching language and culture. Here at Mooberry, the target language this year is Spanish. The college students work to teach basic Spanish verbs that revolve around the theme of travel. Each week, a variety of activities are centered around the target vocabulary as well as a review of vocabulary from the previous sessions. There are also cultural lessons that teach about traditions, landmarks, and customs in Spanish-speaking countries. This gives students insight to different cultures and experiences that they may wish to explore in the future.

ORENCO ELEMENTARY SCHOOL

Principal: Tim Bishop

On March 13, Orenco students experienced a sweet tooth's dream-come-true when the world's largest chocolate bar (the *Guinness Book of World Records* says so!) made a visit to the school—its only stop in Oregon.

Weighing over 12,000 pounds, the bar is an attention-getter used by the World's Finest Chocolate Corporation in their "Think Big, Eat Smart!" campaign to teach kids about healthy eating, portion control, and the importance of daily exercise.

Each student was given a free jump rope after the presentation, and were relieved to know that a small amount of chocolate can still be part of a balanced diet—especially when paired with a healthy strawberry!

Meanwhile, our second-grade students learned about birds in their spring science unit. They took a trip to Jackson Bottom Wetlands to see birds in their natural habitat, and each chose a bird that's native to Oregon to study and learn about. Students wrote reports, created models, designed display boards with information about their bird, and gave an oral presentation to the class.

QUATAMA ELEMENTARY SCHOOL

Principal: Janis Hill

Spring has finally come to Quatama! Here are just a few of the highlights:

The week before spring break was Safety Week at Quatama. During this week, we hold extra drills and practice so that no matter what the emergency, staff and students alike can handle it with calm and efficiency. Thank you to our School Resource Officer, Ed Vance, for helping coordinate and evaluate the drills with emergency responders. At the end of Safety Week, staff and students were invited to wear their safety gear.

Fourth- through sixth-graders recently toured the food bank next door and learned about hunger in our community and what we can do to help. Thank you to Kim Bellwood who set up the presentations.

Megan Chase, our AmeriCorps member, coordinated a mural that can be viewed in the upstairs hallway. Students submitted artwork and then volunteers from Quatama and Liberty made the pictures come alive as part of Global Youth Service Day on April 21. It's beautiful!

The sun finally brought us out to the garden with Sharon Angal coordinating school-time gardening and Megan Chase coordinating the afterschool gardening club. Our goal is to grow food (hopefully enough to donate some to the food bank!), while learning about science, technology, engineering and math.

We have just finished a schoolwide residency with the Oregon Ballet Theater, with all classes meeting four times with a dance artist. As part of our arts focus, we also had students attend the symphony and ballet. Grades 1-6 have all experienced one outside arts event this winter and spring. Shawna Munson's class will be a featured class at the Spring Colloquium for the Right Brain Initiative. Not only do we feel it has been very successful, but the program evaluators for the Right Brain Initiative and the Kennedy Center also agree and want the work shared across the region!

What next? Well, it is "full STEAM ahead" at Quatama, one of the newly-announced STEM schools in Hillsboro. We are expanding on this approach to education, which incorporates STEM and problem-solving into regular curriculum, by making it a STEAM approach—Science and Technology interpreted through Engineering and the Arts, all based on Mathematical elements. Our past integration of arts and effective teaching strategies gives us proven tools to use to build the integrated real-world problem-solving units that will engage and challenge all of us as learners. We look forward to be-

ing a part of a high-impact collaborative for STEM education, which will allow us to learn from others, share our expertise, and create stronger learning at all of the schools.

WEST UNION ELEMENTARY SCHOOL

Principal: Ken McCoy

At West Union, kids and adults alike are working toward a strong finish to the 2011-2012 school year. We are enjoying many exciting activities at our school, including our schoolwide Art Show, celebrating our outstanding parent-run Art Literacy program, and the conclusion of our first-year implementation of our SmartCart program, where volunteers from Intel have been bringing exciting science and engineering lessons to each classroom throughout the year. Great things are happening at West Union Elementary!

Our outstanding staff continues to do amazing things for students. This includes not only our wonderful licensed teaching staff, who tirelessly work to plan exceptional learning opportunities for kids, but also our amazing support staff who help realize those efforts in a variety of ways. As we actively pack learning into the final days of school, it can be easy

to overlook the exceptional care each of our staff members puts into their work. They really are amazing!

Our West Union Running Club, offering students the chance to run during recess, continues enjoying a great deal of successful participation with several students nearing or surpassing the marathon mark, and some even at the double-marathon distance. This great effort, supported by our community, pointed students to a successful Run4Fun in May—raising a healthy amount of money to support programs next year.

Also helping provide opportunities for students, our annual West Union Auction in March was a success, not only in raising money, but in bringing our community together in this long-standing tradition.

This spring, several West Union intermediate students participated

in a new Writing Club, collaborating on a book they entered into the "Kids Are Authors" contest. We have continued to offer opportunities for students and families to enjoy making some amazing creations with clay. Many of our fifth- and sixth-graders participated in the Math Olympiad program. And there's more: we have students enjoying Fitness Wednesdays, an Oregon Trail Simulation, educational and fun field trips, and our upcoming Field Day and Bicycle Safety Fair. With all of this—and truly great efforts by our grade 3-6 students in state testing as well—West Union teachers and students know how to have fun and work hard, too.

We wish everyone a wonderful and safe summer and look forward to the coming school year full of learning, challenges, and growth opportunities for all.

POYNTER MIDDLE SCHOOL

Principal: Greg Timmons

By 8th grader Marlene Negrete Vasquez

"Be connected." What does that phrase mean to you? Stop and think about it. At Poynter, it has a big meaning. Bullying can be a big problem everywhere and we're on a mission to stop it at our school.

"Be connected" is a new way to let everyone at Poynter know that they are not alone and, if anything's going on, they have someone to go to. Just like every other school, we face tough budgets, but when the PBIS committee asked our principal, Mr. Timmons, about buying bracelets to promote it, he said we had to have them. After we got the bracelets, some teachers took the time to show everyone a video about a kid who was being bullied. They talked about being connected and why it is so important.

It is insane all of the tragedies that we see on TV because of bullying. Many teens make bad decisions because they feel alone and have no one to go to, when really, they are not alone. Being connected is our way of letting every Patriot at Poynter know they're not alone and that there's always someone they can talk to.

Students and teachers alike are wearing the "Be Connected" bracelets. No Patriot

should be left out. We're all a big family who looks out for each other. We hope and know that by being connected, there will be no bullying at Poynter.

Teens, parents, and students all believe no one is alone. So make a change and connect to someone. You never know if you will turn someone's life around. A single "how's your day?" can change someone's life.

Be connected!

LIBERTY HIGH SCHOOL

Principal: Gregg O'Mara

Spring brings not only flowers to Liberty but music and gold, silver and bronze.

Liberty's concert choir, led by Cindy Uecker, competed for the first time in the state 5A championships on May 4 and showed their talents at their May 24 concert. Our theater department just successfully wrapped up its spring musical, "Dirty Rotten Scoundrels."

Liberty was awarded its first silver medal and ranking in the *U.S. News & World Report's* 2012 listing of the best high schools, joining 75 other Oregon schools (among them five gold and 21 silver medalists).

Our Math, Engineering and Science Achievement (MESA) club competed at the statewide MESA challenge at Portland State University on May 11. This year's focus was wind energy.

The girls golf team took home the gold for the fourth year in a row at the district championships. At press time, girls lacrosse remains undefeated, clinched the league title, and is currently ranked second in the state in 5A. Boys lacrosse is once again positioned to make post-season play. In tennis, senior Ayaka Terekawa is the top seed in 5A girls singles; sophomore Shaun Thean, and doubles team Aspen Russell and Marcus Schmek also will be representing Liberty at the 5A state championships. Baseball and softball both made post-season play and the track team will be competing at districts.

Liberty is looking forward to celebrating its tenth incoming freshmen class next year. Our leadership students are currently planning for our ten-year celebration—look for upcoming news on this big event.



Quatama's Safety Week gives staff and students extra drills and practice with emergency responders. Afterward, students and staff get to try out the emergency gear, including teacher Becky Rice, who is testing out a firefighter's suit.

A team of four eighth-grade girls from Poynter Middle School—Carissa Alexander, Teralyn Putney, Daniela Pedraza and Nicole vanSchijndel—took first place in the middle school division of the Oregon Mathematics, Engineering, Science Achievement (MESA) Windmill Competition on May 11. They will represent the state at the MESA USA National Wind Energy Competition in Seattle, June 21-24. Coming in second were fellow Poynter students Kayla Garcia and Althea Spahn. Each team had to design a windmill that could convert wind energy into mechanical and kinetic energy and present their research. Go girl power!



input, feedback, and support as we have navigated reducing approximately \$49 million (including over \$10 million in reserves) over the past four years and plan to reduce approximately \$13 million more in 2012-13 (including over \$5 million in reserves).

But it's time to have some tough conversations.

It can be demoralizing to continually try to figure out how to do more with less, people are growing weary of rhetoric around school funding and spending, parents are concerned about their children's futures and, in the end, most of us would just like clarity, certainty, and solutions.

I believe that we as a community need to come to some common agreements around what we want and expect out of our educational system. What are our hopes and goals for our children? Are there some basic aspirations to which we can all agree? Those common agreements are going to be foundational to the work that lies ahead of us, as we anticipate facing several more years of revenue shortfalls.

Let's look at some common comments, criticisms and complaints about education.

Waste in the system. While some degree of belt-tightening is a healthy way to force a critical and strategic review of all organizational functions and operations, and to maximize efficiencies, the continued and sizeable cuts have reached a point where they are doing damage to our system. School and department discretionary budgets—covering everything from paper to replacement textbooks to student desks and much more—have been reduced; bus routes have been reconfigured and pared down; 92 separate energy conservation measures have been instituted in the last ten years, resulting in reimbursements of over \$5 million and annual energy savings of over 3 million kWh of electricity and nearly 80,000 therms of natural gas each year; and over the last four years we've reduced 20 school days and more than 240 staff positions. The low-hanging fruit is long since gone. Education is a people business—people, not the things we buy, have the greatest impact on increasing student achievement—which is why 83% of our costs are staff-related. When we have to cut millions of dollars year after year, it comes down to reductions involving staff.

Top heavy costs—too many administrators. We have 71 administrators in the District, 46 of whom are leading schools. Twenty-five are at elementary schools (five of those are currently half-time and next year one will cover two schools), two are at each middle school, and three are at each

high school (Miller Education has one). That leaves 25 in non-school areas, and several of those are paid for out of grant funds (special education, and federal Title programs, for example). Administrators represent around 3.5% of our workforce. On a percentage basis, administrators have taken larger reductions over the past four years than other staff types.

Public Employees Retirement System (PERS). PERS is a complex and confusing topic, but here are some of the key points:

1. There are two required contributions to the PERS system—a 6% employee contribution and an employer contribution that is determined by the PERS actuary (currently around 18% for Hillsboro). For years, we have required employees to make their own 6% contribution to PERS (some public employers “pick up” this 6% in addition to their required employer contribution).
2. Short of legislative reform of the PERS system, there is nothing we can do about our required contribution to PERS.
3. Since we have a payroll that's around \$100 million, our 18% employer rate equates to approximately \$18 million per year.
4. The PERS rates are due to go up by another 6.5% in July 2013, which means we will owe an additional \$6 million, for a total of around \$24 million.
5. Some reforms that were attempted on the PERS system several years ago (like

modifying the guaranteed 8% rate of return for Tier 1 employees) were deemed unconstitutional by Oregon's Supreme Court.

6. Court rulings notwithstanding, the Hillsboro School District Board of Directors identified PERS reform as a key legislative priority in the 2011 session, and will likely do so again for the 2013 session.

From a funding standpoint, there are a couple of different avenues we can explore right now (longer-term fixes, such as tax reform are unlikely by July 2013). We do have the authority to ask voters to support a local option levy. A levy of \$1 per \$1,000 of assessed value in our District might generate anywhere between \$3 million and \$6 million per year over the course of five years. When you consider funding shortfall estimates of \$16-\$24 million over that same timeframe, the potential collection from a local option may seem woefully small, but it would—to reuse the phrase from the beginning of this article—help to blunt the impact of reductions to our schools.

Another approach would be to encourage the legislature to restore K-12's portion of the overall state budget. In 2003-05, K-12 education received 44.8% of the state's budget; in 2011-13, our portion was 39.1%. Doing a quick calculation on what the difference would mean to us, consider that the 2011-13 state budget is roughly \$15 billion. If you multiply that by 39%, the result is \$5.85 bil-

lion (K-12 was actually allocated \$5.7 billion for 2011-13, but we're keeping the calculations simple). If you multiplied it by 44%, the result is \$6.6 billion—a difference of \$750 million, or \$375 million each year of the biennium. As the fourth-largest district in the state, Hillsboro receives roughly 4% of the money allocated to K-12 education, so our share of the additional funds would be approximately \$15 million per year.

Based on these assumptions, restoration of K-12's portion of the state's budget to the 44% level and a local option levy would likely absorb upcoming increases to expenses, stabilize class sizes, and offer a full school year in 2013-14 and, possibly, beyond. However neither of these things can be counted on. Our Board will hear a report from a consulting firm at its June 12 meeting on the results of a local option survey conducted in our community. At that time, they will determine whether or not there is enough potential support to warrant putting a local option levy on the ballot in November. Regardless of the outcome of the survey, we are preparing to delve into a thorough process this fall with our Board, Budget Committee, and community on the deconstruction and rebuilding of our budget where we will consider how our educational model will change in the near future if the funding stream does not.

Thank you for your dedication and commitment to our students. We continue to appreciate your support.

Continued from **PAGE 1**
MYP

for students as they adjust to the more challenging expectations of MYP.

“We are very excited about the opportunities MYP provides to students,” says Joe. “There are very few schools across the country offering this program that have a feeder connection between the middle and high school. Our students are being well prepared for future success.”

SOLAR CAR RACES ACCELERATED NINTH ANNUAL DISTRICT SCIENCE-O-RAMA

The District held its ninth annual Science-o-Rama at Liberty High School on April 26, showcasing the scientific inquiry projects of more than 300 elementary students.

The projects displayed were the best of those presented at their home elementary schools, so students were brimming with pride and ready to talk all about what they investigated and discovered with the volunteer judges. Normally, those judges come primarily from the business community, but this year approximately two-thirds of them were Liberty students. According to Science-



Evergreen students prepare their solar car for competition.

o-Rama coordinator and Liberty High School Science teacher Ramona Toth, the Liberty students were just as enthusiastic as the elementary school participants to discuss the scientific learning that had taken place.

Each year, the District receives generous support for its Science-o-Rama from local business partner Synopsys. Their annual \$10,000 donation purchases display boards and teacher materials for each school's science fair, and makes the culminating Science-o-Rama possible.

This year, however, Synopsys added \$5,000 to their donation, allowing the event to expand to middle schools by way of an engineering design Solar Car Competition. Fourteen teams of students representing each of our middle schools participated in the competition, which required the students to design and build light, solar-powered cars to race across a ten-meter distance.

Rankings were based on the best ratio of travel time to the weight of the car. Students from Brown Middle School came out on top in the competition—congratulations!

Many thanks go to the participants, to the staff members who gave of their time and talent to assist students, to our volunteer judges, and to Synopsys for their ongoing generous support of this great event.

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