

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

**Board Meeting Agenda**  
**Tuesday, March 11, 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 / Kona Lew-Williams  
Time: 5:15 PM, 15 minutes
  - C. 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. Native American Parent Advisory Committee (NA PAC) Report 4  
Presenter: Francesca Sinapi  
Time: 5:30 PM, 30 minutes
  - C. Superintendent Evaluation Orientation 5  
Presenters: Kristen Miles / Ivette Pantoja  
Time: 6:00 PM, 30 minutes
  - D. PAC Accountability / Update on Bias Incident Reports 7  
Presenter: Francesca Sinapi  
Time: 6:30 PM, 15 minutes
  - E. Recess Work Session  
Presenter: Ivette Pantoja  
Time: 6:45 PM
3. **7:00 PM - Regular Session**
  - A. Call to Order Regular Session and Flag Salute  
Presenter: Ivette Pantoja  
Time: 7:00 PM, 5 minutes
  - B. Land Acknowledgement 8  
Presenter: Ivette Pantoja  
Time: 7:05 PM, 5 minutes
  - C. Proclamations  
Presenter: Ivette Pantoja  
Time: 7:10 PM, 5 minutes
    1. National Volunteer Week 9  
Presenter: Erika Lopez
    2. School Bus Driver Appreciation Day 10  
Presenter: Patrick Maguire

D.	Approval of Agenda Presenter: Ivette Pantoja Time: 7:15 PM, 5 minutes <b>SAMPLE MOTION: I move that the Board of Directors approve the Agenda as printed.</b>	
E.	Audience Time Presenter: Ivette Pantoja Time: 7:20 PM, 5 minutes	
F.	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: 7:25 PM, 5 minutes <b>SAMPLE MOTION: I move that the Board of Directors approve the Consent Agenda as printed.</b>	
	1. Approve Minutes of February 25, 2025, Board Meeting	11
	2. Approve Routine Personnel Matters	18
	3. Accept Gifts and Donations	21
G.	Reports and Discussion	
	1. 2024-2025 Drug, Alcohol and Tobacco Prevention Plan Presenters: Brooke Nova / Jenny Cary Time: 7:30 PM, 10 minutes	22
	2. Financial Report Presenter: Scott Harrison Time: 7:40 PM, 5 minutes	36
H.	Action Items	
	1. Adopt Inter-District Transfers Plan Presenter: Beth Graser Time: 7:45 PM, 5 minutes <b>SAMPLE MOTION: I move that the Board of Directors adopt the inter-district transfers plan for the 2025-26 school year.</b>	39
	2. Curriculum Approval: K-12 Math Adoption Presenter: Brooke Nova Time: 7:50 PM, 5 minutes <b>SAMPLE MOTION: I move that the Board of Directors approves the proposed K-8 iReady Math curriculum and 9-12 enVision Math curriculum.</b>	40
	3. Integrated Guidance 2025-2027 Plan Approval Presenter: Brooke Nova Time: 7:55 PM, 5 minutes <b>SAMPLE MOTION: I move that the Board of Directors approves the 2025-2027 Hillsboro School District Integrated Guidance plan.</b>	41
I.	HCU / HEA Reports Presenter: Ivette Pantoja Time: 8:00 PM, 10 minutes	
J.	Discussion Time Presenter: Ivette Pantoja Time: 8:10 PM, 10 minutes	
	1. Student Representatives' Time	
	2. Superintendent's Time	
	3. Board of Directors' Time	
K.	Adjourn Regular Session Presenter: Ivette Pantoja	

Time: 8:20 PM

- L. Next Meetings of the Board of Directors
  - April 1, 2025, Joint Work Session with City of Hillsboro
  - April 22, 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 [langueliaisons@hsd.k12.or.us](mailto:langueliaisons@hsd.k12.or.us) or by calling 503-844-1429, at least 48 hours before the meeting.

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 11, 2025**  
**NATIVE AMERICAN PARENT ADVISORY COMMITTEE (NA PAC) REPORT**

**SITUATION**

The role of the Hillsboro School District's Native American Parent Advisory Committee (NA PAC) is to advise HSD on matters concerning the planning, developing, administering, and evaluating of the District's Title VI program, and to consequently make recommendations regarding policies and practices, project proposals, and other matters of interest to the NA PAC. The NA PAC also celebrates in our efforts to bring community together with those that identify as Native American and Alaska Native.

NA PAC engages with families whose students have a tribal affiliation to gather input on district programs and services and to provide educational and other culturally specific opportunities that promote community and lifelong learning. The NA PAC also collaborates with the Equity, Access and Engagement/OSP team and the District's Office of Federal Programs, which receives federal funds under the Every Student Succeeds Act (ESSA), in order to: 1) raise student achievement; 2) provide access and opportunities for parent involvement; 3) increase family engagement in schools; and 4) enhance collaboration between educators and parents.

NA PAC members are parent volunteers generally representing schools serving high concentrations of students who are eligible to receive services under Title VI.

**RECOMMENDATION**

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 11, 2025**  
**SUPERINTENDENT EVALUATION ORIENTATION**

**SITUATION**

This evening, OSBA consultant Kristen Miles will be in attendance via Zoom to provide a superintendent evaluation process orientation to the Board. At the end of March, Superintendent Reiman will provide the Board with his self-evaluation, which they will use to complete their evaluation.

**RECOMMENDATION**

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

**DRAFT - SUPERINTENDENT EVALUATION TIMELINE 2025**

<b><u>Date (2025)</u></b>	<b><u>Process</u></b>
October 8	<ul style="list-style-type: none"> <li>OSBA consultant presentation * <i>(Board Meeting – Work Session)</i></li> </ul>
January - February	<ul style="list-style-type: none"> <li>Superintendent prepares mid-year goal reflection</li> </ul>
February 11	<ul style="list-style-type: none"> <li>Consultant discusses Mid-year goal reflection review with Board* <i>(Board Meeting – Executive Session)</i></li> </ul>
March 11	<ul style="list-style-type: none"> <li>Consultant provides superintendent evaluation process orientation to the Board</li> <li>Consultant and Board Chair answer questions regarding process</li> </ul>
March 31	<ul style="list-style-type: none"> <li>Board receives self-evaluation from Superintendent</li> </ul>
April 1 - 21	<ul style="list-style-type: none"> <li>Board members complete evaluation worksheets</li> </ul>
April 22	<ul style="list-style-type: none"> <li>Consultant meets with the Board to discuss the evaluation worksheets <i>(Board Meeting – Executive Session)</i></li> </ul>
April 23 – May 8	<ul style="list-style-type: none"> <li>Consultant compiles the information and prepares draft evaluation narrative *</li> </ul>
May 8	<ul style="list-style-type: none"> <li>Draft evaluation narrative posted in Board’s confidential evaluation folder for review</li> </ul>
May 13	<ul style="list-style-type: none"> <li>Board reviews and discusses narrative; Board and Superintendent meet to review evaluation narrative and adjust as necessary <i>(Board Meeting – Executive Session)</i></li> </ul>
May 14	<ul style="list-style-type: none"> <li>Any narrative revisions posted in Board’s confidential evaluation folder on Google for final review</li> </ul>
May 27	<ul style="list-style-type: none"> <li>Superintendent evaluation narrative read publicly <i>(Board Meeting – Regular Session)</i></li> </ul>

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 11, 2025**  
**PAC ACCOUNTABILITY / UPDATE ON BIAS INCIDENT REPORTS**

**SITUATION**

The District is dedicated to fostering a culture of respect and dignity by actively addressing bias in our schools. To enhance engagement with students and families, we have improved our incident reporting process. Through structured discussions and collaboration with Parent Advisory Committees, multiple departments have worked together to develop a more streamlined and effective reporting system.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors 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.*

# PROCLAMATION

*The Hillsboro School District recognizes that family and community involvement is a significant factor in the success of schools. By becoming a volunteer, family and community members are providing an invaluable contribution to the education of our students.*

*The Hillsboro School District appreciates the service of dedicated volunteers to assist professional educators, by offering their time, encouragement, and meaningful contact with students.*

*The Hillsboro School District acknowledges that volunteers are called upon to assist teachers and staff with the day-to-day activities involved in providing a balanced education for our students and are an important part of a team that strives to ensure that each one of our students succeeds.*

*The Hillsboro School District thanks volunteers for spending innumerable hours serving schools as chaperones, mentors, after-school tutors, club leaders, booster club members, PTA, PTO, and PAC members, guest speakers, classroom helpers, athletics coaches, and in countless other ways.*

*The Hillsboro School District Board of Directors do hereby proclaim the week of April 20 - 26, 2025, to be:*

## NATIONAL VOLUNTEER WEEK



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

*Hillsboro School District Board of Directors*

# PROCLAMATION

*The Hillsboro School District recognizes the invaluable service school bus drivers provide in transporting students to and from school each day.*

*We believe it is important to appreciate and honor school bus drivers and recognize the tremendous contributions they make to education and safety for our students.*

*We recognize that each year bus drivers transport more than 13,000 students between home, school, and events safely. Each year, approximately 130 school buses routes are driven more than 1,700,000 miles by dedicated drivers of the Hillsboro School District.*

*We applaud our school bus drivers and therefore, the Board of Education of the Hillsboro School District do hereby proclaim April 22, 2025, to be:*

## **SCHOOL BUS DRIVER APPRECIATION DAY**



*We urge all community members to join us in recognizing the many contributions and achievements of school bus drivers to the Hillsboro School District community.*

***Hillsboro School District Board of Directors***

**DRAFT**

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES  
February 25, 2025  
District Administration Center, 3083 NE 49<sup>th</sup> Place, Hillsboro, Oregon

**1. Executive Session**

<u>Board Present:</u>	<u>Staff Present:</u>
Ivette Pantoja, Chair	Travis Reiman, Superintendent
Mark Watson, Vice Chair, virtual	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim, virtual	Brooke Nova, Assistant Superintendent, Academic Services
Erika Lopez, virtual	Beth Graser, District Communications Officer
Patrick Maguire, virtual	Scott Harrison, District Financial Officer
Nancy Thomas, absent	Saideh Haghighi Khochkhou, District Operations Officer
Monique Ward, virtual	Jordan Beveridge, District Information Technology Officer
	Francesca Sinapi, District Equity, Access & Engagement Officer
	Brian Haats, Interim 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)(e) - Real Property Transaction
  
- B. ORS 192.660(2)(e) - Real Property Transaction  
District Operations Officer Saideh Haghighi Khochkhou gave a property update. Board members asked questions and made comments.
  
- C. Recess Executive Session  
Board Chair Ivette Pantoja moved the Board out of executive session and recessed the meeting at 5:39 PM.

**2. WORK SESSION**

<u>Board Present:</u>	<u>Staff Present:</u>
Ivette Pantoja, Chair	Travis Reiman, Superintendent
Mark Watson, Vice Chair	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim, virtual	Brooke Nova, Assistant Superintendent, Academic Services
Erika Lopez, virtual	Beth Graser, District Communications Officer
Patrick Maguire, virtual	Scott Harrison, District Financial Officer
Nancy Thomas, absent	Saideh Haghighi Khochkhou, District Operations Officer
Monique Ward, virtual	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	David Nieslanik, Executive Director of Schools
Abe Staffa	Jeff Jones, Manager – Business Services
Gwen Kondor	Rose Roman, Executive Assistant to the Superintendent
	Ciara Hartzell, Technology Support
<u>Budget Committee Members Present:</u>	John Garcia, Technology Support
Dustin Rose, virtual	
Gaby Villegas	<u>Others Present:</u>
Kristine Adams-Wannberg, virtual	Dan Goldman, NWRESA Superintendent
Kim Strelchun, virtual	Dorian Russell, NWRESA Board Member

- A. Call to Order  
Board Chair Ivette Pantoja called the work session to order at 5:46 PM
- B. Northwest Regional Education Service District Local Service Plan for 2025-2026  
Assistant Superintendent Brooke Nova introduced the topic. NWRESA Superintendent Dan Goldman and NWRESA Board Member Dorian Russell presented the Local Service Plan. Board members asked questions and made comment.
- C. Budget Development Update  
District Financial Officer Scott Harrison and Manager of Business Services Jeff Jones gave a budget development update. Board and Budget committee members asked questions and made comments.
- D. Senate Bill 3: Personal Finance Update  
Assistant Superintendent Brooke Nova introduced the topic. Executive Director of Schools David Nieslanik presented on Senate Bill 3: Personal Finance. Board members asked questions and made comments.
- E. Recess Work Session  
Board Chair Ivette Pantoja recessed the work session at 6:50 PM.

### 3. REGULAR SESSION

<u>Board Present:</u>	<u>Staff Present:</u>
Ivette Pantoja, Chair	Travis Reiman, Superintendent
Mark Watson, Vice Chair	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim, virtual	Brooke Nova, Assistant Superintendent, Academic Services
Erika Lopez, virtual	Beth Graser, District Communications Officer
Patrick Maguire, virtual	Scott Harrison, District Financial Officer
Nancy Thomas, absent	Saideh Haghighi Khochkhrou, District Operations Officer
Monique Ward, virtual	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	Mia Hocking, Manager - Resource Conservation
Abe Staffa	Rose Roman, Executive Assistant to the Superintendent
	Ciara Hartzell, Technology Support
<u>Others Present:</u>	John Garcia, Technology Support
Joe Everton, CCAC Chair	Becky Kingsmith, Director of Teaching and Learning
Jessy Alonso Garcia, CCAC Vice Chair	Gina McLain, Director of Teaching and Learning
	Mandy Wedel, TOSA - OSP
	Hollee McNamee, TOSA - OSP

- A. Call to Order and Flag Salute  
Board Chair Ivette Pantoja reconvened the meeting at 7:01 PM and led the Pledge of Allegiance.
- B. Land Acknowledgement  
Board Chair Ivette Pantoja read the Land Acknowledgement and interpretation services message.
- C. Recognitions / Proclamations
1. Student Presentation - Brown Middle School Jazz Ensemble  
Board Chair Ivette Pantoja introduced the Brown Middle School Jazz Ensemble, led by teacher Matthew Carr.
  2. Classified Employee Appreciation Week  
Board Vice Chair Mark Watson read the Classified Employee Appreciation Week Proclamation.
  3. Women's History Month  
Board Chair Ivette Pantoja read the Women's History Month Proclamation.
- D. Approval of Agenda  
Director Mark Watson MOVED, SECONDED by Director Ivette Pantoja, to approve the agenda as printed.

The MOTION CARRIED (5-0). No objection was heard, approved by unanimous consent. Director Erika Lopez and Director Nancy Thomas were absent for the vote.

No further discussion took place.

E. Audience Time

Seven (7) members requested to address the Board: Tiffany St. Claire King, Carol Scheiern, Margaret McReynolds, Lyndsey Friberg, Mary Prusynski, Kim Hastings, Maglena Gonzaga.

F. Consent Agenda

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

Director Mark Watson MOVED, SECONDED by Director Ivette Pantoja, to approve the Consent Agenda as printed.

The MOTION CARRIED (5-0). No objection was heard, approved by unanimous consent. Director Erika Lopez and Director Nancy Thomas were absent for the vote.

Executive Assistant to the Superintendent Rose Roman and Interim District Human Resources Officer Brian Haats provided an update on an edit to the consent agenda. No further discussion took place.

Consent Agenda items were as follows:

1. Approve Minutes of January 28, 2025, Board Meeting
2. Approve Minutes of February 11, 2025, Board Meeting
3. Approve Extension and Non-Extension of Temporary, Probationary, and Contract Teachers and Administrators

G. Reports and Discussions

1. Liberty High School HVAC Project - Energy Incentive Presentation

District Operations Officer Saideh Haghighi Khochkhou introduced the topic. Manager - Resource Conservation Mia Hocking presented Jackson McDonald from Willdan who presented the Board with a check for work done at Liberty High School.

2. First Reading of Curriculum: K-12 Math

Assistant Superintendent Brooke Nova introduced the presentation and team. Becky Kingsmith introduced the topic. Mandy Wedel presented on the math curriculum recommendation process in elementary and middle schools, Hollee McNamee discussed the process in high schools, Gina McLain discussed Math Adoption next steps, CCAC Vice Chair Jessie Alonso Garcia and CCAC Chair Joe Everton shared CCAC feedback.

3. Strategic Plan Update and Integrated Guidance First Reading

District Communications Officer Beth Graser introduced the topic, discussed the dashboard, survey participation and results, synopsis of report, attendance rates, 9<sup>th</sup> grade on-track data, graduation rates, and strategic plan next steps. Assistant Superintendent Brooke Nova discussed the timeline of the process, integrated guidance plan, key strategies and priorities in early literacy plan, aligned programs and common goals, grant comparison, SIA investment comparison, braided investments, integrated guidance application, and integrated programs next steps.

4. Financial Report

District Financial Officer Scott Harrison presented the Financial report.

5. Inter-District Transfers Plan Development

District Communications Officer Beth Graser gave a preview of the inter-district transfer plan.

H. Action Items

1. Approve High School Courses - Cybersecurity, Sound Engineering, and Math in Society

Director Mark Watson MOVED, SECONDED by Director Monique Ward, that the Board of Directors approve the proposed course Cybersecurity.

The MOTION CARRIED (5-0). Director See Eun Kim, Director Patrick Maguire, Director Monique Ward, Vice Chair Mark Watson, and Chair Ivette Pantoja voted to approve. Director Erika Lopez and Director Nancy Thomas were absent for the vote.

No further discussion took place.

Director Mark Watson MOVED, SECONDED by Director Monique Ward, that the Board of Directors approve the proposed course Sound Engineering.

The MOTION CARRIED (5-0). Director See Eun Kim, Director Patrick Maguire, Director Monique Ward, Vice Chair Mark Watson, and Chair Ivette Pantoja voted to approve. Director Erika Lopez and Director Nancy Thomas were absent for the vote.

No further discussion took place.

Director Mark Watson MOVED, SECONDED by Director Monique Ward, that the Board of Directors approve the proposed course Math in Society.

The MOTION CARRIED (5-0). Director See Eun Kim, Director Patrick Maguire, Director Monique Ward, Vice Chair Mark Watson, and Chair Ivette Pantoja voted to approve. Director Erika Lopez and Director Nancy Thomas were absent for the vote.

No further discussion took place.

2. Adopt Resolution Approving Northwest Regional Education Service District Local Service Plan for 2024-2025

Director Mark Watson MOVED, SECONDED by Director See Eun Kim, that the Board of Directors adopt the resolution approving the Northwest Regional Education Service District Local Service Plan for 2025-2026.

The MOTION CARRIED (5-0). Director See Eun Kim, Director Patrick Maguire, Director Monique Ward, Vice Chair Mark Watson, and Chair Ivette Pantoja voted to approve. Director Erika Lopez and Director Nancy Thomas were absent for the vote.

Board members provided comment.

3. City of Hillsboro / HSD Joint Work Session: Action to Change Date  
Director Mark Watson MOVED, SECONDED by Director Monique Ward, that the Board of Directors approve the change of date for the April 8, 2025, Work Session to April 1, 2025, to align with the City of Hillsboro's City Council meeting.

The MOTION CARRIED (5-0). Director See Eun Kim, Director Patrick Maguire, Director Monique Ward, Vice Chair Mark Watson, and Chair Ivette Pantoja voted to approve. Director Erika Lopez and Director Nancy Thomas were absent for the vote.

Board members provided comment.

4. Approval for City View Charter School Renewal  
Director Mark Watson MOVED, SECONDED by Director Monique Ward, that the Board of Directors approves the charter renewal, allowing the Hillsboro School District and City View Charter School to enter the 90-day period to negotiate a new agreement between both parties.

The MOTION CARRIED (5-0). Director See Eun Kim, Director Patrick Maguire, Director Monique Ward, Vice Chair Mark Watson, and Chair Ivette Pantoja voted to approve. Director Erika Lopez and Director Nancy Thomas were absent for the vote.

Board members provided comment.

- I. HCU / HEA Reports

HEA President Mary Kay Babcock gave the HEA report.

HCU Political Action Chair Alicia Infante gave the HCU report.

- J. Discussion Time

- 1) Student Representatives' Time

Kal Sibbel highlighted FalCon gaming convention at Liberty High School this weekend, and celebrated the course approved courses.

Abe Staffa discussed the highlights of the meeting and celebrated the approved courses.

- 2) Superintendent's Time

Superintendent Travis Reiman thanked HSD crews for the work they did getting through recent weather events, highlighted Black History month event put on Francesca Sinapi and her team, he said the HSF Gala has a success, thanked Classified Staff and wished them a Happy Classified Appreciation Week and thanked them for their advocacy in Salem.

- 3) Board of Directors' Time

Director Monique Ward provided no comment.

Director See Eun Kim provided no comment.

Director Patrick Maguire appreciated the Jazz Ensemble this evening.

Director Erika Lopez appreciated the presentations this evening and announced that she won't be running for re-election to the Board.

Board Vice Chair Mark Watson said that the HSF auction was amazing, thanked the student reps for being here, discussed legislative presentation tomorrow evening in Salem, thanked Mr. Matt Carr for bringing the Brown Middle School Jazz Ensemble, and highlighted the Century High School Choir at the Hillsboro State of City Meeting. Board Chair Ivette Pantoja highlighted the HSF gala, State of the City address last week that highlighted HSD, and thanked Director Erika Lopez for 8 years of service to the HSD community and Board.

K. Adjourn Meeting

Chair Ivette Pantoja adjourned the meeting at 9:34 PM.

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 11, 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 Carr**

Assignment: 1.0 FTE Music/Band Teacher  
Location: South Meadows Middle School/R.A. Brown Middle School  
Effective Date: June 13, 2025  
Years of Service: 26 years

**Susan Kramer**

Assignment: 1.0 FTE English Learner Specialist  
Location: West Union Elementary School  
Effective Date: June 13, 2025  
Years of Service: 16 years

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

**Megan Babat**

Assignment: 1.0 FTE Math/Health Teacher  
Location: Oak Street Campus  
Effective Date: June 13, 2025

**Kyla Clark**

Assignment: 1.0 FTE Kindergarten/1<sup>st</sup> Grade Teacher  
Location: Lincoln Street Elementary School  
Effective Date: June 13, 2025

**Amy Henderson**

Assignment: 0.5 FTE Special Education Teacher  
Location: Quatama Elementary/L.C. Tobias Elementary School  
Effective Date: June 13, 2025

**Ashley McElmurry**

Assignment: 1.0 FTE Kindergarten Teacher  
Location: Quatama Elementary School  
Effective Date: June 13, 2025

**Abigail Neville**

Assignment: 1.0 FTE Elementary Resource Specialist  
Location: Witch Hazel Elementary School  
Effective Date: June 13, 2025

**Rebecca Parris**

Assignment: 1.0 FTE Classroom Teacher  
Location: Witch Hazel Elementary School  
Effective Date: June 13, 2025

**Molly Smith**

Assignment: 1.0 FTE Classroom Teacher  
Location: Atfalati Ridge Elementary School  
Effective Date: June 13, 2025

**Jaime Tellechea**

Assignment: 1.0 FTE Math/AVID/Academic Intervention Teacher  
Location: R.A Brown Middle School  
Effective Date: June 13, 2025

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

**Ronald Hall**

Education: MA – DePaul University, Chicago, IL  
Experience: 20 years  
Assignment: 1.0 FTE Science Teacher – Hillsboro High School

**Hana Ng**

Education: BA – Portland Bible College, Portland, OR  
Experience: None  
Assignment: 1.0 FTE School Counselor – Poynter Middle School

**Monica Sierra Brodniak**

Education: BA – Portland State University, Portland, OR  
Experience: None  
Assignment: 1.0 FTE English Learner Specialist – W.L. Henry and Eastwood Elementary School

**Efigenia Torres Nolasco**

Education: BA – Grand Canyon University, Phoenix, AZ  
Experience: None  
Assignment: 1.0 FTE Special Education Teacher – Rosedale Elementary School

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

**Brooke Garcelon**

Education: MA – Portland State University, Portland, OR

Experience: 2 years

Assignment: 1.0 FTE 5<sup>th</sup> Grade Teacher – Butternut Creek Elementary School

**Lindsay Hehn**

Education: MA – George Fox University, Newberg, OR

Experience: 8 years

Assignment: 0.5 FTE Language Arts Teacher – Hillsboro Online Academy

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 11, 2025**  
**ACCEPT GIFTS AND DONATIONS**  
**(as of February 28, 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.

The Glencoe High School Student Body Account received \$5000 from the Ogden Family Giving Fund for their Robotics Program.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors accept the donation.

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 11, 2025**  
**2024-2025 DRUG, ALCOHOL AND TOBACCO PREVENTION PLAN**

**SITUATION**

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

[Please Click HERE for 2024-2025 Revised Plan for Review.](#)

Introduction

Students have a right to attend school in an environment conducive to learning. Since student alcohol, drug, and tobacco use is illegal and harmful, and interferes with both effective learning and the healthy development of students, the school has a fundamental legal and ethical obligation to prevent unlawful drug, alcohol, and tobacco use, and to maintain drug-free educational environments. After consulting with stakeholders, the Board will adopt a written plan for a drug, alcohol, and tobacco prevention and intervention program. The plan will be reviewed annually for revision and re-adoption.

Supporting Laws & HSD Policy

- o [IGEAB](#) - Drug, Alcohol, and Tobacco Prevention, Health Education
- o [JFCG/JFCH/JFCI](#) - Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems
- o [Rule 581-022-2045 Prevention Education in Drugs and Alcohol](#)

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors review annual revisions and place the 2024-2025 Drug, Alcohol and Tobacco Prevention Plan on first read.

**HILLSBORO SCHOOL DISTRICT 1J  
2024/2025 DRUG, ALCOHOL, AND TOBACCO PREVENTION PLAN**

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

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## Purpose/Introduction

### Introduction

Students have a right to attend school in an environment conducive to learning. Since student alcohol, drug, and tobacco use is illegal and harmful, and interferes with both effective learning and the healthy development of students, the school has a fundamental legal and ethical obligation to prevent unlawful drug, alcohol, and tobacco use, and to maintain drug-free educational environments.

After consulting with parents, teachers, school administrators, local community agencies, and persons from the drug, alcohol, or health service community who are knowledgeable of the latest research information, the Board will adopt a written plan for a drug, alcohol, and tobacco prevention and intervention program. The plan will be reviewed annually for revision and readoption.

### Supporting Laws & HSD Policy

- [Rule 581-022-2045 Prevention Education in Drugs and Alcohol](#)
- [IGAEB](#) - Drug, Alcohol, and Tobacco Prevention, Health Education
- [JFCG/JFCH/JFCI](#) - Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems
- [JHCD/JHCDA](#) - Medications
- SB 52 Adi's Act Policy ([JHH](#))

## Staff Training

### SafeSchools Modules

Washington County Prevention team partnered with the HSD substance use team to create a Substance Use and our Youth training made available to all staff as a part of Safe Schools in the Fall of 2024. Additionally, an updated Youth Suicide Prevention module was made available staff. Both of these modules reflect updated data and local resources, and are required annual training for all staff.

### Suicide Prevention and Intervention

Students with substance use challenges are at higher risk for suicide. As part of our district Suicide Prevention Plan, school staff working closely with these students are expected to have foundational training in suicide prevention and risk assessment. School Counselors, Student Support and Wellness Counselors, and School Administrators receive training in HSD's suicide screening procedures. Additionally, through Washington County Health and Human Services and the Northwest Regional ESD, they have opportunities for further training in suicide risk assessment, including guidance local resources and referral support.

## Targeted Staff Development

The Support and Wellness Counselors in our secondary schools receive targeted professional development and ongoing support to enhance their effectiveness in addressing student needs. They participate in monthly professional development sessions focused on best practices in school-based mental health support. Additionally, they have access to one-on-one supervision as needed to refine their skills and receive guidance on complex cases.

To support their work in addressing behavior change related to substance use, they are trained in various counseling modalities, including Motivational Interviewing and Dialectical Behavior Therapy (DBT) adapted for school settings. These approaches equip them with evidence-based strategies to engage students, promote self-regulation, and support positive decision-making.

## Health Room Protocol

[Student Under the Influence Guidelines](#) inform when to call 9-1-1 if a student is suspected to be under the influence.

## Naloxone Training

Training in the administration of naloxone includes instruction on recognizing the signs of opioid overdose, understanding how naloxone works, proper administration techniques, and post-administration procedures. Additionally, training covers safety precautions, and how to access naloxone kits in schools. The HSD District Nursing team hosts regular training opportunities throughout the year and any staff may attend. Students may carry naloxone and should request additional information and support from the district nursing team.

## **Universal Prevention**

### Transformative Social Emotional Learning Framework for the District

The Hillsboro School District follows Oregon's Transformative Social and Emotional Learning (t-SEL) framework. Rooted in equity and inclusion, t-SEL emphasizes the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, and focuses on fostering identity development, agency, and a sense of belonging for all students. The framework recognizes that social and emotional learning must be woven into every aspect of a student's experience, including instruction, school climate, and family and community partnerships.

This year, our district is prioritizing the integration of transformative Social and Emotional Learning (tSEL) into instructional practices to create a more supportive and engaging learning environment. Morning meetings in elementary schools and advisory periods in secondary schools serve as key avenues for explicit SEL

instruction. By embedding SEL into academic learning, restorative practices, and mental health supports, we are committed to fostering a safe, inclusive, and empowering school experience where every student can thrive.

## District t-SEL Curriculum

### ***Elementary***

[Harmony Academy](#) is the SEL curriculum used by K-6 teachers to support social-emotional learning in our district. This no-cost program is designed to foster communication, connection, and community by engaging students in lessons and activities that promote empathy, understanding, and respect. In addition to being available to all K-6 teachers, Harmony is accessible to all staff and HSD families, ensuring a shared approach to SEL both in and outside the classroom.

Sources of Strength is an upstream prevention curriculum that focuses on increasing well-being, help-seeking, resiliency, healthy coping, and belonging. This model enhances other SEL work by helping students develop protective factors, which can mitigate various risks including suicide. Part of the Sources of Strength curriculum is taught in classrooms by school counselors to ensure all students have the opportunity to identify and develop their strengths.

### ***Middle School***

*CharacterStrong* - Middle School students across our district are using CharacterStrong as a prosocial curriculum in advisory classes. CharacterStrong's curriculum braids the core components of SEL as [defined by CASEL](#) and character development into one. One of the strengths of the CharacterStrong curriculum is the relationships it builds between students and peers, students and school staff, students and family, and students and the greater community. This is done through intentional relationship-building activities that put a daily and weekly focus on skill development and community building.

### ***High School***

*HS Advisory and Access Time* - Advisory is designed to provide high school students with consistent connections to staff, support their social and emotional learning, address academic needs, and develop Career and College Readiness skills. The district has created a curated bank of [High School Advisory lessons](#), available to all high schools, to support these goals. Through a structured approach to Advisory and Access time, students receive an additional layer of academic support, build strong peer and adult relationships, and engage in targeted substance use education. Advisory also counts as instructional time.

## District Health Curriculum

In 2023, revised Oregon Health Education Standards (OHES) and performance indicators were adopted by the State Board of Education. The standards and

performance indicators can be reviewed on the [ODE website](#) and the [District website](#).

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

Prevention and skill development is the basis for national, state, and district standards. The health education skills for all levels of instruction are as follows:

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

### ***Elementary***

In 2022, the Hillsboro School District adopted The Great Body Shop, an evidence-based, comprehensive health education curriculum for students in kindergarten through sixth grade. This curriculum covers a wide range of health topics, including substance abuse prevention, nutrition, personal safety, and social-emotional health. By integrating these subjects, The Great Body Shop promotes wellness and equips students with the knowledge and skills needed to make healthy choices throughout their lives.

[ODE Synthetic Opioid Prevention Lessons](#) - In addition to The Great Body Shop lessons, 6th graders receive the *Understanding Fentanyl* lesson required by ODE under SB 238.

### ***Middle School***

In 2023, the district adopted Goodheart-Willcox Essential Health Skills for Middle School, which empowers students to make informed decisions about their health and well-being. This evidence-informed, skills-based program covers a wide range of topics, including mental and emotional health, building healthy relationships, avoiding hazardous substances, and promoting physical health and safety.

[ODE Synthetic Opioid Prevention Lessons](#) - In addition to Goodheart-Willcox, 7th and 8th graders receive the *Understanding Fentanyl* lesson required by ODE under SB 238.

*Advisory* - Middle school students also receive an advisory lesson called *Real Talk about Fake Pills*, a Fentanyl Lesson.

## **High School**

In 2023, the district adopted Goodheart-Willcox Essential Health Skills for High School, providing 10th-grade students with a comprehensive, skills-based approach to health education. This curriculum covers a range of topics, including mental and emotional health, substance use prevention, healthy relationships, and overall well-being. Health is a full-year, required course in 10th grade.

To support substance use prevention and ensure district-wide alignment, the district also adopted the Safety First Curriculum. Safety First is a research-based program designed to help students understand the risks of substance use and make informed, responsible decisions. It focuses on building resilience, reinforcing refusal skills, and exploring the impact of substance use on physical and mental health, relationships, and community.

[ODE Synthetic Opioid Prevention Lessons](#) - In addition to Goodheart-Willcox, 10th graders receive the *Understanding Fentanyl* lesson required by ODE under SB 238.

*Advisory* - High school students also receive an advisory lesson on *Understanding Stress, Anxiety, and Coping*, which highlights risk factors of substance use, and *Real Talk about Fake Pills*, a Fentanyl Lesson.

### Surveys

*HSD Family Connections Conferences*- Knowing students by name, strength, and need is a core value in HSD and we know that this includes action! In HSD we know that action occurs when we start with the belief that positive relationships are the foundation of our work. The connection and support that our teachers and staff have with students is immensely valuable in the lives of our students and families. We also know that these connections and relationships made by teachers make a large impact in many lives of our students. Therefore, the connections were conducted at the beginning of the school year.

[Oregon Student Health Survey \(SHS\)](#)- The Oregon Student Health Survey (SHS) was administered to 6th, 8th, and 11th graders in the Fall of 2024 and will continue annually. This voluntary survey allows students to opt out with parental consent or choose not to answer specific questions. To maintain confidentiality, data is only shared in aggregate form. The SHS collects valuable insights into student health, mental well-being, and substance use, helping to guide targeted interventions and support in our district.

District staff members use the Student Health Survey to analyze school-specific, district, and statewide trends. This survey is now administered annually offering HSD the opportunity to monitor needs and trends more regularly. It is important to note some survey questions have changed from previous years and therefore comparison data for year to year trends is not possible at this time. Below is a snapshot of preliminary data from the 2024 survey.

<b><i>Lifetime Substance Use Date for HSD 6th Graders, 2024</i></b>	No	Yes	Uncertain/No Response
Have you ever had a drink of alcohol other than a few sips?	77.5%	8.7%	13.8%
Have you ever used marijuana in any form?	81.9%	1.2%	16.9%
Have you ever used prescription opioid drugs such as Oxycontin, Percocet, Vicodin or Codeine without a doctor's orders or differently than how a doctor told you to use it?	76.5%	.7%	22.8%
Have you ever used vape, cigarettes, or chewing tobacco products?	90.3%	3.5%	6.2%

<b><i>Lifetime Substance Use Date for HSD 8th Graders, 2024</i></b>	No	Yes	Uncertain/No Response
Have you ever had a drink of alcohol other than a few sips?	71.1%	12.1%	16.8%
Have you ever used marijuana in any form?	85.1%	5.2%	9.7%
Have you ever used prescription opioid drugs such as Oxycontin, Percocet, Vicodin or Codeine without a doctor's orders or differently than how a doctor told you to use it?	88.2%	1.2%	10.6%
Have you ever used any drugs such as cocaine, ecstasy, LSD, shrooms (mushrooms that make you high), heroin, fentanyl or meth?	94.1%	1.2%	4.7%
Have you ever used any vape, e-cigarettes or other tobacco products such as cigarettes, chewing tobacco, cigarillos, or hookah?	85.2%	7.9%	6.8%

<b><i>Lifetime Substance Use Date for HSD 11th Graders, 2024</i></b>	No	Yes	Uncertain/No Response
Have you ever had a drink of alcohol other than a few sips?	64.8%	23%	12.2%
Have you ever used marijuana in any form?	73.1%	16.2%	10.7%
Have you ever used prescription opioid drugs such as Oxycontin, Percocet, Vicodin or Codeine without a doctor's orders or differently than how a doctor told you to use it?	92.4%	1.3%	6.3%
Have you ever used any drugs such as cocaine, ecstasy, LSD, shrooms (mushrooms that make you high), heroin, fentanyl or meth?	93%	2.5%	4.5%
Have you ever used vape, cigarettes, or chewing tobacco products?	81.9%	12.3%	5.8%

[\\*Oregon Healthy Teen/Oregon Student Health Survey Graphs](#) - Previous year 30-day use trend data for reference. (does not include 2024 SHS survey)

*\*"Caution should be used when interpreting the 2020 SHS, which is not comparable to prior surveys, and accurate comparisons cannot be made to similar data points from previous years due to the COVID-19 pandemic, widespread shift to distance learning, and data collection mode and time period."*

*\*"It is important to note that 2022 SHS results are not comparable to 2020 SHS results due to additional response categories (I am not sure, I don't know what this question is asking, I prefer not to answer) included in the 2022 SHS that impact the denominator and resulting percentages in the tables."*

### **Oregon SHS Completion Rates for HSD, 2024**

	6th	8th	11th	Total
HSD Enrollment	1,472	1,422	1,578	4,442
HSD Completed Surveys	1,128	1,075	962	3,165
HSD Completion Rates	63.5%	86.3%	81.3%	71.3%

## **Targeted Prevention**

### Kid Talk/Action Team

Students with substance use challenges often have other risk factors that may be identified and reviewed through our Student Support Process such as academic, behavioral, or attendance challenges. The purpose of Kid Talk/Action Team is to support students who are not making adequate progress by reviewing relevant student data, identifying needs and interventions, and monitoring progress. Follow-up happens every 6-8 weeks and students are referred to the Student Study Team (SST) as needed to determine additional needs and supports.

### Check Yourself Tool

This engaging and research-informed tool is part of our School-Based Screening, Brief Intervention, and Referral To (SB-SBIRT) program in our Middle Schools that is used to identify, reduce, and prevent substance use as well as support students' physical, emotional and social wellbeing. Students answer questions on goals as well as protective and risk factors, including substance use and intent to use. This allows counselors to connect students to supportive resources, interventions, or services in a proactive way.

## Family Engagement Opportunities

Our approach to family engagement includes strong partnerships with community-based organizations and actively sharing local events and informational sessions through the [HSD events calendar](#). By connecting families with valuable resources, we aim to provide parents with the latest information, trends, and strategies to support their children. These efforts include guidance on stress management, healthy coping, and other protective factors that help prevent youth substance use while fostering open and supportive family conversations.

## **Intervention**

### Drug and Alcohol Referral Process - [Mental Health Care Coordinator Program](#)

Our team of Mental Health Care Coordinators collaborate with building teams to identify students who may benefit from evaluation or treatment with qualified mental health and substance use professionals. They take referrals from school teams, connect with families, and ensure students have access to meaningful mental health care—whether through one of our school-based programs or community providers. These professionals provide outreach, psychoeducation, and case management support, helping families navigate medical insurance and complex systems of care. Their strong relationships with community-based providers are foundational in linking students and families to appropriate services. Additionally, they lead the HSD Flight Team, offering grief support in the aftermath of a student or staff member's passing, and coordinate district-wide suicide prevention efforts, including staff training, awareness presentations, and maintaining the Suicide Intervention Protocol.

### [Progressive Discipline Plan](#)

The progressive discipline plan provides support to the student and family to help address the underlying cause(s) a student is using or in possession of an illegal substance at school. The [Teen Intervene](#) 4th Edition curriculum is used in conjunction with a discipline incident specifically related to drug, alcohol, or nicotine use. Teen Intervene is evidence-based and uses a Screening, Brief Intervention, and Referral to Treatment (SBIRT) structure.

The Teen Intervene 4th Edition curriculum incorporates the stages of change model, motivational interviewing, and cognitive-behavioral approaches. Teen Intervene 4th Edition consists of a Teen Intervene (substances other than nicotine) Module and a Nicotine Module. Each module is composed of three sessions and is designed to include teens' parents or guardians. The 4th Edition is updated with gender-inclusive language and includes education specific to vaping. The curriculum, also part of the D&A Discipline Plan, includes a step to connect the student with a trusted adult in the building for regular check-ins, in addition to

the Teen Intervene sessions. Consultation and additional support is done in partnership with our Mental Health Care Coordinators.

### Standards of Student Conduct Handbook

The [Standards of Student Conduct](#) also provide specific policies regarding the use, possession, or distribution of drugs, alcohol, or tobacco by students at any school site, school-sponsored activity, or school-sponsored sporting events.

A committee has diligently reviewed our policies and practices to ensure alignment with the District-wide progressive discipline approach. Through regular meetings and collaboration, this work has led to updates in the Standards of Student Conduct (page 23), integrating response protocols that promote accountability and student well-being. These adjustments reflect our ongoing commitment to fostering a safe and supportive environment while adapting to the evolving needs of our students.

### Student Support Wellness Counselors

SSWC's are counselors focused on supporting students with social, emotional, and mental health needs. They provide individual and family support, suicide prevention and risk assessment, substance use prevention and intervention, and crisis support for students. They collaborate with building teams to identify, support, monitor, and connect students to district and community resources. For students who have been involved with an on-campus drug or alcohol offense, they provide screening and brief intervention using the Teen Intervene model and provide comprehensive and individualized support for any student presenting with needs associated with substance use and other risk factors for school engagement.

### Care Teams

[The Care Team](#) is a building-level team meeting that includes representatives from the school, HSD partners, and the district to review students who have indicated a need for more targeted support or services to develop and monitor comprehensive intervention plans. The value of the Care Team is the ability to develop plans that encompass building-level targeted supports, district-level resources, and community resources. The professionals represented on the Care Team represent a multitude of specialties and services. This team primarily monitors the impact of mental health and well-being on school performance and participation. Various risk factors are considered, such as mental health concerns, substance use, suicidal ideation, instability in the home environment, disciplinary action, resource needs (basic needs, housing, food, etc), attendance concerns, juvenile justice or other involvement with the legal system, and recent hospitalization/step down. Collaboration among home, school, and partner agencies is an important support for students at risk.

## Community Partner Resources

HSD school and district teams collaborate with community-based organizations to provide training, student and family support, and responsive programming based on emerging trends and needs. These partnerships ensure a coordinated approach to supporting our students and families. Some partnerships involve direct collaboration, with service providers coming on-site to offer mentorship, training, and support, while others focus on connecting students and families to valuable resources in the community. Our community partners play a vital role in informing best practices, co-developing professional learning opportunities, and working alongside HSD staff to enhance prevention and intervention efforts. Some of our key partners are: Washington County Health and Human Services, Oregon Department of Human Services, Portland Opportunities and Industrialization Center (POIC), Latino Network ROSA program, Shifted Theory, Reclaiming Futures, and many more.

### Century School-Based Health Center

In partnership with Virginia Garcia Memorial Health Center, the Century School-Based Health Center provides high-quality, culturally appropriate healthcare services to any Hillsboro School District student. Students are seen by appointment however walk-ins are welcome. Students do not need health insurance to be seen, and most insurance plans are accepted. The SBHC has a physician assistant (PA), behavioral health counselor, drug and alcohol counselor, medical assistant, and receptionist on board. Students may be seen for mental health assessments and bridge care, substance use evaluations, well-child check-ups, vaccines, illness or injury, reproductive health, as well as sports physicals.

### School-Based Mental Health Programming: Northwest Counseling Associates and LifeStance Health

Contracted by the District, NCA provides school-based mental health services for students in five elementary schools (Butternut, Imlay, Patterson, Lenox, and West Union). Additionally, LifeStance Health provides school-based mental health services for students in seven of our elementary schools (LC Tobias, Lincoln Street, McKinney, Eastwood, Mooberry, Minter Bridge, Witch Hazel). These counselors work with students who have met the medical necessity for mental health services and whose needs extend beyond the scope of school counseling support. Trauma, stress, and conflict can interfere with almost every aspect of a child's learning. Access to these services not only improves students' physical and psychological safety, but also reduces costly negative outcomes such as chronic absenteeism, discipline incidents, and suicidal thoughts.

### Youth Contact Student Assistance Program

Contracted by the District, the Youth Contact (YC) High School Student Assistance Program seeks to decrease substance abuse risk by increasing school

commitment and engagement. In 2023, our partnership with YC expanded to include two middle schools, South Meadows and R.A. Brown. YC providers offer a continuum of services that include prevention, intervention, outreach, and referral. These include skill development groups, family and individual counseling, crisis intervention and safety planning, peer mentor training, affinity groups, and parent migrant groups. They collaborate closely with families, as well as school-based personnel to provide students with strong support units that include the provision of structure, appropriate limit setting, and the nurturing environment crucial to preventing substance use and abuse. Hundreds of hours of individual and family therapy are provided by Youth Contact counselors.

In 2024, YC services expanded to provide school-based mental health services for students in four elementary schools (Reedville, Free Orchards, WL Henry, Witch Hazel). The counselor works with students who have met the medical necessity for mental health services and whose needs extend beyond the scope of school counseling support. Trauma, stress, and conflict can interfere with almost every aspect of a child's learning. Access to these services not only improves students' physical and psychological safety, but also reduces costly negative outcomes such as chronic absenteeism, discipline incidents, and suicidal thoughts.

#### Champions and Boys and Girls Club Programs

The District partners with Champions to provide after-school tutoring, academic support, and recreational activities for students who attend Eastwood, Free Orchards, W. L. Henry, Imlay, Indian Hills, Jackson, Ladd Acres, Lincoln Street, McKinney, Minter Bridge, Mooberry, Orenco, Patterson, Reedville, Rosedale, Tobias, Tamarack and Witch Hazel Elementary Schools.

#### Hillsboro Police Department

*School Resource Officers (SROs)* - SROs assist in prevention by providing information on drug/alcohol/tobacco laws and prevention, in formal classroom settings. They teach students about the legal consequences of drug/alcohol/tobacco use, and assist in investigations referred to them by school administrators.

#### Washington County Public Health

HSD collaborates closely with our local public health team to provide comprehensive support for students, families, and staff. This partnership extends beyond traditional programming to include professional development opportunities for educators, student-focused lessons, funding support, and collaborative efforts to address emerging trends in our community. Our public health partners have played a key role in updating HSD's SafeSchools module, ensuring it reflects local needs and current best practices for drug, alcohol, and tobacco prevention and intervention. Additionally, they support our outreach efforts by contributing valuable information for community events, publications,

and district-wide messaging. Through this ongoing collaboration, we are able to provide a more informed, proactive, and coordinated response to the well-being of our students and school community.

#### Latino Network ROSA

Building Resiliency through Opportunities & Success for Adolescents (ROSA) is a community-based *violence and crime prevention program* aimed at identifying and mitigating risk factors, removing barriers, and connecting families and youth to resources in their own communities. Services include: Outreach, screening, needs assessment, service planning, case coordination, mentoring, skill development groups for students and families, and consultation with School personnel and community partners.

#### **Public Information for Family/Student/Staff**

Our Hillsboro School District website houses information related to Drug Safety and Awareness [HERE](#).

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 11, 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.

**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.

The Glencoe High School Student Body Account received \$5000 from the Ogden Family Giving Fund for their Robotics Program.

**Workers’ Compensation Report**

The table below includes workers’ compensation claims reported month to date through February 28, 2025. The District received seven (7) new workers’ compensation claims for a total of 68 claims.

<b>Workers’ Compensation Reports</b>			
	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
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	14
February	11	11	7
March	8	4	
April	10	11	
May	11	15	
June	9	8	
<b>Yearly Total:</b>	<b>103</b>	<b>104</b>	<b>68</b>

### **Student Incident Report**

Student incident data below is month to date through February 28, 2025. Injury to head from slip and fall and/or hit with an object were the main driver for February incidents.

<b>Student Incident Reports</b>						
	<b>2023-24 Total Incidents</b>	<b>Average Incidents Per School Day</b>	<b>Serious Injuries With 911 Transport</b>	<b>2024-25 Total Incidents</b>	<b>Average Incidents Per School Day</b>	<b>Serious Injuries With 911 Transport</b>
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	80	4.4	8
February	60	3.3	3	69	3.7	2
March	55	3.4	8			
April	45	2.1	3			
May	70	3.2	4			
June	27	3.0	2			
<b>Yearly Total:</b>	<b>551</b>	<b>3.2</b>	<b>48</b>	<b>525</b>	<b>4.9</b>	<b>31</b>

### **Vehicle Accidents**

There were two (2) bus incidents in February requiring claims/repairs.

### **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](mailto:harriojs@hsd.k12.or.us).

HILLSBORO SCHOOL DISTRICT MONTHLY FINANCIAL REPORT

Revenues	July	August	September	1st Quarter	October	November	December	2nd Quarter	January	February	3rd Quarter	4th Quarter	Fiscal YTD	Budget	% of Budget	Fiscal YTD	% of Budget
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	2024-25	2024-25	2024-25	2023-24	2023-24
Taxes	\$0.00	\$0.00	\$187,056.55	\$173,101.91	\$233,262,198.87	\$71,306,708.16	\$34,682,008.94	\$34,682,008.94	\$774,621.37	\$475,362.23	\$1,250,357.60	\$0.00	\$96,119,423.09	\$105,289,786.00	91.28%	\$92,599,840.61	99.01%
Interest	\$63,623.63	\$104,496.21	\$274,154.92	\$44,121.28	\$59,047.36	\$338,922.38	\$442,091.22	\$442,091.22	\$316,167.74	\$181,818.52	\$497,986.26	\$0.00	\$1,214,232.20	\$1,912,304.00	63.50%	\$1,024,619.17	160.16%
Local Sources	\$38,080.67	\$36,330.93	\$199,997.12	\$277,408.72	\$639,306.96	\$1,006,447.82	\$950,429.15	\$950,429.15	\$167,349.81	\$119,955.65	\$287,305.46	\$0.00	\$1,515,143.33	\$4,434,290.00	34.17%	\$1,366,871.26	49.68%
<b>Total Local</b>	<b>\$101,604.30</b>	<b>\$145,464.01</b>	<b>\$497,551.88</b>	<b>\$738,620.19</b>	<b>\$796,530.15</b>	<b>\$2,342,893.66</b>	<b>\$1,786,529.16</b>	<b>\$1,786,529.16</b>	<b>\$1,258,138.92</b>	<b>\$777,510.40</b>	<b>\$2,035,649.32</b>	<b>\$0.00</b>	<b>\$98,848,798.62</b>	<b>\$111,646,382.00</b>	<b>88.54%</b>	<b>\$94,991,331.04</b>	<b>98.01%</b>
County/ESD	\$0.00	\$0.00	\$16,842.63	\$16,842.63	\$0.00	\$343,326.78	\$24,140.23	\$67,467.06	\$0.00	\$0.00	\$0.00	\$0.00	\$394,308.69	\$5,017,971.00	7.86%	\$1,982,776.58	37.15%
State Sources	\$24,889,627.00	\$12,427,294.00	\$12,427,294.00	\$12,444,445.12	\$16,024,890.23	\$12,427,294.00	\$40,896,629.41	\$40,896,629.41	\$13,806,602.98	\$12,675,661.31	\$26,481,264.29	\$0.00	\$117,102,108.71	\$160,034,325.00	73.17%	\$112,467,727.08	72.91%
Federal Sources	\$0.00	\$0.00	\$9,237.66	\$9,237.66	\$0.00	\$0.00	\$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%	\$0.00	0.00%
Beginning Balance*	\$12,824,672.51	\$0.00	\$12,824,672.51	\$0.00	\$0.00	\$0.00	\$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%
<b>Total Revenue</b>	<b>\$37,795,903.81</b>	<b>\$12,572,758.01</b>	<b>\$12,944,926.17</b>	<b>\$63,319,587.95</b>	<b>\$13,240,975.27</b>	<b>\$39,790,110.67</b>	<b>\$84,307,559.64</b>	<b>\$137,338,625.55</b>	<b>\$15,063,741.90</b>	<b>\$13,453,171.71</b>	<b>\$28,516,913.61</b>	<b>\$0.00</b>	<b>\$229,169,127.16</b>	<b>\$294,674,483.00</b>	<b>77.77%</b>	<b>\$222,100,610.81</b>	<b>82.49%</b>
<b>Expenditures</b>																	
Instruction																	
Salaries	\$40,374.36	\$127,754.65	\$8,339,165.67	\$8,339,165.67	\$8,363,539.47	\$8,472,765.90	\$8,365,839.12	\$25,202,144.49	\$9,552,300.61	\$8,569,427.70	\$18,121,728.31	\$0.00	\$51,831,167.48	\$36,624,745.00	53.64%	\$49,106,489.88	58.70%
Benefits	\$31,055.64	\$58,680.03	\$4,217,795.56	\$4,217,795.56	\$4,217,683.14	\$4,217,683.14	\$4,217,683.14	\$12,648,863.68	\$4,590,157.66	\$4,294,283.17	\$8,884,440.85	\$0.00	\$25,840,835.76	\$49,892,653.00	51.79%	\$24,514,564.72	56.43%
Purchased Service	\$655,357.93	\$362,903.91	\$1,131,320.36	\$2,149,582.20	\$1,296,892.01	\$1,488,180.35	\$1,080,965.12	\$3,866,037.48	\$1,025,469.25	\$483,261.08	\$1,508,730.33	\$0.00	\$17,524,350.01	\$16,977,473.00	44.32%	\$7,028,845.88	48.50%
Supplies/Materials	\$579,496.40	\$127,424.92	\$304,741.06	\$1,011,662.38	\$422,759.88	\$151,635.79	\$91,128.49	\$485,724.16	\$147,391.20	\$87,631.61	\$235,022.81	\$0.00	\$1,732,409.35	\$4,712,331.00	36.76%	\$2,445,761.58	41.03%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$629.07	\$629.07	\$0.00	\$629.07	\$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	\$7,290.95	\$2,466.00	\$15,406.70	\$2,595.00	\$6,484.00	\$9,079.00	\$0.00	\$103,820.55	\$1,579,035.00	6.57%	\$144,217.06	10.52%
<b>Total Instruction</b>	<b>\$1,366,219.33</b>	<b>\$688,988.51</b>	<b>\$14,000,197.50</b>	<b>\$16,055,405.34</b>	<b>\$14,069,522.71</b>	<b>\$14,390,656.13</b>	<b>\$13,757,997.67</b>	<b>\$42,218,176.51</b>	<b>\$15,317,913.74</b>	<b>\$13,441,716.63</b>	<b>\$28,759,630.37</b>	<b>\$0.00</b>	<b>\$87,033,212.22</b>	<b>\$169,786,237.00</b>	<b>51.26%</b>	<b>\$83,263,925.62</b>	<b>55.91%</b>
Support Services																	
Salaries	\$2,412,75.80	\$2,615,593.18	\$4,635,942.21	\$9,663,711.19	\$4,492,835.45	\$4,516,661.86	\$4,451,241.61	\$13,460,738.92	\$4,895,281.77	\$4,601,197.42	\$9,496,479.19	\$0.00	\$32,620,929.30	\$62,609,445.00	52.10%	\$31,790,031.09	59.20%
Benefits	\$1,263,877.09	\$1,328,582.38	\$2,505,166.70	\$5,097,606.16	\$2,500,614.94	\$2,412,829.54	\$2,453,273.61	\$7,366,718.09	\$2,596,070.53	\$2,524,433.50	\$5,120,504.03	\$0.00	\$17,584,828.28	\$32,328,891.00	54.39%	\$17,033,842.10	61.08%
Purchased Service	\$2,013,995.39	\$1,483,427.30	\$879,980.71	\$4,377,383.40	\$826,561.11	\$1,473,131.00	\$1,435,909.51	\$3,735,601.62	\$3,078,018.81	\$1,004,759.11	\$4,082,777.92	\$0.00	\$12,195,762.94	\$11,000,811.00	110.86%	\$10,208,179.49	109.72%
Supplies/Materials	\$956,449.80	\$668,883.90	\$530,444.24	\$2,155,777.94	\$771,650.45	\$394,477.78	\$298,217.66	\$1,454,345.89	\$354,215.56	\$476,127.46	\$630,343.04	\$0.00	\$4,440,466.87	\$3,053,428.00	145.43%	\$4,641,544.13	121.31%
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	\$211,410.94	\$36,970.00	\$1,780,672.10	\$1,743,702.10	\$0.00	\$183,659.72	\$0.00	0.00%	\$427,260.52	0.00%
Other	\$15,395.30	\$2,101,929.14	\$118,403.85	\$2,235,728.29	\$16,432.86	\$55,119.95	\$13,177.75	\$82,730.26	\$10,952.45	\$5,929.73	\$15,682.18	\$0.00	\$2,334,140.73	\$1,023,160.00	228.13%	\$2,481,280.59	282.05%
<b>Total Support</b>	<b>\$6,679,873.37</b>	<b>\$9,505,087.70</b>	<b>\$9,061,197.69</b>	<b>\$25,246,158.76</b>	<b>\$8,617,334.85</b>	<b>\$8,997,389.83</b>	<b>\$8,696,820.14</b>	<b>\$26,311,544.92</b>	<b>\$10,970,609.12</b>	<b>\$6,831,475.14</b>	<b>\$17,802,084.26</b>	<b>\$0.00</b>	<b>\$69,359,787.84</b>	<b>\$110,015,635.00</b>	<b>63.05%</b>	<b>\$66,582,137.92</b>	<b>69.34%</b>
Community Services																	
Salaries	\$14,551.25	\$24,443.03	\$30,403.74	\$69,398.02	\$33,336.61	\$32,908.72	\$32,661.36	\$99,906.69	\$37,275.90	\$32,631.41	\$69,907.31	\$0.00	\$239,212.02	\$421,948.00	56.69%	\$240,458.51	65.21%
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	\$22,625.98	\$21,032.45	\$43,658.43	\$0.00	\$145,829.57	\$217,875.00	66.98%	\$143,124.34	74.74%
Purchased Service	\$10,400.00	\$152.64	\$5,005.10	\$15,557.74	\$20,161.19	\$11,179.88	\$29,933.93	\$32,125.80	\$24,571.11	\$19,950.00	\$19,401.71	\$0.00	\$49,624.25	\$74,138.00	66.93%	\$70,487.75	110.33%
Supplies/Materials	\$0.00	\$197.73	\$1,393.57	\$2,191.30	\$4,592.12	\$350.66	\$1,276.16	\$6,218.94	\$2,288.25	\$971.55	\$3,259.80	\$0.00	\$11,670.04	\$20,579.00	56.71%	\$18,929.44	72.05%
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%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,775.00	\$0.00	\$1,775.00	\$0.00	\$1,775.00	\$6,895.00	0.00%	\$0.00	0.00%
<b>Total Community Services</b>	<b>\$32,037.55</b>	<b>\$35,755.77</b>	<b>\$55,670.48</b>	<b>\$123,463.80</b>	<b>\$79,705.85</b>	<b>\$84,644.99</b>	<b>\$89,854.99</b>	<b>\$204,205.83</b>	<b>\$64,210.84</b>	<b>\$56,330.41</b>	<b>\$120,541.25</b>	<b>\$0.00</b>	<b>\$448,210.88</b>	<b>\$741,435.00</b>	<b>60.45%</b>	<b>\$473,000.04</b>	<b>72.06%</b>
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%	\$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%	\$0.00	0.00%
<b>Total Capital Projects</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>0.00%</b>	<b>\$0.00</b>	<b>0.00%</b>
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%	\$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%	\$0.00	0.00%
Contingency/Ending Balance*	\$11,786,979.00	\$0.00	\$0.00	\$11,786,979.00	\$0.00	\$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%
<b>Total Expenditures</b>	<b>\$19,865,109.23</b>	<b>\$10,229,831.94</b>	<b>\$23,117,065.67</b>	<b>\$53,212,006.90</b>	<b>\$22,766,563.41</b>	<b>\$23,452,690.95</b>	<b>\$22,514,672.80</b>	<b>\$68,733,927.16</b>	<b>\$26,352,733.70</b>	<b>\$20,329,522.18</b>	<b>\$46,662,255.88</b>	<b>\$0.00</b>	<b>\$156,841,210.94</b>	<b>\$294,330,186.00</b>	<b>53.29%</b>	<b>\$160,769,709.58</b>	<b>62.79%</b>

1st Quarter	2nd Quarter
Interest Earnings	\$442,091.02
General Fund	\$189,382.01
Debt Service Fund	\$67,568.90
Capital Projects Fund	\$69,041.93
<b>Total Earnings</b>	<b>\$667,043.86</b>

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 11, 2025**  
**ADOPT INTER-DISTRICT TRANSFERS PLAN**

**SITUATION**

House Bill 2747, passed by the Legislature during the 2013 full session, governs the process by which students are allowed to transfer between school districts. Under House Bill 2747, district school boards must take action to announce the number of students who will be allowed to leave and enter their district for the following school year. They must also determine the process by which transfer requests will be considered, the length of the transfer approval, and any other terms associated with the approval. Students wishing to leave their district of residence to seek enrollment in a non-resident district must obtain a release from their district of residence.

It is recommended that the District participate in this process, both to accept transfers to the District and release students to attend other districts.

We propose allowing up to 120 nonresident students to attend HSD and up to 70 resident students to be released from HSD to attend other districts in the 2025-26 school year as detailed in the document provided to you this evening.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors adopt the inter-district transfers plan for the 2025-26 school year.

*I move that the Board of Directors adopt the inter-district transfers plan for the 2025-26 school year.*

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 11, 2025**  
**CURRICULUM APPROVAL: K-12 MATH ADOPTION**

**SITUATION**

Board approval is required for all proposed new curriculums. Once a curriculum has been approved, it may be offered in the Hillsboro School District.

On February 25, 2025, a new curriculum proposal for K-8, iReady Math, and for 9-12, enVision Math was submitted by Gina McLain, Director of Elementary Teaching & Learning, and Becky Kingsmith, Director of Secondary Teaching & Learning. iReady K-8 math programs and resources, available in both English and Spanish, support the needs of students and educators with easy-to-implement, interactive curriculum that is comprehensive and blends print and digital materials. The curriculum includes personalized instruction, engaging lessons, conceptual understanding, and problem-solving that are flexible enough to adapt to the demands of the classroom. With the enVision high school curriculum, available in both English and Spanish, it offers a variety of resources for students and teachers, including print and digital materials, as well as a variety of instructional strategies. enVision Math is designed to help students develop a deep understanding of mathematical concepts and skills using the key features of problem-based learning, visual learning, and differentiated instruction.

The proposal was presented to the CCAC at its regular meeting on February 3, 2025, and to the Board for first reading on February 25, 2025, and tonight seeking approval during the March 11, 2025, Board meeting.

Please reference:

Hillsboro School District Math Executive Summary one pager:

[Executive Summary Math Adoption \(K-12\)](#)

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors approves the proposed K-8 iReady Math curriculum and 9-12 enVision Math curriculum.

*I move that the Board of Directors approves the proposed K-8 iReady Math curriculum and 9-12 enVision Math curriculum.*

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 11, 2025**  
**INTEGRATED GUIDANCE 2025-2027 PLAN APPROVAL**

**SITUATION**

Districts are required by the Oregon Department of Education to present and seek approval of their Integrated Guidance Plan by their School Board each biennium. On February 25, 2025, Assistant Superintendent Brooke Nova presented the HSD Integrated Guidance 205-27 plan on first reading. The Integrated Guidance Plan includes detailed information on how grant funding will be spent in five key areas: Early Literacy, High School Success, Student Investment Account, Perkins, and Targeted and Comprehensive School Improvement.

Staff presented information highlighting in the February 25, 2025, presentation:

- Updated data and action under the Strategic Plan and showed how that work benefits from Integrated Guidance-related investments.
- Spoke about the development of our 2025-27 Integrated Guidance Plan and how we intend to achieve growth in our Performance Targets for Year 2 of the Strategic Plan (2024-25) and the correlation to the Longitudinal Performance Growth Targets in Integrated Guidance.
- Shared financial information under the Integrated Guidance plan, noting how this specific funding is connected to our strategic plan goal areas.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors approves the 2025-2027 Hillsboro School District Integrated Guidance plan.

*I move that the Board of Directors approves the 2025-2027 Hillsboro School District Integrated Guidance plan.*