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

Board Meeting Agenda
Tuesday, February 24, 2026
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 - Work Session**
   - A. Call to Order
     Presenter: Ivette Pantoja
     Time: 5:15 PM
   - B. Black Village Family Advisory Committee Dinner, Report and Discussion 4
     Presenter: Francesca Sinapi
     Time: 5:15 PM, 45 minutes
   - C. Budget Development Update 5
     Presenters: Scott Harrison / Jeff Jones
     Time: 6:00 PM, 45 minutes
   - D. Recess Board Meeting
     Presenter: Ivette Pantoja
     Time: 6:45 PM
2. **7:00 PM - Regular Session**
   - A. Call to Order and Flag Salute
     Presenter: Ivette Pantoja
     Time: 7:00 PM, 5 minutes
   - B. Land Acknowledgement 6
     Presenter: Ivette Pantoja
     Time: 7:05 PM, 5 minutes
   - C. Presentations / Proclamations
     Time: 7:10 PM, 10 minutes
     1. Classified Employee Appreciation Week 7
        Presenter: See Eun Kim
     2. Women's History Month 8
        Presenter: Katie Rhyne
     3. Student Presentation
        Presenter: Ivette Pantoja
   - D. Approval of Agenda
     Presenter: Ivette Pantoja
     Time: 7:20 PM, 0 minutes
     SAMPLE MOTION: ***I move that the Board of Directors approve the Agenda as printed.***
   - E. Audience Time
     Presenter: Ivette Pantoja
     Time: 7:20 PM, 5 minutes
   - F. Consent Agenda
     Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.
     Presenter: Ivette Pantoja

Time: 7:25 PM, 5 minutes
SAMPLE MOTION: ***I move that the Board of Directors approve the Consent Agenda as printed.***

1. Approve Minutes of January 27, 2026, Board Meeting 9
2. Approve Minutes of February 10, 2026, Board Meeting 16
3. Approve Extension and Non-Extension of Temporary, Probationary, and Contract Teachers and Administrators 19
4. Accept Gifts and Donations 34
5. Approve Policies 35
   a. C - General School Administration
      1) CEA: Educational Equity Advisory Committee 36
         Presenter: Francesca Sinapi
   b. G - Personnel
      1) GBDA: Expression of Milk or Breast-feed in the Workplace 39
         Presenter: Kona Lew-Williams
      2) GCBDA/GDBDA: Family and Medical Leaves 42
         Presenter: Kona Lew-Williams
      3) GCBDD/GDBDD: Sick Time 45
         Presenter: Kona Lew-Williams
   c. I - Instruction
      1) IF: District Curriculum 48
         Presenter: Brooke Nova
      2) IIA: Instructional Materials 49
         Presenter: Brooke Nova

G. Action Items

1. Approve Northwest Regional Education Service District Local Service Plan for 2026-2027 55
   Presenters: Brooke Nova / Dan Goldman / Dorian Russell
   Time: 7:30 PM, 20 minutes
   SAMPLE MOTION: ***I move that the Board of Directors approve the Northwest Regional Education Service District Local Service Plan for 2026-2027.***
2. Approve Memorandum of Understanding with Hillsboro Classified United 90
   Presenter: Kona Lew-Williams
   Time: 7:50 PM, 15 minutes
   SAMPLE MOTION: ***I move that the Board of Directors approve the MOU for the Classified Retirement/Separation Incentive Benefit Program with Hillsboro Classified United, as tentatively agreed to by the District bargaining team.***

H. Reports and Discussion

1. Bond Development Update 92
   Presenter: Beth Graser
   Time: 8:05 PM, 15 minutes
2. Financial Report 93
   Presenter: Scott Harrison
   Time: 8:20 PM, 5 minutes
3. Inter-District Transfers Plan Development 98
   Presenter: Beth Graser
   Time: 8:25 PM, 15 minutes
4. Strategic Plan Update 99
   Presenters: Brooke Nova / Beth Graser
   Time: 8:40 PM, 15 minutes

I. Policies - First Reading 100
Policies that are scheduled for first reading are included in the Board meeting packet. Staff members will not formally present the first reading of policies, unless the Board requests information that is not already included in the Board meeting packet. If no public comments or questions are received regarding these policies during the review period, they may be placed on the consent agenda for approval during the next regular meeting.
Presenter: Travis Reiman
Time: 8:55 PM, 5 minutes
1. J - Students
    a. JOA: Directory Information 101
    Presenter: Derek Brown

J. HCU / HEA Reports
Presenter: Ivette Pantoja
Time: 9:00 PM, 10 minutes

K. Discussion Time
Presenter: Ivette Pantoja
Time: 9:10 PM, 20 minutes
1. NSBA Advocacy Institute Update
2. Student Representatives' Time
3. Superintendent's Time
4. Board of Directors' Time

L. Adjourn Regular Session
Presenter: Ivette Pantoja
Time: 9:30 PM

3. Next Meetings of the Board of Directors
• March 10, 2026, Work / Regular Session
• April 14, 2026, Work 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. 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
February 24, 2026
BLACK VILLAGE FAMILY ADVISORY COMMITTEE DINNER, REPORT AND DISCUSSION

SITUATION

In accordance with our HSD policy on Educational Equity, we engage with families to get input on District programs and policies in order to better serve our students. We have many strategies for engaging families at school and district levels. One formal structure of gathering input directly from families of students who identify as Black, Indigenous, Latino, and People of Color (BIPOC) is Parent/Family Advisory Committees, or PACs/FACs.

Tonight, the Board will hear an update from our Black Village Family Advisory Committee. This group has formed to advise the Board and HSD staff regarding policy and programs to better serve students who identify as Black, African American, African, partially identifying black, and for students that are bi- or multi- racial. Leaders from the group will share updates on their PAC and District collaboration.

RECOMMENDATION

The Superintendent recommends that the Board listen to the report and ask any questions they might have.

HILLSBORO SCHOOL DISTRICT 1J
February 24, 2026
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 2026-27 District budget. The Committee members will review information regarding the current year budget, budget development, and details regarding specific resources.

Date	Upcoming Activities
☑ January 27, 2026	Budget Development Update: Preliminary Outlook
February 24, 2026	Budget Development Update: Investment Plan
Interim Period	Gather input and update projections for Proposed Budget
April 28, 2026	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 7, 2026	Additional Budget Committee Meeting (if needed)
June 16, 2026	Budget Hearing: Board Adopts Budget, Makes Appropriations, Declares the Levy
July 1, 2026	Implement Budget
July 15, 2026	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 2025-2026
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

In honor of Classified Employee Appreciation Week, the Board of Directors would like to thank the over 1300 employees who fill the critical roles of educational assistants, bus drivers, nutrition services staff, maintenance technicians, custodians, office support staff and many others for the Hillsboro School District.

Classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition, and direct instruction of students.

Your often-unsung work behind the scenes, support of teachers in delivering instruction, diverse talents and tireless dedication to our community's students is invaluable. Your contributions to the Hillsboro School District are valued and appreciated.

Please join us in thanking our Classified staff and recognizing them during Classified Employee Appreciation Week.

The Board of Education of the Hillsboro School District do hereby proclaim the week of March 2 through 6, 2026 to be:

CLASSIFIED EMPLOYEE APPRECIATION WEEK

HILLSBORO SCHOOL DISTRICT

We urge all community members to join us in recognizing the many contributions and achievements of Classified employees to the development and prosperity of our Hillsboro School District community.

Hillsboro School District Board of Directors

PROCLAMATION

The Hillsboro School District celebrates women of every race, class, gender identity, ability level, language and immigration status whose contributions have historically been underrecognized.

The Hillsboro School District honors women who have played a transformative role in shaping our local community in Hillsboro, the state of Oregon, and our nation through leadership in education, science, business, public service, the arts, and civic engagement;

The Hillsboro School District acknowledges that women educators, administrators, staff members, parents, and community partners are foundational to the success, safety, and well-being of our students and schools.

The Hillsboro School District celebrating Women's History Month aligns with our district's commitment to our Strategic Plan, equity, inclusive learning environments, and Every Student Belongs;

The Board of Education of the Hillsboro School District do hereby proclaim the month of March 2026 to be:

WOMEN'S HISTORY MONTH

HILLSBORO SCHOOL DISTRICT

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

Hillsboro School District Board of Directors

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
January 27, 2026
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

2. *EXECUTIVE SESSION*

Board Present:	Staff Present:
Ivette Pantoja, Chair	Travis Reiman, Superintendent
See Eun Kim, Vice Chair	Audrea Neville, Assistant Superintendent, School Performance
Yessica Hardin Mercado	Brooke Nova, Assistant Superintendent, Academic Services
Patrick Maguire	Beth Graser, District Communications Officer
Katie Rhyne	Kona Lew-Williams, District Human Resources Officer
Nancy Thomas, phone	Francesca Sinapi, District Equity, Access, Engagement Officer
Mark Watson	Saideh Haghighi Khochkhou, District Operations Officer
	Scott Harrison, Chief Financial Officer
	Rose Roman, Executive Assistant to the Superintendent

A. Call to Order Executive Session
Board Chair Ivette Pantoja called the meeting to order at 5:20 PM, and moved the Board into executive session under 192.660(2)(d) - Labor Negotiator Consultation

B. ORS 192.660(2)(e) - Real Property Transaction
CFO Scott Harrison, Assistant Superintendent Brooke Nova, and District Operations Officer Saideh Haghighi Khochkhou gave a Real Property update on Block 56. 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 5:49 PM.

3. *WORK SESSION*

Board Present:	Staff Present:
Ivette Pantoja, Chair	Travis Reiman, Superintendent
See Eun Kim, Vice Chair	Audrea Neville, Assistant Superintendent, School Performance
Yessica Hardin Mercado	Brooke Nova, Assistant Superintendent, Academic Services
Patrick Maguire	Beth Graser, District Communications Officer
Katie Rhyne	Kona Lew-Williams, District Human Resources Officer
Nancy Thomas, virtual/in-person	Francesca Sinapi, District Equity, Access, Engagement Officer
Mark Watson	Saideh Haghighi Khochkhou, District Operations Officer
	Scott Harrison, Chief Financial Officer
Student Representatives Present:	Derek Brown, District Information Technology Officer
Hazel Cleveland	Jeff Jones, Director of Business Services
Nicole Ayala Congachi	Rose Roman, Executive Assistant to the Superintendent
Jocelyn Trejo-Reyes	Ciara Hartzell, Technology Support
	Manuel Cota Gomez, Technology Support
Budget Committee Present:	Mary Kay Babcock, HEA President
Dinuka Karunaratne	David Eggleston, HCU President
Robert Knoke	
Maria Mondragon-Almy	
Paul Sander	
Dustin Rose, virtual	

A. Call to Order
Board Chair Ivette Pantoja called the meeting to order at 6:00 PM

B. Budget Development Guidelines
Superintendent Travis Reiman discussed the budget development guidelines. Budget committee members and Board members asked questions and made comments.

C. Budget Development Update
CFO Scott Harrison gave a 2025-26 school year budget update, gave a 2026-27 budget outlook, discussed current year and forecast contingencies, and discussed next steps. Director of Business Services Jeff Jones discussed preliminary 2025-26 enrollment projections, and student weighting and impact to revenue. Board members and budget committee members asked questions and made comments.

D. Recess Work Session
Board Chair Ivette Pantoja recessed at 6:46 PM.

3. REGULAR SESSION

Board Present:	Staff Present:
Ivette Pantoja, Chair	Travis Reiman, Superintendent
See Eun Kim, Vice Chair	Audrea Neville, Assistant Superintendent, School Performance
Yessica Hardin Mercado	Brooke Nova, Assistant Superintendent, Academic Services
Patrick Maguire	Beth Graser, District Communications Officer
Katie Rhyne	Kona Lew-Williams, District Human Resources Officer
Nancy Thomas	Francesca Sinapi, District Equity, Access, Engagement Officer
Mark Watson	Saideh Haghighi Khochkhou, District Operations Officer
	Scott Harrison, Chief Financial Officer
Student Representatives Present:	Derek Brown, District Information Technology Officer
Nicole Ayala Congachi	Jeff Jones, Director of Business Services
Jocelyn Trejo-Reyes	Rose Roman, Executive Assistant to the Superintendent
Hazel Cleveland	Ciara Hartzell, Technology Support
	Manuel Cota Gomez, Technology Support
Others Present:	Mary Kay Babcock, HEA President
Aron Carleson, HSF	David Eggleston, HCU President

A. Call to Order and Flag Salute
Board Chair Ivette Pantoja reconvened the meeting at 7:06 PM and led the Pledge of Allegiance.

B. Land Acknowledgement
Board Chair Ivette Pantoja read the Land Acknowledgement.

C. Recognitions / Proclamations
1. School Board Appreciation Month
Superintendent Travis Reiman read the School Board Appreciation Month Proclamation.
2. Black History Month
Director Nancy Thomas read the Black History Month Proclamation.
3. School Counselors Week
Director Mark Watson read the School Counselors Week Proclamation.

D. Approval of Agenda
Director Mark Watson MOVED, SECONDED by Director Katie Rhyne, to approve the agenda as printed.

The MOTION CARRIED (7-0). Motion approved by unanimous consent. Director Patrick Maguire, Director Katie Rhyne, Director Yessica Hardin Mercado, Director Nancy Thomas, Director Mark Watson, Vice Chair See Eun Kim, and Chair Ivette Pantoja voted to approve.

No further discussion took place.

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

Director Patrick Maguire MOVED, SECONDED by Director Yessica Hardin Mercado, to approve the Consent Agenda as printed.

The MOTION CARRIED (7-0). Motion approved by unanimous consent. Director Patrick Maguire, Director Katie Rhyne, Director Yessica Hardin Mercado, Director Nancy Thomas, Director Mark Watson, Vice Chair See Eun Kim, and Chair Ivette Pantoja voted to approve.

No further discussion took place.

Consent Agenda items were as follows:

1. Approve Minutes of December 9, 2025, Board Meeting
2. Approve Minutes of December 15, 2025, Board Meeting
3. Approve Minutes of January 13, 2026, Board Meeting
4. Approve Routine Personnel Matters
5. Approve Policies
    a. A/B - Board Governance and Operations
        1) BCF: Advisory Committees to the Board
        Presenter: Francesca Sinapi
    b. J - Students
        1) JHCA: Immunizations, and School Sports Participation, Concussions and Other Brain Injuries
        Presenters: Brooke Nova / Saideh Haghighi Khochkhou
        2) JHCD: Medications
        Presenter: Brooke Nova
        3) JHCD-AR: Medications
        Presenter: Brooke Nova
        4) JHCD/JHCDA: Medications
        Presenter: Brooke Nova
        5) JHCD/JHCDA-AR: Medications
        Presenter: Brooke Nova
        6) JO/IGBAB-AR(1): Educational Records/Records of Students with Disabilities Management
        Presenter: Brooke Nova
    c. K/L: District-Community Relations
        1) LBEA: Denial for Virtual Public Charter School Student Enrollment
        Presenters: Brooke Nova / Beth Graser

F. Audience Time

No audience members requested to address the Board.

G. Reports

1. Financial Report

Chief Financial Officer Scott Harrison highlighted the records retention process and digitizing process happening in the Business Office.

H. Action Items

1. Approve of New High School Course: AP Seminar

Director Yessica Hardin Mercado MOVED, SECONDED by Director See Eun Kim, that the Board of Directors approve the proposed course AP Seminar.

The MOTION CARRIED (7-0). Director Patrick Maguire, Director Katie Rhyne,

Director Nancy Thomas, Director Yessica Hardin Mercado, Director Mark Watson, Vice Chair See Eun Kim, and Chair Ivette Pantoja voted to approve.

No further discussion took place.

2. Approve of New High School Course: Pre-AP Chemistry

Director See Eun Kim MOVED, SECONDED by Director Katie Rhyne, that the Board of Directors approve the proposed course Pre-AP Chemistry.

The MOTION CARRIED (7-0). Director Patrick Maguire, Director Katie Rhyne, Director Nancy Thomas, Director Yessica Hardin Mercado, Director Mark Watson, Vice Chair See Eun Kim, and Chair Ivette Pantoja voted to approve.

Director Katie Rhyne thanked Assistant Superintendent Brooke Nova and other staff for the presentation and answering her questions.

3. Accept Annual Comprehensive Financial Report for 2024-2025

Director Yessica Hardin-Mercado MOVED, SECONDED by Director Katie Rhyne, that the Board of Directors accept the Annual Comprehensive Financial Report for 2024-2025.

The MOTION CARRIED (7-0). Director Patrick Maguire, Director Katie Rhyne, Director Nancy Thomas, Director Yessica Hardin Mercado, Director Mark Watson, Vice Chair See Eun Kim, and Chair Ivette Pantoja voted to approve.

Board members asked questions and made comments.

4. Real Property - Purchase and Sale Agreement Final Approval

Director Mark Watson MOVED, SECONDED by Director Katie Rhyne, that the Board of Directors approve the purchase and sale agreement as negotiated.

The MOTION CARRIED (7-0). Director Patrick Maguire, Director Katie Rhyne, Director Nancy Thomas, Director Yessica Hardin Mercado, Director Mark Watson, Vice Chair See Eun Kim, and Chair Ivette Pantoja voted to approve.

No further discussion took place.

5. Approve Student Investment Act Agreement

Brooke Nova discussed the purpose of the presentation, aligned programs and common goals, four buckets of funding, SIA investments, HSD Community Communicated Performance Targets, Strategic Plan Accountability, and 2024-25 Integrated Programs Annual Report. Scott Harrison discussed adjusted integrated programs allocations for 2025-27, and SIA investment comparisons.

Director Katie Rhyne MOVED, SECONDED by Director Yessica Hardin Mercado, that the Board of Directors approve the Student Investment Act Grant Agreement.

The MOTION CARRIED (7-0). Director Patrick Maguire, Director Katie Rhyne, Director Nancy Thomas, Director Yessica Hardin Mercado, Director Mark Watson, Vice Chair See Eun Kim, and Chair Ivette Pantoja voted to approve.

Board members asked questions and made comments.

I. Policies - First Reading
Superintendent Travis Reiman presented the policies for first read.

J. Information - Administrative Regulation Update
Superintendent Travis Reiman presented the administrative regulation updates.

K. HCU / HEA Reports
HEA President Mary Kay Babcock provided the HEA report.
HCU President David Eggleston provided the HCU report.

L. Discussion Time

1) Student Representatives' Time
Jocelyn Trejo-Reyes reflected on the Board appreciation gifts
Hazel Cleveland thanked Director Katie Rhyne for being a great mentor.
Nicole Ayala Congachi appreciated the recognition this evening, thanked the Board, announced her full ride scholarship to Yale University and highlighted the college and career fair Friday at Hidden Creek.

2) Superintendent's Time
Superintendent Travis Reiman congratulated CFO Scott Harrison and Director of Business Services Jeff Jones on the ACFR with no findings, thanked Director Hardin Mercado and Director Rhyne for attending the Audit committee meeting and thanked the budget committee members for attending tonight's meeting. He highlighted the OALA conference coming up at GHS, and HSD's Black History Night coming up. He acknowledged that HSD is a safe place and celebrate the Board and thanked them for serving the District. He highlighted the upcoming HSF Gala, and congratulated student rep Nicole on her scholarship.

3) Board of Directors' Time
Director Mark Watson thanked the community for allowing him the opportunity to stay on the Board of Directors, thanked the schools for the gifts, thanked the Nutrition Services department for catering, and highlighted the upcoming HSF gala.
Director Patrick Maguire thanked his Board colleagues.
Director Yessica Hardin Mercado thanked Nutrition Services for dinner, thanked the schools for the swag, and congratulated student rep Nicole on her scholarship.
Director Nancy Thomas thanked student rep Nicole for reminding her why she does this work.
Director Katie Rhyne thanked the schools and teams for the gifts, thanked her colleagues, thanked the student reps, thanked District Equity, Access, Engagement Officer Francesca Sinapi and her team and highlighted the LGBTQ+ PAC, thanked the Cabinet team for making HSD an inclusive place, and highlighted District Communications Officer Beth Graser and the Bond team.
Board Vice Chair See Eun Kim highlighted the gifts, appreciated her Board colleagues for showing up, thanked Superintendent Travis Reiman and the Cabinet for preparing us, and congratulated student rep Nicole on being accepted to Yale.
Board Chair Ivette Pantoja thanked her fellow Board members, highlighted signs, notes and gifts, and highlighted the student representatives. Thanked the Cabinet team, thanked Nutrition services and read a note that they left for the Board.

M. Adjourn Meeting

Chair Ivette Pantoja adjourned the meeting at 8:10 PM.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
February 10, 2026
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

1. EXECUTIVE SESSION

Board Present:	Staff Present:
Ivette Pantoja, Chair	Travis Reiman, Superintendent
See Eun Kim, Vice Chair, virtual	Rose Roman, Executive Assistant to the Superintendent
Yessica Hardin Mercado	
Patrick Maguire	Others Present:
Katie Rhyne	Kristen Miles, OSBA Consultant
Nancy Thomas	
Mark Watson	

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)(i) - Evaluation of the Superintendent
OSBA Consultant Kristen Miles led a conversation with the Board regarding the evaluation of the Superintendent. Board members discussed and asked questions.

C. Recess Executive Session
Board Chair Ivette Pantoja moved the Board out of executive session and recessed the meeting at 6:10 PM.

2. WORK SESSION

Board Present:	Staff Present:
Ivette Pantoja, Chair	Travis Reiman, Superintendent
See Eun Kim, Vice Chair, virtual	Audrea Neville, Assistant Superintendent, School Performance
Yessica Hardin Mercado	Brooke Nova, Assistant Superintendent, Academic Services
Patrick Maguire	Beth Graser, District Communications Officer
Katie Rhyne	Kona Lew-Williams, District Human Resources Officer
Nancy Thomas	Francesca Sinapi, District Equity, Access, Engagement Officer
Mark Watson	Saideh Haghighi Khochkhou, District Operations Officer
	Scott Harrison, Chief Financial Officer
Student Representatives Present:	Derek Brown, District Information Technology Officer
Jocelyn Trejo-Reyes	David Nieslanik, Executive Director of Schools
Nicole Ayala Congachi	Rose Roman, Executive Assistant to the Superintendent
Hazel Cleveland, absent	Ciara Hartzell, Technology Support
	Mary Kay Babcock, HEA President
	David Eggleston, HCU President

A. Call to Order
Board Chair Ivette Pantoja called the meeting to order at 6:16 PM

B. Discuss Board Self-Evaluation Process
OSBA Kristen Miles discussed the Self-Evaluation process that OSBA can support the Board with. Board members asked questions and discussed the process.

C. Graduation Rates Update
Assistant Superintendent Audrea Neville discussed historical graduation rates, key investments and priorities over the years, on-track status for the class of 2025, graduation rates by high school, graduation rates pre-pandemic to now, highlights and notes compared to other school districts, graduation rates versus state test scores, and this year and looking ahead. Executive Director of Schools David Nieslanik discussed Strategic Plan goals, focal group comparisons, graduation classes moving forward, and on/off track status by grade. Board members asked questions and made comments.

D. Discussion Time
1) Student Representatives' Time
Jocelyn Trejo-Reyes shared her hope for the district.
Nicole Ayala Congachi highlighted the District's work with Migrant students, announced a council she was appointed to, and upcoming attendance at a conference in Washington DC.

2) Superintendent's Time
Superintendent Travis Reiman highlighted Legislative town hall at Pacific University with several Board members. He highlighted HSD Black History Night and LGBTQ night. He stated that attendance numbers are up for first time since pandemic, celebrate rising graduation rates, and thanked the Board for setting the bar high with the HSD Strategic plan.

3) Board of Directors' Time

Director Patrick Maguire thanked staff for the information presented tonight.
Director Yessica Hardin Mercado provided no comment.
Director Mark Watson highlighted Black history night, Living Library event, the legislative town hall in Forest Grove, and the upcoming HSF Gala.
Director Katie Rhyne highlighted the Black History Month celebration and the hard work of Education Liaison Jelana Canfield, the WCCLS Living Library event, YAC College and Career Fair, and highlighted the upcoming Spring play season.
Director Nancy Thomas thanked staff for the graduation rates data and looks forward to giving the Board information on the Washington DC trip she just took.
Chair Ivette Pantoja thanked everyone for their work.

E. Adjourn Meeting

Chair Ivette Pantoja adjourned the meeting at 7:35 PM.

HILLSBORO SCHOOL DISTRICT 1J
February 24, 2026
APPROVE EXTENSION AND NON-EXTENSION OF TEMPORARY, PROBATIONARY, AND CONTRACT TEACHERS AND ADMINISTRATORS

Resolved, that the Board of Directors accept the Superintendent, or designee's, recommendation for the renewal of probationary teachers and administrators and for issuance of contracts to contract teachers and administrators.

1. Current first-year probationary Licensed staff and administrators being offered one-year contracts for 2026-27 to second-year probationary status:

Second-Year Probationary Teachers

Abadir-Pruitt, Nicole	Cai, Sanne	Garcia, Maria
Hall Jr, Ronald	Hawken, Clive	Hurley, Katherine
Ortuno, Jacquelyn	Parlanti, Jessica	Rask, Tori
Rickis, Claire	Samarron, Anel	Sierra Brodniak, Monica
Johnson, Alyssa	Loun, Matthew	Marquez, Antonio
Reiman, Krista	Tuck, Sarah	

Second-Year Probationary Administrators

Bingham, Rusty	Grossen, Willow	Hutchinson, Stacey
Jones, Jeffrey		

2. Current second-year probationary Licensed staff being offered one-year contracts for 2026-27; remaining at second-year probationary status:

Driver, Heather

3. Current second-year probationary Licensed staff and administrators being offered one-year contracts for 2026-27 to third-year probationary status:

Third-Year Probationary Teachers

Adams, Paice	Alban, Samantha	Altamirano Chavez, Eduardo
Andrade, Eliazar	Arell, Pamela	Arizpe Ramirez, Linda
Baum, Monique	Carothers, Leah	Clark JR, Robert
Cohoe, Jessica	Costales, Sean	Dadiala, Boguslawa
DeLyser, Sally	Diaz, Abraham	Dunkley, Tina
Dupuis, Sondra	Gannett, August	Gellos, Madison
Guilford, Samantha	Gutierrez, Karly	Harrington, Shika

Hernandez Ortiz, Karla	Hernandez Roman, Brandon	Hopper, Maya
Huffman, Matthew	Kim, Taehee	Knight, Samantha
Krautscheid-Pratt, Linda	Lauzon, Mercedes	Luebke, Christopher
Madrigal, Maria	Madsen, Hayley	Mejdrich, Colin
Mondragon Mandujano, Stephanie	Morales-Suares, Caesar	Neils, Bailey
Nguyen, Stephanie	Pastormerlo, Lynell	Pena Anaya, Antonio
Perez, Ariel	Ratalsky, Nathaniel	Rayl, Karina
Salantos, Bianca	Sandoval, Manuel	Sewall, Aaron
Shipman, Nathan	Spencer, Lukas	Stockwell, Hayden
Sullens, Christy	Tiburcio, Patricia	Tolentino, Geovanny
Torres, Katherine	Trejo Peralta, Itzel	Viveros-Suarez, Janet
Worley, Isabelle		

Third-Year Probationary Administrators

Ackerman, Andrew	Christensen, Haley	Corwin, Jeremy
Joule, Dennis	Morejon, Tara	Taguchi, Jenny

4. Current second-year probationary Licensed staff who have previously held contract status in an Oregon School District being offered two-year contracts for July 1, 2026, to June 30, 2028:

Baisch, Carrie	Barei, Anthony	Brodniak, Chris
Fosnaugh, Steven	Gutierrez-Taeubel, Rochelle	Jimenez Hernandez, Liliana
Kellar, Scott	Liao, Grace	Lott, Jonathan
Lyle, Marla	Marsteller, Ashleigh	McGee, Dustin
Purdy, Kelly	Rose, Jamie	Rose, Marie
Thompson, Sonta	Wartenberg, Jenna	Washburn, Hilda
York, Michelle		

5. Current third-year probationary Licensed staff being offered two-year contracts for July 1, 2026, to June 30, 2028:

Allen, Lisa	Amador Valencia, Talib	Barry, Jason
Birch, Jeremy	Bird, Hollie	Brandaw, Tonya
Brown, Katie	Butler, Benjamin	Camacho-Marchand,

		Rubymar
Campbell, Lindsay	Cantwell, Melissa	Carroll, Tara
Carter, Kimberly	Chan, Linda	Chun, Riley
Comoda, Emily	Cyphers, Marci	Deleon, Debora
Dresser, Kelsey	Dunlop, James	Dunn, Jordan
Elliott, Amity	Fink, Roger	Flori, Kendall
Ford, Tatiana	Fournier, Alix	Garcia, Omar
Hansen, Jeremiah	Holden, Laura	Hutt, Steven
Inafuku, Natasha	Johnson, Alicia	Jolley, Cassandra
Judge, Madeline	Kepner, Nicole	Lacsamana, Mark
Lavelle, Edward	Leach, Dawn	Lee, Robert
Legaria Cisneros, Maribel	Long, Annemarie	Lowry, Jessica
Lucitt, Katherine	Luna, Kandra	Mancuso, Alyssa
Manos, Sarah	Marin, Dana	McCourt, Taylor
Mckinney, Makala	Mendez Zepeda, Jose	Merritt, Melissa
Mitchell, Kaleb	Moreno, Sara	Mustain, Grace
Phillips, Janet	Piril, Amanda	Raf, Kelly
Redman, Natalie	Rowe, LeAnne	Sakaguchi, Teresa
Sandage, Sarah	Sandoval Garfias, Guadalupe	Schafer, Ellin
Schmitz, Madeline	Sipp, Jessica	Stafford, Erin
Steinhauer, David	Stevens, Pamela	Strickland, Jamie
Tippetts, Kaylee	Tobin, Nichole	Traynor, Madeline
Tripp, Kellie	Troolines, Elizabeth	Valdez, Faith
Vasquez Vasquez, Manuel	Watkins, Jessica	Watson, Samantha
Weedin, Sarah	Welch, Kathryn	Will, Madelyn
Wiswesser, Nicole	Womack, Suzanne	Wyka, Ashley

6. Current third-year probationary administrators being offered three-year contracts for July 1, 2026, to June 30, 2029, as contract administrators:

Barnes, Leslie	Carmolinga Espinoza, Yesenia	Carrero Ramos, Alejandro
Cary, Jennifer	Coolman, Kathleen	Echeverria, Natasha
Hensley, Gabriela	Hertel, Kevin	Lawson, Shannon

Meier, Cary	Muramatsu, Genevieve	Nace, Megan
Nieslanik, David	Zaugg, Jaycee	

7. Current contract Licensed staff being offered two-year contracts for July 1, 2026, to June 30, 2028, as contract teachers:

Acker, Morgan	Acosta, Alexandria	Acosta, Elizabeth
Acosta, Susan	Adam, Elias	Adams, Benjamin
Adams, Julia	Adzima, Angela	Aguirre Hernandez, Claudia
Ahern, Patrick	Akers, Lindsey	Alaniz, Angelica
Aldaz Puga, Santiago	Alder, Brooke	Alexander, Theresa
Ali, Karri	Alm, Sydnee	Almquist, Carl
Almquist, Jennifer	Alvarado Luviano, Leslie	Aman, Kaylee
Anderson Morehouse, Robyn	Anderson, Carol	Anderson, Laura
Anderson, Miriam	Anderson, Samantha	Anderson, Stephanie
Angal, Sharon	Annis, Elizabeth	Aoki, Kasumi
Arellano Sanchez, Neida	Armenta, Ada	Armitage, Sarah
Arreola, Asusena	Arumugam, Kamala	Asanovic, Kim
Astudillo Zepeda, Cesar	Avalos-Alfaro, Eric	Avery, Lida
Aviles Ramirez, Karel	Babcock, Mary	Baca, Jason
Bailie, April	Baisch, Jeffrey	Balian, Sarah
Ball, David	Barash, Adam	Barcenas, Claudia
Barnes, James	Barrow Hodgson, Natalie	Barry, Jennifer
Bateman, Joshua	Battaglia, Darren	Bauman, Daniel
Bayer, Kimberly	Bayer, William	Beadle, Christopher
Beale, Nicole	Becerra, Nanci	Beddoe Phillips, Vanessa
Beeler, Perry	Belanger, Secret	Bell, Samantha
Bemis, Samantha	Bennett-Larson, Brittany	Berger, Alexander
Bernhardt, Mark	Bice, Allyson	Billington, Matthew
Binoeder, Shelly	Blanchard, Jayna	Blind, Salina
Blomberg, Kristin	Blum, Kyle	Bohm, Wayne
Bonebrake, Deborah	Boone, Kyle	Borley, Jill
Bosshardt, Daniel	Bouker, Kim	Bourland, Madeleine
Bowman, Betsy	Bradley, Tammy	Branch, Lisa
Brehm, Kristy	Breitenbuecher, Kelly	Brittenham, Patrick

Brock, Alesha
Brock, Andrea
Brogan, Mark
Bromley, Molly
Bromley, William
Brown, Brigette
Brown, Kevin
Brownlie, Sheryl
Broyles, Lilly
Bruhl, Angela
Buchanan, Brent
Buck, Alan
Buechler, Melissa
Bueffel, Derek
Bugg, Alicia
Bunting, Andrew
Bunting, Kyle
Burgess, Jason
Burkhardt, Kelsi
Burnett, Richard
Burnor, Cheryl
Burnsed, Casy
Buthe, Ana
Butler, Leandre
Butterfield, Kelly
Buxton, Jeremy
Buyas, Michelle
Byers, Beverlee
Cabral, Karen
Cadiz, Raya
Caldwell, Kimberly
Caley, Junia
Callahan, Patrick
Calvert, Kevin
Campbell, Darci
Campbell, Glenn
Cano, Cynthia
Canova, Erin
Carnes, Rachelle
Carney, Tamara
Carpenter, Jenae
Carter, Jacob
Castro, Gabrielle
Castro, Samuel
Ceccarelli, Vanessa
Centers, Zachary
Cerda, Graciela
Cermak, Meagan
Chasteen, Melyssa
Chavez Lopez, Dania
Chavez, Xavier
Chevalier, Jessica
Chipps, Andrew
Chitwood, Valeria
Chitwood, Zane
Christianson, Mark
Chronister, Nicole
Ciliberto, Cristina
Clagett, Eleanor
Clark, Rebecca
Clark, Zacary
Clift, David
Close, Brynna-Marie
Cloud-Fitzgerald, Fara
Cocheu, Robin
Cohen, Rachel
Cole, Sarah
Cole, Zachary
Colondres Velez, Fernando
Conner, Robin
Connors, Taylor
Contreras, Jade
Cook, Brian
Cooley, Shane
Corwin, Tarra
Cosman, Kayla
Cotton, Josiah
Cotton, Keely
Cox, Ashley
Crabtree, Kevin
Crackel, Deanna
Crisi, David
Crnich, Megan
Crocker, Kristina
Crouse, Christina
Crowell, Clark
Crowell, Lindsay
Cruickshank, Mallory
Cuevas Trol, Maria
Cuomo, Helene
Daliposon, Lori
Daniels, Martha
Danielson, Amy
Danley, Tambra
Dash, Maritza
Davis, Audrey
Davis, Bret
Davis, Cary
Davis, Scott
Dawson, Abby
Dawson, Jennifer
Day, Sarah

Daza Santos, Concepcion	De Los Santos, Jennifer	Dean, Cecilia
Debeljak, Anne	DeBois, Erica	DeBolt, Michelle
Decoster, Amy	Del Castillo, Janelle	Della Zoppa, Emily
Delplanche, Deborah	DeLyser, Carrie	Dening, Nancy
Denny, Sarah	Dessert, Jonathan	Dessert, Kayla
Dewhitt, Shellie	Dezellem, Stacy	Diehl, Lauren
Dilley, Darren	Dinsmore, Michelle	Dolan, Tara
Donnelly, Evan	Dortch, Jason	Douangmala, Caitlin
Douthit, Brieanna	Drotning, Henry	Duncan, Rheanon
Dunham, Connor	Dunn, Megan	Dunn, Michael
Duran, Liana	Dye, Devin	Dye, Izza
Echeverria-Garcia, Lidia	Elison, Ruth	Ellingson, Tammy
Elliott, Samantha	Ellis, Melissa	Ely, Monique
Emmorey, Melissa	Enck, Anna	Englen, Andrew
Engler-Mead, Lorienne	Erlandsen, Gretchen	Esparza, Paolina
Espinoza, Diann	Evers, Nayoko	Evers-Selleck, Tracy
Fair, Lucinda	Faulder, Brenda	Faulkner, McKenna
Fawk, Bree	Fay, Kathline	Feldhaus, Tina
Ferber, Alex	Ferguson, Kristin	Ferrante, Crystal
Fiesta, Kaela	Fifth-Lince, Amy	Figueroa, Heather
Fink, Stephenie	Finster, Jaymie	Fishback, Layton
Fishback, Sean	Fisher, Jennifer	Fitzgerald, James
Fleming, Carissa	Fleming, Danielle	Flores, Christopher
Flores, Holly	Flores, Michelle	Foster, Aaron
Foster, Angie	Fotland, Geoffrey	Fragosi, Michael
Francom, Barbara	Freed, Michelle	French, Jessica
Fresh, Emmett	Fryer, Chelsea	Fuglevand-Fredrick, Heidi
Fukuhara, Marissa	Fuss, Bryan	Futter, Michael
Gainey, Kimberly	Galbraith, Elizabeth	Galian, Julio
Galik, Ashley	Gallardo, Patricia	Gamache, Lisa
Garcia Angeles, Luis	Garcia Avilez, Mariana	Garcia Fresh, Sierra
Garcia Senechal, Raimundo	Garcia, Graciela	Garcia, Melanie
Garcia, Rebecca	Garcia-Puga, Ruben	Gatchalian, Nessima
Gatewood, Ronda	Gaumond, Carol	Geiger, Regan

Genduso, Nicole
Genter-Gilmore, Natalie
Georgette, Danielle
Gerber, Kirstin
Gerig, Stephanie
Giacomini, Renata
Giard, Heather
Gibb, Courtney
Giboney, Bryce
Gibson, Emily
Gill, Eugene
Gill, John
Givens, Michael
Glaske, Heidi
Glasscock, Alicia
Glaze, Marcus
Glaze, Stacey
Godfrey, Brooke
Godsey, Zoe
Goldmann, Christine
Goldstein, Jaime
Gomez, Sonia
Gonzalez Barragan, Ana
Gonzalez, Lacy
Gonzalez, Melissa
Gonzalez-Santos, Angel
Goodman, Priscilla
Goodwin, Shane
Goritz, Holly
Gower, Jeffrey
Graham Ubaldo Paz, Aleja
Graves, Courtney
Greene, Danika
Grinnell, Roger
Grinnell, Sandie
Grossen, Kelsey
Grotle, Nidia
Gurney, Lisa
Gurske, Noelani
Gust Cordova, Paola
Gustafson, Kaylee
Guthrie, Jamie
Guthrie, Leona
Gutierrez, Mary
Guzman-Cruz, Karen
Haag, Madelina
Haberman, Amy
Hafez, Maria
Haines, Marissa
Hakkila, Kristin
Hale, Helene
Hall, Caleb
Hammond, Neysa
Hancock, Melissa
Hancock, Vanessa
Hange, Hannah
Hansen, Joel
Hanson, Erin
Hanson, Krista
Harless, Jason
Harp, Cynthia
Harrington, Kimberly
Harrington, Scott
Harris, Erin
Harris, Kimberly
Harsin, Sara
Hartford, Bradley
Harwood, Sarah
Haskins, Brook
Haueter, Alex
Hawkins III, Budweiser
Hawks, Rachelle
Heath, Christopher
Hebert, Melissa
Hedges, Ceanna
Hehn, Kevin
Heider, Hayley
Heil, Nicole
Heller, Kiley
Hellstrom, Raymond
Hendryx, Jeffrey
Henningsen, Stephanie
Her, Sue
Hergert, Susan
Hernandez, Jennifer
Herzog, Jenice
Hess, Kandi
Heyen, Adam
Hickman, Logan
Hicks, Adrianne
Hiles, Mattie
Hill, Alason
Hill, Tamara
Hillis, Christina
Hirata, Melisa
Hochstetler, Clara
Holmen, James
Holmes, Andrew
Honse, Samuel
Horton, Shereen
Hughes, Corinne
Imada, Keri

Israel-Greco, Dovina
Ito, Gary
Jackson, Scott
Jager, Catherine
James, Angela
James, Melissa
James, Zachary
Jansen, Camille
Jansen, Kimberly
Jarrell, Heather
Jaspar, Corinne
Jellesed, Russell
Jennings, Ashley
Jennings, Maxine
Jensen, Anita
Job, Stacy
John, Bill
Johnson, Hugo
Johnson, Jeffrey
Johnson, Madison
Johnson, Steven
Johnston, Eric
Johnston, Jeffrey
Jones, Abby
Jones, Daniel
Jones, Danielle
Jones, Gary
Jones, Jason
Jones, Lisa
Jones, Paula
Jones, Shannon
Jordan, Russell
Jorgensen, Christy
Juster, David
Kaiser, Michiah
Kang, Justine
Kasper, Timothy
Keck, Scott
Keeth, Justin
Kehoe, Meaghan
Kellar, Margaret
Keller, Christopher
Kelly, Claire
Kelly, Marsha
Keniston, Rachel
Kennedy, Caterine
Kerbs, Sharon
Kernan, Daniel
Key, Mabel
Kha, Tin
King, Ashley
Kinman, Christopher
Kira, Joseph
Kirchner, David
Kish, Nicholas
Kissinger, Amanda
Klimke, Carly
Kloster, William
Klugherz, Gabrielle
Kneeland, Grace
Knight, Madison
Koborsi, Molar
Koch, Briana
Kolbet, Sara
Kosmalski, Julie
Kosmas, Christina
Kottkey, Kevin
Kourt, Katerina
Krabiel, Alex
Kraft, Barbara
Kramer, Tim
Krause, Megan
Kreisher, Kenyan
Krile Ponce, Aaron
Krueger, Melissa
Krupa, Molly
Kruse, David
Kyaw, Brian
La Tour, Christina
Laack, Alia
Lais, Paula
Land, Reyna
Lang, Anna
Langley, Emily
Lankham, Kathryn
Laporte, Nardy
Lardy, Paul
Larrance, Amiya
Lassen, Jenny
Laurance, Lydia
Laurie, Kayla
Lawler, Jennifer
Lawrence, Claire
Laws, Kimberley
Lawson, Lauren
Lecorre, Jennifer
Ledbetter, Matthew
Ledgerwood, Steffan
Lee, Emily
Lee, Jin
Lefkort, Benjamin
Lehnen, Melanie

Lemons, Kelsey
Lemus Santos, Kimberly
Leon Aguilar, Maria
Leslie, James
Lewis, Kimberly
Lewis, Melanie
Lewis, Sarah
Liao, Chunwen
Lindley, Christopher
Ling Ho, Roseanna
Linnell, Richard
Lister, Sonya
Lizarraga Arciga, Gina
Lloyd, Melinda
Lobo, Sandy
Lopez De Leon, Hector
Lopez Lopez, Azucena
Lopez Todd, Lynna
Lopez, Aurora
Lopez, Juan
Lopez, Luis
Lopez, Sylvia
Lopez-Arana, Jonathan
Lorentz-Olivares, Sophia
Loughborough, Ivy
Lueck, Molly
Lugo-Estrada, Sonia
Lule-Jimenez, Alfonso
Luna, Juana
Lundy, Mattie
Lusk, Shannon
Luther, Deborah
Lyon, Laura
Magdaleno, Angelina
Magnuson, Andrew
Mahar, Courtney
Maher, Una
Mahlum, Adam
Mahlum, Eric
Makboul, Noor
Malik, Nicole
Malinov, Irina
Malloy, Breeana
Mann, Anna
Mansouri, Jilla
Manzo, Jordan
Marchand, Megan
Marino, Amara
Markealli, John
Marquez, Ana
Marston, Lori
Martell, Kyron
Martin, Cary
Martin, Jessica
Martin, John
Martinak, Mayra
Martinez Paredes, Jessica
Martinez, Cameron
Martinez, Kimberly
Martinez-Manne, Sofia
Marvin, Avery
Mason, Heather
Mathers, Arica
Matias, Wilfred
Matsumori, Yoriko
Matthews, Colleen
May, Janae
Mayers, April
Mayers, David
Mccaffrey, Meghan
McClain, Julie
McClain, Stephanie
McCourt, Michele
McCoy, Ashley
McCoy, Kenneth
McCoy, Kristin
McCullough, Stacy
McCullum, Heather
McGinley, Emily
McHarg, Kayla
McIrvin McMahan, Megan
McKean, David
McNamee, Hollee
Medina, Suzanne
Meeuwsen, Jennifer
Meeuwsen, Joel
Mejia, Rachelle
Mendez Bolanos, Martha
Mendoza-Aguirre, Itzia
Mercado, Chanel
Merritt, Brooke
Mete, Antonia
Meyer, Alyssa
Meyer, Kirsten
Meyer, Samantha
Mick, James
Mick-Lipski, Victoria
Mihalko, Rowelynne
Mikkelson, Christopher
Miles, Douglas
Miller Saunders, Melanie
Miller, MyKenzie

Miller, Samuel
Millet, Isabel
Minch-Meehan, Nicole
Miranda Rosales, Gloria
Miranda-Diaz, Miriam
Mitchell, Shelley
Mito Ahern, Nicole
Miyama, Dean
Mizuta, Jonathan
Moe, Kristi
Moiso, Isabelle
Molenkamp, Marcell
Monahan, Annette
Montes, James
Montoya Rodriguez, Araceli
Moore, Dee
Morelli, Damon
Moreno, Brenna
Moreno, Eduardo
Moreno, Stephen
Morgan, Christina
Morgan, Elizabeth
Morgan, Jennifer
Morgan, Malgorzata
Morris, Susan
Morton, Vickie
Mostul, Haley
Mouw, Robert
Mueller, Arig
Mullavey, Julie
Munger, Clare
Munson, Shawna
Murphy, Jenna
Muskat, Samuel
Myers, Michaelene
Nahl, Elizabeth
Najera, Oralia
Nave, Aaron
Nebel, Erik
Nees, Katrina
Negrete Cardenas, Floricel
Nelson, Camille
Nelson, Evan
Nelson, Joshua
Nelson, Katherine
Nelson, Stacia
Nesbitt, Jeremy
Nettles, Kelsey
Ng, Robin
Ngo, Thu
Nguyen, Mai
Nguyen, Stephanie
Nicholas, Laura
Nielsen, Jeffrey
Nies, Jessica
Noyes, Ariel
Noyes, Benjamin
Nunez, Griseldo
O'Brien, Amy
Ochoa Diaz, Dalia
Ogbeide, Kara
Ogilvie, Amy
Oleary, Sheila
Olen, Thomas
Olinghouse, Char
Olivas, Julie
Ollis, Kenneth
Orion, Rose
Oropeza-Sixtos, Lendy
Osorio, Jessica
Osterhaus, Julia
Owens, Stephanie
Paden-Matsuzaki, Cynthia
Pagan, Carlos
Page, Breanna
Panagopoulos, Raymond
Panozzo, Patricia
Pardun, Jody
Parsons, Jennifer
Patterson, Todd
Pawelko, Kathryn
Pearson, Lisa
Pelayo Roberts, Stacy
Pendergrass, Brian
Penrod, Susan
Perez-Yepiz, Laura
Perkins, Suzanna
Perkins, Trudy
Pestner, Cynthia
Peters, Dawn
Petersen, Molly
Peterson, Christin
Peterson, Matthew
Peterson, Wendy
Petrick, Heidi
Pfister, Lisa
Phelan, Valerie
Phelps, Brianna
Phipps, Jason
Phipps, Jonna
Pitt, Richard
Plomer, Laura

Plotts, Monica
Policar, Martin
Pollock, Allison
Portinga, Teresa
Post, Theron
Pounders, Joshua
Powers, Michele
Price, Michelle
Prichard, Amy
Pridemore, Brenda
Pruss, Christa
Pruss, Nathan
Ptacek, Denise
Quine, Brynn
Quinn, Kelly
Rafferty, Laurel
Rainey, Alyssa
Rainey, Lisa
Ramirez Florian, Maria
Ramirez, Irma
Ranger, Jennifer
Rasheed, Alisa
Rasmussen, Heather
Rattazzi, Darcy
Ravensberg, Edward
Ray, Billy
Reamer, Erin
Reardon, Susan
Reed, Melissa
Reese, Adam
Reese, Laura
Reich, Barbara
Reitmeier, Kimberlee
Rekow, Kristen
Rempel, Courtney
Reohr, Andrea
Retzlaff, Sara
Reyes, Lorena
Reyes, Sally
Reynoso, Ian
Rhamey, Daniel
Rice, Azusa
Rice, Therese
Rich, Therman
Rico-Alcaraz, Crystal
Riley, Dana
Rinck, Tracey
Rios, MaKaylee
Rivas-Street, Paula
Rivera, Jessica
Robbins, Megan
Roberts, Dale
Robertson, Daniel
Robinson, Kendra
Rocha Lopez, Ana
Rockenbaugh, Erin
Rockenbaugh, Patrick
Rodrick, Joseph
Rodriguez, Bianca
Rodriguez, Laury
Rodriguez, Natalia
Rogers, Allison
Rogers, Keona
Rogers, Marisa
Rogers, Stephen
Rohwer, Tonya
Rojas, Itzel-Nohemi
Rosato, Amy
Rose, Brinleigh
Rose, Cindy
Ross, Benjamin
Ross, Zachary
Rosser, Tessa
Rossi, Esmeralda
Rothery, Megan
Rueber, Kristen
Rykowski, Wendy
Sabino, Erick
Sabo, Jennifer
Sabroe, Sarah
Sadler, April
Sagapolu, Lisa
Sahlfeld, Todd
Sahlfeld, Whitney
Sahnow, Lucas
Sakamoto, Kori
Salis, Emily
Sanchez Toro, Karla
Sanchez, Alondra
Sanchez, Belinda
Sanchez, Roberto
Sarafa, Hope
Satterlee, Samantha
Satterlee, Scott
Saul, Connie
Sauve, Cassondra
Savage, David
Saxton, Brent
Saxton, Wendy
Sayre, Terrence
Schaefer, Allison
Scheafer, Ryan

Schlechter, Andrea
Schmalzer, Kristina
Schott, Ann
Schubmehl, Angela
Schutt, Lily
Schwartz, Shannon
Scoble, Cassandra
Scott, Molly
Sebastian, Paula
Sellers, Angela
Semmelroth, Tia
Sevenau, Jeanine
Severance, Heather
Shadley, Sarah
Shafer, Kristin
Shah, Meghavi
Shearing, Richard
Sheldon, Amy
Sheller, Oluwaseun
Shene, Jory
Shepherd, Renee
Sherwood, Christopher
Shimel, Lindsey
Shipley, Amanda
Shortt, Derek
Showell, Pauline
Shrout, Carissa
Shuff, Daniel
Shumaker, Heather
Shupe, Shayne
Siasiakis, Maria
Sibert, Mackenzie
Siddiqui, Sidra
Siebert, Ashley
Siller, Anita
Sinclair, Anthony
Sipp, Shane
Siron, Taylor
Sivula, Rebecca
Skipper, Brigitte
Sleezer, Eliza
Smith, Adrienne
Smith, Caitlyn
Smith, Denice
Smith, Jessica
Smith-Menard, Deka
Snyder, Annette
Solares-Vega, Jose
Soon, Kevin
Sosnick, Andrea
Soto, Martha
South, Tyler
Spencer, Dakota
St Clair, Tracy
Staat, Emily
Stanley, Richard
Steele Gutierrez, Priscila
Steele, Matthew
Steele, Wendy
Stephen, Patricia
Stephens, Thomas
Stevens, Kayla
Stewart, Timothy
Stinger, Jason
Stock, Matthew
Stockbridge, Liisa
Strand, Jennifer
Strause, Rachel
Striplin, Chelsea
Striplin, Mark
Striplin, Melinda
Stupfel, Jonathan
Stuve, Carmen
Suarez-Cuellar, Xavier
Sukhareva, Yelena
Sullivan, Sara
Sunagawa, Naomi
Sweatman, Jenny
Sweeney, Katherine
Switzer, Kimberly
Sylvester, Nancy
Tabellija, Sara
Talbot, Stacy
Tanedo, Lisa
Tapia De Prado, Jesahel
Tarrel, Brandi
Taube, Christine
Taylor, Amy
Taylor, Diana
Teague, Malinda
Teegarden, Elizabeth
Tellez, Adriana
Tencos Mendoza, Mara
Tengs, Rebecca
Tesdal, Ryan
Theunissen, Jessica
Thex, Kelly
Thomas, Michael
Thomas, Scott
Thomas, Todd
Thompson, Christy
Thompson, Linnea

Thompson, Lynette
Thompson, Nicole
Thurley, Christopher
Tierney, Anne
Tocher, Claire
Tolchin, Abigail
Tolle, Heidi
Trinh, Phuong
Trosclair, Brett
Truesdale, Audrey
Trummel, Stephanie
Turner, Gail
Turner-Baxter, Megan
Twigg, Neill
Twitty, Rachael
Underhill, Jennifer
Urenda Hernandez, Fatima
Valadez Alvarez, Juana
Valdes, Vilma
Valdivia, Juan
Van Hoomissen, Mark
Van Wye, Karen
Vandebergh, Rhonda
VanDyke, Erin
Ventura, Carin
Vera Rocha, Juana
Vick, Michelle
Villaraldo Ojeda, Emma
Vincent, Melissa
Volk, Kristin
Vosicka, Katherine
Wagoner, Melanie
Waining, Sabrina
Wakefield, Amber
Wakeland, Lynsey
Wakeman, Bonnie
Walker, David
Wallace, Deborah
Walsh, Angela
Waterman, Daniel
Watson, Christi
Watson, Lauren
Wear, Matthew
Webber, Carrie
Webber, Jason
Webster, Courtney
Wedel, Amanda
Weir, Sylvia
Weitman, Tina
Whitaker, Shannon
White, Christine
Whitley Dunn, Melissa
Whitman, Megan
Whitmore, Tanner
Whitney, Kate
Whitton, Nicholas
Wiest, Arik
Wiggins, Kearston
Wilkerson, Stephanie
Wilkinson, Breanna
Williams, Jennifer
Williams, Samuel
Williamson, Rachel
Wilson, Dawn
Wilson, Joseph
Winikka, Chris
Witman, Shannon
Wong, Jem
Wong, Stella
Wood, Jennifer
Wood, Kadysha
Wood, Libbey
Wren, Aliceson
Wright, Andrea
Wright, Mason
Wright, Timothy
Wylder, Ellis
Wylder, Krispin
Wynne, Anne
Wynne, Anthony
Yabu, David
Yam, Nicole
Yamamoto, Coran
Yerlick, Avidan
Yoshinaga, Hannah
Yoshioka, Katie
Young, Amber
Youngren, Tara
Zagyva, Alia
Zamora, Mary
Zekmeister, Rochelle
Zephirin, Sarah
Zielke, Patricia
Zimbelman, McKenzie
Zyp, Scott

8. Current contract administrators on a three-year contract from July 1, 2025, to June 30, 2028:

Aguilar Fasel, Lisa	Barraza, Jose Luis	Bekken, Andrew
Bethune, Amanda	Brown, Derek	Burnett, Tristin
Caldwell, Emily	Carrillo-Field, Melissa	Ciliberto, Alano
Foster, Alan	Grant, Chelsea	Gray, Michelle
Haats, Brian	Harrison, Jason	Hong, Juliet
Kagawa, Ko	Lentz, Jamie	Lew-Williams, Kona
Lule, Berta Aguilar	Neville, Audrea	Nova, Matt
Pendergrass, Melissa	Peterson, David	Petrick, Rian
Robbins, Jennifer	Rodriguez Siorda, Martha	Rojas, Mykle
Ruf, Claudia	Shelton, Katharina	Torres, Amy
Tovar, Arcema		

9. Current contract administrators being offered three-year contracts from July 1, 2026, to June 30, 2029:

Alvarado, Deborah	Benz, Christopher	Combs, Allison
Fox, Elaine	Garcia, Lindsay	Graser, Eizabeth
Haghighi Khochkou, Saideh	Johns, Janette	Johnson, Danielle
Kasper, Julie	Keller, Sarah	Kingsmith, Rebecca
Marshall, Cherylen	Matsuo, John T	McLain, Gina
Muilenburg, Peter	Nova, Brooke	Olivar, Maria Eugenia
Painter, Joseph	Petrick, Kellie	Pierce, Erika
Quimby, Morgan	Ramos, Wendy	Sinapi, Francesca
Thomas, Kathleen	Vazquez, Teresa	Walters, Christina

10. Temporary Licensed staff employed on a 2025-26 contract, expiring June 30, 2026:

Andrus, Silvina	Bermudez, Alexis	Berry, Victoria
Bravo, Jorge	Brush, Lucy	Carnes, Joyce
Cha, Mia	Chamberlain, Lindsay	DeHart, David
DePinto, Mike	Draper, Holly	Garcelon, Brooke
Halderman, Lisa	Hannon, Brittney	Harrison, Joseph
Hawthorne, Suzanne	Hedges, Gregory	Hill, Natalie

Holmes, Molly	Howard, Kaelyn	Johnson, Hanna
Knobel, Benjamin	Larson, Meghann	Laughlin, Samantha
Lenet, Miriam	Leon, Helen	Lindsey, Josyane
Mansouri, Emaan	McLin, Jennifer	Miller Jr, Olson
Moiso, Olivia	Odonnell, Cynthia	Rodriguez, Rosa
Roy, Hannah	Scheradella, Robin	Smith, Bryanna
Smith, Emily	Spahn, Amanda	Summers, Angel
Teals, Grayson	Tenorio, Isaac	Thornberry, Katherine
Tidwell, Kylie	Vanderhoof, Amanda	Vranizan, Cameron
Waara, Taylor	Wakeland, Taylor	Walker, Natalie
Washburn, Kaitlyn	Williams-Simpson, Tessa	

HILLSBORO SCHOOL DISTRICT 1J
February 24, 2026
ACCEPT GIFTS AND DONATIONS
(as of January 31, 2026)

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.

We received a very large donation from the Hillsboro Schools Foundation (HSF) on January 8, 2026, for a total of $102,000.00 and is broken down as follows:

$100,000.00

1. **$50,000: Advanced Manufacturing, Print Production, and Semiconductor Equip. Modernization Goal:** Align HSD's Engineering, Manufacturing, and Print Production labs with Intel's current technology standards to provide real-world, hands-on learning experiences. **Focus Schools:** Century, Liberty, Hilhi and Glencoe
2. **$15,000: Pathway Alignment and Student Bridge to PCC Microelectronics and Engineering. Goal:** Create a clear, visible bridge for students from HSD CTE programs into PCC's Microelectronics, Advanced Manufacturing, and Engineering degrees.
3. **$15,000: VR Integration and Summer Pilot Camps. Goal:** Expand student access to immersive experiences that simulate semiconductor, design, and advanced manufacturing environments.
4. **$20,000: Youth Apprenticeship Family & Student Outreach Initiative. Goal:** Strengthen HSD's manufacturing and semiconductor talent pipeline by expanding capacity of the Youth Apprenticeship Project Manager to recruit, prepare, and support students and families for the BOLI-approved Registered Youth Apprenticeship program.

$1,000.00 designated by donors to fill the food pantries.

$1,000.00 to Poynter Middle School Shop for wood replenishment.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
February 24, 2026
APPROVE POLICIES

SITUATION

The Hillsboro School District has contracted with Oregon School Boards Association (OSBA) to perform a quarterly review of the District's policy manual, and works with OSBA's policy specialist throughout the year to review all of the District's policies and administrative regulations.

Policy language must meet the following criteria:

* Legally mandated or legally wise
* Harmonize with District's existing collective bargaining agreements
* Reflect current District practice

The Superintendent and Cabinet members have reviewed the policy listed below, and presented it to the Board for First Reading on January 27, 2026:

- Policy in Section C – General School Administration
  - CEA: Educational Equity Advisory Committee

- Policy in Section G – Personnel
  - GBDA: Expression of Milk or Breast-feed in the Workplace
  - GCBDA/GDBDA: Family and Medical Leave
  - GCBDD/GDBDD: Sick Time

- Policy in Section I – Instruction
  - IF: District Curriculum
  - IIA: Instructional Materials

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the policies.

Code: CEA
Adopted:

Educational Equity Advisory Committee

Optional policy to adopt but reflects new requirements for this committee

The duties of the district's educational equity advisory committee{[1]} shall include:

1. Advising the superintendent about the educational equity impacts of policy decisions; and

2. Informing the superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the superintendent on how best to handle that situation.

The superintendent may act within the superintendent's authority on any recommendations of the educational equity advisory committee without approval from the Board. The superintendent does not have the authority to adopt or amend policy.

The educational equity advisory committee may prepare an annual report that:

1. Contains the following information:

   a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
   b. Recommendations the committee made to the superintendent, and the actions that were taken in response to those recommendation; and
   c. Any other information required by the State Board of Education.

2. Is shared with the Board:

   a. By the superintendent; and
   b. If requested by the Board, by the committee as a presentation by the committee at a Board meeting.

3. Is made available by being:

   a. Distributed to the parents of district students;
   b. Posted on the district's website; and
   c. Sent to the State Board of Education.

The educational equity advisory committee shall be selected and appointed by the superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the superintendent:

[1] {The district can name this committee something else. If the district chooses to do so, use consistent language throughout.}

1. Shall solicit names of possible members from the community;

2. Must ensure that membership is primarily representative of underserved student groups;

3. May not exclude or deny members based on language, immigration status or protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;

4. May not appoint a voting member of the Board or the superintendent to the educational equity advisory committee; and

5. Must ensure that the composition of an educational equity advisory committee elevates underrepresented parent, employee, student, and community member voices.

The district will provide sufficient support to educational equity advisory committee members to participate in meetings, including, but not limited to access to district-managed emails, translation and interpretation services, and relevant trainings.

A member of the educational equity advisory committee will also serve on the school district budget committee.[2]

END OF POLICY

Legal Reference(s):

ORS 328.542
ORS 329.711
ORS 332.107
OAR 199-050-0010
OAR 581-022-2307

PROPOSED

[2] The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-board member vacancy on the budget committee.

PROPOSED

Code: **GBDA**
Adopted: 6/11/19
Orig. Code(s): GBDA

Expression of Milk or Breast-feed in the Workplace

The district recognizes that a normal and important role for mothers is to have the option and ability to express milk or breast-feed in the workplace. All employees must give notice to their supervisors; at the District Office, employees must give notice to the receptionist; and at schools and all other locations, employees must give notice to the office ~~manager~~ staff. Failure to give notice is not grounds for discipline.

The district shall provide the employee a reasonable rest period to express milk or breast-feed each time the employee has a need to express milk or breast-feed. If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.

The district will make a reasonable effort to provide a location, other than a public restroom or toilet stall, in close proximity to the employee's work area, where an employee can express milk or breast-feed in private, concealed from view and without intrusion by other employees or the public. "Close proximity" means within walking distance from the employee's work area that does not appreciably shorten the rest or meal period. If a private location is not within close proximity to the employee's work area, the district may not include the time taken to travel to and from the location as part of the break period.

The following locations have been identified ~~in each facility~~ for milk expression or breast-feeding:

Elementary Schools

- Atfalati Ridge ~~Brookwood~~ Elementary School: RM 133~~library office~~
- Brookwood Elementary School: RM 133, Mother's Room
- Butternut Creek Elementary School: Private Room~~workroom~~ in the library
- Eastwood Elementary School: Resource Specialist's Offices~~Kinder Team Area (located next to the kinder classes)~~
- Farmington View Elementary School: Mother's R~~r~~oom at end of hallway by gym
- Free Orchards Elementary School: RM 104/Wellness Room ~~oom 104~~
- Groner K-8 School: MS Wing Adult Bathroom Lounge
- Hillsboro Online Academy: MS Wing Adult Bathroom Lounge ~~Principal's office or server closet~~
- Imlay Elementary School: Small Group RM 2-first floor~~Library office, workroom or teacher's classroom~~
- Indian Hills Elementary School: All classrooms or Counselor's office
- Jackson Elementary School: Stage ~~ol: Media/Tech room~~
- Ladd Acres Elementary School: POS work rooms~~Work room in back of Pod 1: Check in with Office Manager~~

- Lenox Elementary School: RM 3, RM 7/Outreach Office and Principal's Office ~~Women's lounge in lobby~~
- Lincoln Street Elementary: Room #160C or classrooms if assigned teacher needs to use it
- Minter Bridge Elementary: Team Office (each classroom has one) ~~3rd grade team office~~
- Mooberry Elementary School: RM 30, Hispanic Outreach Office ~~oom 24~~
- North Plains Elementary School: Conference R~~r~~oom in Main O~~o~~ffice
- Orenco Elementary School: Office Conference Room ~~ERC Secretary room, Wellness room, Vice Principal's office.~~
- Patterson Elementary School: Small Group Room (near break room)~~Office near workroom~~
- Quatama Elementary School: RM 105, Main Office Conference Room and RM 141~~Room #103~~
- Reedville Elementary School: Principal's Office and Outreach Office ~~Mom-friendly individual staff restroom / lounge (lower level of building)~~
- Rosedale Elementary School: RM 258 ~~oom 277~~
- Tamarack Elementary School: RM 133, Mother's Room
- Tobias Elementary School: Book Room and Reading Room ~~Room #1~~
- W. Verne McKinney Elementary School: Principal's O~~o~~ffice
- West Union Elementary School: RM A in Intermediate Hall ~~oom #10~~
- Witch Hazel Elementary School: Library Work Room ~~Family resource room~~
- WL Henry Elementary School: Team Offices~~room in primary or secondary den~~

Middle Schools

- Evergreen Middle School: RM 502/Orange Hall~~oom in main office~~
- Poynter Middle School: R~~M~~oom #125 in M~~m~~ain O~~o~~ffice
- R.A. Brown Middle School: Campus Monitor Office ~~orner office in counseling center~~
- South Meadows Middle School: RM~~Classroom #~~136 and ~~#~~236

High Schools

- Century High School: N120
- Glencoe High School: Main Office and 106-C Office~~Career center office #218~~
- Hillsboro High School: Main Office/Athletics ~~Office in commons area~~
- Liberty High School: Coaches Locker Room and FA Office ~~nference rooms 101 and 107~~
- Oak Street Campus: RM 115 and PC 151
- ~~Miller Education Center: Room #113~~

Other Locations

- Administration Center: Floor 1, private room in the ~~next to~~ women's restroom
- Facilities: Conference R~~r~~oom
- Transportation Main Terminal: Front O~~o~~ffice file room
- Transportation and Support Services: Office 104/Privacy Room

An employee who expresses milk during work hours may use the available refrigeration to store the expressed milk. The district must allow the employee to bring a cooler or other insulated food container to work for storing the expressed milk and ensure there is adequate space in the workplace to accommodate the employee's cooler or insulated food container.

This policy and the list of designated locations is published on the District website. The list of designated locations is available upon request in the central office of each school facility and in the district's central office.

This policy only applies to employees who are expressing milk or breast-feeding for children 18 months of age or younger.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 653.077
ORS 653.256

OAR 839-020-005

Cross Reference(s):

GCBD/GDBD - Leaves and Absences
GCBDD/GDBDD - Sick Time
JFE - Pregnant and/or Parenting Students

Code: **GCBDA/GDBDA**
Adopted: 5/26/09
Revised/Readopted: 4/28/20
Orig. Code: GCBDA/GDBDA

Family and Medical Leaves

When applicable, the districtDistrict will comply with the provisions of the Family and Medical Leave Act (FMLA) of 1993, the Oregon Family Leave Act (OFLA) of 1995, the Military Leave Act as part of the National Defense Authorization Acts of 2008 and for Fiscal Year 2010 (which expanded certain leave to military families and veterans for specific circumstances), the Oregon Military Family Leave Act (OMFLA), Paid Family and Medical Leave Insurance (PFMLI) of 2009, and other applicable provisions of state and federal law, Board policies, and collective bargaining agreements regarding family medical leave.

FMLA applies to districts with 50 or more employees within 75 miles of the employee's worksite, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

OFLA and OMFLA applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

In order for an employee to be eligible for the benefits under FMLA, thean employee must have been employed by the District for at least 12 months, and have worked at least 1,250 hours during the past 12-month period and works at a worksite that employs 50 or more district employees within 75 miles of the worksite.

Generally, inIn order for an employee to be eligible for the benefits under OFLA, thean employee must work an average of 25 hours or more per week during the and have been employed at least 180 calendar days immediately prior to the first day of the start of the requested leave. family medical leave of absence. For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave. Special requirements apply during public health emergencies.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

PFMLI is generally available to district employees who have earned $1,000 in subject wages or taxable income during the alternate or base years[1], contributed to the PFMLI fund in the alternate or base years and are otherwise eligible.[2] PFMLI can be taken for family leave, medical leave or safe leave.[3]

Leave taken under OFLA is in addition to leave taken under PFMLI and cannot be taken concurrently; however, OFLA leave or PFMLI may run concurrently with leave available under ORS 653.601 - 653.661, FMLA, and other types of leave if provided by the district. Any leave taken under PFMLI must be taken concurrently with any leave taken under FMLA when for the same purpose.

~~Federal and state leave entitlements generally run concurrently.~~

The Superintendent or designee will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

Legal Reference(s):
ORS 332.507
ORS 657B.010
ORS 657B.025
ORS 659A.090
ORS 659A.093
ORS 659A.096
ORS 659A.099
ORS 659A.150 - 659A.186
OAR 839-009-0210 - 0460

[1] The wages are not required to have been earned for work in the district.

[2] See OAR 471-070-1010 for additional information.

[3] Time to effectuate the legal process for the placement of a child in foster care or a child being adopted qualifies for PFMLI starting January 1, 2025. Until then, leave is available through OFLA. {See SB 1515 (2024) Sections 4, 13, 21 and 25.}

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).
Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).
Senate Bill 1515 (2024).

Code: **GCBDD/GDBDD**
Adopted: 10/01/16
Revised/Readopted: 4/28/20
Orig. Code: GCBDD/GDBDD

Sick Time

~~This policy applies only to District employees who are not covered by a collective bargaining agreement or other employment agreement. In the District's collective bargaining and other employment agreements, provisions regarding sick time shall comply with sick leave laws.~~ In accordance with Oregon law , the district shall provide sick time to all employees as defined in ORS 653.601. The provision and use of sick time for most employees is governed by the district's agreements with its employee union partners. The following provisions shall apply unless otherwise specified in the pertinent collective bargaining agreement, statement of benefits, contract or other agreement.

"Employee" means an individual who ~~is employed by the District, and who is paid on an hourly, stipend or salary basis, and for whom withholding is required under Oregon Revised Statute (ORS) 316.162-316.221~~ renders personal services at a fixed rate to the district if the district either pays or agrees to pay for personal services or permits the individual to perform personal services. The definition does not include volunteers or independent contractors.

Employees qualify to begin earning and accruing sick time on the first day of employment with the District and are eligible to use sick time beginning on the 91st calendar day of employment with the District and may use sick time as it is accrued.

The District shall allow an eligible employee to access up to 40 hours of paid sick time per year. Paid sick time shall accrue at the rate of at least one hour of paid sick time for every 30 hours the employee works, or 1-1/3 hours for every 40 hours the employee works.

~~The employee may carry up to 40 hours of unused sick time from one year to the subsequent year. An employee is limited to [accruing no more than 80 hours of sick time] [and] using no more than 40 hours of sick time in a year.~~

Sick time shall be taken in hourly increments, and may be used for the employee's or a family member's[1] mental or physical illness, injury or health condition; need for medical diagnosis, care or treatment of a mental or physical illness, injury, or health condition, or need for preventive care; or for reasons consistent with qualifying~~the~~ Family Medical Leave ~~Act~~ (FMLA), Paid Family and Medical Leave Insurance (PFMLI) or Oregon Family Leave ~~Act~~ (OFLA). Sick time may also be used in the event of a public health emergency or for leave to address domestic violence, harassment, sexual assault, bias, or stalking under

[1] "Family member" is defined in OAR 839-007-0000.~~by the Oregon Family Leave Act (OFLA).~~

ORS 659A.272. ~~[When sick time is used to care for, or to deal with the death of, an individual related by blood or affinity whose close association with the District employee is the equivalent of a family relationship, the District requires an attestation form signed and submitted by the employee.]~~

The use of sick time may not lead to, or result in, an adverse employment action against the employee.

The District reserves the right, after an employee uses sick time for more than three consecutive scheduled workdays,~~days of absence,~~ to require verification~~proof of personal illness~~ or certification in accordance with law of the need for the sick time~~injury from an employee~~, including a medical verification or certification[2]~~examination by a physician chosen and~~ paid for by the District. ~~An~~ If an employee fails~~refusing~~ to provide verification or certification or fails~~submit to such an examination or~~ to provide other evidence as required by the District, the employee shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA, PFMLI or ~~/~~OFLA leave, ~~the~~ sick time leave and qualifying~~the~~ FMLA, PFMLI or ~~/~~OFLA leave may run concurrently.

When the reason for sick time is consistent with ORS 332.507, ~~the~~ sick time leave and leave pursuant to ORS 332.507 may run concurrently.

If the reason for sick time is a foreseeable absence, the District ~~may~~ requires the employee to provide advance notice of the~~their~~ intention to use sick time {[3]} ~~within~~ 10 days prior to when~~of~~ the requested sick time is to begin~~,~~ or as soon as otherwise practicable. When an~~the~~ employee uses sick time for a foreseeable absence, the employee shall take reasonable effort to schedule the sick time in a manner that does not unduly disrupt the operations of the District (e.g., grading deadlines, in-service training, mandatory meetings). ~~[~~The District may discipline an employee if the employee fails to make a reasonable effort to schedule leave in a manner that does not unduly disrupt the operations of the District.~~]~~

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the District ~~[consistent with the reporting time established by the district] [at least 24 hours in advance] [before the start of the employee's shift], or when circumstances prevent the employee from providing notice as required,~~ as soon as practicable.

~~[The District may discipline an employee for violating workplace policies and procedures if the employee fails to provide notice as required.]~~

The District shall establish a standard process to track the eligibility for sick time of a substitute.

Upon termination for any reason, employees are not entitled to the cash value of their accrued, but unused, sick leave accrued under ORS 653.601 – 653.661.

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[2] In the case of need for leave under ORS 659A.272, the district may not require the verification or certification to explain the nature of the illness or details related to the domestic violence, sexual assault, harassment, bias, or stalking, which necessitates the use of sick time.

[3] {ORS 653.621(3): "…not to exceed 10 days"}

Nothing in this policy impacts the District's sick leave obligation under Oregon Revised Statute (ORS) 332.507.

END OF POLICY

Legal Reference(s):

ORS 332.507
ORS 342.545
ORS 342.610
ORS 653.601 - 653.661
ORS 659A.150 - 659A.186
OAR 839-007-0020 - 0065

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).
Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).

Code: **IF**
Adopted: 6/11/19
Orig. Code(s): IF

District Curriculum ~~Development~~

The Board believes it is necessary to continually develop and modify the district's curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum ~~periodically~~ and to advise the Board on needed curriculum changes. Decision making within the curriculum review process should also be based on reliable data collected through a comprehensive assessment of needs. The assessment should include, but is not limited to, evaluation of student performance using appropriate measurement tools and procedures, collection of input of community and/or parent perceptions and professional staff recommendations.

The Board or a committee or administrator responsible for making a decision for regarding the use of textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.075(1)
ORS 336.035
ORS 336.067
ORS 337.260
ORS 659.850
OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2000
OAR 581-022-2030
OAR 581-022-2250
OAR 581-022-2300
OAR 581-022-2305
OAR 581-022-2310
OAR 581-022-2315

Senate Bill 1098 (2025)

Code: **IIA**
Adopted: 5/23/17
Revised/Readopted: 6/11/19
Orig. Code: IIA

Instructional Resources/Instructional Materials

(Version 1)

The Board believes that proper care and judgment should be exercised in selecting core instructional materials. While the Board retains the authority to approve District instructional materials adoptions, it authorizes the Superintendent to develop and implement administrative procedures governing how selections are determined. Such procedures will provide for administrator, staff, parent, student, and community involvement, and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers, and community.

The District will review instructional materials in accordance with the State Board of Education adoption cycle. Each instructional program and core instructional materials will be reviewed on a seven-year cycle, and recommendations for appropriate instructional materials will be made.

Recommended instructional materials will be respectful of another's race, national origin, religion, disability, age, marital status, sex, sexual orientation, or gender identity, and in their historical or socio-political contexts, especially in the case of primary source materials; contain appropriate readability levels; support the District's adopted curriculum content; provide ease of teacher use; be attractive and durable; and be purchased at a reasonable cost.

The District will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities (e.g., visual impairments) to receive textbooks and instructional materials free of charge.

All core instructional materials recommended for adoption need to be approved for use by the Board. Prior to Board approval, parents, students, and interested District patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

All supplementary materials and library resources will be selected cooperatively by teachers, principals, librarians, and sometimes with the assistance of students and parents. Recommended supplementary materials and library resources will also be respectful of another's race, national origin, religion, disability, age, marital status, sex, sexual orientation, or gender identity, and in their historical or socio-political contexts, especially in the case of primary source materials; contain appropriate readability levels; support the District's adopted curriculum content; provide for ease of teacher use; be attractive and durable, and be purchased at a reasonable cost.

To be in compliance with the requirements of federal law, the Board directs the superintendent to ensure equivalency among schools in the provision of curriculum materials and instructional supplies.
It is understood that differences of opinion may arise regarding instructional and supplemental materials. The procedure to be followed in these situations is outlined in Board policy KLB - Complaints about Curriculum or Instructional Materials, and its administrative regulations KLB-AR(1) - Instructional Materials Reconsideration Procedure and KLB-AR(2) – Request for Reconsideration of Instructional Materials.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 332.107
ORS 336.035
ORS 336.082
ORS 336.840
ORS 337.120
ORS 337.141
ORS 337.150
ORS 337.260
ORS 337.511
ORS 339.155
ORS 659.850

OAR 581-011-0050 - 0117

OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2310
OAR 581-022-2340
OAR 581-022-2350
OAR 581-022-2355

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Code: IIA
Adopted:

Instructional Materials**

(Version 2)

(This is the updated sample)

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and ~~school and classroom~~ library materials in school and classroom libraries[, and that those materials should be inclusive of populations represented in a global society].~~[The process to select materials will reflect respect for all people, regardless of race, color, creed, national origin, age, sex, sexual orientation, gender identity, or disability.]~~

Any person responsible for the adoption of textbooks or the approval of instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e)[, i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender].

Any person responsible for the selection or retention of library materials may not prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by any individual or group against whom discrimination is prohibited under ORS 659.850[, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability].

A material involved with a reconsideration request will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

[This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures.]

The term "instructional material" includes core instructional materials, supplemental materials, ~~school library materials, and classroom library materials~~and library materials made available in classroom or school libraries as defined below.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

Definitions

"Core instructional material,"[1] sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

"Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

"Library materials" includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format. "Library materials" does not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

"School library ~~materials~~" means any collection of library materials ~~which are kept in the school library for student selection and use~~made available to students at school, either at a central location of the school, at a common area for one or more grades of the school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. ~~These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc.~~ These materials are not adopted by the Board.

"Classroom library ~~materials~~" means any collection of library materials ~~which are kept in the classroom for student selection and use~~made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use. ~~These may include books, media, newspapers, magazines, videos, etc.~~ These materials are not adopted by the Board.

Core Instructional Materials

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent [or designee] to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff, parents,[students,] and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed [on a seven-year cycle], and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. ~~[~~The adoption of textbooks [for American history and government] by the Board and any committee shall be done in a manner ~~in accordance~~ compliant with ORS 337.260.~~]~~ The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and

[1] This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

instructional materials free of charge. [All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR(2) - Reconsideration of Core Instructional Materials.]

[The district may choose to independently adopt core instructional materials which are not on the state-approved list, using state-approved selection criteria. (See administrative regulation IIA-AR(6) – Independent Adoption of Core Instructional Materials)]

Supplemental Instructional Materials

All supplemental instructional materials will be selected by [teachers, principals, librarians, and/or others, as determined appropriate] [which may not be through any formal selection procedure]. Decisions regarding the use of, or refusal to approve the use of, supplemental instructional materials shall be made in a manner compliant with ORS 337.260. Such materials will contain suitable readability levels and support the district's adopted curriculum content. Materials will be used for their intended audience.

[All requests for reconsideration of supplemental instructional materials may be considered under administrative regulation IIA-AR(3) - Reconsideration of Supplemental Instructional Materials.]

School Library Materials

All school library materials will be selected by a librarian using established selection criteria. The selection or retention of library materials in a school library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. [All requests for reconsideration of school library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration ~~of School or Classroom~~ Library Materials in a School or Classroom Library.]

Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others[, with no formal selection procedure]. The selection or retention of library materials in a classroom library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library. [All requests for reconsideration of classroom library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration ~~of School or Classroom~~ Library Materials in a School or Classroom Library.]

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 332.107
ORS 336.035
ORS 336.082
ORS 336.840
ORS 337.120
ORS 337.141
ORS 337.150
ORS 337.260
ORS 337.511
ORS 339.155
ORS 659.850

OAR 581-011-0050 - 0117
OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2310
OAR 581-022-2340
OAR 581-022-2350
OAR 581-022-2355

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (~~2018~~2024).
Title VI of the Civil Rights Act ~~of 1964~~, 42 U.S.C. § 2000d (~~2018~~2024); 28 C.F.R. §§ 42.101-42.106 (~~2019~~2024).

Title IX of the Education Amendments ~~of 1972~~, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (~~2018~~2024); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2024~~2020).
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act ~~of 2008~~, 42 U.S.C. §§ 12101-12133 (~~2018~~2024); 29 C.F.R. Part 1630 (~~2019~~2024); 28 C.F.R. Part 35 (~~2019~~2024).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2018~~2024).
Senate Bill 1098 (2025).

HILLSBORO SCHOOL DISTRICT 1J
February 24, 2026
APPROVE NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT LOCAL SERVICE PLAN FOR 2026-27

SITUATION

In accordance with ORS 334.175, local school districts must approve their education service district's Local Service Plan for the following year on or before March 1 of the current year. The Northwest Regional Education Service District (NWRESD), in concert with regional superintendents, developed a Local Service Plan to bring to the region's 20 school districts. For the local service plan to take effect for the 2026-27 school year, the plan must be approved by at least two-thirds of the component school districts representing more than 50 percent of the regional student population.

The Local Service Plan must contain, and every ESD must provide, the following services:

- Administration
- Early Learning
- Instruction
- Special Education
- Technology

NWRESD's Local Service Plan for the 2026-27 school year is attached. NWRESD Superintendent Dan Goldman and Board member Dorian Russell will be here this evening to present the plan to the Board.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the NWRESD Local Service Plan for 2026-27.

I move that the Board of Directors approve the Northwest Regional Education Service District Local Service Plan for 2026-27.

Northwest Regional
Education Service District

December 12, 2025

TO: Hillsboro School District Board of Directors
FR: Dan Goldman, Superintendent of Northwest Regional Education Service District
RE: The 2026-27 Local Service Plan

Colleagues:

It's my pleasure to present the 2026-27 Local Service Plan. As your education service district partner, our goal is to connect school districts to services and resources that might otherwise be out of reach or unaffordable. In the pages that follow, I hope you get a sense of our existing and potential partnership opportunities to support your school district's students.

Our strategic plan, created in collaboration with the school districts in our service area, outlines a shared vision that every student is educated, equipped and inspired to achieve their full potential and enrich their communities. Through our special educators, technology staff, early learning educators, professional learning team, and many more specialists throughout our organization, we humbly offer our services in pursuit of this vision.

It's a pleasure to work alongside you and your educational staff.

In partnership,



Dan Goldman, Superintendent

Supplementary Materials: Attached with this cover letter, you'll find the Proposed 2026-27 Local Service Plan which includes Summaries of Grant and Value-Add Services; Presentation Slides which include a District Profile with current services; a Proposed Resolution; and the 2026-27 LSP Timeline.

Proposed Motion: "BE IT Resolved, the Board of Directors adopts the 2026-27 Local Service Plan as presented."

Clatsop County
503-325-2862
785 Alameda Ave,
Astoria, OR 97103

Columbia County
503-366-4100
800 Port Avenue
St. Helens, OR 97051

Tillamook County
503-842-8423
2515 3rd Street
Tillamook, OR 97141

Washington County
503-614-1428
5825 NE Ray Circle
Hillsboro, OR 97124



2026-27 Local Service Plan

A framework for our partnership with school districts in Clatsop, Columbia, Tillamook and Washington counties

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Appendix

Proposed Resolution Authorizing NWRESD Local Service Plan for 2026-27 ..... **27**

Grant Funded & Value-Add Services **28**



Cover photo: A preschooler plays with a leaf at our Hillsboro Early Childhood Center. This child attended our Better Together classes, where children of all abilities learn and play side-by-side. Better Together classes are available to preschoolers in Astoria, Beaverton, Hillsboro, St. Helens, Tillamook and Tualatin.

About the Local Service Plan

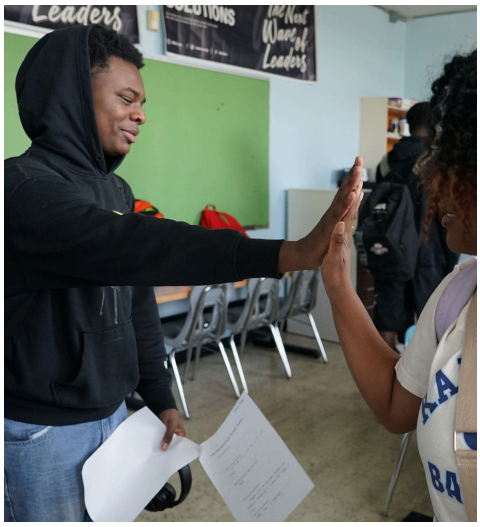
Oregon requires its 19 education service districts to submit a local service plan each year reflecting their state-mandated mission "to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level."

The local service plan is the framework for how we serve our 20 partner school districts in Clatsop, Columbia, Tillamook and Washington counties. According to ORS 334.175, the local service plan must address special education services, technology support, school improvement services, and administrative services.

It must be approved by at least two thirds of our partner school district boards, representing at least 50% of the total number of students enrolled in our service area.





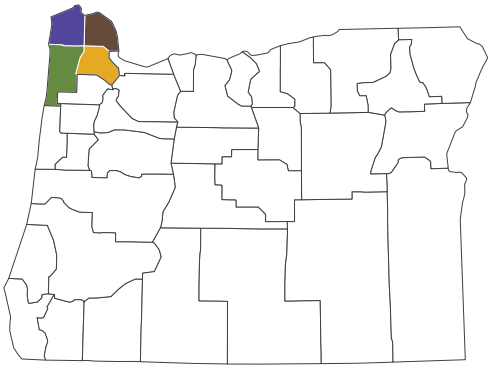


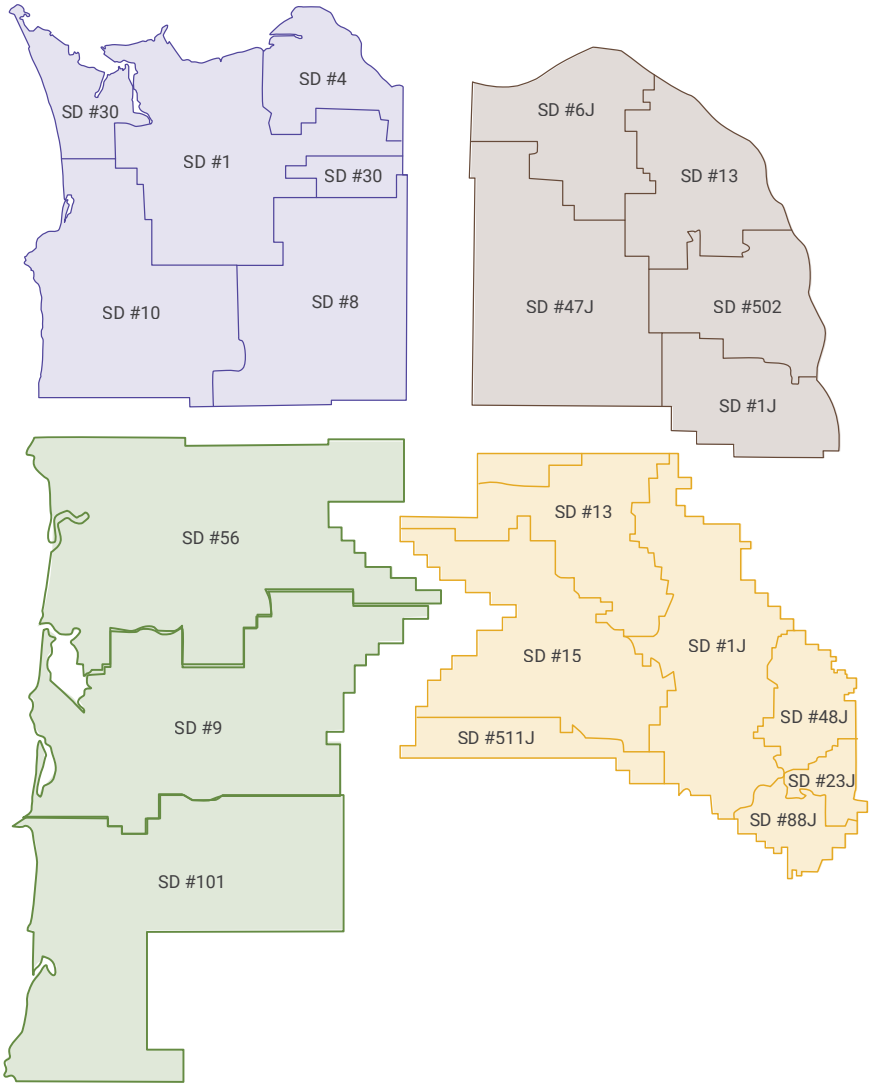


Getting more students on track to graduate starts much earlier than senior year. Through our 9th Grade Success Network, schools rethink their practices and adjust their systems so more students obtain six credits by the end of their freshman year -- setting them up for success.

Raeya, then a sophomore at Astoria High School, with her freshman transitions teacher Candace Chapman. Jackie, then a senior at Southridge High School in Beaverton, a 9th Grade Success Network student intern. Knowyn, then a freshman at Beaverton High School, a student who successfully recovered credits after accessing several of the school's on-track supports.

Service Area





Clatsop County

SD #1	Astoria
SD #8	Jewell
SD #4	Knappa
SD #10	Seaside
SD #30	Warrenton-Hammond

Columbia County

SD #6J	Clatskanie
SD #13	Rainier
SD #1J	Scappoose
SD #502	St. Helens
SD #47J	Vernonia

Tillamook County

SD #56	Neah-Kah-Nie
SD #101J	Nestucca Valley
SD #9	Tillamook

Washington County

SD #13	Banks
SD #48J	Beaverton
SD #15	Forest Grove
SD #511J	Gaston
SD #1J	Hillsboro
SD #88J	Sherwood
SD #23J	Tigard-Tualatin

Board of Directors



Becky Tymchuk, Chair
Zone 5: Beaverton (Aloha, Beaverton, Mountainside and Southridge attendance areas)



Maureen Wolf, Vice Chair
Board Member At-Large



Christine Riley
Zone 1: Gaston, Sherwood and Tigard-Tualatin



Doug Dougherty
Zone 2: Astoria, Banks, Forest Grove, Jewell, Knappa, Neah-Kah-Nie, Nestucca Valley, Seaside, Tillamook and Warrenton-Hammond



Dorian Russell
Zone 3: Hillsboro



Michelle Graham
Zone 4: Beaverton (Sunset and Westview High School attendance areas), Clatskanie, Rainier, Scappoose, St. Helens and Vernonia



Paul Jarrell
Higher Education



Mjere Simantel
Social Services



Ernest Stephens
Business position

Key Management



Dan Goldman

Superintendent
nwresd.org/about/contact-us



Catherine Dalbey

Chief Human Resources Officer
cdalbey@nwresd.k12.or.us



Megan Logan

Chief Academic Officer
mlogan@nwresd.k12.or.us



Stuart Long

Chief Information Officer
slong@nwresd.k12.or.us



Jordan Ely

Chief Financial Officer
jely@nwresd.k12.or.us

Timeline for Plan Development

In early fall, school districts collaborate with NWRESD to design the local service plan (LSP). The LSP is then formally approved by school district superintendents, NWRESD's board of directors, and the 20 regional school boards, according to the timeline below. Implementation begins the following school year.



How the Local Service Plan is Funded

The State School Fund (SSF) is Oregon's largest investment, equating to $10.2 billion in the 2025-27 biennium. A share of 95.5% of the SSF goes directly to K-12 school districts and a share of 4.5% goes to education service districts for administering regional services.

The state and local revenues within the SSF formula provide more than 80% of general operating dollars to school districts and education service districts statewide. For NWRESD specifically, the SSF formula accounts for roughly 22% of our total budgeted resources.

Of the SSF money we receive, 90% is allocated to districts based on weighted student population (ADMw) and 10% supports NWRESD operations.

Of the school district allocations, 75% goes directly to school district ESD accounts and 25% to core services.

School district ESD accounts can be used to purchase services through the local service plan menu. Money can also be flowed through to districts. Districts can also purchase services outside of their ESD accounts.

Core services, which are shared services available to all school districts, are first approved by component school district superintendents and then by component school district boards.

4.5% of the State School Fund ADMw **flows through ESDs.**

10%
funds ESD operations

90%
directed by school districts

75%
goes to individual school district accounts based on ADMw

25%*
of school district allocations are spent on core services (i.e., shared services)

**4% for BSD and HSD*



Two toddlers play together during the soft open and name dedication ceremony of the antkwak Early Learning Center, located in Hillsboro. The center officially opened in July 2025 and will serve an estimated 2,000 children annually through evaluations. Hundreds more will attend special education programs.

Core Services

Core services are first approved by component school district superintendents and then by component school district boards. These services are available to all school districts and represent 25% of the local service plan allocations for school districts.

9th Grade Success Network

The purpose of the 9th Grade Success Network is to increase the number of students completing 9th grade on track to graduate high school within four years. On-track students are more than 3.5 times more likely to graduate from high school in four years.

Aspiring Administrators

Our Aspiring Administrators program provides educators who are interested in moving into administrator positions with leadership training and coaching.

Behavior, Attendance, and Social Emotional Systems

Our BASES team supports districts with school culture and climate goals through a multi-tiered system of support (MTSS) lens. The team provides training and supports around positive behavioral interventions (PBIS), MTSS, and attendance best practices.

Career and College Readiness

We expand college credit and career and technical education (CTE) opportunities for all students, with a focus on students furthest from access and opportunity in our education systems. We support educators and districts through CTE guidance, program support, career readiness resources, work-based learning and career services like guest speakers, resume workshops and career fairs.

Career, College and Workforce Connection Software

We provide districts with access to SchooLinks, which is a web-based platform that helps districts track and centralize their career and college readiness efforts. The tool includes work-based learning and industry partner components. Optional features include social-emotional learning for elementary students, course planning and forecasting. Our team will support your district with implementation.

County Allocations

Through core, each county subset of school districts receives flexible funding to support localized regional priorities agreed upon by the school district superintendents.

Cybersecurity Services

Cybersecurity services include advising on policy and procedure, security management of technology applications, and incident response during cyber threats and attacks.

Early Literacy Supports

Our early literacy work is rooted in the science of reading, evidence-based practices and Oregon's 2023 Early Literacy Success Initiative. We offer professional development, coaching and leadership support focused on reading, teaching and data use. We also support educators to receive LETRS certification, with additional graduate credit and mentoring through Eastern Oregon's reading clinic. We view skilled reading as a civil right and design programs collaboratively to serve our region

Emergency Closure Network

We provide districts with access to an emergency communication system (FlashAlert) for sharing emergency information, school delays and closures with their communities and the local media.

Forecast 5

We provide Forecast 5 analytics tools to help K-12 educational leaders leverage district, demographic and peer data to develop future focused strategies for managing limited resources, achieving education outcomes and improving academic ROI in today's challenging budget environment.

Grant Services

We provide grant writing and management to school districts seeking competitive grants, including state, federal and private grants. Grant writers connect with school district teams to envision, plan and convey projects and match them to grant opportunities.

Library Services (Follett Destiny Library, Resource Manager and Textbook)

We host and support Follett's Destiny Library Management System, which provides a full service suite of school library software for managing inventory, check in/out, fees, and users.

Destiny is an internet-based library, textbook and resource management system designed specifically to support K-12 education. We provide software hosting, support, student information system integration and training.

Network Services

We keep districts connected to the internet with a full suite of network management and connectivity services. We provide a sustainable model that increases speed and redundancy while maintaining low costs for school districts.

Regional Compensation Analysis

We contract with RS2 for statewide licensed salary and regional administrator comparisons.

Restraint and Seclusion

The Restraint and Seclusion Application is a custom-built records management system to track all school incidents resulting in physical restraint and/or seclusion. The Oregon Department of Education (ODE) requires a precise count and reporting of these incidents based on a number of student criteria. This application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

Technical Engineering Cooperative

Component districts participate in the Technology Engineering Cooperative, which ensures engineers are always available to keep essential systems running smoothly. This also connects your technology staff with ESD engineering teams for escalation of critical issues and serves as an additional resource in a time of crisis.



Students from Cascade Academy celebrated their graduation in June. This social-emotional learning school in Beaverton, which is operated by Northwest Regional Education Service District, supports about 50 middle and high school students with significant behavioral challenges. Students receive supports throughout the school day, allowing them to participate in classes and various activities.

Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.

Administration

Civil Rights and Title IX Coordination

NWRESD offers support services to ensure compliance with federal and state civil rights laws, including Title IX, which prohibits discrimination based on sex in education. Services include consultation on policies and procedures, support in responding to incidents, and assistance in building systems that promote equity, access, and accountability.

Communication Management FTE

Districts can contract for dedicated support from a communications manager in increments of 0.25 FTE. The communications manager would work in the district to advise and execute communications strategy and serve as a public information officer. They would be a member of a larger communications team at NWRESD and have direct access to coaching, mentoring and support.

Educator Pathways

Our Educator Pathways program partners with school districts to cultivate a diverse pipeline of future teachers. The program offers three distinct tracks designed for individuals from a variety of backgrounds who aspire to become licensed educators. These tracks include current classified staff, individuals from racially and culturally diverse communities and high school students interested in pursuing education careers.

Executive & Principal Coaching

Executive coaching is available on a weekly, biweekly, once every three weeks or monthly basis. These sessions will be specifically tailored to the district's and superintendent's needs. Coaching and problem-solving conversations will help participants build their leadership skills, understand the politics surrounding their position, find solutions to complex challenges and increase their confidence and improve their ability to make an educational impact.

Fiscal Services

NWRESD provides school districts with a full range of fiscal services, including accounting, budgeting, payroll processing, and financial reporting.

Human Resources Investigations

We provide impartial, thorough and timely investigation services to support our component districts in addressing workplace and school-related concerns. Each investigation is tailored to the situation to ensure that districts can respond to sensitive matters consistently, transparently and aligned with best practices.



Medicaid Reimbursements

We offer districts the opportunity to participate in school Medicaid Billing and Medicaid Administrative Claiming in Oregon.

Medicaid reimburses schools for health and related services provided to Medicaid-enrolled students. Schools bill for services provided through an individualized family service plan (IFSP) or individualized education plan (IEP).

The Medicaid administrative claiming (MAC) program reimburses districts for administrative activities associated with coordination, referral, outreach and program planning of Medicaid-covered health services.

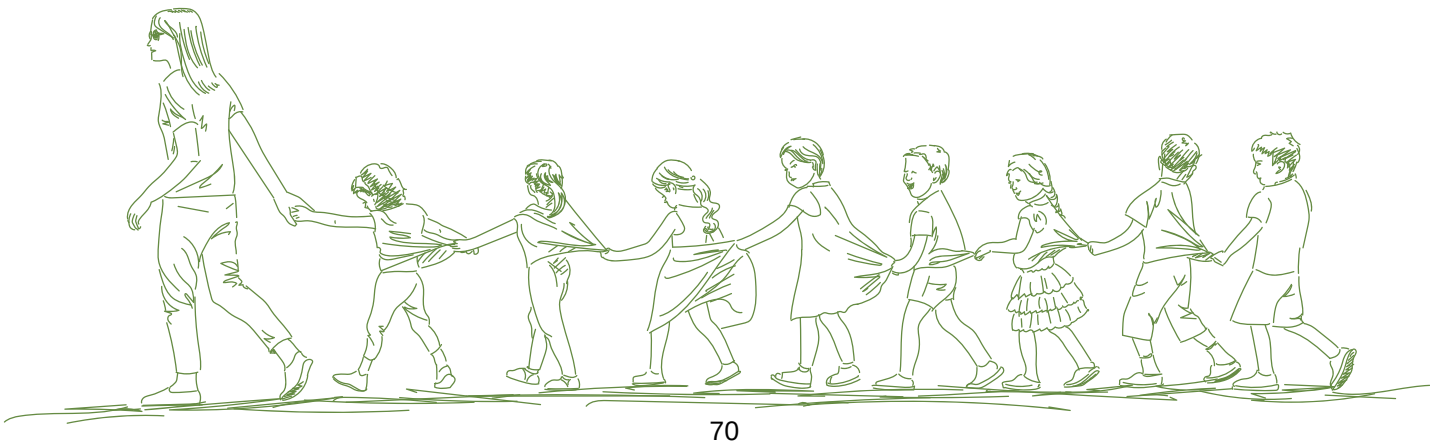
Spanish Language Interpretation and Translation

We offer translation (written) and virtual and in-person interpretation in Spanish to component districts.

Early Learning

Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations

EI/ECSE evaluations look at a child's development and whether special education supports could build skills to further a child's individual developmental progress. Children who are found to be eligible for EI/ECSE receive free services.



Instruction

Attendance

We partner with district and school attendance teams to implement effective and meaningful attendance structures. The work we do grows community awareness about the importance of regular attendance and strengthens school-to-home connections.

Cascade Education Corps

Cascade Education Corps is an experiential education program for Tigard-Tualatin School District students that aims to provide underserved youth with the knowledge, skills, resources and confidence to be lifelong environmental stewards. Students spend time in the field working on restoration projects.

Dual Credit Programming - Willamette Promise

In collaboration with local high schools and higher education institutions, students earn college credits while they are still in high school. Willamette Promise focuses on cooperation between high school teachers and college faculty to ensure students are working and learning at a college level. We specifically seek to engage historically underserved students, including students of color and first-generation college goers.

Junior Achievement: Biztown and Finance Park

We offer districts the opportunity to use service credits to partner with Junior Achievement and Biztown. This partnership offers students in the region a simulated experience to practice real-world business and entrepreneurial skills at the local Finance Park.

Multi-tiered Systems of Support (MTSS) Data System Platform and Technical Support

We provide software and support for data-based screening and progress monitoring of system-wide intervention efforts, identifying individual student needs, and monitoring student progress.

Northwest Regional Outdoor Science School

Northwest Regional Outdoor Science School is an overnight experience for sixth grade students. In an immersive experience, students learn about the natural world at one of our sites in northwest Oregon. Each site's 12 to 13 staff members are supported by high school volunteers.

Oregon Virtual Education (ORVED)

Oregon Virtual Education (ORVED) offers a suite of online standards-based courses taught by Oregon-certified teachers.

PCC Mobile Welding Outreach and Training Center

In partnership with Union Pacific, this mobile training center brings state-of-the-art welding instruction directly to high schools across Washington and

Columbia counties. Students gain hands-on experience using professional equipment while earning microcredentials and college credit through Portland Community College (WLD190A/B). The program provides accessible, career-connected learning pathways that prepare students for high-demand jobs in the skilled trades and help address regional workforce needs.

Re-engagement Services

We employ a team of attendance advisers to work directly with school districts on returning as many students as possible to the classroom. Acting on attendance referrals from schools, our team uses a restorative and culturally responsive approach when contacting parents. Along with providing resources and identifying the root cause of absenteeism, the adviser can also provide information on Oregon laws that require students to attend school.

Our team's focus is first on re-engagement while still meeting Oregon attendance laws, as re-engagement has proven much more effective than truancy citations.

K-12 Special Education

Audiology

Our audiology program supports students from birth to age 21. A licensed audiologist provides testing, consultation and workshops. Our two audiometric booths located at the Washington Service Center are used for audiological evaluations, including initial evaluations and re-evaluations to determine eligibility for Deaf and hard-of-hearing special education services.

Augmentative and Alternative Communication and Assistive Technology

We help educational teams identify, select and acquire alternative communication and assistive technology devices and/or systems. We also provide any needed training, resources and technical assistance for using those devices and systems.

Autism Spectrum Disorder (ASD) Services

Our ASD team supports students who experience autism spectrum disorder and the educators who work with them. Services include evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

Behavioral Support Consultation

Evidence-based behavior support consultation targets a specific area of need and may include the development of a functional behavior assessment or behavior support plan, classroom and program support, coaching, data analysis, multi-tiered systems of support (MTSS) consultation, and other technical assistance.

Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the visually impaired provide instruction, consultation, evaluation and professional development. Orientation and mobility specialists instruct students in safe, efficient and independent travel. Our braillist provides braille services to several school districts.

Cascade Academy

Cascade Academy is an educational behavioral program located in Beaverton, serving students in grades 7 through 12. Local district teams refer students when they need a small, supportive academic environment with a strong behavioral focus. A consulting school psychologist and district team work with a team of behavioral specialists and special education teachers to meet the student's academic, social, emotional and behavioral needs.

Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Cascade/Pacific Intensive Classroom

The classroom functions as a self-contained program within Cascade and Pacific Academy, serving students in grades 6-10 who need significant adult support to participate in an academic setting. Students have the potential to access grade-level instruction, but mental health or behavioral needs will have resulted in cumulative academic and social emotional skill deficits.

Students may be far behind their peers and unable to participate in small group instruction, even at the appropriate skill-level. Targeted skills include participating in whole group instruction, maintaining emotional regulation for extended periods of time, and using appropriate communication skills in the school setting. Students typically need one-to-one support for much of the day.

Columbia Academy K-6

Columbia Academy K-6 program annual slots can be purchased as well as daily rates pending availability. The Columbia Academy K-6 program is a special education placement targeting students in grades K-6 who need intensive instruction regarding emotion regulation skills in order to access their academics. Students are placed into one of three classrooms based on grade level and programming needs. Currently, two classrooms serve elementary-age students.

Program staff are highly trained to provide behavioral support, collaboration and unique supervision needed for students to help learn safe strategies to regulate behavior and or emotions. Explicit instruction and practice of these skills helps ready students to return to their home school district. Students will access core academic instruction at their appropriate grade level and receive needed specially designed instruction to work toward grade-level content standards.

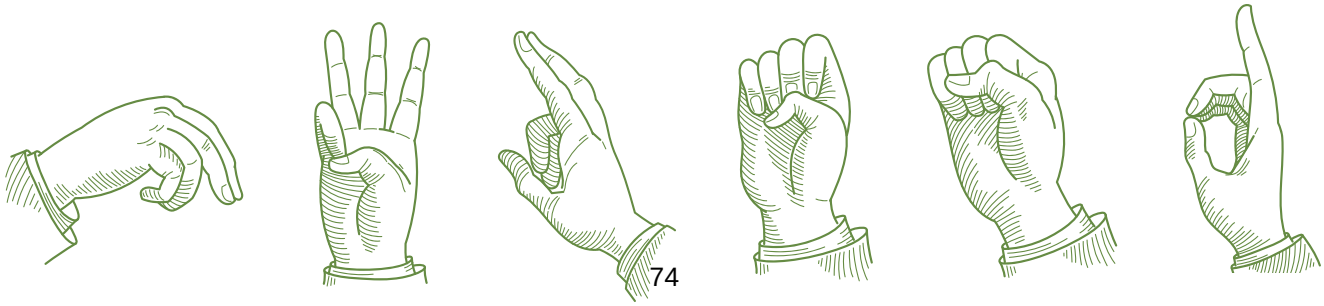
Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Deaf and Hard-of-Hearing Classroom

Our Deaf and hard-of-hearing classroom hosts kindergarten to sixth grade students. Learning alongside peers with similar communication modalities facilitates linguistic and social emotional development. Some children in the program use sign language as their primary mode of communication and others choose a more auditory path. Students communicate with their teacher through their primary modality and attend school with those who share their culture and communication system.

Deaf and Hard-of-Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction — which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teacher, and ASL assistants who work under the direction of a licensed classroom teacher.



FM Rentals

We rent FM systems to districts for use with students who experience hearing loss and need technology to support access to their instructional program.

Learning Specialists

Learning specialists hold an Oregon license with an endorsement in the area of their assignment. Instruction will include the development of academic, social, behavioral, and workforce skills.

Additional job responsibilities include case management, IEP development, assessment and data collection, scheduling meetings, parent/guardian communication, management of support staff, and collaboration with general education teachers, youth transition program (YTP) teachers, social service and business partners.

The teacher works with other instructional providers to ensure equitable access to teaching and learning.

Levi Anderson Learning Center

Levi Anderson Learning Center, located at St. Mary's Home for Boys, is a day treatment program serving boys in grades 6-12. Curriculum, instruction and assessment are linked to the Oregon State Standards. Students receive mental health and behavioral supports individually and in small groups throughout the school day.

Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities. The focus of the program builds on social emotional learning throughout the school day.

Classroom staff are trained in trauma-informed care and collaborative problem solving and coordinate with the St. Mary's behavioral support team.

Meadowlark Academy K-5 (Columbia County)

Meadowlark Academy K-5 program annual slots can be purchased as well as daily rates pending availability. The Meadowlark program is a special education placement targeting students in grades K-5 who need intensive instruction regarding emotion regulation skills in order to access their academics. Students are placed into classrooms based on grade level and programming needs.

Program staff are highly trained to provide behavioral support, collaboration and unique supervision needed for students to help learn safe strategies to regulate behavior and or emotions. Explicit instruction and practice of these skills helps ready students to return to their home school district. Students will access core academic instruction at their appropriate grade level and receive needed specially designed instruction to work toward grade-level content standards.

Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Nursing Services

Our nursing team provides direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with us to provide nursing services to students based on a physician's order or as designated in the individual IFSP/IEP.

Occupational Therapy (OT) Services

Our occupational therapy team assesses fine motor, visual motor, visual perceptual, motor coordination and sensory processing skills. Practitioners — occupational therapists and occupational therapy assistants — provide strategies and resources to promote independence, participation, strength, well-being and safety in the educational setting.

They make adaptations to tasks and tools, model, consult, coach and teach skills. They may also facilitate assistive technology and equipment usage to remove barriers and support student success in academics, self-care and social participation.

Pacific Academy

Pacific Academy is an educational program with mental health supports located in Beaverton. It serves students grades 6-12. Local district teams refer students when they need a small, supportive academic environment with a mental health focus.

A consulting school psychologist and district team work with mental health staff and special education teachers to meet the student's academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Physical Therapy (PT) Services

Our team provides school-age physical therapy services to address the gross motor needs of students in area school districts. Physical therapists evaluate the functional skills of students with disabilities to identify barriers to physically access and participate in school. Physical therapists consult and collaborate with the student's educational team. Physical therapists and physical therapist assistants teach strategies to classroom staff that support safe access and participation for the student in all settings throughout each school day.

Pre-Employment Transition Services (Pre-ETS, Formerly YTP)

Our Youth Transition Program is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports.

Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.

School Psychology Services

Our psychologists provide expertise in mental health, learning and behavior to schools and their students. They support evaluations for special education eligibility, Functional Behavioral Assessments (FBA), and school law and individualized education plan (IEP) procedures. They help improve academic achievement, promote positive behavioral and mental health, establish safe school climates and strengthen family partnerships.

Speech-Language Pathology Services

Our speech-language pathology team partners with school districts and educational teams to promote language literacy, social learning and engagement. Students receive culturally and linguistically sustaining services.

Our SLPs support students who exhibit the full range of communication needs, including language, literacy, articulation (speech sound disorders), fluency, voice/resonance and swallowing.

Technology

Attendance Reconnection System

Developed by the Cascade Technology Alliance, this web-based application assists schools in processing and tracking attendance issues. The software provides recording and monitoring for all required forms. It incorporates the steps necessary for districts to return as many students as possible to the classroom and contributes significantly to case resolution rates and is available to school districts, ESDs, and police departments across Oregon.

Criminal Background Check System

We contract with Criminal Information Services, Inc. (CRIS) to provide customized, easy-to-use, online and offline criminal background information at a reduced rate. With a per use charge, CRIS allows us to conduct background checks via web interface on volunteers, new hires, coaches, substitutes, teachers and staff. The CRIS database includes access to a nationwide database of over 1,000 registries and 300 million records on criminal activities.

District Technology Purchasing

We provide purchasing assistance to component districts. Our team of trained technicians are available to purchase needed software and hardware from multiple retailers streamlining the process for clients.

Help Desk

We provide dedicated staffing at the request of districts when they have specific support needs. Our direct site support, technology planning and purchasing, engineering, and remote help desk services are tailored to each district's needs.

Learning360 Streaming Video

We contract with Infobase to provide Learn360, a Technology Services streaming digital content service for K–12 education. Teachers, students, and parents can access more than 130,000 multimedia resources on any internet-enabled device, anytime, anywhere. Does not include: Classroom Video on Demand.

Oregon Data Suite

We contract with Willamette ESD to offer the Oregon Data Suite. The suite is a collection of data services that provide educators with an accessible tool to monitor and analyze key indicators of student success. It uses a visual dashboard to transform district, building, and student data into usable information.



Public School Works

We contract with Works International to provide Public School Works compliance training to local school districts and public entities.

Public School Works is designed to ensure all employees have completed annual training requirements. The widespread use allows districts to pay a nominal fee per employee each year. The software generates email notification to employees and uses a paperless management tracking feature.

School ERP Pro (formerly Infinite Visions)

We contract with Tyler Technologies to host School ERP Pro, a comprehensive enterprise financial and human resources management solution specifically engineered for the K-12 business environment. Modules include: general ledger, budget, accounts receivable, accounts payable, payroll, human resources, grant tracking and inventory.

The employee access web portal allows employees, administrators, and fiscal staff access to work from anywhere. Direct support from Tyler Technologies is included.

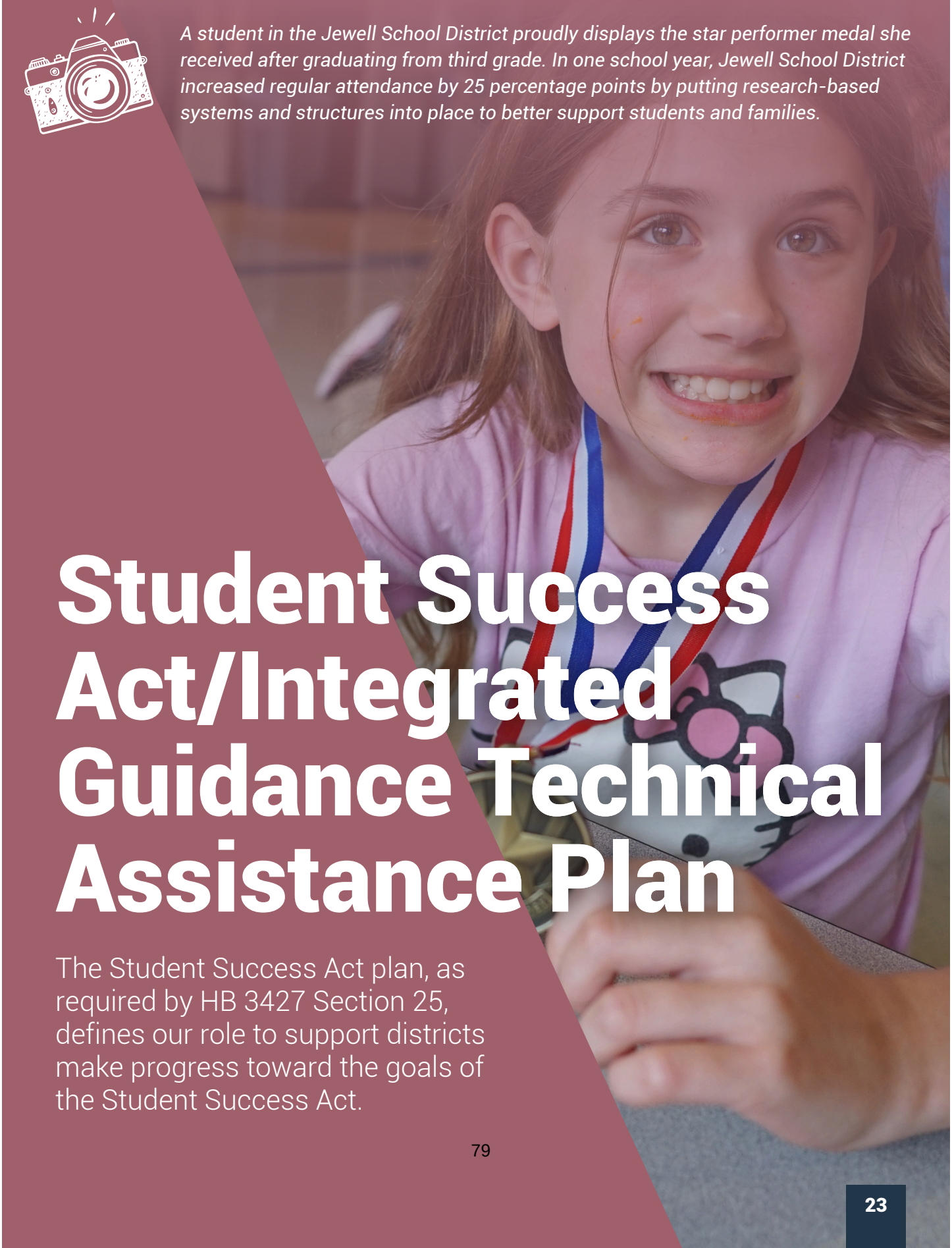
Synergy Student Information System

We offer the Synergy Student Information System (SIS), a comprehensive student information system providing single entry for student demographics, scheduling, attendance, grading, transcripts, fees, immunization, and discipline tracking.

Additional Synergy applications and services are also supported, including integration with Zoom and One Roster, online registration, assessment, Inspect Item Bank, GradeCam, MTSS, analytics, SchoolPlay, special education, ParentVue and StudentVue.

Technical Engineering Cooperative

Component districts participate in the Technology Engineering Cooperative, which ensures engineers are always available to keep essential systems running smoothly. This also connects your technology staff with ESD engineering teams for escalation of critical issues and serves as an additional resource in a time of crisis.



A student in the Jewell School District proudly displays the star performer medal she received after graduating from third grade. In one school year, Jewell School District increased regular attendance by 25 percentage points by putting research-based systems and structures into place to better support students and families.

Student Success Act/Integrated Guidance Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts make progress toward the goals of the Student Success Act.

9th Grade Success Network

The purpose of the 9th Grade Success Network is to increase the number of students completing 9th grade on track to graduate high school within four years. On-track students are more than 3.5 times more likely to graduate from high school in four years.

Behavior, Attendance, and Social Emotional Supports (BASES)

Our BASES team supports districts with school culture and climate goals through a multi-tiered system of support (MTSS) lens. The team provides attendance and school safety and prevention services, social-emotional learning support and MTSS coaching for districts and/or schools.

Communications Technical Assistance

Our communications team offers technical assistance, networking and support to educational staff in the region who have a community relations role.

We are available to assist with:

- crisis response
- Student Investment Account community relations plans
- translation and interpretation, including training on how to work with an interpreter
- graphic design
- messaging
- convening and networking around regionally relevant topics

Community Engagement and Family Partnerships Technical Assistance

Oregon districts feature communities, families and students who have been historically and contemporarily underserved, underrepresented, excluded or marginalized from the educational system. When we support your district through training in strengthening family partnerships, advocacy, organizing, and increasing engagement with the community, you will see focal groups that will feel less like an audience for your decisions and more involved as key partners.

Structures of accountability and feedback will bring a sense of transparency and authenticity to district planning. Specific services include access to community surveys and ThoughtExchange and training on how to facilitate story circles and empathy interviews.

Comprehensive Support and Improvement/Targeted Support and Improvement (CSI/TSI)

We serve as a vital link between the Oregon Department of Education and our component districts, helping schools identified for Comprehensive or Targeted Support and Improvement (CSI/TSI) develop goals and strategies to improve student outcomes. We support districts through technical assistance, planning facilitation, and coordination with state initiatives like the Student Investment Account. Our role ensures that school improvement efforts are strategic, equity-driven and aligned with their Integrated Programs plan.

Early Literacy Supports

Our early literacy work is rooted in the science of reading, evidence-based practices and Oregon's 2023 Early Literacy Success Initiative. We offer professional development, coaching and leadership support focused on reading, teaching and data use. We view skilled reading as a civil right and design programs collaboratively to serve our region.

Instructional Rounds

Instructional Rounds is run through our Instructional Coaching Network (ICN). Instructional Rounds is a collaborative, evidence-based process in which educators observe learning across classrooms to identify patterns of practice and determine high-leverage next steps. This disciplined inquiry strengthens instructional systems and supports building more equitable learning experiences for all students and improving student outcomes. The foundation of Instructional Rounds is that it is experience-based professional learning where teachers learn with and from each other, a more powerful and effective method of improving teacher practice in order to move student outcomes.

Small/Rural Grant Support Technical Assistance

Our instructional services team provides grant writing services to small and rural school districts in order to fulfill the requirements of Integrated Guidance.

Workforce Development and Career and College Readiness

We provide educators with professional learning communities, career and technical education (CTE) teacher mentoring, curriculum (e.g. Oregon Employability Skills), resources, summer externships, and grants. Student support includes career fairs, career kits, internships and experiential events. We also provide districts with access to SchooLinks, which is a web-based platform that helps districts track and centralize their career and college readiness efforts.

Appendix



A child who receives Early Childhood Special Education Services plays with blocks. After receiving services from our specialists, she was able to say mama for the very first time.

Northwest Regional Education Service District

Resolution # _____

Resolution Authorizing NWRESD Local Service Plan for 2026-27

BE IT RESOLVED by the Board of Directors of Hillsboro School District in Washington County, Oregon, that for the nature and extent of Core Services, Service Credits, and the Student Success Act technical assistance plan described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2026-27 school year.

ADOPTED this _____ day of _____ 2026.

ATTEST:

_____
Board Chair

_____
Superintendent

Please email or mail the signed document by March 1, 2026 to:
Valerie White vwhite@nwresd.k12.or.us
Northwest Regional Education Service District
5825 NE Ray Circle Hillsboro, Oregon, 97124

A preschooler from Columbia County plays on the playground during an Early Childhood Special Education class during the summer. Last year, 2,800 students received Early Intervention and Early Childhood Special Education services from our agency.



Grant Funded & Value-Add Services

Through support from federal, state and private grants, NWRESD provides certain services at no cost to school districts.

Autism Spectrum Disorder (ASD) Services

Our ASD team supports students who experience autism spectrum disorder and the educators who work with them. Services include evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the visually impaired provide instruction, consultation, evaluation and professional development. Orientation and mobility specialists instruct students in safe, efficient and independent travel. Our braillist provides braille services to several school districts.

Blind Visually Impaired Student Fund

This fund was established in 2009 by the Oregon State Legislature to help students transition to educational programs in their neighborhood schools when Oregon's School for the Blind closed. The fund's purpose has since expanded to enhance learning for all students in the state who experience blindness or visual impairment.

Career and Technical Education Washington County Revitalization

This regional initiative expands access to high-quality career and technical education in aerospace, diesel technology, and bioscience. By sharing program slots across districts, students gain college credit, industry credentials, and real-world experience in high-demand fields. The project strengthens equity and collaboration across Washington County, ensuring all students can access pathways to meaningful careers.

Cascade Alliance for Equity (Regional Educator Network)

The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. Our Cascade Alliance for Equity offers twice-yearly summits, county belonging collaboratives and employee affinity groups to all districts in our region. Summits reverse traditional roles and place students as the experts and educators as the learners in our shared mission to create more equitable and inclusive learning environments.

Child Care Resource and Referral (CCR&R)

Northwest CCR&R supports child care providers in Clatsop, Columbia and Tillamook counties through training, career advancement opportunities, licensing and other forms of support. The team also advances child care sector planning for the region.

Courier

NWRESD's courier delivers educational materials, technology and other materials between all school districts and NWRESD sites.

Deaf and Hard-of-Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction — which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teacher, and ASL assistants who work under the direction of a licensed classroom teacher.

DeafBlind Services

Through our DeafBlind services as part of Oregon's Regional Inclusive Services, we provide materials and tools that facilitate learning, ensuring that content is accessible and engaging for DeafBlind students. Teachers of the Visually Impaired and Teachers of the Deaf and Hard of Hearing can provide consultation and help support specialized training to educational teams. Through State and National DeafBlind projects, we connect students and families to programs and initiatives that offer additional support and resources.

Early Childhood Special Education (ECSE)

Early Childhood Special Education (ECSE) offers special education services to children found eligible through our screening and evaluations process. Services include specially designed instruction and related services such as physical, occupational, or speech and language therapy.

Most of these services are offered in partnership with school districts, community and Head Start preschools, and other child care facilities. When needed, services are offered in specialized settings.

Early Intervention (EI)

Our Early Intervention (EI) program supports eligible children from birth to age 3 years. The program helps families develop the skills they need to help their children learn and grow. Services are delivered through a parent coaching model at home or in other care-giving settings.



Early Intervention/Early Childhood Special Education (EI/ECSE) Intake and Screening

Screenings are completed at no cost for children from birth to age five. The EI/ECSE intake and screening process determines if a child needs to be evaluated to determine EI/ECSE eligibility.

Evaluations, which are available as a contracted service, look at a child's development and whether special education supports could build skills to further a child's individual developmental progress.

Early Literacy Supports (Regional Educator Network)

The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. The Regional Educator Network provides educators with access to LETRS (Language Essentials for Teachers of Reading and Spelling) training with an option to participate in graduate-level courses on the science of reading. The grant also reimburses districts for substitute and mileage costs.

Early Learning Hub (Clatsop, Columbia and Tillamook Counties)

The Northwest Early Learning Hub convenes cross-sector partners — educators, health care providers, community advocates, businesses and others — to create local systems that are aligned, coordinated and family-centered.

Families in Clatsop, Columbia and Tillamook counties receive support to become healthy, stable and attached and their children receive the early learning experiences they need to thrive.

English Language Learner Consortium (Title III)

This consortium ensures English learners, including immigrant children and youth, attain English proficiency and achieve academically in English and all other subjects. We assist teachers, including preschool teachers, principals and other school leaders in establishing and sustaining effective language education programs so that students are ready to attend classes in English.

Equity and Family Partnerships (Regional Educator Network)

We work to ensure every student can achieve their full potential by fostering inclusive, antiracist school environments. Our efforts include promoting culturally sustaining teaching, diversifying the educator workforce, removing barriers for marginalized groups, and supporting educators of color through community and advocacy.

Health Education Training Application

This health-related training database provides on-demand training on topics like CPR, medication administration, anaphylaxis and seizure protocols to every educator in our region. This program enables districts to create training records for every educator and ensures educators are up-to-date on their training requirements.

Instructional Coaching Network (Regional Educator Network)

The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. Our Instructional Coaching Network provides customized coaching, professional learning and support with instructional rounds. Our team tailors these services and supports to ensure they align with a school's and/or district's improvement goals.

Migrant Education Program (MEP)

MEP ensures children whose families migrate for work in the agricultural, fishing, timber and other similar industries can fully benefit from public education.

The program focuses on:

- family partnership
- kindergarten preparation
- student empowerment
- high school completion

Northwest Early Learning and Parenting Hub (Clatsop, Columbia and Tillamook Counties)

The Northwest Early Learning Hub convenes cross-sector partners — educators, health care providers, community advocates, businesses and others — to create local systems that are aligned, coordinated and family-centered.

Families in Clatsop, Columbia and Tillamook counties receive support to become healthy, stable and attached and their children receive the early learning experiences they need to thrive. Our regional parenting education hub ensures parents have access to parenting education programs, educational workshops and family engagement opportunities.

Oregon Math Project (STEM Hub)

The Oregon Math Project, facilitated by the Northwest STEM Hub, helps promote the Oregon Department of Education's 2+1 Math Pathways pilots, establish professional learning communities focused on equitable math practices, and offer professional development on K-12 Data Reasoning standards.

Oregon Response to Instruction & Intervention (ORTII)

The purpose of Oregon Response to Instruction and Intervention is to provide technical assistance to Oregon school districts implementing response to intervention systems that provide targeted, effective instruction to meet the needs of all students and provide the framework to identify students with specific learning disabilities. The focus of the project is on literacy, early intervention, and the use of evidence-based practices. ORTII has been supported by the Oregon Department of Education since 2006.

Pre-Employment Transition Services (Pre-ETS, Formerly YTP)

Our Youth Transition Program is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports.

Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.

Regional Equipment Center

The Regional Equipment Center provides adaptive equipment and assistive technology devices to special education students experiencing orthopedic impairment, who are blind or visually impaired or Deaf or hard-of-hearing. Equipment center staff consult with therapists to determine students' equipment needs.

Regional Mentoring (Regional Educator Network)

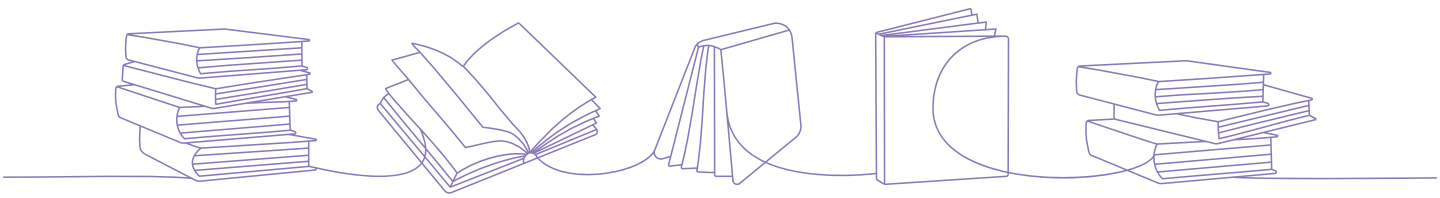
The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. Our regional mentoring program provides ongoing, individualized support for mentors and novice educators through professional learning opportunities, in-field coaching and cross-district connections. Differentiated strands of support include licensed educators, career and technical educators and classified staff.

Regional Technical Assistance Provider (RTAP)

Through a collaboration with the Oregon Department of Education's Office of Enhancing Student Opportunities and the Oregon Association of Education Service Districts, we provide no-cost regional professional development and targeted technical assistance through a regional technical assistance provider. This provider delivers in-person and virtual support to special education teachers, case managers and directors, which ensures consistent high-quality services for students across Oregon. This support is delivered as part of the state's general supervision requirements.

School Safety and Prevention System

The School Safety and Prevention System was established through Section 36 of the Student Success Act and Senate Bill 52 (Adi's Act). This new statewide system provides an integrative approach for aligning



school safety, public education and health systems that is centered in equity, racial equity and access to mental health services.

The program provides technical expertise, consultation, training and system development in responding to threats of violence, sexual incidents, suicidal ideation, bias incidents, and tragedies in the school community.

The program's multi-tiered system of support also includes universal prevention programs aimed at promoting mental health and belonging in schools and preventing bullying, harassment and intimidation.

Spot Vision Screener

The spot vision screener is a device that quickly identifies potential vision problems and determines whether a child needs a more comprehensive eye assessment. This equipment is available for check-out in our professional library.

STEM (Science, Technology, Engineering, Math) Hub

The Northwest STEM Hub serves 15 school districts and their surrounding communities throughout Clatsop, Columbia, Tillamook and rural Washington counties. The team empowers students by removing barriers to STEM education by offering integrated learning experiences for students and families, providing professional development and resources to rural teachers, and partnering with local industry, community organizations, and post-secondary institutions to promote career-connected learning opportunities.

Traumatic Brain Injury (TBI) Services

Our TBI liaison connects educators, families and students to resources both within our region and throughout the state. The TBI liaison also works closely with members of the statewide TBI team, which includes professionals throughout our region who have volunteered to complete professional learning activities needed to provide consultation within their school district.

HILLSBORO SCHOOL DISTRICT 1J
February 24, 2026
APPROVE MEMORANDUM OF UNDERSTANDING WITH HILLSBORO CLASSIFIED UNITED

SITUATION

The District has been negotiating with Hillsboro Classified United (HCU) and the scope of bargaining has been focused on an early retirement/separation incentive benefit program. This negotiation is to address that the District is facing significant challenges as we plan and develop our budget and staffing needs for the 2026-2027 school year. Due to continuing enrollment decline and increasing costs, we may be faced with potential staffing reductions. It is the District's desire to keep potential Reductions in Force (RIF) to a minimum through attrition by means of voluntary retirements and separations.

On February 18, 2026, our District bargaining team reached a tentative agreement with HCU for this MOU and they will ratify the MOU on the evening of February 23 and morning of February 24, 2026. The main points of the tentative agreement are as follows:

- Eligible classified staff must have completed five (5) consecutive years with Hillsboro School District and be on top step 9 of the Classified Salary Schedule for the majority of their daily contract hours.
- Applications will be granted in seniority order per Article 6.B.1 of the Collective Bargaining Agreement.
- This offer will be capped at ten (10) eligible classified employees working less than 12 months and ten (10) eligible classified employees working 12 months who submit their Notice of Retirement/Separation using the electronic form provided via Hillsboro School District email. The District has the discretion to increase the cap by no more than 10 additional eligible employees.
    - Of the ten (10) less than 12 month classified eligible employees, up to but no more than two (2) transportation bus drivers and up to but no more than two (2) nutrition services employees shall be granted this Early Retirement/Separation Benefit.
- Option 1: Lump Sum Payout:
    - For less than 12-month classified employees, a one-time, taxable payment of $8,500.
    - For 12-month classified employees, a one-time, taxable payment of $10,000.
    - Both payments are subject to all required payroll withholdings.
    - Payment will occur on July 20, 2026.
- Option 2: Additionally, we are offering two health insurance continuation options for classified staff currently enrolled in a group health or individual health plan. These options allow them to extend coverage beyond this school year. Each option would be valued at a similar amount to the one-time lump sum payout and offers flexibility for employee’s individual and family insurance needs.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the MOU for the Classified Retirement/Separation Incentive Benefit Program with Hillsboro Classified United, as tentatively agreed to by the District bargaining team.

I move that the Board of Directors approve the MOU for the Classified Retirement/Separation Incentive Benefit Program with Hillsboro Classified United, as tentatively agreed to by the District bargaining team.

HILLSBORO SCHOOL DISTRICT 1J
February 24, 2026
BOND DEVELOPMENT UPDATE

SITUATION

Staff have been working hard to share information about our bond development process and engage constituents in providing feedback.

Three Community Bond Open House meetings have been held: January 22 (in person), January 28 (virtual), February 3 (in person).

Based on feedback received at these meetings, via our online feedback form, and through direct emails, we have developed an extensive FAQ, which has been posted to our Bond website.

We have also developed a Bond Explainer Video (3 minutes in English, 4 minutes in Spanish) and have asked that all principals share with their staff members and families.

In addition, we have scheduled virtual feeder-based Q&A sessions (all from 4:30 p.m. to 5:15 p.m.):

- Wednesday, February 25 – Century feeder schools
- Thursday, February 26 – Glencoe feeder schools and Oak Street Campus
- Tuesday, March 3 – Hilhi feeder schools and Hillsboro Online Academy
- Wednesday, March 4 – Liberty feeder schools

Our consultants, Wright Public Affairs and Patinkin Research Strategies, will be fielding a poll this week to test preliminary messaging and prioritization of projects. Jeremy Wright will join the Board's March meeting to show polling results and analysis with the Board.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
February 24, 2026
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.

Business Services

We finalized the 2024-25 Audit! The accounts payable team is working on W-9s and unclaimed property. Vendor maintenance project, is a team project with Public Safety, Risk and Contracts, setting up a new process and platform for vendor management to ensure safety with students and compliance with the District guidelines. Amazon E-Procurement process is being piloted with OSP to ease the workload for those purchasing and processing payment. The grants team had a huge win with getting the cost rate approved for Medicaid Billing and received three times more revenue from the Medicaid Claiming survey in quarter one compared to the prior year.

Payroll

January payroll processed successfully for the monthly pay cycle, covering certificated and classified employees districtwide. All required statutory deductions, benefit withholdings, and employer-paid contributions were applied in accordance with state and federal requirements.

Gross Pay: $31,512,620.12
Overtime Pay: $66,098.37

Federal Income Tax Withholding: $1,366,533.02
Oregon State Income Tax: $989,673.06
Social Security (EE + ER): $15,757,111.91
Medicare (EE + ER): $15,757,111.91
Total Employees Paid: 2,752

Payroll completed W-2's for all employees and are currently posted.

Benefits

During January, the Benefits Department focused on financial oversight, vendor evaluation, and continued support of employee benefit programs. The team began working with **Colonial Life** and **American Fidelity** to obtain updated bids on voluntary insurance products and to evaluate the cost of American Fidelity serving as the third-party administrator for Oregon Paid Family & Medical Leave. ACA reporting will begin this month.

Oregon Paid Family & Medical Leave:

Employee: $94,647.60
Employer: $63,098.30
Total: $157,745.90

OPSRP (Tier 3) Contributions:
Employer Contributions: $2,300,677.39

Tier 1 & Tier 2 Contributions:
Employer Contributions: $638,306.13

December HRA Reimbursements
Classified: $51,877.42 HRA
Licensed: $45,512.02 HRA
Supertech/Admin: $12,606.62 HRA

Systems Integration

Paperless Process Initiatives:

- **Accounts Payable Electronic Processes**
  Platform evaluation is in progress to identify the best solution for eliminating paper-based workflows and streamlining accounts payable processes.
- **Electronic Timesheets**
  Product comparison is underway following completion of the initial pilot. Target implementation of a fully digital timesheet process is the start of the 2026–2027 school year.
- **Records Retention Project**
  Initial assessment of paper files in the Facilities and Maintenance building is complete, with over 800 boxes inventoried. Detailed review is in progress to determine documents for shredding or scanning. Target completion: Spring 2025.

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.

We received a large HSF donation on January 8, 2026, for a total of $102,000.00 and is broken down as follows:

$100,000.00

1. **$50,000: Advanced Manufacturing, Print Production, and Semiconductor Equip. Modernization Goal:** Align HSD's Engineering, Manufacturing, and Print Production labs with Intel's current technology standards to provide real-world,

hands-on learning experiences. **Focus Schools:** Century, Liberty, Hilhi and Glencoe

2. **$15,000: Pathway Alignment and Student Bridge to PCC Microelectronics and Engineering. Goal:** Create a clear, visible bridge for students from HSD CTE programs into PCC's Microelectronics, Advanced Manufacturing, and Engineering degrees.
3. **$15,000: VR Integration and Summer Pilot Camps. Goal:** Expand student access to immersive experiences that simulate semiconductor, design, and advanced manufacturing environments.
4. **$20,000: Youth Apprenticeship Family & Student Outreach Initiative. Goal:** Strengthen HSD's manufacturing and semiconductor talent pipeline by expanding capacity of the Youth Apprenticeship Project Manager to recruit, prepare, and support students and families for the BOLI-approved Registered Youth Apprenticeship program.

$1,000.00 designated by donors to fill the food pantries.

$1,000.00 to Poynter Middle School Shop for wood replenishment.

Workers' Compensation Report

The table below includes workers' compensation claims reported month to date through January 31, 2026. There were 9 total claims filed with low back injuries being the primary injury due to lifting and slips/falls.

Workers' Compensation Reports			
	2023-2024	**2024-2025**	**2025-2026**
July	2	2	3
August	3	4	7
September	14	10	16
October	6	16	14
November	5	6	3
December	11	9	6
January	14	14	9
February	11	7	
March	4	5	
April	11	8	
May	15	8	
June	8	6	
Yearly Total:	**104**	**95**	**58**

Student Incident Report

Student incident data below is through January 31, 2026. There were 62 total incidents averaging 3.2 incidents per day. Head bumps and concussions due to slip, trip, and fall incidents — particularly during recess and student horseplay — were the primary drivers of reported head injuries.

Student Incident Reports						
	2024-25 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	1	0	0
September	104	5.7	7	69	3.5	5
October	115	5.2	9	101	4.8	6
November	73	5.2	1	74	5.6	4
December	84	5.6	4	41	2.7	1
January	80	4.4	8	62	3.2	9
February	69	3.8	2			
March	63	3.9	5			
April	81	3.8	4			
May	72	3.4	9			
June	17	1.8	3			
Yearly Total:	**758**	**4.3**	**52**	**348**	**3.9**	**25**

Auto Liability/Auto Damage Claims

There were two (2) auto liability claim filed for the month of January.

Procurement and Contracts

- **Contracts:** As contracts are submitted for renewal, we're reviewing proposed increases so that we can negotiate those proposals.
- **Procurement:** Preparing RFP (Request for Proposal) as required for goods, trades or personal service contracts in excess of $250,000.
- **CFO Support:** Partnering with our realtor and legal support as we complete the current deliverables in support of Block 56 development.

Contracts between Vendors and Hillsboro School District - $150,000 and above

No new contracts that meet this threshold.

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.

	July	August	September	1st Quarter	October	November	December	2nd Quarter	January	February	March	3rd Quarter	April	May	June	4th Quarter	Fiscal YTD	Budget		Fiscal YTD	
Revenues	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**2025-26**	**2025-26**	**% of Budget**	**2024-25**	**% of Budget**
Taxes	$0.00	$0.00	$131,659.78	$131,659.78	$167,060.75	$23,292,282.96	$99,483,390.44	$122,942,734.15	$1,989,980.25			$1,989,980.25				$0.00	$125,064,374.18	$106,500,000.00	117.43%	$95,643,686.86	90.83%
Interest	$39,157.30	$52,496.64	$65,398.83	$157,052.77	$35,852.86	$37,619.33	$128,835.41	$202,307.60	$89,334.10			$89,334.10				$0.00	$448,694.47	$1,983,115.00	22.63%	$1,032,413.68	53.99%
Local Sources	$27,539.52	$93,619.56	$1,016,189.81	$1,137,348.89	$233,542.46	$113,100.93	$438,032.28	$784,675.67	$214,178.77			$214,178.77				$0.00	$2,136,203.33	$8,810,315.00	24.25%	$1,387,106.35	31.28%
Total Local	**$66,696.82**	**$146,116.20**	**$1,213,248.42**	**$1,426,061.44**	**$436,456.07**	**$23,443,003.22**	**$100,050,258.13**	**$123,929,717.42**	**$2,293,493.12**	**$0.00**	**$0.00**	**$2,293,493.12**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$127,649,271.98**	**$117,293,430.00**	**108.83%**	**$98,063,206.89**	**87.83%**
County/ESD	$0.00	$0.00	$22,018.42	$22,018.42	$0.00	$0.00	$20,185.42	$20,185.42	$59,081.01			$59,081.01				$0.00	$101,284.85	$4,355,386.00	2.33%	$384,309.69	7.66%
State Sources	$27,130,019.00	$13,556,812.00	$13,556,812.00	$54,243,643.00	$13,554,371.00	$13,641,103.41	$12,425,731.00	$39,621,205.41	$12,425,731.00			$12,425,731.00				$0.00	$106,290,579.41	$166,637,183.00	63.79%	$104,426,447.39	65.25%
Federal 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%	$9,237.66	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%
Beginning Balance*	$11,919,374.66	$0.00	$0.00	$11,919,374.66	$0.00	$0.00	$0.00	$0.00	$0.00			$0.00				$0.00	$11,919,374.66	$11,372,762.00	104.81%	$12,824,672.51	71.34%
Total Revenue	**$39,116,090.48**	**$13,702,928.20**	**$14,792,078.84**	**$67,611,097.52**	**$13,990,827.07**	**$37,084,106.63**	**$112,496,174.55**	**$163,571,108.25**	**$14,778,305.13**	**$0.00**	**$0.00**	**$14,778,305.13**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$245,960,510.90**	**$299,658,761.00**	**82.08%**	**$215,707,874.14**	**73.20%**
Expenditures																					
Instruction																					
Salaries	$50,132.48	$108,424.08	$8,837,926.99	$8,996,483.55	$8,939,962.23	$8,953,566.56	$8,944,726.18	$26,838,254.97	$8,845,608.47			$8,845,608.47				$0.00	$44,680,346.99	$96,181,634.00	46.45%	$43,253,317.09	44.76%
Benefits	$19,482.57	$45,791.34	$4,821,193.44	$4,886,467.35	$4,894,407.12	$4,903,485.30	$4,895,259.64	$14,693,152.06	$4,837,467.87			$4,837,467.87				$0.00	$24,417,087.28	$49,793,834.00	49.04%	$21,525,367.00	43.14%
Purchased Service	$815,291.05	$487,636.21	$1,118,256.69	$2,421,183.95	$1,502,924.02	$1,651,535.46	$1,655,274.51	$4,809,733.99	$1,185,193.49			$1,185,193.49				$0.00	$8,416,111.43	$20,834,087.00	40.40%	$6,529,520.57	38.46%
Supplies/Materials	$246,147.32	$122,056.56	$282,106.44	$650,310.32	$219,093.58	$178,392.55	$62,957.93	$460,444.06	$61,142.84			$61,142.84				$0.00	$1,171,897.22	$5,178,639.00	22.63%	$1,640,179.27	34.81%
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	$110,866.00	0.00%	$0.00	0.00%
Other	$100,100.00	$5,605.00	$21,783.99	$127,488.99	$17,420.01	$2,560.00	$6,000.00	$25,980.01	$0.00			$0.00				$0.00	$153,469.00	$1,547,764.00	9.92%	$95,561.55	6.05%
Total Instruction	**$1,231,153.42**	**$769,513.19**	**$15,081,267.55**	**$17,081,934.16**	**$15,573,806.96**	**$15,689,539.87**	**$15,564,218.26**	**$46,827,565.09**	**$14,929,412.67**	**$0.00**	**$0.00**	**$14,929,412.67**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$78,838,911.92**	**$173,646,824.00**	**45.40%**	**$73,043,945.48**	**43.02%**
Support Services																					
Salaries	$2,560,503.89	$2,778,543.05	$4,839,541.00	$10,178,587.94	$4,872,498.45	$4,880,629.27	$4,826,389.98	$14,579,517.70	$4,885,074.41			$4,885,074.41				$0.00	$29,643,180.05	$63,003,759.00	47.05%	$28,020,240.24	44.75%
Benefits	$1,414,418.85	$1,538,057.77	$2,828,342.18	$5,780,818.80	$2,821,410.45	$2,850,088.49	$2,815,384.68	$8,486,883.62	$2,894,652.88			$2,894,652.88				$0.00	$17,162,355.30	$32,617,440.00	52.62%	$15,051,884.61	46.56%
Purchased Service	$1,867,312.59	$1,457,060.69	$394,946.04	$3,719,319.32	$1,388,664.40	$1,509,034.11	$1,313,139.44	$4,210,837.95	$1,175,004.09			$1,175,004.09				$0.00	$9,105,161.36	$13,647,364.00	66.72%	$12,512,272.88	113.74%
Supplies/Materials	$476,152.40	$653,448.80	$626,861.42	$1,756,462.62	$646,509.19	$495,649.00	$321,939.37	$1,464,097.56	$354,072.48			$354,072.48				$0.00	$3,574,632.66	$3,392,267.00	105.38%	$3,946,282.01	129.24%
Capital Purchases	$164,745.41	$0.00	$0.00	$164,745.41	$8,717.00	$0.00	$0.00	$8,717.00	$85,275.39			$85,275.39				$0.00	$258,737.80	$72,623.00	0.00%	$1,964,331.82	0.00%
Other	$1,483,870.31	$31,971.57	$20,606.60	$1,536,448.48	$2,478,961.95	$10,110.20	$47,575.82	$2,536,647.97	$16,616.30			$16,616.30				$0.00	$4,089,712.75	$1,013,862.00	403.38%	$2,328,396.50	227.57%
Total Support	**$7,967,003.45**	**$6,459,081.88**	**$8,710,297.24**	**$23,136,382.57**	**$12,216,761.44**	**$9,745,511.07**	**$9,324,429.29**	**$31,286,701.80**	**$9,410,695.55**	**$0.00**	**$0.00**	**$9,410,695.55**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$63,833,779.92**	**$113,747,315.00**	**56.12%**	**$63,823,408.06**	**58.01%**
Community Services																					
Salaries	$21,955.44	$41,815.07	$48,268.24	$112,038.75	$43,674.69	$43,376.72	$45,331.92	$132,383.33	$47,181.04			$47,181.04				$0.00	$291,603.12	$402,401.00	72.47%	$206,580.61	48.96%
Benefits	$12,921.74	$18,895.01	$30,315.60	$62,132.35	$29,555.74	$28,319.62	$28,816.91	$86,692.27	$30,613.06			$30,613.06				$0.00	$179,437.68	$208,325.00	86.13%	$124,897.12	57.33%
Purchased Service	$3,637.75	$0.00	$4,860.78	$8,498.53	$8,282.35	$3,277.66	$28,418.94	$39,978.95	$583.07			$583.07				$0.00	$49,060.55	$87,165.00	56.28%	$47,353.61	63.87%
Supplies/Materials	$0.00	$164.00	$2,496.43	$2,660.43	$8,438.43	$1,217.98	$3,567.18	$13,223.59	$4,493.90			$4,493.90				$0.00	$20,377.92	$21,666.00	94.05%	$8,711.09	42.33%
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	$464.00	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	$0.00	$6,475.00	0.00%	$1,775.00	0.00%
Total Community Services	**$38,514.93**	**$60,874.08**	**$85,941.05**	**$185,330.06**	**$89,951.21**	**$76,191.98**	**$106,134.95**	**$272,278.14**	**$82,871.07**	**$0.00**	**$0.00**	**$82,871.07**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$540,479.27**	**$726,496.00**	**74.40%**	**$389,317.43**	**52.51%**
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	$0.00	0.00%	$0.00	0.00%
Capital Purchases	$0.00	$0.00	$0.00	$0.00	$0.00	$20,000.00	-$824,679.15	-$804,679.15	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	-$804,679.15	$1,000.00	0.00%	$0.00	0.00%
Total Capital Projects	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$20,000.00**	**-$824,679.15**	**-$804,679.15**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**-$804,679.15**	**$1,000.00**	**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%	$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*	$11,537,126.00	$0.00	$0.00	$11,537,126.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00		$0.00				$0.00	$0.00	$11,537,126.00	0.00%	$11,786,979.00	85.49%
Total Expenditures	**$20,773,797.80**	**$7,289,469.15**	**$23,877,505.84**	**$51,940,772.79**	**$27,880,519.61**	**$25,531,242.92**	**$24,170,103.35**	**$77,581,865.88**	**$24,422,979.29**	**$0.00**	**$0.00**	**$24,422,979.29**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$142,408,491.96**	**$299,658,761.00**	**47.52%**	**$149,043,649.97**	**50.58%**

Interest Earnings	**1st Quarter**	**2nd Quarter**
General Fund	$157,052.77	$202,307.60
Debt Service Fund	$109,560.97	$210,545.54
Capital Projects Fund	$22,173.34	$47,371.37
Total Earnings	**$288,787.08**	**$460,224.51**

HILLSBORO SCHOOL DISTRICT 1J
February 24, 2026
INTER-DISTRICT TRANSFERS PLAN DEVELOPMENT

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 announce no available spots for acceptance or release, and to simply consider requests under hardship criteria. This is the position that most surrounding districts are taking.

This will be an action item at the March meeting so we can officially announce our stance on April 1.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
February 24, 2026
STRATEGIC PLAN UPDATE

SITUATION

Staff have committed to providing semi-annual updates (October and February) to the Board on the implementation of the 2023-2027 Strategic Plan.

Tonight's presentation includes updated data and actions aligned to the Strategic Plan and highlights how this work is supported by Integrated Guidance investments.

Mid-Year Update, Year 3 (2025-26) Will Include:

- Progress toward our six performance targets
- Semester 1 data review
- Summary of family, community, staff, and student survey feedback
- Actions taken in key goal areas
- Next Steps

RECOMMENDATION

The Superintendent recommends the Board of Directors listen to the Strategic Plan and Integrated Guidance information and ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
February 24, 2026
FIRST READING – POLICIES

SITUATION

The Hillsboro School District has contracted with Oregon School Boards Association (OSBA) to receive a quarterly policy update.

Policy language must meet the following criteria:

- Legally mandated or legally wise
- Harmonize with District's existing collective bargaining agreements
- Reflect current District practice

The Superintendent and Cabinet members have reviewed the policy listed below, and are presenting it to the Board for first reading:

- Policy in Section J – Students
  - JOA: Directory Information

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policies of the District's policy manual.

Code: **JOA**
Adopted: 6/26/18
Revised/Readopted: 12/10/19; 8/13/24
Orig. Code: JOA

Directory Information**

"Directory information" means ~~includes~~ those items of personal information contained in a student education record which is~~are~~ not generally considered harmful or an invasion of privacy if released, unless the combination of information released is considered "personally identifiable information" and will not be released. ~~The following categories are designated as directory information. The following directory~~ Directory information may be released ~~to the public~~ through appropriate procedures and includes:

1. Student's name;

~~2. Student's address;~~

~~3. Student's telephone listing;~~

~~4.~~2. Student's photograph;

~~5.~~3. Major field of study;

~~6.~~4. Participation in officially recognized ~~sports and~~ activities and sports;

~~7.~~5. Weight and height of members of athletic teams~~team members~~;

~~8.~~6. Dates of attendance; and

~~9. Grade level;~~

~~10.~~7. Diplomas, honors or awards received~~;~~.

~~11. Most recent school enrollment.~~

Public Notice

The District will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the District's option to release such information, and the requirement that the District must, by law, release secondary students' names, addresses, and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request that the District withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age, or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the District from disclosing or requiring a student to disclose their names, identifier, or institutional email address in a class in which the student is enrolled, or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the District in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the District to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The District shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 180.805
ORS 326.565
ORS 326.575
ORS 336.187
OAR 581-021-0220 - 021-0430
OAR 581-022-2060

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2024).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2025).
Every Student Succeeds Act, 20 U.S.C. § 7908 (2024).