

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS
Administration Center, 3083 NE 49th Place, Hillsboro, OR 97124

Board Meeting Agenda
Tuesday, January 28, 2025
5:15 PM

Please note that the estimated times for specific items on Board meeting agendas are subject to change; if audience members wish to be present for specific agenda items, they are encouraged to arrive at least 15 minutes prior to the estimated time. A livestream link can be found at the top of the hsd website: <https://www.hsd.k12.or.us/> on the morning of the meeting.

1. **5:15 PM - Executive Session**
 - A. Call to Order Executive Session
Presenter: Ivette Pantoja
Time: 5:15 PM
 - B. ORS 192.660(2)(d) - Labor Negotiator Consultation
Presenter: Martha Rodriguez Siordia
Time: 5:15 PM, 10 minutes
 - C. ORS 192.660(2)(p) - Cyber Security Infrastructure
Presenters: Jordan Beveridge / Scott Harrison
Time: 5:25 PM, 5 minutes
 - D. Recess Executive Session
Presenter: Ivette Pantoja
Time: 5:30 PM
2. **5:30 PM - Work Session**
 - A. Call to Order Work Session
Presenter: Ivette Pantoja
Time: 5:30 PM
 - B. City View Charter School: Written Renewal and Public Hearing Request
Presenter: Brooke Nova
Time: 5:30 PM, 45 minutes
 - C. Budget Development Update
Presenters: Scott Harrison / Jeff Jones
Time: 6:15 PM, 30 minutes
 - D. Recess Work Session
Presenter: Ivette Pantoja
Time: 6:45 PM
3. **7:00 PM - Regular Session**
 - A. Call to Order and Flag Salute
Presenter: Ivette Pantoja
Time: 7:00 PM, 5 minutes
 - B. Land Acknowledgment
Presenter: Ivette Pantoja
Time: 7:05 PM, 5 minutes
 - C. Recognitions / Proclamations
Time: 7:10 PM, 10 minutes
 1. Recognition: Saanvi Shah Oregon Kid Governor Cabinet Member
Presenter: Ivette Pantoja
 2. Black History Month
Presenter: Nancy Thomas
 3. School Counselors Week

Presenter: Mark Watson	
4. School Board Appreciation Month	18
Presenter: Travis Reiman	
D. Approval of Agenda	
Presenter: Ivette Pantoja	
Time: 7:20 PM, 5 minutes	
SAMPLE MOTION: I move that the Board of Directors approve the Agenda as printed.	
E. Audience Time	
Presenter: Ivette Pantoja	
Time: 7:25 PM, 5 minutes	
F. Recess Board Meeting; Convene City View Charter School Public Hearing	
Presenter: Ivette Pantoja	
Time: 7:30 PM, 5 minutes	
1. Call to Order Public Hearing	
Presenter: Ivette Pantoja	
2. Public Input	
Presenter: Ivette Pantoja	
3. Recess Public Hearing; Call to Order Regular Session	
Presenter: Ivette Pantoja	
G. Consent Agenda	
<i>Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.</i>	
Presenter: Ivette Pantoja	
Time: 7:35 PM, 5 minutes	
SAMPLE MOTION: I move that the Board of Directors approve the Consent Agenda as printed.	
1. Approve Minutes of December 10, 2024, Board Meeting	19
2. Approve Minutes of December 19, 2024, Board Meeting	24
3. Approve Minutes of January 14, 2025, Board Meeting	26
4. Approve Proclamations for 2025	29
5. Approve Routine Personnel Matters	30
H. Reports and Discussion	
1. First Reading - Course Approvals: Cybersecurity, Sound Engineering, Math in Society	32
Presenter: Brooke Nova	
Time: 7:40 PM, 30 minutes	
2. Financial Report	57
Presenter: Scott Harrison	
Time: 8:10 PM, 5 minutes	
I. Action Items	
1. Appoint Education Equity Advisory Committee Members	62
Presenter: Francesca Sinapi	
Time: 8:15 PM, 5 minutes	
SAMPLE MOTION: I move that the Board of Directors appoint the Education Equity Advisory Committee members as recommended by the Superintendent.	
2. Adopt 2025-2026 School Calendar	64
Presenter: Martha Rodriguez Siordia	
Time: 8:20 PM, 5 minutes	
SAMPLE MOTION: I move that the Board of Directors adopt the proposed 2025-2026 calendar.	

3. Approve Resolution on Safe and Welcoming Schools Presenter: Beth Graser Time: 8:25 PM, 5 minutes SAMPLE MOTION: <i>I move that the Board of Directors approve the Resolution on Safe and Welcoming Schools.</i>	67
J. HCU / HEA Reports Presenter: Ivette Pantoja Time: 8:30 PM, 10 minutes	
K. Discussion Time Presenter: Ivette Pantoja Time: 8:40 PM, 10 minutes	
1. Student Representatives' Time	
2. Superintendent's Time	
3. Board of Directors' Time	
L. Adjourn Regular Session Presenter: Ivette Pantoja Time: 8:50 PM	
M. Next Meetings of the Board of Directors	
• February 11, 2025, Work Session	
• February 25, 2025, Work / Regular Session	

The Board meeting packet may be found on the District website: <https://www.hsd.k12.or.us/board>.

This meeting will be held in English along with Spanish interpretation. If you need interpretation services in another language, please contact our Language Liaisons Department by email at languageliaisons@hsd.k12.or.us or by calling 503-844-1429, at least 48 hours before the meeting.

HILLSBORO SCHOOL DISTRICT 1J
January 28, 2025
CITY VIEW CHARTER SCHOOL: WRITTEN RENEWAL AND PUBLIC HEARING
REQUEST

SITUATION

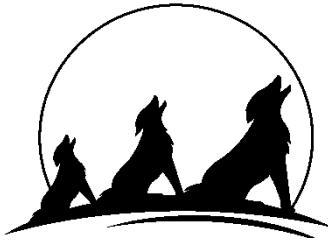
City View Charter School was founded in 2004 by parents that lived within the Hillsboro School District. City View's founding families chose the EL Education (formerly Expeditionary Learning) model as the foundation for the school's curriculum. In its inaugural year, City View welcomed approximately 50 students, three teachers, and numerous parent volunteers into blended-grade classrooms. The school's growth led to the relocation to a larger facility in 2006 and the school had expanded to serve 192 students across grades K-8, supported by eight teachers and support professionals. In 2024, City View Charter School embarked on a new chapter with the purchase and relocation to their new building with an aim to serve over 400 K-8 students, including preschool children ages 3-5.

The Hillsboro School District has been continuing to work in partnership with City View Charter School under two existing 10-year contracts. The first from 2004-2014, second from 2015-2025. District Policy LBE-AR: Public Charter Schools and ORS 338.065 require that a public hearing be conducted within 45 days of receiving a written renewal request from a public charter school governing body, and that the length of the charter school renewal shall be a minimum of five years.

On December 2, 2024, the City View Charter School Board of Directors submitted a letter to the District, requesting a ten-year renewal of its existing charter. The Board will receive a City View Charter School presentation and discuss the renewal request during the January 28, 2025, Work session, and will conduct the public hearing during the Regular session. Following the hearing, the District has 30 days to approve the charter renewal or state in writing the reasons for denying the renewal request. If the Board approves the charter renewal, the Board and the public charter school shall negotiate a new charter within 90 days, unless the Board and the public charter school agree to an extension of the time period.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the presentation and renewal request, and ask any questions they may have.



City View Charter School

A School of EL Education

www.cityviewcharter.org

Executive Director

City View Charter School
1920 NE Stucki Ave.
Hillsboro, OR 97007

Michelle Morrison

Chief Financial Officer
Hillsboro School District
3083 NE 49th Pl
Hillsboro, OR 97124

December 2nd, 2024

Dear Board of Directors,

On behalf of City View Charter School, I am writing to formally request the renewal of our charter for the 2025–2030 term. Over the past 20 years, City View has proudly served as Hillsboro School Districts' only charter school. As an EL Education charter school, we are committed to delivering an exceptional, equity-focused education to all students.

Our partnership with Hillsboro School District and EL Education has been integral to our success in creating a rigorous, student-centered learning environment that cultivates high academic achievement, character development, and strong community engagement.

As City View Charter School continues to grow, we remain a vital part of Hillsboro's vision of providing high-quality educational options for all students. With your continued support, we look forward to expanding our impact and preparing students to meet the challenges of the future.

Thank you for your ongoing partnership and consideration of our renewal request. I welcome the opportunity to meet and discuss how City View Charter School can continue to serve as a model of excellence within the district.

Sincerely,

Nicole Kopacz
Executive Director
City View Charter School
503-844-9424
nkopacz@cityviewcharter.org



Code: **LBE-AR**
Revised/Reviewed: 4/28/20; 2/22/22

Public Charter Schools

1. Definitions

- a. "Applicant" means any person or group that develops and submits a written proposal for a public charter school to the district.
- b. "Public charter school" means an elementary or secondary school offering a comprehensive instructional program operating under a written agreement entered into between the district and an applicant.
- c. "Virtual public charter school" means a public charter school that provides online courses, but does not primarily serve students in a physical location as described in Oregon Administrative Rule (OAR) 581-026-0300.
- d. "Remote and necessary school district" means a school district that offers kindergarten through grade 12 and has: (a) an average daily membership (ADM), as defined in Oregon Revised Statute (ORS) 327.006, in the prior fiscal year of less than 110; and (b) a school that is located, by the nearest traveled road, more than 20 miles from the nearest school or from a city with a population of more than 5,000.
- e. "Sponsor" means the district or Board.

2. Proposal Process

- a. An applicant will issue a written statement of its intent to submit a proposal not less than 30 days prior to the submission date outlined below.
- b. An applicant shall submit a complete proposal for sponsorship of a public charter school by the Board, including items outlined in ORS 338.045,[and any additional requirements as are required in the Board's application for sponsorship,] to the district office no later than January 31 for a September starting date. The applicant shall also submit a copy of the same proposal to the State Board of Education.
- c. The district will complete the review process as outlined in Section 3 below.
- d. As part of the proposal, each member of the proposed public charter school's governing body must provide an acknowledgment of understanding of the standards of conduct and the liabilities of a director of a nonprofit organization, as described in ORS Chapter 65, if the public charter school is organized as required by ORS 338.035(2)(a)(B) and (C).

3. Proposal Review Process

- a. Within 30 business days of receipt of a proposal, the district will notify the applicant as to the completeness of the proposal.
 - (1) If the Board determines the proposal is incomplete, the district will identify the specific elements of the proposal that are not complete and provide the applicant with a reasonable opportunity, as determined by the Board, to complete the proposal.
 - (2) If after given a reasonable opportunity the applicant does not complete the required elements, the Board may disapprove¹ the proposal.
 - (3) An applicant, that has had a proposal disapproved pursuant to section (2) may appeal the Board's decision to the State Board of Education within 30 days of the disapproval.
 - (4) A good faith disapproval is not a denial for purposes of requesting a review by the State Board of Education under ORS 338.075.
- b. Within 60 days after the receipt of a completed proposal, or a final order issued by the Superintendent of Public Instruction remanding the proposal to the Board for consideration following a decision on an appeal, the Board shall hold a public hearing on the provisions of the public charter school proposal.
- c. The Board must evaluate a proposal in good faith using the following criteria:
 - (1) The demonstrated sustainable support for the proposed charter school by teachers, parents, students and other community members, including comments received at the public hearing;
 - (2) The demonstrated financial stability of the proposed public charter school including the demonstrated ability of the school to have a sound financial management system that is in place at the time the school begins operating and meets requirements of ORS 338.095(1);
 - (3) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs;
 - (4) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students identified as academically low achieving;
 - (5) The adequacy of the information provided as required in the proposal criteria;
 - (6) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact² on the quality of the public education of students residing in the district in which the public charter school will be located.
 - (7) Whether there are arrangements for any necessary special education and related services for students with disabilities;
 - (8) Whether there are alternative arrangements for students, teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school; and

¹ The term "disapprove" is used for a proposal that is rejected due to being incomplete. See ORS 338.055(1)(c).

² A determination of whether an impact is directly identifiable, significant and adverse may include, but is not limited to student enrollment, student-teacher ratios, staff with requisite licensure or endorsement, student learning and performance, specialty programs, financial considerations, and maintenance capabilities.

(10) The prior history, if any, of the applicant in operating a public charter school or in providing educational services.

d. The Board must either approve or deny the proposal within 30 days of the public hearing. Written notice of the Board's action shall be sent to the applicant by the district.

- (1) If approved, the applicant shall also submit a copy of the approval to the State Board of Education.
- (2) If denied, the notice must include the reasons for the denial with suggested remedial measures. The Board shall provide a reasonable opportunity for the applicant to amend and resubmit the proposal. The Board must either approve or deny the resubmitted proposal within 30 days of receipt. The Board may, with good cause, request an extension in the approval process timelines from the State Board of Education.

e. If the Board denies the resubmitted proposal, the process ends. An applicant whose resubmitted proposal is not approved by the Board may request a review of that decision to the State Board of Education within 30 days of the disapproval.

4. Terms of the Charter Agreement

- a. Upon the approval of a proposal by the Board, the applicant, in cooperation with the district, must prepare and execute a written charter agreement, subject to Board approval, which shall act as the legal authorization for the establishment of the public charter school.
- b. The charter agreement shall be legally binding and must be in effect for a period of not more than five years but may be renewed by the Board.
- c. The Board and the public charter school may amend a charter agreement through joint agreement.
- d. The agreement shall incorporate the elements of the approved proposal, will address the requirements outlined in OAR 581-026-0100(2) and any additional requirements that may apply to the public charter school including, but not limited to, the following:
 - (1) Pregnant and parenting students (ORS 336.640);
 - (2) English language learners (ORS 336.079);
 - (3) Student conduct (ORS 339.250);
 - (4) Alcohol and drug abuse policy and plan (ORS 336.222);
 - (5) Oregon Report Card (ORS 329.115);
 - (6) Employment status of public charter school employees pursuant to ORS 338.135;
 - (7) Student enrollment, application procedures and whether the public charter school will admit nonresident students and on what basis pursuant to ORS 338.125.³
 - (8) Transportation of students shall comply with ORS 338.145;

³ Student enrollment shall be voluntary. A public charter school may not limit student enrollment based on ethnicity, national origin, race, religion, disability, sex, sexual orientation, gender identity, income level, the terms of an individualized education program, proficiency in the English language or athletic ability but may limit admission within a given age group or grade level. A public charter school must select students through an equitable lottery selection process if the number of student applicants exceeds the capacity of a program, class, grade level or building. A public charter school may implement a weighted lottery that favors historically underserved students and may give priority for admission to students when in accordance with ORS 338.125(3)(c) (as amended by HB 2954 (2021)).

(9) The plan for performance bonding or insuring the public charter school sufficient to protect the public charter school and the district from loss and liability and comply with Oregon law. Documentation shall be submitted prior to agreement approval.

e. If the district and the public charter school enter a cooperative agreement with other school districts for the purpose of forming a partnership to provide educational services, then the agreement must be incorporated into the charter of the public charter school.

5. Public Charter School Operation

a. The public charter school shall operate at all times in accordance with the laws and rules governing public charter school operation in the state of Oregon, including but not limited to ORS Chapter 338 and applicable OAR Chapter 581 Division 22, and the charter agreement.

b. Upon application by the public charter school, the State Board of Education may grant a waiver of certain public charter school law provisions if the waiver promotes the development of programs by providers, enhances the equitable access by underserved families to the public education of their choice, extends the equitable access to public support by all students or permits high quality programs of unusual cost. This waiver request must specify the reasons the public charter school is seeking the waiver and further requires the public charter school to notify the sponsor if a waiver is being considered.

6. Virtual Public Charter School Operation

In addition to the other requirements for a public charter school, a virtual public charter school must comply with additional requirements pursuant to ORS 338.120.

7. Charter Agreement Review

a. The public charter school shall report at least annually on the performance of the school and its students to ODE and the district.

b. The public charter school shall be audited annually in accordance with the Municipal Audit Law. After the audit, the public charter school shall forward a copy of the annual audit to ODE and the following to the sponsoring district:

- (1) A copy of the annual audit;
- (2) Any statements from the public charter school that show the results of operations and transactions affecting the financial status of the public charter school during the preceding annual audit period for the school; and
- (3) A balance sheet containing a summary of the assets and liabilities of the public charter school as of the closing date of the preceding annual audit period for the school.

c. The district may request at any time an acknowledgment from each member of the public charter school board that the member understands the standards of conduct and liabilities of a director of a nonprofit organization, as those standards and liabilities are described in ORS Chapter 65.

d. The public charter school shall submit to the district quarterly financial statements that reflect the school's financial operations. The report shall include, but not be limited to, revenues, expenditures, loans and investments.

8. Authorizing Duties

- a. The district shall designate a liaison to the public charter school for ease of communication between the district and the public charter school.
- b. The district shall ensure at all times that both the public charter school and the district are in compliance with the charter agreement, as per ORS 338.065(2).
- c. The district shall conduct:
 - (1) A comprehensive annual visit to the public charter school and written evaluation of the charter school's program, which should include an audit of the public charter school's academic, financial, and operational performance.
 - (2) A review of public charter school staff credentials to ensure that public charter school staff are properly licensed and/or registered with TSPC.
 - (3) A collection and review of all deliverables specified in the agreement.
 - (4) A review of data to ensure the public charter school is making progress on reasonable, measurable written goals for academic, financial, and operational performance.
 - (5) A review to ensure the public charter school is providing appropriate services to students who qualify, e.g., English learner supports.

9. Complaints Heard by the Charter School Board

A final decision reached by the public charter school board for a complaint that alleges a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - OAR 581-021-0570 (Restraint or Seclusion), ORS 659.850 (Discrimination), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), is recognized as the final decision regarding this complaint⁴ by the Board of the Hillsboro School District 1J. A final decision may be appealed to the Oregon Department of Education under OAR 581-002-0003 - 581-002-0005.

10. Charter School Renewal

- a. The first renewal of a charter agreement shall be for the same time period as the initial charter. Subsequent renewals of a charter agreement shall be for a minimum of five years but may not exceed 10 years.
- b. The Board and the public charter school shall follow the timeline listed below, unless a different timeline has been agreed upon by the Board and the public charter school:
 - (1) The public charter school board shall submit a written renewal request to the Board for consideration at least 180 days prior to the expiration of the charter agreement;
 - (2) Within 45 days after receiving a written renewal request from a public charter school, the Board shall hold a public hearing regarding the renewal request;
 - (3) Within 30 days after the public hearing, the Board shall approve the charter renewal or state in writing the reasons for denying charter renewal;
 - (4) If the Board approves the charter renewal, the district and the public charter school shall negotiate a new charter agreement within 90 days unless the district and the public charter school agree to an extension of the time period. Notwithstanding the time period specified in the charter agreement, an expiring charter agreement shall remain in effect until a new charter agreement is negotiated;

⁴ The public charter school board is given this authority by the district Board as established by Board policy.

- (5) If the Board does not renew the charter agreement, the public charter school board may address the reasons stated for denial of the renewal and any remedial measures suggested by the district and submit a revised request for renewal to the Board;
- (6) If the Board does not renew the charter agreement based on the revised request for renewal the public charter school may appeal the Board's decision to the State Board of Education for a review of whether the Board used the process required by Oregon law in denying the charter agreement renewal pursuant to ORS 338.065(6).
- (7) The Board shall base the charter agreement renewal decision on a good faith evaluation pursuant to ORS 338.065(8) and shall base the renewal evaluation described primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review as required by ORS 338.095 and any other information mutually agreed upon by the public charter school board and the Board.

For purposes of this section, the phrase "good faith evaluation" means an evaluation of all criteria required by ORS 338.065 resulting in a conclusion that a reasonable person would come to who is informed of the law and the facts before that person.

11. Charter School Termination

- a. The public charter school may be terminated by the Board for any of the following reasons:
 - (1) Failure to meet the terms of an approved charter agreement or any requirement of ORS Chapter 338 unless waived by the State Board of Education.
 - (2) Failure to meet the requirements for student performance as outlined in the charter agreement.
 - (3) Failure to correct a violation of federal or state law that is described in ORS 338.115.
 - (4) Failure to maintain insurance as described in the charter.
 - (5) Failure to maintain financial stability.
 - (6) Failure to maintain, for one or more consecutive years, a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under ORS 338.065.
 - (7) Failure to maintain the health and safety of the students.
- b. If a public charter school is terminated by the Board for any reason listed in sections a.(1) through a.(6) above, the following shall occur:
 - (1) The Board shall give the public charter school board, at least 60 days prior to the proposed effective date of termination, written notification of its decision which shall state the grounds for termination.
 - (2) If the grounds for termination include failure to maintain financial stability or failure to maintain a sound financial management system, the Board and the public charter school may agree to develop a plan to correct deficiencies. The plan to correct deficiencies will follow a process outlined in ORS 338.105.
 - (3) The public charter school may request a hearing with the Board in relation to a termination or a plan to correct deficiencies. The request must be made in writing and delivered to the business address of the district.
 - (4) Following a hearing, a decision reached by the Board to terminate may be appealed by the public charter school to the State Board of Education.

- c. The Board may terminate a charter immediately and close the public charter school for endangering the health or safety of the students enrolled in the public charter school under ORS 338.105(4):
 - (1) A public charter school board may request, in writing and delivered to the business address of the district, a hearing with the Board.
 - (2) Within 10 days of receiving the request for a hearing, the Board must hold a hearing on the termination.
 - (3) If the Board acts to terminate the charter following the hearing, the public charter school may appeal the decision reached by the Board to the State Board of Education.
 - (4) The public charter school will remain closed during the appeal process at the discretion of the Board unless the State Board of Education orders the Board not to terminate and to re-open the public charter school.
- d. If the charter agreement is terminated or a public charter school is closed or dissolved by the governing body of the public charter school, it shall be done only at the end of a semester and the public charter school board shall notify the district at least 180 days' prior to the proposed effective date of the termination, closure or dissolution. Such notice must be made in writing and be delivered to the *designated district representative. Electronic would be acceptable.*
- e. If a charter agreement is terminated or a public charter school is dissolved, assets that were obtained with grant funds will be dispersed according to the terms of the grant. If the grant is absent any reference to ownership or distribution of assets of a terminated, closed or dissolved public charter school, all assets will be given to the State Board of Education for disposal.

HILLSBORO SCHOOL DISTRICT 1J
January 28, 2025
BUDGET DEVELOPMENT UPDATE

SITUATION

Each year, the District conducts periodic discussions with Budget Committee members about the current and future financial position of the District. This update is in preparation to develop the 2025-26 District budget. The Committee members will review information regarding the current year budget, budget development, and details regarding specific resources.

Date	Upcoming Activities
January 28, 2025	Budget Development Update: Preliminary Outlook
February 25, 2025	Budget Development Update: Investment Plan
Interim Period	Gather input and update projections for Proposed Budget
April 22, 2025	Budget Committee Meeting: Committee members review proposed budget documents, receive Budget Message, and may approve the budget for Hearing. If needed, a Supplemental Budget for the Current Year will also be proposed.
May 6, 2025	Additional Budget Committee Meeting (if needed)
June 17, 2025	Budget Hearing: Board Adopts Budget, Makes Appropriations, Declares the Levy
July 1, 2025	Implement Budget
July 15, 2025	Levy Certified to Assessor and Adopted Budgets distributed per Local Budget Law and district best practice

RECOMMENDATION

The Superintendent recommends that the Budget Committee listen to this report and ask any questions they may have.

**HILLSBORO SCHOOL DISTRICT 1J
BOARD OF DIRECTORS 2024-2025
LAND ACKNOWLEDGEMENT**

As we gather here today, we would like to take a moment to acknowledge that our district service area is on the occupied traditional homelands of the Atfalati Indigenous people, lands we now call Washington County and the State of Oregon.

We honor the Indigenous people whose traditional and ancestral homelands we stand on the Tualatin Kalapuya, Kathlamet, Clackamas, Tumwater, Molalla, bands of the Chinook and many other Indigenous nations of the Columbia River.

In remembering these communities, we honor their legacy, their lives, and their ancestors. We also recognize the urban Indigenous/Native/First Peoples community living in the metro area, which includes over 400 tribal nations.

The Hillsboro School District is committed to the recognition and education regarding tribal and local history and working with our local tribes in partnership.

HILLSBORO SCHOOL DISTRICT 1J

JANUARY 28, 2025

RECOGNITION: SAANVI SHAH OREGON KID GOVERNOR CABINET MEMBER

SITUATION

Congratulations to Saanvi Shah, a fifth-grader at Patterson Elementary School who was selected as a finalist for Oregon's Kid Governor after submitting her video titled: [**Reducing Homelessness and Providing Basic Amenities to the Unhoused**](#). All the finalists for Oregon Kid Governor will now become Cabinet Members who will work to advance their platform and work alongside the Oregon Kid Governor to advance her platform. All cabinet members and the new Oregon Kid Governor will be sworn in at the Oregon State Capitol in January (Read the [**full press release**](#)) Well done Saanvi! You make us all Proud to be HSD!

RECOMMENDATION

The Superintendent recommends that the Board of Directors congratulate Saanvi and listen to her speech.

PROCLAMATION

The Hillsboro School District honors and acknowledges the central role of Black Americans in U.S. history. We celebrate the life stories, achievements, and triumphs by those who identify as Black, African, and African American; and reflect on how their contributions have in the past and continue to positively impact our everyday lives in the present.

The Hillsboro School District is committed to diversity, equity, and inclusion and rejects the long history of institutional racism towards Black Americans.

The Hillsboro School District pledges to stand against bigotry, intolerance, and hate, and follow the lead set by generations of Black Americans who have courageously lead us to the pursuit of equality.

The Hillsboro School District has been enriched by the diversity of perspective and experience of our Black community members, who have made valuable and long-lasting contributions to our district.

The Board of Education of the Hillsboro School District do hereby proclaim the month of February 2025 to be:

BLACK HISTORY MONTH



We urge all community members to join us in recognizing the many contributions and achievements of Black Americans to the development of prosperity of our community.

Hillsboro School District Board of Directors

PROCLAMATION

The Hillsboro School District appreciates that school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development.

The Hillsboro School District knows that school counselors help parents focus on ways to further the educational, personal and social growth of their children.

The Hillsboro School District values school counselor's work with teachers and other educators to help students explore their potential and set realistic goals for themselves.

The Hillsboro School District applauds that school counselors seek to identify and utilize community resources that can enhance and compliment comprehensive school counseling programs and help students become productive members of society.

The Hillsboro School District recognizes that comprehensive school counseling programs are an integral part of the educational process that enables all students to achieve success in school.

The Board of Directors of the Hillsboro School District do hereby extend our gratitude to the counselors of the Hillsboro School District and proclaim the week of February 3 thru 7, 2025 as:

NATIONAL SCHOOL COUNSELING WEEK



We urge all community members to join us in recognizing the dedication and hard work of school counselors in preparing today's students for tomorrow's world.

Hillsboro School District Board of Directors

PROCLAMATION

The Hillsboro School District Board of Directors establishes clear standards for student performance.

The Hillsboro School District Board of Directors ensure that student assessments are tied to established standards.

The Hillsboro School District Board of Directors are accountable to the community for operating schools that support student achievement.

The Hillsboro School District Board of Directors align school district resources to ensure that students meet standards and are prepared for life after graduation.

The Hillsboro School District Board of Directors build collaborative relationships based on trust, teamwork, and shared accountability.

The Hillsboro School District Board of Directors are committed to continuous education and training on issues related to student achievement.

The Hillsboro School District does hereby declare its appreciation to the Board of Directors and proclaim the month of January 2025 to be:

SCHOOL BOARD RECOGNITION MONTH



I urge all community members to join me in recognizing the dedication and hard work of local school board members in preparing today's students for tomorrow's world.

A handwritten signature in black ink, appearing to read "Travis Reiman".

Travis Reiman, Superintendent

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

December 10, 2024

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

1. *Executive Session*

Board Present:	Staff Present:
Ivette Pantoja, Chair	Travis Reiman, Superintendent
Mark Watson, Vice Chair	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim,	Brooke Nova, Assistant Superintendent, Academic Services
Erika Lopez, virtual	Beth Graser, District Communications Officer
Patrick Maguire	Michelle Morrison, District Financial Officer
Nancy Thomas	Saideh Haghghi Khochkhou, District Operations Officer
Monique Ward	Jordan Beveridge, District Information Technology Officer
	Brian Haats, Director of Human Resources
Others Present:	Martha Rodriguez Siordia, Director of Human Resources
Brian Hungerford, District Counsel	Rose Roman, Executive Assistant to the Superintendent

A. Call to Order Executive Session

Board Chair Ivette Pantoja called the meeting to order at 5:17 PM, and moved the Board into executive session under 192.660(2)(d) - Labor Negotiator Consultation

B. ORS 192.660(2)(d) - Labor Negotiator Consultation

District Financial Officer Michelle Morrison led the conversation on Classified and Licensed bargaining. Director of Human Resources Martha Rodriguez gave an update on Classified bargaining. Director of Human Resources Brian Haats gave an update on Licensed bargaining. District Counsel Brian Hungerford provided additional information. Superintendent Travis Reiman provided input. Board members and Cabinet members discussed labor negotiations.

C. Recess Executive Session

Board Chair Ivette Pantoja moved the Board out of executive session and recessed the meeting at 6:12 PM.

2. WORK SESSION

Board Present:	Staff Present:
Ivette Pantoja, Chair	Travis Reiman, Superintendent
Mark Watson, Vice Chair	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim	Brooke Nova, Assistant Superintendent, Academic Services
Erika Lopez, virtual	Beth Graser, District Communications Officer
Patrick Maguire	Michelle Morrison, District Financial Officer
Nancy Thomas	Saideh Haghghi Khochkhou, District Operations Officer
Monique Ward	Jordan Beveridge, District Information Technology Officer
	Francesca Sinapi, District Equity, Access & Engagement Officer
<u>Student Representatives Present:</u>	Brian Haats, Director of Human Resources
Kal Sibbel	Rian Petrick, Director of Extracurricular Services and Athletics
Abe Staffa	Jeff Jones, Manager – Business Services
	Rose Roman, Executive Assistant to the Superintendent
	Ciara Hartzell, Technology Support
	Gabriel Galindo Mendez, Technology Support
	Angela Adzima, HEA President

A. Call to Order

Board Chair Ivette Pantoja called the meeting to order at 6:19 PM

B. Facility Usage Update

District Operations Officer Saideh Haghghi Khochkhou introduced the topic. Director of Extracurricular Services and Athletics Rian Petrick gave a presentation on Facilities Usage rental fees. Board members asked questions and provided comment.

C. Discuss Education Equity Advisory Committee Appointments

District Equity, Access & Engagement Officer Francesca Sinapi provided information on Education Equity Advisory Committee applicants.

D. Recess Work Session

Board Chair Ivette Pantoja recessed at 6:58 PM.

3. ***REGULAR SESSION***

Board Present:	Staff Present:
Ivette Pantoja, Chair	Travis Reiman, Superintendent
Mark Watson, Vice Chair	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim	Brooke Nova, Assistant Superintendent, Academic Services
Erika Lopez, virtual	Beth Graser, District Communications Officer
Patrick Maguire	Michelle Morrison, District Financial Officer
Nancy Thomas	Saideh Haghghi Khochkhou, District Operations Officer
Monique Ward	Jordan Beveridge, District Information Technology Officer
	Francesca Sinapi, District Equity, Access & Engagement Officer
<u>Student Representatives Present:</u>	Brian Haats, Director of Human Resources
Gwen Kondor	Jeff Jones, Manager – Business Services
Kal Sibbel	Rose Roman, Executive Assistant to the Superintendent
Abe Staffa	Ciara Hartzell, Technology Support
	Gabriel Galindo Mendez, Technology Support
	Mary Kay Babcock, HEA President

A. **Call to Order and Flag Salute**

Board Chair Ivette Pantoja reconvened the meeting at 7:07 PM and led the Pledge of Allegiance.

B. **Land Acknowledgement**

Board Chair Ivette Pantoja read the Land Acknowledgement and interpretation services message.

C. **Approval of Agenda**

Director Monique Ward MOVED, SECONDED by Director Mark Watson, to approve the agenda as printed.

The MOTION CARRIED (7-0). No objection was heard, approved by unanimous consent.

No further discussion took place.

D. **Consent Agenda**

Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.

Director Nancy Thomas MOVED, SECONDED by Director Mark Watson, to approve the Consent Agenda as printed.

The MOTION CARRIED (7-0). No objection was heard, approved by unanimous consent.

No further discussion took place.

Consent Agenda items were as follows:

1. Approve Minutes of November 12, 2024, Board Meeting
2. Approve Routine Personnel Matters

E. Audience Time

One member requested to address the Board: Christina Kosmas.

F. Reports and Discussions

1. First Reading - 2025-26 School Calendar

Director of Human Resources Brian Haats presented a draft of the 2025-26 school calendar. Board members asked questions and made comments.

2. Financial Report

Financial Officer Michelle Morrison gave the financial report, provided a correction on average incidents per school day. Board members provided asked questions and provided comment.

3. 2023 PERS Valuation and 2025-27 Rates

Financial Officer Michelle Morrison gave a presentation on 2023 PERS valuation and 2025-27 rates. Board members provided asked questions and provided comment.

G. Action Items

1. Declare Surplus Equipment and Authorize Disposal

Director Mark Watson MOVED, SECONDED by Director Patrick Maguire, that the Board of Directors declare the HSD Facilities and Information Technology Department equipment surplus and authorize the disposal in accordance with District Surplus Procedures.

The MOTION CARRIED (7-0). Director See Eun Kim, Director Erika Lopez, Director Patrick Maguire, Director Nancy Thomas, Director Monique Ward, Vice Chair Mark Watson, and Chair Ivette Pantoja voted to approve.

Board members made comment.

2. Accept Annual Comprehensive Financial Report for 2023-2024

District Financial Officer Michelle Morrison thanked the Audit committee members for their work.

Director Nancy Thomas MOVED, SECONDED by Director Monique Ward, that the Board of Directors accept the Annual Comprehensive Financial Report for 2023-2024.

The MOTION CARRIED (7-0). Director See Eun Kim, Director Erika Lopez, Director Patrick Maguire, Director Nancy Thomas, Director Monique Ward, Vice Chair Mark Watson, and Chair Ivette Pantoja voted to approve.

Board members made comment.

3. Adopt Planning Calendar for the 2025-26 Budget

District Financial Officer Michelle Morrison thanked Manager – Business Services Jeff Jones for his work on Annual Comprehensive Financial Report document.

Director Patrick Maguire MOVED, SECONDED by Director See Eun Kim, that the Board of Directors adopt the planning calendar for the 2025-26 budget.

The MOTION CARRIED (7-0). Director See Eun Kim, Director Erika Lopez, Director Patrick Maguire, Director Nancy Thomas, Director Monique Ward, Vice Chair Mark Watson, and Chair Ivette Pantoja voted to approve.

Board members made comment.

H. Information - Administrative Regulation Update

Presenter: Travis Reiman

1. K/L - District-Community Relations

- a. KG-AR(1): Community Use of District Facilities
- b. KG-AR(2): Facility Use Fee Schedule

I. HCU / HEA Reports

HEA President Mary Kay Babcock gave the HEA report.

HCU David Eggleston gave the HCU report.

J. Discussion Time

1) Student Representatives' Time

Abe Staffa thanked everyone for coming and his appreciation for the budget process.

Gwen Kondor reminded everyone to get outside when you can.

Kal Sibbel hoped that other districts make room for student representatives.

2) Superintendent's Time

Superintendent Travis Reiman thanked the union representatives for attending, highlighted the HSF tamale festival, attending *Clue* at Hilhi, and attending Hillsboro Holly Days. He congratulations to Francesca Sinapi and her team for their work, and highlighted Glencoe High School. He thanked Michelle Morrison and wished her luck in her new role.

3) Board of Directors' Time

Director Erika Lopez thanked Michelle Morrison and wished her luck.

Director Monique Ward thanked Cabinet for their responsiveness to her questions, especially Michelle Morrison and Jeff Jones with Budget and Audit Report. She ended with Merry Christmas and Happy New Year.

Director See Eun Kim thanked the teacher who spoke, union partners, and her board colleagues for their time spent in bargaining. She wished Michelle Morrison luck and thanked her. She ended with Merry Christmas and Happy holidays.

Director Nancy Thomas thanked Michelle Morrison and read a poem that Kona Lew-Williams left for her. She announced her intention to run for re-election to the Board.

Director Patrick Maguire discussed holiday concerts with HSD students and staff and thanked the teacher who spoke tonight.

Board Vice Chair Mark Watson thanked Michelle Morrison, addressed Governor Kotek's budget and funding of education, looked forward to bargaining tomorrow. He announced his intent to run for re-election to the Board.

Board Chair Ivette Pantoja thanked the Cabinet for their leadership and work, thanked Michelle Morrison, thanked student reps and this evening's speakers and wished everyone happy holidays.

K. Adjourn Meeting

Chair Ivette Pantoja adjourned the meeting at 8:31 PM.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

December 19, 2024

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

1. SPECIAL SESSION

Board Present:	Staff Present:
Ivette Pantoja, Chair	Travis Reiman, Superintendent
Mark Watson, Vice Chair	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim	Brooke Nova, Assistant Superintendent, Academic Services
Erika Lopez, absent	Beth Graser, District Communications Officer
Patrick Maguire, absent	Michelle Morrison, District Financial Officer
Nancy Thomas	Jordan Beveridge, District Information Technology Officer
Monique Ward	Brian Haats, Interim - District Human Resources Officer
	Martha Rodriguez, Interim - District Human Resources Officer
Student Representatives Present:	Rose Roman, Executive Assistant to the Superintendent
Kal Sibbel	Mary Kay Babcock, HEA President
	Angela Adzima, HEA Vice-President
<u>Others in Attendance:</u>	
Brian Hungerford, District Counsel	

A. Call to Order Special Session

Board Chair Ivette Pantoja called the meeting to order at 12:04 PM

B. Ratify Agreement with Hillsboro Education Association

Superintendent Travis Reiman introduced the topic. District Financial Officer Michelle Morrison, Interim District Human Resources Officer Brian Haats, and District Counsel Brian Hungerford provided information on bargaining process and the final contract. Board members asked questions and provided comment.

Director Mark Watson MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors approve the three-year collective bargaining agreement with Hillsboro Education Association, effective July 1, 2024, through June 30, 2027, as tentatively agreed to by the District bargaining team.

The MOTION CARRIED (5-0). Director See Eun Kim, Director Nancy Thomas, Director Monique Ward, Vice Chair Mark Watson, and Chair Ivette Pantoja voted to approve.

No further discussion took place.

C. Approve Memorandum of Agreement for Non-Union Employees

Interim District Human Resources Officer Brian Haats provided information.

Director Mark Watson MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors approve the 2024-27 individual contracts with non-union employees

including the recommended MOA revisions, and GSI and health benefit contributions in alignment with the licensed bargain agreement.

The MOTION CARRIED (5-0). Director See Eun Kim, Director Nancy Thomas, Director Monique Ward, Vice Chair Mark Watson, and Chair Ivette Pantoja voted to approve.

No further discussion took place.

D. Adjourn Meeting

Chair Ivette Pantoja adjourned the meeting at 12:27 PM.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

January 14, 2025

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

1. *Executive Session*

Board Present:	Staff Present:
Ivette Pantoja, Chair	Travis Reiman, Superintendent
Mark Watson, Vice Chair, virtual	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim	Brooke Nova, Assistant Superintendent, Academic Services
Erika Lopez	Beth Graser, District Communications Officer
Patrick Maguire	Scott Harrison, District Financial Officer
Nancy Thomas	Saideh Haghghi Khochkhou, District Operations Officer
Monique Ward	Jordan Beveridge, District Information Technology Officer
	Michelle Morrison, District Financial Officer (Former)
	Martha Rodriguez Siordia, Director of Human Resources
	Rose Roman, Executive Assistant to the Superintendent

A. Call to Order Executive Session

Board Chair Ivette Pantoja called the meeting to order at 5:16 PM, and moved the Board into executive session under 192.660(2)(d) - Labor Negotiator Consultation

B. ORS 192.660(2)(d) - Labor Negotiator Consultation

Board and Cabinet members discussed labor negotiations.

C. Recess Executive Session

Board Chair Ivette Pantoja moved the Board out of executive session and recessed the meeting at 5:25 PM.

2. WORK SESSION

Board Present:	Staff Present:
Ivette Pantoja, Chair	Travis Reiman, Superintendent
Mark Watson, Vice Chair, virtual	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim	Brooke Nova, Assistant Superintendent, Academic Services
Erika Lopez	Beth Graser, District Communications Officer
Patrick Maguire	Scott Harrison, District Financial Officer
Nancy Thomas	Saideh Haghghi Khochkhou, District Operations Officer
Monique Ward	Jordan Beveridge, District Information Technology Officer
	Francesca Sinapi, District Equity, Access & Engagement Officer
Student Representatives Present:	Rose Roman, Executive Assistant to the Superintendent
Gwen Kondor	Ciara Hartzell, Technology Support
Abe Staffa, virtual	MaryKay Babcock, HEA President
Kal Sibbel	

A. Call to Order

Board Chair Ivette Pantoja called the meeting to order at 5:45 PM and read the interpreter's message.

B. Discuss Proclamations

Board members discussed the list of proclamations and suggested adding a special education proclamation to December.

C. Sample Resolution on Safe and Welcoming Schools

District Communications Officer Beth Graser discussed the sample resolution and Assistant Superintendent Audrea Neville provided additional information. Board members discussed the sample resolution.

D. Discuss Topics of Interest for Joint Work Session

Board members discussed potential topics for discussion at the joint work session with the City of Hillsboro.

E. Action Items

1. Approve Annual Clerk / Officer Designations

Director Erika Lopez MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors I move that the Board of Directors approve the revised 2024-25 designations.

The MOTION CARRIED (7-0). Director See Eun Kim, Director Erika Lopez, Director Patrick Maguire, Director Nancy Thomas, Director Monique Ward, Vice Chair Mark Watson, and Chair Ivette Pantoja voted to approve.

No further discussion took place.

F. Discussion Time

1) Student Representatives' Time

Kal Sibbel welcomed Scott Harrison, commented on sample resolution, and commented on PPS cell phone device policy.

Gwen Kondor commented that she attended YAC meeting and discussed what's happening there and introduced herself to Scott Harrison.

Abe Staffa commented on sample resolution and welcomed Scott Harrison.

2) Superintendent's Time

Superintendent Travis Reiman discussed last week's Washington County Legislative Advocacy meeting, thanked District Communications Officer Beth Graser for her work on HSD's talking points and thanked the Board for their advocacy.

3) Board of Directors' Time

Director Erika Lopez welcomed Scott Harrison.

Director Monique Ward wished everyone a happy New Year and welcomed Scott Harrison.

Director See Eun Kim welcomed Scott Harrison.

Director Nancy Thomas apologized for missing Legislative summit, commented on sample resolution and welcomed Scott Harrison.

Director Patrick Maguire wished everyone a happy New Year and reflected on the HSD Board.

Vice Chair Mark Watson disconnected from the meeting before discussion time.

Chair Ivette Pantoja thanked Beth Graser for her work on the sample resolution, welcomed Scott Harrison and thanked the Cabinet team for their work

G. Adjourn Work Session

Board Chair Ivette Pantoja adjourned at 7:06 PM.

Hillsboro School District
January 28, 2025
APPROVE PROCLAMATIONS FOR 2025

SITUATION

The Board reviewed a draft list of Proclamation for the 2025 year at its January 14, 2025, work session. As a reminder, the following guidelines were used when constructing this list:

Guidelines

- Proclamations should reflect inclusiveness as related to the education of students and the values of the community. Proclamations will recognize, celebrate and honor the diversity of our students, staff and community.
- Proclamations must have a districtwide significance and demonstrate relevancy to the Hillsboro School District.

Recommended Proclamations

• School Board Appreciation Month	January
• Black History Month	February
• National School Counseling Week	February
• Classified Employee Appreciation Week	March
• Women's History Month	March
• National Volunteer Week	April
• School Bus Driver Recognition Day	April
• Jewish American Heritage Month	May
• Asian & Pacific Islander Heritage Month	May
• Teacher Appreciation Week	May
• National School Nurses Week	May
• LGBTQ2SIA+ Pride Month	June
• Latinx Heritage Month	September
• Safe Schools Month	October
• National Principals Month	October
• Native American Heritage Month	November
• American Education Week	November
• National Education Support Professionals Day	November
• National Special Education Day	December

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the 2025 Proclamations.

HILLSBORO SCHOOL DISTRICT 1J
January 28, 2025
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Matthew Loun

Assignment: 1.0 FTE Computer Teacher
Location: Century High School
Effective Date: January 31, 2025
Years of Service: 17 years

B. Ratify the acceptance of the resignation of the following administrator personnel:

Nathan Roedel

Assignment: 1.0 FTE Executive Director of Nutrition Services
Location: Nutrition Services Department
Effective Date: January 31, 2025

C. Ratify the acceptance of the resignation of the following licensed personnel:

Maya Wheeler

Assignment: 1.0 FTE English Learner Specialist
Location: W.L. Henry Elementary, Eastwood Elementary School
Effective Date: January 17, 2025

D. Approve the employment of the following administrator personnel in the 2024-25 school year:

Whitney Ellersick

Assignment: 1.0 FTE Executive Director of Nutrition Services
Location: Nutrition Services Department
Effective Date: February 3, 2025

J. Scott Harrison

Assignment: 1.0 FTE District Financial Officer
Location: Business Office
Effective Date: January 3, 2025

E. Approve the employment of the following licensed personnel in the 2024-25 school year:

Victoria Berry

Education: MA – Western Oregon University – Monmouth, OR
Experience: 20 years

Assignment: 0.8 FTE English Learner Specialist – Imlay Elementary School

Meghann Larson

Education: MA – Western Governors University, Salt Lake City, UT

Experience: None

Assignment: 1.0 FTE Drama Teacher – South Meadows Middle School

Samantha Laughlin

Education: BA – University of Portland, Portland, OR

Experience: 5 years

Assignment: 1.0 FTE Instructional Coach/Student Success Coach – West Union Elementary School

Jorge Ordaz Ceron

Education: MA – Universidad IEXPRO – Chiapas, México

Experience: 3 years

Assignment: 1.0 FTE 6th Grade Dual Language Teacher – Free Orchards Elementary School

F. Approve the employment of the following licensed personnel in the 2024-25 school year, who have held temporary status:

Mathew Hayden

Education: MA – University of Phoenix, Phoenix, AZ

Experience: 2 years

Assignment: 1.0 FTE Language Arts/Drama Teacher – Evergreen Middle School

Jordan Kosmecki

Education: MA – University of Oregon, Eugene, OR

Experience: 1 year

Assignment: 1.0 FTE 2nd Grade Teacher – West Union Elementary School

Matthew Loun

Education: MA – Southern Oregon University, Ashland, OR

Experience: 17 years

Assignment: 1.0 FTE Computer Teacher – Century High School

HILLSBORO SCHOOL DISTRICT 1J
January 28, 2025
FIRST READING - COURSE APPROVALS: CYBERSECURITY, SOUND
ENGINEERING, MATH IN SOCIETY

SITUATION

Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

Cybersecurity has been submitted by Terry Alexander, Career and Technical Educator at Hillsboro High School and Melissa Pendergrass, Coordinator of Career and College Pathways, who will also present information to the Board this evening. Cybersecurity is a course proposal that would be a part of the Computer Science CTE program.

Sound Engineering has been submitted by Ben Adams, Band Director at Glencoe High School and Becky Kingsmith, Director of Secondary Teaching and Learning who will also present information to the Board this evening. This course would be offered as an elective.

Math in Society has been submitted by Christopher Flores, Math Teacher at Glencoe High School, Hollee McNamee, Secondary Math TOSA and Becky Kingsmith, Director of Secondary Teaching and Learning who will also present information to the Board this evening. This course would be offered as a math pathway option.

These proposals were presented to the CCAC at its regular meeting on December 2nd, 2024. The CCAC Chair, Joe Everton, and CCAC Vice Chair, Jessy Alonso Garcia will present the recommendation and comments.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listens to the report, asks any questions, and takes the course proposal under review.

New Course Proposal/Course Modification Proposal

School Hillsboro High School

Academic Program Area(s) Computer Science

Grade Level(s) 10-12

Sponsors of Change/Contact Person: Melissa Pendergrass

Title of Proposed Course Fundamentals of Cybersecurity

Is the proposed course required: No, the course is an elective.

Credit Type: CTE

Course Credit: 0.5 - One Semester

Prerequisite: Creative Computing

Is the proposed course part of a focused program of study? Yes, Computer Science CCP

CCP Program One Pager: [HHS Computer Science](#) (will be open to all high schools to offer in their computer science pathways)

1. DESCRIPTION OF PROPOSED COURSE

Fundamentals of Cyber Security will be an intermediate course option for the Computer Science CCP. This course provides an overview of key concepts and practices in information security. This course covers foundational principles of cybersecurity, risk management, adversarial thinking, data and system security, as well as ethical and privacy considerations in a global society. Practical skills such as personal device protection and online safety are emphasized.

2. RATIONALE FOR PROPOSED COURSE

Industry Sector Relevance: A Fundamentals of Cybersecurity course is imperative in today's technology landscape, where rising cyber threats demand skilled professionals to protect data and systems. Integrating this course into the computer science CTE program equips students with essential skills, addresses workforce gaps, and prepares them for careers requiring strong security knowledge and problem-solving abilities.

Occupation Outlook & Gainful Employment: Oregon faces a growing cybersecurity talent shortage, with demand for roles like analysts and engineers expanding 2.4 times faster than other jobs. These positions take 21% longer to fill, reflecting an urgent need for workforce development. Hillsboro's location makes this especially relevant, as local employers like Intel and other technology and healthcare companies rely heavily on cybersecurity talent. Offering a cybersecurity course through your CTE program prepares students to meet these local industry needs, helping fill critical workforce gaps across high-demand sectors.

Career Technical Education & College Level Opportunities: Pending Instructor Approval, this course will offer dual credit through PCC - CIS184C - Introduction to Information Security.

3. COURSE OUTCOMES & ACADEMIC CONTENT STANDARDS

Course Outcomes

- Describe fundamental concepts of cybersecurity using industry-standard terminology.
- Apply risk management techniques to identify information assets, enumerate cyber threats and vulnerabilities, and conceptualize potential mitigations.
- Use appropriate practices and controls to ensure personal privacy and security of personal and organizational data on information systems and networks.
- Analyze the impact on a global society of current and emerging technologies and prevailing trends in cybercrime.

Academic Content Standards

The following academic content standards will be addressed:

- Oregon Department of Education: Career & Technical Education Knowledge & Skillsets
 - [Information Technology, Networks, and Cybersecurity](#)
 - FA-ITNC04 Articulate basic security best practices and discuss their real-world implementation in an enterprise environment
- Oregon Employability Skills:
 - [OES CTE Crosswalk](#)
 - E-01 Adhere to workplace practices
 - E-02 Exhibit personal responsibility and accountability
 - E-03 Practice cultural comp
 - E-04 Demonstrate teamwork and conflict resolution
 - E-05 Communicate clearly and effectively
 - E-06 Employ critical thinking to solve problems
 - E-07 Demonstrate creativity and innovative thinking
 - E-08 Demonstrate fluency in workplace technologies
 - E-09 Plan, organize, and manage work
 - E-10 Make informed career decisions
- Portland Community College - Core Content and Outcomes Guides
 - [Computer Information Systems 184 - Introduction to Information Security](#)
 - Describe fundamental concepts of cybersecurity using industry-standard terminology.

- Apply risk management techniques to identify information assets, enumerate cyber threats and vulnerabilities, and conceptualize potential mitigations.
- Use appropriate practices and controls to ensure personal privacy and security of personal and organizational data on information systems and networks.
- Discuss the impact on a global society of current and emerging technologies and prevailing trends in cybercrime.

4. IMPACT ON THE CONTENT PROGRAM

This class will be offered as a one semester class in the Computer Science pathway. It is expected to be offered up to once every semester and will be load balanced with the other pathway classes. There will be no impact on FTE: Computer Science CCP courses will be offered based on demand within the scope of the existing FTE allocated to the program. As this does not change the structure of FTE or building schedule, it will not affect students' ability to access other CTE, IB, elective, or core courses.

5. PROJECTED ADDITIONAL COSTS:

Curriculum and software costs to launch and sustain the course will be funded through the existing department budget or other CTE funding streams accessible to this program.

Funding Streams

- General Fund - Department budget
- High School Success (Measure 98)
- Perkins
- Secondary Career Pathway Grants

6. EQUITABLE ACCESS AND OUTCOMES

CTE Programs of Study - Non-Traditional Focus

Cyber Security is often a field that is not easily accessible by non-traditional students because the subject matter depends on a previous level of expertise in networking and other fields. By offering this beginner class at the high school level we can introduce the cyber security field to all students in HSD by meeting them where their current skills are.

Long Term Student Outcome Goals

- Use appropriate practices and controls to ensure personal privacy and security of personal and organizational data on information systems and networks.
- Discuss the impact on a global society of current and emerging technologies and prevailing trends in cybercrime.

Post-secondary connections and dual credit possibilities

- PCC alignment and possibility for CIS184c dual credit
- Industry aligned through industry advisory committee input including Intel and Portland Metro STEM Partnership

Site Council Chairperson:

Signature

Date

School Principal:

Signature

Date

Sound Engineering Course Proposal

This curriculum will provide students with a strong foundation in both music composition and audio editing, preparing them for further studies or careers in sound engineering and music production. Sound Engineering is the future of music education. It is relevant to the modern student and does not require a pre-requisite. This course will teach students how to compose digital music through traditional music notation and modern music editing software. The goal is to provide all students the opportunity to seek a career path in music with an emphasis in sound engineering.

Course Overview

Sound Engineering

Course Duration: One academic year (or semester-based)

Learning Target 1: Introduction to Sound and Music Notation

Basics of Sound

Properties of sound waves (frequency, amplitude)

Introduction to acoustics

Music Notation Fundamentals

Understanding musical notation

Overview of Sibelius interface and features

Learning Target 2: Sibelius for Composition and Arranging

Getting Started with Sibelius

Creating scores and parts

Inputting notes and dynamics

Advanced Features

Orchestration techniques

Using templates and plugins for arranging

Finalizing Scores

Formatting and printing scores

Exporting audio from Sibelius

Learning Target 3: Audio Editing with Adobe Audition

Introduction to Adobe Audition

Overview of the interface and tools

Importing and organizing audio files

Editing Techniques

Cutting, trimming, and splicing audio

Using effects and processing audio (EQ, compression, reverb)

Multi-track Mixing

Setting up a multi-track session
Techniques for balancing and panning tracks

Learning Target 4: Integrating Sibelius and Adobe Audition

Importing Sibelius into Audition

Importing MIDI and audio files from Sibelius
Synchronizing audio with scores

Sound Design and Mixing

Creating soundscapes using audio from Sibelius
Finalizing projects in Adobe Audition

Learning Target 5: Mastering and Distribution

Basics of Mastering

Preparing audio for distribution
Understanding loudness and formats

Copyright and Music Distribution

Overview of copyright laws
Digital distribution platforms

Learning Target 6: Capstone Project

Final Project

Students create a project combining composition in Sibelius and audio editing in Audition
Presentation and critique of projects

Assessment Methods

Quizzes on software features and sound theory
Practical assignments (composition, audio editing)
Final project showcasing skills in both Sibelius and Adobe Audition

Resources

Access to computers with Adobe Audition and Sibelius
Online tutorials and user manuals
Guest speakers from the music and sound engineering industry

Rationale

Sound engineering is a 21st-Century career path that can benefit students from all backgrounds. Since there is no pre-requisite, all students in high school are able to gain knowledge in the arts, and consider sound engineering as a college career path.

Sound engineering is a STEAM-based program that broadens the students' opportunities for potential careers after high school.

Standards

1. Arts Standards

Creating: Students will demonstrate the ability to create, perform, and present artistic work, including music composition and sound design.

Performing: Develop skills in various musical genres and techniques, focusing on sound production and performance.

2. Technology Standards

Digital Media: Understand and apply technology tools for audio production, including software like Adobe Audition and Sibelius.

Critical Thinking: Analyze and evaluate the use of technology in sound engineering and music production.

3. Career and Technical Education (CTE) Standards

Industry Knowledge: Gain insights into the sound engineering field, including roles and career paths.

Practical Skills: Develop hands-on skills in audio recording, editing, mixing, and mastering.

4. Communication Standards

Collaborative Projects: Work effectively in teams to produce sound projects, communicating ideas and feedback.

Presentation Skills: Present and critique sound engineering projects to peers, focusing on technical and artistic elements.

Course Outcomes

Technical Proficiency: Students will demonstrate proficiency in using sound engineering software and equipment.

Creativity: Students will create original compositions and sound designs using industry-standard tools.

Understanding of Acoustics: Students will explain the principles of sound and acoustics relevant to recording and mixing.

Impact on the Content Program

Adding an additional music course may affect other performing arts courses from being offered. For instance, it may reduce the number of guitar classes or replace AP Music Theory. The course is accessible to all students in the school since there is no pre-requisite required. It will require a classroom that is set up for electronic stations. This may be an addition to the existing space used for music classes.

Projected Additional Costs

One-Time Expenditure:

HP Computer - \$464.99

https://www.amazon.com/HP-Desktop-Display-Processor-Keyboard/dp/B0B6523VBD/ref=cm_cr_arp_d_product_top?ie=UTF8&th=1

Total Cost for 25: \$11,624.75

Annual Expenditures:

Music Software/Licensing

Sibelius - \$30 / user per year

<https://www.avid.com/sibelius>

Adobe Audition - \$19.99 / user per year

<https://www.adobe.com/products/audition.html>

Total Annual Cost for 25 students with Adobe and Sibelius: \$1,249.75

Equitable Access and Outcomes

1. Accessible Equipment and Resources

Equipment: Students have free access to necessary sound engineering tools and equipment such as microphones, headphones, laptops, and software

2. Inclusive Curriculum Design

Diverse Music Genres: Include a wide range of genres and styles that reflect the cultural backgrounds and preferences of all students.

Industry Role Models: Highlight professionals from diverse and underrepresented communities in the field of sound engineering.

3. Flexible Learning Models

Classroom Learning: Provide flexible learning formats for students who may need to work or take care of family responsibilities.

Project-Based Learning: Allow students to work on projects that are relevant to their interests and communities, which can increase engagement and investment in learning.

4. Mentorship and Networking Opportunities

Industry Partnerships: Connect students with mentors from the sound engineering field, particularly those who share similar backgrounds and can offer guidance and inspiration.

Workshops and Internships: Partner with local studios or music organizations to provide hands-on learning and internship opportunities.

5. Culturally Responsive Teaching

Community Relevance: Develop projects that involve local community issues or events, helping students see the impact of sound engineering in their own environments.

Language Support: Offer bilingual resources and materials, as well as translation services for non-English-speaking families.

6. Supportive Learning Environment

Inclusive Atmosphere: Foster a classroom environment where every student feels heard and valued, encouraging collaboration and peer support.

Academic and Emotional Support: Provide tutoring and counseling services to support students both academically and personally.

By implementing these strategies, a sound engineering class can better support and engage students from underserved communities, ensuring they have equal opportunities to succeed.

Student Success

This will be determined by using the arts, technology, CTE, and communication standards. A tiered system of language objectives and essential questions will create a differentiated approach to instruction. This can be achieved through individual and group projects, while providing guided instruction.

To: Hillsboro School District
3083 NE 49th Place
Hillsboro, OR 97124

January 11, 2024

From: Ben Adams
Band Director
Glencoe High School
2700 NW Glencoe Road
Hillsboro, OR 97124

RE: Sound Engineering and Keyboard Grant Proposal

To whom it may concern,

I propose that Glencoe High School pilot a Digital Music CTE. This pilot program would include Keyboarding and Sound Engineering. There are multiple benefits to this program. Firstly, students will have additional opportunities to learn arts education. Secondly, digital music is the evolution of musical art. Portland Public Schools has implemented this CTE program, and I believe Hillsboro should be the next district in Oregon to support music technology in the classroom. By purchasing the materials listed, we can affect lives for decades to come.

Course #1: Sound Engineering

Overview

Sound Engineering is the future of music education. It is relevant to the modern student and does not require a pre-requisite. This course will teach students how to compose digital music through traditional music notation and modern music editing software. The goal is to provide all students the opportunity to seek a career path in music with an emphasis in sound engineering.

Rationale

Sound engineering is a 21st-Century career path that can benefit students from all backgrounds. Since there is no pre-requisite, all students in high school are able to gain knowledge in the arts, and consider sound engineering as a college career path.

Sound engineering is a STEAM-based program that broadens the students' opportunities for potential careers after high school.

ODE Standards

Music Technology

<https://drive.google.com/file/d/1EjE7yDrJKRT4pnaZSRuMk5vgzcPBMD4R/view?usp=drivesdk>

Music Composition

<https://drive.google.com/file/d/1Ep3VF4brclWpEeosmEHgyMfQ8oXiy2ND/view?usp=drivesdk>

Course #2: Keyboarding

Overview

Keyboarding is a course that is an extension of the current music classes offered in HSD. This is considered an introductory course for multiple grade levels and demographics. As interest

develops, additional course levels can be offered. Students would learn various skills and techniques for piano.

Rationale

This course exposes students to the arts and allows for artistic expression. For students in other music classes, this is an opportunity to further develop their musical knowledge. No previous musical experience is required to take this class.

ODE Standards

Traditional and Emerging Ensembles

https://drive.google.com/file/d/1FlglbpAGGYHZuYuYb0CkjR_BwqDgZepn/view?usp=drivesdk

Budget items:

Recommended technology: *The costs and specs are provided below. I suggest purchasing 25 of each item. This would create a class set of materials that will benefit our students for years to come.*

Roland Keyboard - \$899.99

https://www.amazon.com/Roland-FP-E50-Supernatural-Hammer-Action-Auto-Accompaniment/dp/B0BQRSM5Y9/ref=sr_1_1_sspa?crid=13F4358O4E9L6&keywords=roland%2Bkeyboard&qid=1704818218&sprefix=roland%2Caps%2C150&sr=8-1-spons&sp_csd=d2lkZ2V0TmFtZT1zcF9hdGY&th=1

Keyboard Stand - \$99.99

https://www.amazon.com/Roland-Electronic-Keyboard-Stand-KSFE50-BK/dp/B0BT42LD96/ref=pd_bxgy_img_d_sccl_1/130-6252767-3870333?pd_rd_w=nZshc&content-id=amzn1.sym.2b132e63-5dcd-4ba1-be9f-9e044543d59f&pf_rd_p=2b132e63-5dcd-4ba1-be9f-9e044543d59f&pf_rd_r=REY01J7NRAN98YAF4FN6&pd_rd_wg=00daT&pd_rd_r=faaf75b5-5a4c-4b86-b706-6f248934634f&pd_rd_i=B0BT42LD96&psc=1

Pedal Unit - \$129.99

https://www.amazon.com/Roland-Electronic-Keyboard-Footswitch-KPD-70-BK/dp/B01B3BN1AU/ref=pd_bxgy_img_d_sccl_2/130-6252767-3870333?pd_rd_w=HBZQI&content-id=amzn1.sym.2b132e63-5dcd-4ba1-be9f-9e044543d59f&pf_rd_p=2b132e63-5dcd-4ba1-be9f-9e044543d59f&pf_rd_r=ZG3068Q8RJ6S6PGM9NRP&pd_rd_wg=mk8Wu&pd_rd_r=ee055815-0866-4e40-a1dd-9ec2789173cb&pd_rd_i=B01B3BN1AU&th=1

Microphone - \$45.00

https://www.amazon.com/Shure-PGA48-XLR-Cardioid-Dynamic-Microphone/dp/B00TTQM8Z6/ref=sr_1_5?crid=XPML35GY0EYB&keywords=mic%2Bshure&qid=1704819353&s=musical-instruments&sprefix=mic%2Bshur%2C137&sr=1-5&th=1

XLR Cable - \$9.99

https://www.amazon.com/Cable-Matters-6-35mm-Inch-Female/dp/B00KO8W3FI/ref=sr_1_4?crid=32QVOUL9L7SAH&keywords=xlr%2Bcable%2B1%2

[F4%2Binch%2Bfemale&qid=1704820197&s=musical-instruments&sprefix=xlr%2Bcable%2B1%2F4%2Binch%2Bfemale%2Cmi%2C131&sr=1-4&th=1](https://www.amazon.com/F4%2Binch%2Bfemale&qid=1704820197&s=musical-instruments&sprefix=xlr%2Bcable%2B1%2F4%2Binch%2Bfemale%2Cmi%2C131&sr=1-4&th=1)

Microphone Stand - \$33.20

https://www.amazon.com/AmazonBasics-Tripod-Boom-Microphone-Stand/dp/B019NY2PKG/ref=sr_1_1_ffob_ssdp?crid=2DED4JN9XBU89&keywords=microphone+stand&qid=1704820264&sprefix=microphone+stand%2Caps%2C137&sr=8-1-spons&sp_csd=d2lkZ2V0TmFtZT1zcF9hdGY&psc=1

HP Computer - \$464.99 - ITEM NOT PURCHASED

https://www.amazon.com/HP-Desktop-Display-Processor-Keyboard/dp/B0B6523VBD/ref=cm_cr_arp_d_product_top?ie=UTF8&th=1

Headphones - \$19.99

https://www.amazon.com/Headphones-Podcasts-Monitoring-Recording-Computer/dp/B085899TQ9/ref=sr_1_4?crid=3775HTSGLHUYO&keywords=headphones%2B1%2F4%2Binch%2Bjack&qid=1704821685&sprefix=headphones%2B1%2F4%2Caps%2C131&sr=8-4&th=1

USB Cable - \$7.19

https://www.amazon.com/Amazon-Basics-External-Gold-Plated-Connectors/dp/B00NH11KIK/ref=sr_1_3?crid=3BUVQKQGB6KDG&keywords=usb%2Btype%2Ba%2Bto%2Btype%2Bb&qid=1704822100&sprefix=usb%2Btype%2Ba%2Caps%2C138&sr=8-3&th=1

Audio Cable - \$7.19

https://www.amazon.com/Amazon-Basics-Speaker-Subwoofer-Gold-Plated/dp/B00NO73MUQ/ref=sr_1_1_ffob_ssdp?crid=2F9JQ1RAWHMO2&keywords=3.5%2Bmm%2Baudio%2Bcable&qid=1704822147&sprefix=3.5%2Bmm%2Caps%2C138&sr=8-1-spons&sp_csd=d2lkZ2V0TmFtZT1zcF9hdGY&th=1

Cost per music station:

\$1717.52

Cost for 25 music stations:

\$42,938.00

Annual Expenditures:

Music Software/Licensing

Sibelius - \$30 / user per year

<https://www.avid.com/sibelius>

Adobe Audition - \$19.99 / user per year

<https://www.adobe.com/products/audition.html>

Proposed grant amount for a Digital Music program at Glencoe High School.

\$50,000

Thank you for your consideration. I truly believe the Hillsboro School District is a leader in technology, and I believe digital music education is the future of the music workforce. With your help, we can be a leader in this technological frontier.

Regards,

A handwritten signature in black ink, appearing to read "Benjamin Adams".

Benjamin Adams
Glencoe HS Band Director
HSD Secondary Music TOSA
adamsb@hsd.k12.or.us
971-231-4752

New Course Proposal/Course Modification Proposal

School: Initially GHS (expected to be offered at all comprehensive high schools by 28-29 school year)

Academic Program Area(s): Mathematics

Grade Level(s): 12

Sponsors of Change/Contact Person: Christopher Flores, GHS Math Teacher and Department Chair
Hollee McNamee, HSD Secondary Math TOSA

Title of Proposed Course: Math in Society

Is the proposed course required: No (4th year math option)

Which type of credit? Math

Credit: .5 1.0

Is the proposed course part of a focused program of study? If so, which one?

This course provides access to the foundational math required for many degrees (non-STEM, non-business) offered around the state. Among other outcomes, this course satisfies the math requirement for a bachelor of science at PSU and the [AAOT transfer degree](#) at PCC. Early (dual credit) access to this course will provide the mathematical head start for students who've not been served by other dual and college credit programs (math) currently offered in the district.

Address the following issues on a separate page to be attached to this cover sheet:

1. Description of proposed course:

Directly from the [Math in Society Sample Syllabus](#):

Students in Math in Society will apply probability, statistics, and logic when working with real world, high interest data sets. This course includes practices for tracking and managing personal finances, using multiple technology tools to create data displays that effectively communicate ideas, and critical analysis with discussion.

Completion of this course is in partial fulfillment of the AAOT degree (PCC) and/or a bachelor of science at major Oregon universities.

[Oregon transfer compass description](#)

2. Rationale for proposed course - Describe the desired outcome for student learning and summarize best-practice research that supports this change. Include an pertinent local or nation data to support the rationale:

Access (and completion) of dual credit courses during high school is a known equity builder. [Research suggests that dual credit could increase the likelihood of a student enrolling in \(and persisting\) through college](#), likely because [early completion of developmental math positively predicts graduation and transfer from community colleges](#). This seems to be especially true with 1st or 2nd quarter completion of math credits.

Offering HSD's students opportunities to complete math credits *prior* to graduation is just one way that we can support college and career readiness.

Currently, the only dual credit math course available to HSD students is Precalculus (Math 111z and 112z). While these courses are supportive of Business and STEM majors, it's not generally required for other liberal arts majors. In Oregon, colleges and universities often list things like statistics and/or 100-level math classes (like Math 105z) to satisfy general education requirements. The lack of accessible options for senior-year math courses, that directly connect to postsecondary goals, could be why only 40-50% of seniors complete a 4th year math course in HSD. Currently, all the major Oregon public four-year universities use admissions language that states 4 years of math is preferred and encouraged, so increasing both access and interest will benefit HSD's high school seniors.

This course is being proposed so that a broader number of students will have access to college-level math before graduating high school. This access would mean a greater likelihood of enrollment and completion of 2 and 4 year programs. [Widening this access in the wake of the 2020 pandemic is increasingly critical.](#)

As described in part 3 (standards), Math 105z has a prescribed syllabus that is accepted and followed across the state. The proportions of each content area doesn't fit any of our current offerings, which means that we will need to create a new course in order to authentically support career and college readiness.

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

The state of Oregon does not supply standards for courses outside of the "core 2" (9th and 10th grade) structure. Instead, the state guidance is to provide meaningful connection to post-secondary goals, especially as those might apply to elective senior-year courses (encouraging students to engage in 4th year courses). Since Math 105z connects to a statewide, common, syllabus, the course outcomes are a reflection of the topics already agreed upon through the state alignment work. Courses that are listed with a "z" are part of a [common course numbering system](#) in the state of Oregon. Any course with this designation operates under a common syllabus, increasing the transferability of the credit across Oregon's public colleges and universities.

1. Logical Reasoning and Problem Solving (*roughly 10-20% of the dual credit course*)
 - a. Describing and Critiquing Arguments
 - b. Understanding the Language and Rules of Logic
 - c. Recognizing Common Logical Fallacies
 - d. Non-Algebraic Problem Solving Strategies
2. Probability and Statistics (*roughly 30% of the dual credit course*)
 - a. Counting Rules
 - b. Calculating and Interpreting Basic Probabilities
 - c. Expected Value (e.g., Lotteries, Raffles)
 - d. Measures of Central Tendencies and Spread
 - e. Interpreting Graphical Displays of Data
 - f. Understanding Margin of Error and Polls
 - g. Interpreting Distributions
 - h. Recognizing the Misuse of Data
3. Financial Literacy (*roughly 20% of the dual credit course*)
 - a. Percent Sales and Income Tax
 - b. Simple and Compound Interest
 - c. Annuities
 - d. Loans and Credit Cards
4. Additional Math Topics (*roughly 30% of the dual credit course*)
 - a. Exponential Growth/Decay Models
 - b. Coding/Code Checking (Error coding)/Code Breaking/Cryptography

- c. Game Theory
- d. Math in Art
- e. Math in Music
- f. Math history
- g. Geometry Topics
- h. Algebra Topics

Note that the course topics (above) are specific to the dual credit coursework (as attached to Math 105z), which amounts to 1 quarter of math credit (4 quarter credits). The teacher of record may elect to spend part of the semester scaffolding access to prerequisite topics so that students will be more successful in the Math 105z requirements. This has the added benefit of preparing students to take Math 111z in college (should they desire coursework that requires it). This may affect the proportions so that “additional math topics” may represent 30% of the dual credit work (yet represent more than that of the high school course).

4. Impact on the content program - Explain the potential impact on other curricular areas, staffing, and budget;

This course will be absorbed by math departments as an expanded course offering for seniors. It's possible that increasing these offerings will encourage more seniors to take a 4th year of math (especially those that might have otherwise chosen to skip math without an adequate option supportive of their postsecondary goals). Since seniors often take a partial course load anyway, it's not expected that math will reduce enrollment in other areas. It's also not expected that the addition of 105z will reduce enrollment in Precalculus, AP Calculus, or AP Statistics as these are all tied to different postsecondary options.

5. Projected additional costs - Include startup and ongoing costs (e.g., equipment, supplies, anticipated travel, or field trip expense, etc.);

The Secondary Math TOSA will help to absorb much of these initial startup costs through the ongoing support of teachers implementing the course and/or structuring the course guide as a resource for future years. Currently, the [curriculum](#) is open-sourced.

6. Equitable Access and Outcomes - Explain how this course promotes access for all students, including those who our system has traditionally underserved and promotes the closing of the achievement gap. What supports would you provide to ensure that students are successful and what will you measure to determine success?

Under the rationale section (part 2), there are some resources that outline how the inclusion of this course supports a broader number of HSD students having access to college-level mathematics (making them more likely to enroll and complete college).

Students who have been traditionally successful in math at HSD are the ones who are currently accessing Precalculus, AP Calculus, and AP Statistics. [Not only is there evidence of this nationally](#), it's also seen within the walls of our high schools. The largest course that feeds AP Statistics (in HSD) is Precalculus and the average grade between the years of math goes up year-over-year (largely because students who aren't successful in prior years are less likely to enroll in a subsequent year of the pathway). We also know that the demographics breakdown of our current college-level math offerings are not representative of the HSD's diversity.

Thus, the creation of an additional college-level option would serve the purpose of giving more students access to the benefits of dual credit math. [There is also evidence that suggests that students who access coursework rich in real-world mathematics, like data reasoning, will be more likely to access STEM-preparatory math \(like](#)

precalculus) later on in college. Inclusion of this course gives students in high school more options, more opportunity, and creates a greater chance for success down the road.

Site Council Chairperson:

Signature

Date

School Principal:

Signature

Date

Youcubed Curriculum for [High School Data Science \(Primary\)](#)

This is the curriculum most heavily used in other districts and it has substantial support for teachers. Following the wisdom of other districts, we would likely pursue this as our primary curriculum and supplement as needed to fit the needs of the school. Units 1-4 would be taught during the first semester while units 5-8 would be taught during the second semester.

Curriculum Outline:

Unit 1: Data Tells a Story	<p>Students will be introduced to data science through a reflection of their own experiences using self-generated data, an exploration of a larger dataset of people's media use, and an analysis of business data. Through these activities students will learn about the data science process, begin using data to tell stories, and think about the ethics involved in working with data. Students will make sense of the questions: What part of the story is told by data? What is variation? How is data generated? What data is gathered about themselves? During the unit, students will be learning to use CODAP and Google Sheets as they consider the ways data can be used to model the world. As students learn about data, they will be introduced to many different ways to represent data and will explore univariate, bivariate, and multivariate data. From the data visualizations they will consider what story they can tell from their data.</p> <p>Unit Topics</p> <ul style="list-style-type: none">● What are variability, data, and models?● Data ethics● Data science inquiry: asking questions of data● Univariate, bivariate and multivariate data● Creating visual representations● What is the story I can tell from this data?● Data cleaning
Unit 2: The Data of our Community	<p>Students will explore different ways of modeling data, starting with the basic models of measures of center and spread, as well as considering sampling. Students will likely already be familiar with the calculations needed to find measures of center and spread for small data sets, but this unit takes a deeper dive into understanding the concepts, deeper meanings, limitations, and the impact of outliers in the context of data modeling. Students will explore distributions and the role of probability in understanding them. Additionally, students will collect their own data and compare it</p>

	<p>to a larger data set. During the project, students will consider their sampling choices and those of the larger data set to see how such decisions impact the comparisons drawn between the two data sets.</p> <p>Unit Topics</p> <ul style="list-style-type: none"> ● Using measures of center and spread to model data ● Distributions and normal distributions ● Data representations ● Sampling and variability ● Probabilistic thinking
<p>Unit 3: Water in your Life</p>	<p>Students will learn about bivariate data through discussions and data explorations around the theme of water usage. Students will explore scatter plots as a visual way to represent the relationship between two variables, draw their own lines of best fit, and learn how data scientists determine and analyze lines of best fit. Throughout the unit, students will use the analytic tools of Google Sheets, CODAP and Tableau to make and refine claims about water usage based on both self-collected data and large, publicly available data sets.</p> <p>Unit Topics</p> <ul style="list-style-type: none"> ● Linear regression and bivariate data ● Using probability to analyze the fit of a regression ● Make connections between the trend and the context to make predictions ● Spurious correlations, confounding and mediating variables and data ethics ● Evaluating claims: spurious correlation vs causality
<p>Unit 4: Shuffling Songs</p>	<p>Students will again consider the modeling process and the role played by variation, reflecting on the data collected from simulations and the ways data can help answer probabilistic questions and leverage this power for decision-making. In the process of creating powerful simulations, students will learn the basics of programming, which will continue to be a powerful tool for data analysis. During this unit students will use Python in Edu-Blocks and Colab.</p> <p>Unit Topics</p> <ul style="list-style-type: none"> ● Algorithmic Thinking ● Basics of Programming <ul style="list-style-type: none"> ■ Variables ■ Loops

	<ul style="list-style-type: none"> ■ If-then statements ● Simulation ● Variability ● Probability <ul style="list-style-type: none"> ■ Theoretical and Experimental Probability ■ Conditional Probability
Unit 5: Skin Tones and Representation	<p>Students explore the issues around skin tone representation in the media through a data-based exploration of skin tone representation in magazines. Students conduct both a categorical and a numerical analysis and compare the benefits and drawbacks of both. In their categorical analysis students create two-way tables based on their interpretation of the skin tones of the people pictured, and in the numerical analysis they use the RGB values of the images themselves. After both analyses, students chose an audience for whom the information would be relevant and write a data-supported piece to share their findings with that audience. During the unit students will work in Google Sheets and Google Colab (Python).</p> <p>Unit Topics</p> <ul style="list-style-type: none"> ● Pros and cons of different ways of data collecting ● Collecting categorical data ● Two-way tables ● Foundations in Linear Algebra: Working in higher dimensional spaces ● Introduction to clustering ● Probability
Unit 6: What's the Best Place for Me?	<p>Students will build a prioritization model to create a ranking. In this process, students will decide what they value, collect variables based on their values, gather and clean data, create functions to combine variables, normalize data, and create a weighting system for prioritizing their data. Students will do a sensitivity analysis on their weighting system. During this process, students will discuss how bias impacts mathematical models. They will use reasoning, justifications, and visualizations to explain their decisions. During this unit students will use Google Sheets, Google Data Commons, and Tableau.</p> <p>Unit Topics</p> <ul style="list-style-type: none"> ● Bias ● Data collection and cleaning ● Normalization and weighting of data ● Forming mathematical models

	<ul style="list-style-type: none"> ● Sensitivity analysis ● Writing reports and communicating findings
Unit 7: Predicting my Preferences	<p>Students will be introduced to the big ideas behind machine learning. They will build two different machine learning algorithms to make predictions on whether they will like a song. In this process they will learn about using vectors and matrices as data structures as well as applying conditional probability and exercising their basic programming abilities. Students will also consider how machine learning impacts their lives and others' lives and will share their newly gained understandings of machine learning with a member of their community. During the unit, students will work in Colab and Edublocks.</p> <p>Unit Topics</p> <ul style="list-style-type: none"> ● Predictive modeling ● Machine learning ● Basic programming ● Linear Algebra ● Conditional Probability
Unit 8: Being a Data Scientist?	<p>This will bring together all that the students have been working on. Students will have an opportunity to work through the full cycle of data science: making their own decisions about the questions they are interested in exploring, finding data to answer that question, cleaning the data, creating and analyzing a model, communicating with the data visually and reflecting on their process. This will be an iterative process mirroring how data scientists work on a project. Students will gather their own data. They will make decisions about how to work with it and describe the choices they have made including what technology tools to use, cleaning moves, visualization selection, univariate or bivariate data choices, combining data, and other content relevant to their project of choice.</p> <p>Unit Topics</p> <ul style="list-style-type: none"> ● Asking questions ● Gathering and organizing data ● Modeling ● Analyzing and synthesizing ● Communicating

Bootstrap Data Science Curriculum (Supplement)

This curriculum can be used in singular lessons, so it supports being used alongside Youcubed in areas that Youcubed may benefit enrichment. In particular, the lessons on functions may deeply benefit students who are hoping to enter into College Algebra and/or Trigonometry (Precalculus) the following year.

Curriculum Outline:

Computing Needs All Voices

Students learn about a diverse group of programmers through a short film and a gallery walk of our Pioneers in Computing and Mathematics poster series, then consider the problem solving advantages that diverse teams foster.

Introduction to Data Science

Students learn about Categorical and Quantitative data, are introduced to Tables by way of the Animals Dataset, and consider what questions can and cannot be answered with available data.

Simple Data Types

Students begin to program, exploring how Numbers, Strings, Booleans and operations on those data types work in this programming language.

Contracts

Students learn how to apply Functions in the programming environment and interpret the information contained in Contracts: Name, Domain and Range. Image-producing functions provide an engaging context for this exploration.

Bar and Pie Charts

Students learn to generate and compare pie charts & bar charts, explore other plotting & display functions, and (optionally) design an infographic.

The Data Cycle

Students are introduced to the Data Cycle, a four-step scaffold for getting an answer from a dataset - and then generating the next question! Students learn to identify - and ask - statistical questions, by comparing and contrasting them with other kinds of questions.

Probability, Inference, and Sample Size

Students explore sampling and probability as a mechanism for detecting patterns. After exploring this in a binary system (flipping a coin), they consider the role of sampling as it applies to relationships in a dataset.

Choosing Your Dataset

Students practice making a variety of chart types and then begin to investigate a real world dataset, which they will continue to work with for the remainder of the course.

Histograms

Students are introduced to Histograms by comparing them to bar charts, learning to construct them by hand and in the programming environment.

Visualizing the "Shape" of Data

Students explore the concept of "shape", using histograms to determine whether a dataset has skewness, and what the direction of the skewness means. They apply this knowledge to the Animals Dataset, and then to their own.

Measures of Center

Students are introduced to mean, median and mode(s) and consider which of these measures of center best

describes various quantitative data.

Box Plots

Students are introduced to box plots, learn to evaluate the spread of a quantitative column, and deepen their perspective on shape by matching box plots to histogram.

Standard Deviation

Students learn how standard deviation serves as Data Scientists' most common measure of "spread": how far all the values in a dataset tend to be from their mean. When we looked at box plots, we visualized spread based on range and interquartile range. Now we'll return to histograms and picture the spread in terms of standard deviation.

Scatter Plots

Students investigate scatter plots as a method of visualizing the relationship between two quantitative variables. In the programming environment, points on the scatter plot can be labelled with a third variable!

Ethics, Privacy, and Bias

Students consider ethical issues and privacy in the context of data science.

Collecting Data

Students learn about the importance of careful data collection, by confronting a "dirty" dataset. They then design a simple survey of their own, gather their data, and import it into Pyret

Row and Column Lookups

Students learn how to extract individual rows from a table, and columns from a row.

Functions Make Life Easier!

Students discover that they can make their own functions.

Functions: Contracts, Examples & Definitions

Students learn to connect function descriptions across three representations: Contracts (a mapping between Domain and Range), Examples (a list of discrete inputs and outputs), and Definitions (symbolic).

Custom Scatter Plots

Custom scatter plots expose deeper insight into subgroups within a population, motivating students to define their own functions and deepen their analysis.

Table Methods

Students learn about *table methods*, which allow them to order, filter, and build columns to extend the animals table.

Solving Word Problems with the Design Recipe

Students are introduced to the Design Recipe as a scaffold for breaking down word problems into smaller steps. They apply the Design Recipe to fixing a file that launches a rocket!

Method Chaining

Students learn how to chain Methods together, and define more sophisticated subsets.

Defining Table Functions

Students use the Design Recipe to define operations on tables, developing a structured approach to answering questions by transforming tables.

Grouped Samples

Students practice creating grouped samples (non-random subsets) and think about why it might sometimes be useful to answer questions about a dataset through the lens of one group or another.

Correlations

Students deepen their understanding of scatter plots, learning to describe and interpret direction and strength of linear relationships.

Linear Regression

Students compute the “line of best fit” using the function for linear regression, and summarize linear relationships in a dataset.

Checking Your Work

Students consider the concept of trust and testing – how do we know if a particular analysis is trustworthy?

Threats to Validity

Students consider possible threats to the validity of their analysis.

HILLSBORO SCHOOL DISTRICT 1J
January 28, 2025
FINANCIAL REPORT

Business Office – General Update

In alignment with the [Center for Educational Leadership Principal Support Framework](#), specifically, *Action Area 3: A Strategic Partnership Between the Central Office and Principals*, the goal of the Business Office is to deliver effective, integrated support and services that increase the ability of principals to successfully lead their schools.

Accounts Payable and Receivables

The accounts payable team has been working with the General Accountant to prepare and mail IRS Form 1099 by the January 31, 2025, deadline.

Payroll

The payroll team has successfully completed the quarterly and annual payroll reporting, and staff can expect their W-2 and 1095 forms to be available before the end of January in iVisions. Additionally, retroactive pay for all licensed staff, Super Tech, and administrative employees has been processed. The team is currently working on updating Licensed Personal Days which is scheduled to be distributed in February.

Benefits

One Digital is the new vendor which will support the business office to manage protective leave processes. Implementation is currently underway and is expected to take approximately 90 days to complete before being fully rolled out to employees.

Donations Over \$5,000

District Policy KH states that the District may receive donations of gifts that may serve to enhance and extend the work of the District, subject to Board approval. Individuals who desire to make contributions are encouraged to consider donations for equipment or services that are not likely to be acquired from public fund expenditures. The purpose of this report is to describe to the Board the donations received that are valued at \$5,000 or more.

There are no December donations to report that were valued at \$5,000 or more.

Workers' Compensation Report

The table below includes workers' compensation claims reported month to date through December 31, 2024. The District received nine new workers' compensation claims for a total of 47 claims.

Workers' Compensation Reports			
	2022-2023	2023-2024	2024-2025
July	1	2	2
August	8	3	4
September	11	14	10
October	13	6	16
November	8	5	6
December	6	11	9
January	7	14	
February	11	11	
March	8	4	
April	10	11	
May	11	15	
June	9	8	
Yearly Total:	103	104	47

Student Incident Report

Student incident data below is month to date through December 31, 2024. Increase in incidents from 2023/2024 SY may be due to training at several schools and more robust reporting. Head bumps from slips, trips and falls were the most common injury.

Student Incident Reports						
	2023-24 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport	2024-25 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport
July	0	0	0	0	0	0
August	0	0	0	0	0	0
September	102	5.4	8	104	5.7	7
October	80	3.8	10	115	5.2	9
November	37	2.4	4	73	5.2	1
December	36	3.2	2	84	5.6	4
January	39	1.8	4			
February	60	3.3	3			
March	55	3.4	8			
April	45	2.1	3			
May	70	3.2	4			
June	27	3.0	2			
Yearly Total:	551	3.2	48	376	5.4	21

Vehicle Accidents

There were two vehicle claims filed in December. Both are now closed.

General Functions

If you would like more information or to discuss these or other Business Office items, please contact Scott Harrison at 503-844-1527 or harriojs@hsd.k12.or.us.

HILLSBORO SCHOOL DISTRICT HILLSBORO SCHOOL DISTRICT 1J

2024-25

MONTHLY FINANCIAL REPORT - as of December 31, 2024

Revenues	July	August	September	1st Quarter	October	November	December	2nd Quarter	3rd Quarter	4th Quarter	Fiscal YTD	Budget		Fiscal YTD	
	Actual	Actual	Actual	2024-25	2024-25	% of Budget	2023-24	% of Budget							
Taxes	\$0.00	\$0.00	\$187,056.55	\$187,056.55	\$113,101.91	\$23,262,198.87	\$71,306,708.16	\$94,682,008.94	\$0.00	\$0.00	\$94,869,065.49	\$105,299,788.00	90.09%	\$90,811,461.49	97.10%
Interest	\$63,523.63	\$106,133.08	\$104,498.21	\$274,154.92	\$44,121.28	\$59,047.36	\$338,922.38	\$442,091.02	\$0.00	\$0.00	\$716,245.94	\$1,912,304.00	37.45%	\$734,556.32	114.82%
Local Sources	\$38,080.67	\$39,330.93	\$187,559.65	\$264,971.25	\$639,128.85	\$100,647.37	\$71,261.23	\$811,037.45	\$0.00	\$0.00	\$1,076,008.70	\$4,434,290.00	24.27%	\$1,147,162.00	41.70%
Total Local	\$101,604.30	\$145,464.01	\$479,114.41	\$726,182.72	\$796,352.04	\$23,421,893.60	\$71,716,891.77	\$95,935,137.41	\$0.00	\$0.00	\$96,661,320.13	\$111,646,382.00	86.58%	\$92,693,179.81	95.64%
County/ESD	\$0.00	\$0.00	\$16,842.63	\$16,842.63	\$0.00	\$343,326.78	\$24,140.28	\$367,467.06	\$0.00	\$0.00	\$384,309.69	\$5,017,971.00	7.66%	\$1,442,565.64	27.45%
State Sources	\$24,869,627.00	\$12,427,294.00	\$12,427,294.00	\$49,724,215.00	\$12,444,445.12	\$16,024,890.29	\$12,427,294.00	\$40,896,629.41	\$0.00	\$0.00	\$90,620,844.41	\$160,034,325.00	56.63%	\$86,760,470.75	56.25%
Federal Sources	\$0.00	\$0.00	\$9,237.66	\$9,237.66	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,237.66	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Beginning Balance*	\$12,824,672.51	\$0.00	\$0.00	\$12,824,672.51	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,824,672.51	\$17,975,805.00	71.34%	\$12,688,776.12	98.94%
Total Revenue	\$37,795,903.81	\$12,572,758.01	\$12,932,488.70	\$63,301,150.52	\$13,240,797.16	\$39,790,110.67	\$84,168,326.05	\$137,199,233.88	\$0.00	\$0.00	\$200,500,384.40	\$294,674,483.00	68.04%	\$193,584,992.32	71.90%
Expenditures															
Instruction															
Salaries	\$40,374.36	\$127,754.65	\$8,357,627.01	\$8,525,756.02	\$8,381,678.73	\$8,491,227.24	\$8,383,241.10	\$25,256,147.07	\$0.00	\$0.00	\$33,781,903.09	\$96,624,745.00	34.96%	\$32,822,035.81	39.23%
Benefits	\$31,055.64	\$58,680.03	\$4,225,434.80	\$4,315,170.47	\$4,165,927.16	\$4,277,395.51	\$4,216,359.73	\$12,659,682.40	\$0.00	\$0.00	\$16,974,852.87	\$49,892,653.00	34.02%	\$16,360,244.63	37.66%
Purchased Service	\$665,357.93	\$362,903.91	\$1,141,669.40	\$2,159,931.24	\$1,296,821.17	\$1,488,144.93	\$593,923.98	\$3,378,890.08	\$0.00	\$0.00	\$5,538,821.32	\$16,977,473.00	32.62%	\$5,607,414.69	38.69%
Supplies/Materials	\$579,496.40	\$127,424.92	\$315,436.61	\$1,022,357.93	\$271,443.52	\$151,835.79	\$87,100.55	\$510,379.86	\$0.00	\$0.00	\$1,532,737.79	\$4,712,331.00	32.53%	\$2,201,881.06	36.94%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$24,026.50	0.00%
Other	\$59,935.00	\$12,225.00	\$7,174.85	\$79,334.85	\$5,649.75	\$5,515.95	\$2,466.00	\$13,631.70	\$0.00	\$0.00	\$92,966.55	\$1,579,035.00	5.89%	\$139,079.06	10.15%
Total Instruction	\$1,366,219.33	\$688,988.51	\$14,047,342.67	\$16,102,550.51	\$14,121,520.33	\$14,414,119.42	\$13,283,091.36	\$41,818,731.11	\$0.00	\$0.00	\$57,921,281.62	\$169,786,237.00	34.11%	\$57,154,681.75	38.38%
Support Services															
Salaries	\$2,404,080.84	\$2,593,373.63	\$4,637,126.18	\$9,634,580.65	\$4,494,019.42	\$4,519,276.74	\$4,452,457.72	\$13,465,753.88	\$0.00	\$0.00	\$23,100,334.53	\$62,609,445.00	36.90%	\$23,032,332.97	42.89%
Benefits	\$1,261,374.68	\$1,321,530.93	\$2,505,722.64	\$5,088,628.25	\$2,501,170.45	\$2,413,800.42	\$2,448,256.02	\$7,363,226.89	\$0.00	\$0.00	\$12,451,855.14	\$32,328,691.00	38.52%	\$12,068,473.31	43.28%
Purchased Service	\$2,015,447.04	\$1,483,393.29	\$996,242.87	\$4,495,083.20	\$1,065,660.24	\$1,718,221.75	\$2,130,330.77	\$4,914,212.76	\$0.00	\$0.00	\$9,409,295.96	\$11,000,811.00	85.53%	\$7,460,502.39	80.19%
Supplies/Materials	\$956,449.80	\$668,883.90	\$530,444.24	\$2,155,777.94	\$771,650.45	\$384,477.78	\$279,574.03	\$1,435,702.26	\$0.00	\$0.00	\$3,591,480.20	\$3,053,428.00	117.62%	\$3,795,665.13	99.20%
Capital Purchases	\$17,980.00	\$1,306,691.80	\$391,279.98	\$1,715,951.78	\$9,240.04	\$157,170.00	\$45,000.00	\$211,410.04	\$0.00	\$0.00	\$1,927,361.82	\$0.00	0.00%	\$362,260.72	0.00%
Other	\$15,395.30	\$2,101,929.14	\$118,403.85	\$2,235,728.29	\$16,432.86	\$54,894.65	\$13,077.75	\$84,405.26	\$0.00	\$0.00	\$2,320,133.55	\$1,023,160.00	226.76%	\$2,413,302.23	274.32%
Total Support	\$6,670,727.66	\$9,475,802.69	\$9,179,219.76	\$25,325,750.11	\$8,858,173.46	\$9,247,841.34	\$9,368,696.29	\$27,474,711.09	\$0.00	\$0.00	\$52,800,461.20	\$110,015,535.00	47.99%	\$49,132,536.75	51.17%
Community Services															
Salaries	\$14,551.25	\$24,443.03	\$30,403.74	\$69,398.02	\$33,336.61	\$32,908.72	\$33,661.36	\$99,906.69	\$0.00	\$0.00	\$169,304.71	\$421,948.00	40.12%	\$197,302.22	53.51%
Benefits	\$7,086.30	\$10,362.37	\$18,868.07	\$36,316.74	\$21,160.93	\$20,205.93	\$24,587.54	\$65,954.40	\$0.00	\$0.00	\$102,271.14	\$217,875.00	46.94%	\$110,551.72	57.73%
Purchased Service	\$10,400.00	\$152.64	\$5,005.10	\$15,557.74	\$20,616.19	\$11,179.68	\$0.00	\$31,795.87	\$0.00	\$0.00	\$47,353.61	\$74,138.00	63.87%	\$62,519.86	97.86%
Supplies/Materials	\$0.00	\$797.73	\$1,393.57	\$2,191.30	\$4,592.12	\$350.66	\$67.87	\$5,010.65	\$0.00	\$0.00	\$7,201.95	\$20,579.00	35.00%	\$16,054.04	61.10%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,895.00	0.00%	\$0.00	0.00%
Total Community Services	\$32,037.55	\$35,755.77	\$55,670.48	\$123,463.80	\$79,705.85	\$64,644.99	\$58,316.77	\$202,667.61	\$0.00	\$0.00	\$326,131.41	\$741,435.00	43.99%	\$386,427.84	58.87%
Capital Projects															
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%							
Debt Service Payment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Contingency/Ending Balance*	\$11,786,979.00	\$0.00	\$11,786,979.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,786,979.00	0.00%	\$10,449,646.00	100.00%
Total Expenditures	\$19,855,963.54	\$10,200,546.97	\$23,282,232.91	\$53,338,743.42	\$23,059,399.64	\$23,726,605.75	\$22,710,104.42	\$69,496,109.81	\$0.00	\$0.00	\$111,047,874.23	\$294,330,186.00	37.73%	\$117,123,292.34	45.74%
Interest Earnings															
General Fund	\$274,154.92	\$442,091.02													
Debt Service Fund	\$72,933.12	\$189,382.01													
Capital Projects Fund	\$78,728.79	\$67,568.90													
Total Earnings	\$425,816.83	\$699,041.93													

HILLSBORO SCHOOL DISTRICT 1J
January 28, 2025
ACCEPT GIFTS AND DONATIONS
(as of December 31, 2024)

SITUATION

District Policy KH states that the District may receive donations of gifts that may serve to enhance and extend the work of the District, subject to Board approval. Individuals who desire to make contributions are encouraged to consider donations for equipment or services that are not likely to be acquired from public fund expenditures. The purpose of this report is to describe to the Board the donations received that are valued at \$5,000 or more.

There were no donations of \$5,000 or more in the month of December.

RECOMMENDATION

The Superintendent recommends that the Board of Directors take no action.

HILLSBORO SCHOOL DISTRICT 1J
January 28, 2025
APPOINT EDUCATION EQUITY ADVISORY COMMITTEE MEMBERS

SITUATION

In accordance with SB 732, the Hillsboro School District formed an Education Equity Advisory Committee (EEAC) to make recommendations to the Superintendent and Board of Directors related to equity and corresponding practices. The committee is comprised of community members representing the various groups including students, staff, family, and community members with efforts to ensure that the diversity of identities and experiences in the community is reflected. EEAC members are expected to commit to two years of service, meeting monthly from September through May/June.

Member duties will include:

- Advising the Board about the educational equity impacts of policy decisions
- Advising the Superintendent about the educational equity impacts of policy decisions
- Informing the Board of Directors and Superintendent when a situation arises in a school of the district that negatively impacts underrepresented students and advising the board and superintendent on how best to handle that situation.

The EEAC has the option of preparing an annual report that contains successes and challenges experienced in meeting the educational equity needs of students, recommendations the committee made to the Board of Directors and Superintendent, and actions that were taken in response to those recommendations, and any other information required by the State Board of Education.

Senate Bill 732 (Enrolled)

(4)(a) An educational equity advisory committee shall be selected by the school district board and school district superintendent and must be composed of parents, employees, students and community members from the school district. (b) For the purpose of selecting members, the school district board and school district superintendent: Enrolled Senate Bill 732 (SB 732-B) - Page 1

- (A) Shall solicit names of possible members from the community;*
- (B) Must ensure that membership is primarily representative of underserved student groups;*
- (C) May not exclude members based on immigration status; and*
- (D) Must comply with any other requirements established by the State Board of Education by rule.*

OREGON ADMINISTRATIVE RULES

Section 2 of OAR 581-022-2307 articulates that:

- A DEC (Diversity Equity Committee) [aka, Educational Equity Advisory Committee] shall be selected by the school district board and school district superintendent and must be composed of parents, employees, students and community members from the school district.
- The school district superintendent is responsible for coordinating the member nomination process and proposing finalists to the school district board.
- The school district board is responsible for appointing members from those proposed by the Superintendent and ensuring that membership primarily representative of underserved student groups.

[ODE Guidance: Establishing District Equity Committees SB 732](#) - Page 19.

The Board was presented candidates for consideration at the December 10, 2024, Board meeting and are being asked to approve the candidates this evening.

RECOMMENDATION

The Superintendent recommends that the Board of Directors appoint the Education Equity Advisory Committee as recommended by the Superintendent.

I move that the Board of Directors appoint the Education Equity Advisory Committee members as recommended by the Superintendent.

HILLSBORO SCHOOL DISTRICT 1J
January 28, 2025
ADOPT 2025-2026 SCHOOL CALENDAR

SITUATION

Board policy IC/ICA: School Year/School Calendar requires that the calendar for the upcoming school year be approved no later than the April Board meeting. This year, a calendar has been drafted for the 2025-26 school year, with a proposed student start date after the Labor Day holiday. The proposed calendar includes key dates and vacation periods to assist families and staff as they plan for the upcoming year.

Highlights of the 2025-26 calendar:

- Family Connections Day will be on Wednesday, August 27, 2025. This affords us the opportunity to continue the practice of building connections with students and families.
- School will start for grades 1-6, 7, and 9 on Wednesday, September 3, 2025.
- School will start for kindergarten, grades 8, and 10-12 on Thursday, September 4, 2025.
- October 9, 2025, will be a Staff Development Day for both classified and licensed staff.
- Veterans Day, a federal holiday, is observed on Tuesday, November 11, 2025.
- Our Staff Development/Family Conferences will be held November 24-26, 2025.
- Winter break will be Monday, December 22, 2025, through Friday January 2, 2026.
- Spring break will occur March 23-27, 2026.
- The last day for students will be Thursday, June 11, 2026.
- The last day for licensed staff per contract will be Friday, June 12, 2026.

Other key features of the 2025-26 proposed calendar include the following:

- Potential inclement weather make-up days are reserved.
- The calendar complies with the instructional time requirements outlined by the Oregon Department of Education (Division 22).
- Instructional days are balanced for each semester.
- A link to the Oregon Department of Education Standards for Public Elementary and Secondary Schools, including minimum required instructional time is included in the 2025-26 calendar.

RECOMMENDATION

The Superintendent recommends that the Board of Directors adopt the proposed 2025-2026 calendar.

I move that the Board of Directors adopt the proposed 2025-2026 calendar.

WORKING DRAFT

DRAFT 2025-26 Calendar
 30-day Review w/Board -
 12/10/2024
 173 Student Contact Days
 186 + 5 Holidays = 191 Teacher
 Contract Days

First Day/End of Quarter/Semester Early Release
 No School Family Connections & Transitions

TOTAL STUDENT DAYS:

Semester 1 = 87 All students
 Semester 2 = 86 All students

HSD exceeds ODE seat requirements.
 Click [HERE](#) for more information.



JULY 2025							JANUARY 2026							18/19								
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S		
			1	2	3	4				1	2	3						1	2	3		
6	7	8	9	10	11	12	4	5	6	7	8	9	10	18	19	20	21	22	23	24		
13	14	15	16	17	18	19	29	30	31					25	26	27	28	29	30	31		
20	21	22	23	24	25	26																
27	28	29	30	31																		
AUGUST 2025							FEBRUARY 2026							18/19								
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S		
					1	2	1	2	3	4	5	6	7									
3	4	5	6	7	8	9	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28				
17	18	19	20	21	22	23	24	25	26	27	28	29	30/31									
24	25	26	27	28	29	30/31																
SEPTEMBER 2025							MARCH 2026							17/17								
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S		
	1	2	3	4	5	6	23-27	NO SCHOOL	Licensed Non-Contract (Spring Break)	1	2	3	4	5	6	7	8	9	10	11		
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27		
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
21	22	23	24	25	26	27	28	29	30	31												
OCTOBER 2025							APRIL 2026							21/22								
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S		
			1	2	3	4	9	NO SCHOOL	Licensed Non-Contract (Spring Break)	1	2	3	4	5	6	7	8	9	10	11		
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
19	20	21	22	23	24	25	26	27	28	29	30	31										
NOVEMBER 2025							MAY 2026							20/20								
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S		
						1	25	NO SCHOOL	Holiday – Memorial Day													
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29		
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
23	24	25	26	27	28	29	30															
DECEMBER 2025							JUNE 2026							9/10								
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S		
			1	2	3	4	5	6														
7	8	9	10	11	12	13	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
21	22	23	24	25	26	27	28	29	30	31												
28	29	30	31				173/186															
22-31	NO SCHOOL	Licensed Non-Contract (Winter Break)																				
55/64																						
70/79																						

WORKING DRAFT

Calendario Escolar 2025-26

Periodo de revisión de 30 días de la Mesa Directiva: 10/DIC/2024

173 días de instrucción,

186 + 5 días festivos = 191 días de contrato para el personal docente.

Primer día/
Último día del trimestre/semestre Salida temprana
 No hay clases Conferencias iniciales/
transicionales con las familias

TOTAL DE DÍAS ESCOLARES PARA LOS ESTUDIANTES:

Semestre 1 = 87 para todos los estudiantes
Semestre 2 = 86 para todos los estudiantes

HSD excede los requisitos de tiempo de instrucción de ODE. Pulse [AQUÍ](#) para obtener más información.

 <p>HILLSBORO SCHOOL DISTRICT</p> <p> 18-20: Días de capacitación para nuevo personal con certificación pedagógica 25-26: Días de capacitación para el personal con certificación pedagógica 27: Conexiones y transiciones con las familias (K-12) 28: Día de capacitación para el personal con certificación pedagógica 29: Día sin contrato laboral para el personal con certificación pedagógica 30: Día sin contrato laboral para el personal con certificación pedagógica </p> <p>1/4</p> <p> 1: NO HAY CLASES Día festivo: Día del Trabajo 2: NO HAY CLASES Días de capacitación para el personal con certificación pedagógica 3: Primer día de clases para los grados 1-6, 7 y 9 4: Primer día de clases para el resto de los estudiantes (grados K, 8, 10-12) </p> <p>21/25</p> <p> 9: NO HAY CLASES Días de capacitación para el personal con certificación pedagógica 10: NO HAY CLASES Día sin contrato laboral para el personal con certificación pedagógica </p> <p>42/47</p> <p> 7: Fin del 1.º trimestre (47) 10: NO HAY 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HILLSBORO SCHOOL DISTRICT 1J
January 28, 2025
APPROVE RESOLUTION ON SAFE AND WELCOMING SCHOOLS

SITUATION

The Hillsboro School District is responsible for educating all students in safe and welcoming spaces, and we acknowledge that the broader political and social climate impacts students and their ability to focus on learning.

The District already has several measures in place to keep students safe and protect their personal information, as well as to connect students and families to resources in our community.

We are proposing for the Board's consideration a resolution that would communicate those measures in a way that anchors to Supreme Court rulings, federal and state laws, and district policies. At the January 14, 2025, Work Session, the Board discussed the sample resolution and suggested some minor edits. The final version is being presented this evening for Board approval.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the Resolution on Safe and Welcoming Schools.

I move that the Board of Directors approve the Resolution on Safe and Welcoming Schools.

Resolution on Safe and Welcoming Schools

WHEREAS, the Hillsboro School District (HSD) recognizes the diversity and dignity of all students, individuals, and groups, and is committed to both educating and providing a safe and inclusive environment for everyone; and

WHEREAS, the nation's education law - established by the Elementary and Secondary Education Act (ESEA) of 1965 and reauthorized by the Every Student Succeeds Act (ESSA) of 2015 - calls for all students to have equitable access to education, regardless of their immigration status, race, color, religion, or any other basis; and

WHEREAS, the 1982 U.S. Supreme Court ruling in *Plyler v. Doe* affirms that states cannot deny students a free public education based on their actual or perceived immigration status; and

WHEREAS, in 1987, Oregon became the first to pass a sanctuary state law to prohibit state and local law enforcement and agencies from helping federal authorities with immigration enforcement without a judicial warrant; and further strengthened existing laws in 2021 with the passage of the Sanctuary Promise Act (HB 3265); and

WHEREAS, HSD does not request or maintain information about students' or their family members' immigration status; and

NOW, THEREFORE, BE IT RESOLVED, that HSD affirms its commitment to the rights and privacy of all students, regardless of immigration status, and declares itself a safe and welcoming school district for all; and

BE IT FURTHER RESOLVED, that HSD will not provide access to students or staff, or their protected records, unless presented with a valid judicial warrant or subpoena, and only after consulting with the District's legal counsel; and

BE IT FURTHER RESOLVED, that HSD commits to providing resources, information, and support to undocumented students and their families, including access to counseling, information on legal rights, and referrals to community-based organizations; and

BE IT FURTHER RESOLVED, that HSD commits to providing training materials and professional development to teachers, administrators, and other staff focused on supporting undocumented students and responding to the needs of immigrant communities.

APPROVED AND ADOPTED this _____ day of _____, 20__ by the Hillsboro School District Board of Directors