

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

**Board Meeting Agenda**  
**Tuesday, March 10, 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 - Executive Session**
  - A. Call to Order Executive Session  
Presenter: Ivette Pantoja  
Time: 5:15 PM
  - B. ORS 192.660(2)(i) - Evaluation of the Superintendent  
Presenters: Kristen Miles / Ivette Pantoja  
Time: 5:15 PM, 90 minutes
  - C. Recess Executive Session  
Presenter: Ivette Pantoja  
Time: 6:45 PM
2. **7:00 PM - Regular Session**
  - A. Call to Order Regular Session and Flag Salute  
Presenter: Ivette Pantoja  
Time: 7:00 PM, 5 minutes
  - B. Land Acknowledgement 4  
Presenter: Ivette Pantoja  
Time: 7:05 PM, 5 minutes
  - C. Proclamations  
Presenter: Ivette Pantoja  
Time: 7:10 PM, 5 minutes
    1. National Volunteer Week 5  
Presenter: Yessica Hardin Mercado
    2. School Bus Driver Recognition Day 6  
Presenter: Patrick Maguire
  - D. Approval of Agenda  
Presenter: Ivette Pantoja  
Time: 7:15 PM, 5 minutes  
**SAMPLE MOTION: I move that the Board of Directors approve the Agenda as printed.**
  - E. Audience Time  
Presenter: Ivette Pantoja  
Time: 7:20 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 February 24, 2026, Board Meeting 7

2.	Approve Routine Personnel Matters	14
3.	Approve Policies	16
a.	J - Students	
1)	JOA: Directory Information	17
	Presenter: Derek Brown	
G.	Reports and Discussion	
1.	2025-2026 Drug, Alcohol and Tobacco Prevention Plan	19
	Presenters: Brooke Nova / Jenny Cary	
	Time: 7:30 PM, 15 minutes	
2.	Financial Report	33
	Presenter: Scott Harrison	
	Time: 7:45 PM, 5 minutes	
3.	Discuss 2026-27 Board Meeting Dates	40
	Presenter: Rose Roman	
	Time: 7:50 PM, 5 minutes	
H.	Action Items	
1.	Adopt Inter-District Transfers Plan	41
	Presenter: Beth Graser	
	Time: 7:55 PM, 5 minutes	
	<b>SAMPLE MOTION: I move that the Board of Directors adopt the inter-district transfers plan for the 2026-27 school year.</b>	
2.	Declare Surplus Equipment and Authorize Disposal	42
	Presenter: Saideh Haghighi Khochkhou	
	Time: 8:00 PM, 5 minutes	
	<b>SAMPLE MOTION: I move that the Board of Directors declare the HSD Facilities Department equipment surplus, and authorize the disposal in accordance with District Surplus Procedures.</b>	
I.	Policies - First Reading	43
	<i>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.</i>	
	Presenter: Travis Reiman	
1.	G - Personnel	
a.	GCBDD/GDBDD: Sick Time	44
	Presenter: Kona Lew-Williams	
J.	HCU / HEA Reports	
	Presenter: Ivette Pantoja	
	Time: 8:05 PM, 10 minutes	
K.	Discussion Time	
	Presenter: Ivette Pantoja	
	Time: 8:15 PM, 10 minutes	
1.	Student Representatives' Time	
2.	Superintendent's Time	
3.	Board of Directors' Time	
L.	Adjourn Regular Session	
	Presenter: Ivette Pantoja	
	Time: 8:25 PM	
M.	Next Meetings of the Board of Directors	

- April 14, 2026, Work Session
- April 28, 2026, Work / Regular Session

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

This meeting will be held in English. If you need interpretation services in another language, please contact our Language Liaisons Department by email at [language liaisons@hsd.k12.or.us](mailto:language liaisons@hsd.k12.or.us) or by calling 503-844-1429, at least 48 hours before the meeting.

**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

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

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

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

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

*The Hillsboro School District Board of Directors do hereby proclaim the week of April 19 - 25, 2026, to be:*

## NATIONAL VOLUNTEER WEEK



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

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

# **PROCLAMATION**

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

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

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

*We applaud our school bus drivers and therefore, the Board of Education of the Hillsboro School District do hereby proclaim April 28, 2026, to be:*

## **SCHOOL BUS DRIVER APPRECIATION DAY**



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

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

**DRAFT**

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES  
February 24, 2026  
District Administration Center, 3083 NE 49<sup>th</sup> Place, Hillsboro, Oregon

**1. WORK SESSION**

<u>Board Present:</u>	<u>Staff Present:</u>
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, absent	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
<u>Student Representatives Present:</u>	Derek Brown, District Information Technology Officer
Hazel Cleveland	Jeff Jones, Director of Business Services
Nicole Ayala Congachi, absent	Rose Roman, Executive Assistant to the Superintendent
Jocelyn Trejo-Reyes, absent	Ciara Hartzell, Technology Support
	Manuel Cota Gomez, Technology Support
<u>Budget Committee Present:</u>	Jelana Canfield, Education Liaison
Dinuka Karunaratne	David Eggleston, HCU President
Robert Knoke	
Maria Mondragon-Almy	<u>BVFAC PAC Present:</u>
Paul Sander	Tiffanie Veal
Kristine Adams-Wannberg, virtual	Shira Long-Strand
Dustin Rose, virtual	Rob Clark
Gaby Villegas, absent	Miachele Carter
	Titaya Janssen
	Kingston Clark

- A. Call to Order  
Board Chair Ivette Pantoja called the meeting to order at 5:17 PM
  
- B. Black Village Family Advisory Committee Dinner, Report and Discussion  
District Equity, Access, Engagement Officer Francesca Sinapi introduced the group and discussed the PAC groups. Education Liaison Jelana Canfield and BVFAC PAC members and student representatives introduced the presentation, introduced Board members not in attendance this evening, discussed past and upcoming events, meeting and events in action, feedback and input from families and students, strategies and challenges for students, staff, and families, strategies and challenges for staff, and BVFAC work plan and priorities. Board members and student representatives asked questions and made comments.
  
- C. Budget Development Update

CFO Scott Harrison introduced the topic, discussed the agenda, 26-27 HSD budget guiding principles, revenue assumptions, and reviewed expenditure assumptions. Director of Business Services Jeff Jones discussed the 2025-26 supplemental budget update, integrated guidance grant comparison, student investment account categories, SIA investments, and operational contingencies. District Human Resources Officer Kona Lew-Williams discussed voluntary retirement/separation offering for 2026-27. Board members and budget committee members asked questions and made comments.

D. Recess Work Session

Board Chair Ivette Pantoja recessed at 6:55 PM.

## 2. REGULAR SESSION

<u>Board Present:</u>	<u>Staff Present:</u>
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, absent	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
<u>Student Representatives Present:</u>	Derek Brown, District Information Technology Officer
Hazel Cleveland	Jeff Jones, Director of Business Services
Nicole Ayala Congachi, absent	Rose Roman, Executive Assistant to the Superintendent
Jocelyn Trejo-Reyes, absent	Ciara Hartzell, Technology Support
	Mary Kay Babcock, HEA President
<u>Others Present:</u>	David Eggleston, HCU President
Dan Goldman, NWRESO Superintendent	
Dorian Russell, NWRESO Director	
Megan Logan, CAO NWRESO	

- A. Call to Order and Flag Salute  
Board Chair Ivette Pantoja reconvened the meeting at 7:09 PM and led the Pledge of Allegiance.
- B. Land Acknowledgement  
Board Chair Ivette Pantoja read the Land Acknowledgement.
- C. Recognitions / Proclamations
  1. Classified Employee Appreciation Week  
Director See Eun Kim read the Classified Employee Appreciation Week Proclamation.
  2. Women's History Month  
Director Katie Rhyne read the Women's History Month Proclamation.
  3. Student Presentation  
Student Xavier Cardena spoke regarding ICE demonstrations by students in HSD.
- D. Approval of Agenda  
Director Mark Watson MOVED, SECONDED by Director Yessica Hardin Mercado, to approve the agenda as printed.

The MOTION CARRIED (6-0). Motion approved by unanimous consent. 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. Director Patrick Maguire was absent from the meeting.

No further discussion took place.

E. Audience Time

Three audience members requested to address the Board: Tessa Moss, Adelina, Grace

F. Consent Agenda

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

Director Mark Watson MOVED, SECONDED by Director Katie Rhyne, to approve the Consent Agenda as printed.

The MOTION CARRIED (6-0). Motion approved by unanimous consent. 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. Director Patrick Maguire was absent from the meeting.

No further discussion took place.

Consent Agenda items were as follows:

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

G. Action Items

1. Approve Northwest Regional Education Service District Local Service Plan for 2026-2027

Assistant Superintendent Brooke Nova introduced the topic. NWRES D Superintendent Dan Goldman introduced the NWRES D. NWRES D Director Dorian Russell introduced themselves and their background and started the presentation. Chief Academic Officer Megan Logan highlighted NWRES D programs and the partnerships with HSD. Board members made comments.

Director Katie Rhyne MOVED, SECONDED by Director See Eun Kim, that the Board of Directors approve the Northwest Regional Education Service District Local Service Plan for 2026-2027.

The MOTION CARRIED (6-0). 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. Director Patrick Maguire was absent from the meeting.

No further discussion took place.

2. Approve Memorandum of Understanding with Hillsboro Classified United District Human Resources Officer Kona Lew-Williams explained the agreement reached with HCU.

Director Nancy Thomas MOVED, SECONDED by Director Mark Watson, 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.

The MOTION CARRIED (6-0). 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. Director Patrick Maguire was absent from the meeting.

Board members made comment.

H. Reports

1. Bond Development Update

District Communication Officer Beth Graser gave an update on the Bond and polling. Board members asked questions and made comments.

2. Financial Report

Chief Financial Officer Scott Harrison gave the Financial Report and highlighted the large HSF donation received.

3. Inter-District Transfers Plan Development  
District Communication Officer Beth Graser gave a preview of the inter-district transfer plan development. Board members asked questions and made comments.
  4. Strategic Plan Update  
District Communication Officer Beth Graser and Assistant Superintendent Brooke Nova gave a Strategic Plan Update. They discussed HSD Strategic Plan Accountability, community feedback questions, survey responses, and discussed each of the goals in the strategic plan. Board members asked questions and made comments.
- I. Policies - First Reading  
Superintendent Travis Reiman presented the policies for first read.
  - J. HCU / HEA Reports  
HEA President Mary Kay Babcock provided the HEA report.  
HCU Membership Officer Ciara Hartzell provided the HCU report.
  - K. Discussion Time
    - 1) NSBA Advocacy Institute Update  
Director Nancy Thomas gave an update on OSBA and the NSBA Advocacy Institute.
    - 2) Student Representatives' Time  
Hazel Cleveland shared her appreciation for the community members who showed up today.
    - 3) Superintendent's Time  
Superintendent Travis Reiman thanked the BVFAC for their presentation tonight and the Black History month event they put on earlier in the month, shared that he spoke at the Westside Economic Alliance Board recently as part of HSD's advocacy efforts, thanked Directors for their advocacy in Salem, thanked CFO Scott Harrison, Director of Business Services Jeff Jones, and District Human Resources Officer Kona Lew-Williams for the Budget presentation, thanked student Xavier Cardenas for his presentation, thanked union partners for their collaboration, and thanked HSF for an incredible Gala.
    - 4) Board of Directors' Time  
Director Mark Watson highlighted the Olympics, highlighted the State of the City for Hillsboro, highlighted HSF gala, and announced he is running for State Representative for House District 29.  
Director Yessica Hardin Mercado gave a shoutout to HSF for an amazing gala, highlighted school visits to WL Henry and Rosedale, and gave a shoutout to student Xavier Cardenas for his presentation tonight.

Director Nancy Thomas shared that she met with Oregon representative during her OSBA visit to Washington DC, highlighted the BVFAC presentation and her roots with the committee.

Director Katie Rhyme highlighted the BVFAC presentation and Black History month celebration they put on earlier in the month, highlighted HSF gala, highlighted school visits, and promoted Hilhi play Urinetown.

Board Vice Chair See Eun Kim appreciated everyone who came to speak tonight, loved the presentations, and highlighted school visits to WL Henry and Rosedale.

Board Chair Ivette Pantoja thanked Cabinet team for their work, thanked fellow Board members for their work, thanked Director Nancy Thomas for her work on OSBA and at the state level, thanked community members for coming to speak tonight, thanked student representative Hazel Cleveland for attending the State of the City, student representative Nicole Ayala Congachi and former student representative Gwen Kondor from last year school year as YAC members at State of City, highlighted HSF gala, and announced her candidacy for Hillsboro City Council.

L. Adjourn Meeting

Chair Ivette Pantoja adjourned the meeting at 9:45 PM.

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 10, 2026**  
**APPROVE ROUTINE PERSONNEL MATTERS**

The Superintendent recommends the Board of Directors:

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

**Jill Borley**

Assignment: 1.0 FTE Classroom Teacher  
Location: Jackson Elementary School  
Effective Date: June 12, 2026  
Years of Service: 15 years

**Cheryl Burnor**

Assignment: 1.0 FTE Special Education Teacher  
Location: Hillsboro Online Academy  
Effective Date: July 2, 2026  
Years of Service: 20 years

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

**Elias Adam**

Assignment: 1.0 FTE Classroom Teacher/Instructional Coach  
Location: W.L. Henry Elementary School  
Effective Date: March 2, 2026

**Mireya Ayala Ramirez**

Assignment: 1.0 FTE Kindergarten Teacher  
Location: Free Orchards Elementary School  
Effective Date: June 12, 2026

**Madison Martinet**

Assignment: 1.0 FTE Special Education Teacher  
Location: Lincoln Street Elementary School  
Effective Date: February 6, 2026

**Rafael Medina**

Assignment: 1.0 FTE Counselor  
Location: Hillsboro High School  
Effective Date: February 27, 2026

**Stacey Neth**

Assignment: 1.0 FTE Classroom Teacher  
Location: Orenco Elementary School  
Effective Date: February 3, 2026

C. Approve the employment of the following licensed personnel in the 2025-26 school year:

**Emaan Mansouri**

Education: BA – Portland State University, Portland, OR  
Experience: None  
Assignment: 1.0 FTE Special Education Teacher – Tamarack Elementary School

**Estrella Medrano**

Education: MA – George Fox University, Newberg, OR  
Experience: 5 years  
Assignment: 1.0 FTE 1<sup>st</sup>/2<sup>nd</sup> Grade Teacher – Reedville Elementary School

**Olivia Moiso**

Education: MA – Lewis & Clark College, Portland, OR  
Experience: 1 year  
Assignment: 1.0 FTE Math Teacher – R. A. Brown Middle School

**Alicia Thomas**

Education: BA – George Fox University, Newberg, OR  
Experience: None  
Assignment: 1.0 FTE District Nurse – Student Services

**Mandy Thomas**

Education: BA – Portland State University, Portland, OR  
Experience: None  
Assignment: 1.0 FTE Special Education Teacher – Lincoln Street Elementary School

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 10, 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 February 24, 2026:

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

**RECOMMENDATION**

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



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

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### 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).

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 10, 2026**  
**2025-2026 DRUG, ALCOHOL AND TOBACCO PREVENTION PLAN**

**SITUATION**

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

Please Click [HERE](#) for 2025-2026 Revised Plan for Review.

Introduction

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

Supporting Laws & HSD Policy

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

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors review annual revisions and place the 2025-2026 Drug, Alcohol and Tobacco Prevention Plan on first read.

**HILLSBORO SCHOOL DISTRICT 1J  
2025/2026 DRUG, ALCOHOL, AND TOBACCO PREVENTION PLAN**

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

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## Purpose/Introduction

### Introduction

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

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

### Supporting Laws & HSD Policy

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

## Staff Training

### SafeSchools Modules

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

### Suicide Prevention and Intervention

Students with substance use challenges are at higher risk for suicide. As part of our district Suicide Prevention Plan, school staff working closely with these students are expected to have foundational training in suicide prevention and risk assessment. School Counselors, Student Support and Wellness Counselors, and School Administrators receive training in HSD's suicide screening procedures. In the fall of 2025, all trained screeners in our district were provided additional targeted training in HSD protocols, current district trends, and community resources and referral pathways. Additionally, through Washington County Health and Human Services and the Northwest Regional

ESD, they have opportunities for further training in suicide risk assessment, including guidance local resources and referral support.

### Targeted Staff Development

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

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

### Health Room Protocol

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

### Naloxone Training

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

## **Universal Prevention**

### Transformative Social Emotional Learning Framework for the District

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

This year, our district continues to prioritize the integration of transformative Social and Emotional Learning (tSEL) into instructional practices to create a more supportive and engaging learning environment. Morning meetings in elementary schools and advisory periods in secondary schools serve as key avenues for explicit SEL instruction. By embedding SEL into academic learning, restorative practices, and mental health supports, we are committed to fostering a safe, inclusive, and empowering school experience where every student can thrive.

## District t-SEL Curriculum

### **Elementary**

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

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

### **Middle School**

*Wayfinder* - Following a recommendation from a Middle School advisory work group in 2024/2025, [Wayfinder](#) was selected to support SEL instruction through Advisory. *Wayfinder* is a research-based educational program that aligns with TSEL and enhances career-readiness skill. The curriculum is designed to help students build skills in self-awareness, empathy, collaboration, adaptability, agency, and purpose. The manageable lessons include connection opportunities, engaging activities, adaptations and extensions, and family communication templates.

In addition to the Tier 1 curriculum being used in advisory classes, the comprehensive package includes access to Tier 2 and 3 materials for school counselors to provide targeted support to students who may have risk factors for substance use.

Additionally, elements of the Advancement Via Individual Determination (AVID) program are utilized in Advisory to support students with critical thinking and other vital skills that focus on student agency, resilience and growth mindset.

### **SBIRT Program**

## Check Yourself Tool

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

In this second year of the program, we have been able to expand to full implementation as all four Middle Schools are screening one entire grade level by Spring 2026. Each building has also embedded program components within their systems. This includes a consistent cadence of screening students, meeting with students for brief interventions, and identifying appropriate next steps and referral pathways when relevant. Each Middle School also has been supported by an MSW Intern who facilitates brief interventions, participates in team collaboration, and facilitates targeted interventions through small groups and individual caseloads.

## ***High School***

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

## District Health Curriculum

In 2023, revised Oregon Health Education Standards (OHES) and performance indicators were adopted by the State Board of Education. The standards and performance indicators can be reviewed on the [ODE website](#) and the [District website](#).

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

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

- Comprehend concepts related to health promotion and disease prevention
- Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors
- Access valid health information, products, and services to enhance health
- Use interpersonal communication skills to enhance health and avoid or reduce health risks

- Use decision-making skills to enhance health
- Use goal-setting skills to enhance health
- Practice health-enhancing behaviors and avoid or reduce health risks
- Advocate for personal, family, and community health

### **Elementary**

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

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

### **Middle School**

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

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

*Advisory* - Middle school students also receive an advisory lesson on *Understanding Stress, Anxiety, and Coping*, which highlights risk factors of substance use and explores healthy coping tools, and *Real Talk about Fake Pills*, a Fentanyl Lesson. Both lessons remind students of the school and community supports available.

### **High School**

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

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

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

*Advisory* - High school students also receive an advisory lesson on *Understanding Stress, Anxiety, and Coping*, which highlights risk factors of substance use and explores healthy coping tools, and *Real Talk about Fake Pills*, a Fentanyl Lesson. Both lessons remind students of the school and community supports available.

Surveys

*HSD Family Connections Conferences*- Knowing students by name, strength, and need is a core value in HSD, and we believe this commitment requires action. We begin each year grounded in the belief that positive relationships are the foundation of student engagement, wellbeing, and prevention. Family Connection Conferences are intentionally held at the start of the school year to set a welcoming and proactive tone. These early conversations allow educators to build authentic partnerships with families, learn about each student’s strengths and interests, and identify any barriers to engagement right away. When needs are surfaced early, schools can quickly connect students and families to appropriate supports and resources, strengthening protective factors and reducing risk. These conferences ensure every student is supported from day one.

[Oregon Student Health Survey \(SHS\)](#)- The Oregon Student Health Survey (SHS) was administered to 6th, 8th, and 11th graders in the Fall of 2025 and will continue annually. This voluntary survey allows students to opt out with parental consent or choose not to answer specific questions. To maintain confidentiality, data is only shared in aggregate form. The SHS collects valuable insights into student health, mental well-being, and substance use, helping to guide targeted interventions and support in our district.

District staff members use the Student Health Survey to analyze school-specific, district, and statewide trends. This survey is now administered annually offering HSD the opportunity to monitor needs and trends more regularly. It is important to note some survey questions have changed from previous years and therefore comparison data for year to year trends is not possible at this time. Below is a snapshot of preliminary data from the 2025 survey.

<b><i>Lifetime Substance Use Data for HSD 6th Graders, 2025</i></b>	No	Yes	I prefer not to answer	I don't know what the question is asking	I am not sure
Have you ever had a drink of alcohol other than a few sips?	80%	4.3%	6.3%	2%	7.4%
Have you ever used marijuana in any form?	82.9%	0.8%	2.7%	9.3%	4.2%

<b><i>Lifetime Substance Use Data for HSD 8th Graders, 2025</i></b>	No	Yes	I prefer not to answer	I don't know what the question is asking	I am not sure
Have you ever had a drink of alcohol other than a few sips?	73.3%	8.3%	9.2%	1.5%	7.7%
Have you ever used marijuana in any form?	83.4%	4.1%	6.5%	2.4%	3.6%
Have you ever used any vape, e-cigarettes or other tobacco products such as cigarettes, chewing tobacco, cigarillos, or hookah?	84.7%	5.5%	6.4%	1.5%	2%

<b><i>Lifetime Substance Use Data for HSD 11th Graders, 2025</i></b>	No	Yes	I prefer not to answer	I don't know what the question is asking	I am not sure
Have you ever had a drink of alcohol other than a few sips?	66.5%	18.5%	8.4%	1.1%	5.4%
Have you ever used marijuana in any form?	78.5%	11.6%	5.8%	1.5%	2.6%
Have you ever used vape, cigarettes, or chewing tobacco products?	82.5%	10.1%	5.1%	0.4%	1.9%

*\*2024/2025 [Oregon Student Health Survey Data Tables](#)- Caution should be used when interpreting the preliminary 2025 data and previous year data, as some questions have been omitted or changed. Some year over year trends can be found in this report.*

## **Targeted Prevention**

### Kid Talk/Action Team

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

## Care Teams

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

## Family Engagement

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

Additionally, 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 the school and district level. One formal structure of gathering input directly from families of students who identify as Black, Indigenous, and People of Color is Parent Advisory Committees or PACs.

## **Intervention**

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

Our team of Mental Health Care Coordinators collaborate with building teams to identify students who may benefit from evaluation or treatment with qualified mental health and substance use professionals. They take referrals from school teams, connect with families, and ensure students have access to meaningful mental health care—whether through one of our school-based programs or community providers. These professionals provide outreach, psychoeducation, and case management support, helping families navigate medical insurance and complex systems of care. Their strong relationships with community-based providers are foundational in linking students and families to appropriate services. Additionally, they lead the HSD Flight Team, offering grief support

in the aftermath of a student or staff member's passing, and coordinate district-wide suicide prevention efforts, including staff training, awareness presentations, and maintaining the Suicide Intervention Protocol.

### [Progressive Discipline Plan](#)

HSD's progressive discipline model is grounded in a prevention and skill-building approach designed to address the underlying factors contributing to student substance use, rather than relying solely on exclusionary consequences. When a student is involved in a drug, alcohol, or nicotine-related incident, the response includes a referral to a Student Support and Wellness Counselor for screening and brief intervention as an alternative-to-exclusion procedure within our discipline progression. This ensures that students remain connected to school while receiving meaningful support.

We utilize the evidence-based **Teen Intervene, 4th Edition** curriculum, structured within a Screening, Brief Intervention, and Referral to Treatment (SBIRT) framework. Teen Intervene incorporates the stages of change model, motivational interviewing, and cognitive-behavioral strategies to help students reflect on their choices, build insight, strengthen decision-making skills, and increase protective factors. The curriculum includes both a substance use module and a nicotine-specific module, each consisting of three sessions and intentionally engaging parents or guardians as partners in the process.

As part of this response, students are also intentionally connected to a trusted adult within the school for ongoing check-ins, reinforcing belonging and accountability. Mental Health Care Coordinators partner in consultation and care coordination when additional support or referral to community-based treatment is needed. This layered approach provides psychoeducation, social-emotional skill development, and supportive adult relationships, all aimed at reducing risk and keeping students engaged in school.

This year, we will convene an interdisciplinary workgroup to review our progressive discipline plan, assess consistency and effectiveness, and refine components as needed to ensure equitable implementation and alignment with our prevention and student support framework.

### [Standards of Student Conduct Handbook](#)

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

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

## Student Support Wellness Counselors

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

## **Community Partner Resources**

HSD school and district teams collaborate with community-based organizations to provide training, student and family support, and responsive programming based on emerging trends and needs. These partnerships ensure a coordinated approach to supporting our students and families. Some partnerships involve direct collaboration, with service providers coming on-site to offer services, training, and support, while others focus on connecting students and families to valuable resources in the community. Our community partners play a vital role in informing best practices, co-developing professional learning opportunities, and working alongside HSD staff to enhance prevention and intervention efforts.

## Century School-Based Health Center

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

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

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

### School-Based Internship Programming

Our robust internship program includes interns from a variety of local institutions including Portland State, Pacific University, and Lewis and Clark. Our district and school staff oversee the training and services provided by social work, counseling and PsyD practicum students in elementary, middle and high schools throughout HSD. Interns provide individualized counseling, skill-building interventions, behavioral observations and support plan development as part of our comprehensive wellness model and support the Comprehensive School Counseling Program and School-Based Screening, Brief Intervention and Referral to support Program.

### Youth Contact Student Assistance Program

Contracted by the District, the Youth Contact (YC) High School Student Assistance Program seeks to decrease substance abuse risk by increasing school commitment and engagement. Currently YC has a full-time therapist placed in our four comprehensive high schools and two middle schools, South Meadows and RA Brown, with limited access for students at Poynter and Evergreen for students with complex needs or unique barriers to care. YC providers offer a continuum of services that include prevention, intervention, outreach, and referral. These include skill development groups, family and individual therapy, crisis intervention and safety planning, peer mentor training, affinity groups, and parent groups. They collaborate closely with families, as well as school-based personnel to provide students with strong support to prevent and intervene with substance use and misuse. Hundreds of hours of individual and family therapy are provided by Youth Contact counselors each year.

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

### Hillsboro Police Department

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

### Washington County Public Health

HSD collaborates closely with our local public health team to provide comprehensive support for students, families, and staff. This partnership extends beyond traditional programming to include professional development opportunities for educators, student-focused lessons, funding support, and collaborative efforts to address emerging trends in

our community. Our public health partners have played a key role in updating HSD's SafeSchools module, ensuring it reflects local needs and current best practices for drug, alcohol, and tobacco prevention and intervention. Additionally, they support our outreach efforts by contributing valuable information for community events, publications, and district-wide messaging. Through this ongoing collaboration, we are able to provide a more informed, proactive, and coordinated response to the well-being of our students and school community.

### Latino Network ROSA

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

### REAP

REAP provides culturally relevant mental health treatment and support to increase academic achievement, school attendance, and decrease behavioral issues at Century High School. The partnership aims to provide mental health services to eligible students and families in an effort to increase academic outcomes and graduation rates for historically underserved students.

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

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 10, 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**

The Accounts Payable team is working on W-9s and unclaimed property. The team is also working on a vendor maintenance project and is underway with implementing the E-Procurement process with Amazon for specific departments. Budget planning for next year is being developed now to prepare for the upcoming April Budget meeting.

**Payroll**

February 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:** \$15,986,418.90  
**Overtime Pay:** \$54,974.88  
**Federal Income Tax Withholding:** \$1,377,129.17  
**Oregon State Income Tax:** \$990,252.74  
**Social Security (EE + ER):** \$1,948,353.64  
**Medicare (EE + ER):** \$455,663.64  
**Total Employees Paid:** 2,029

**Benefits**

During February, 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

### **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:

**No Donations over \$5,000 for the month of February.**

### **Workers' Compensation Report**

The table below includes workers' compensation claims reported month to date through February 28, 2026. There were 6 total claims filed with low back primarily due to lifting and slips/falls.

<b>Workers' Compensation Reports</b>			
	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
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	6
March	4	5	
April	11	8	
May	15	8	
June	8	6	
<b>Yearly Total:</b>	<b>104</b>	<b>95</b>	<b>64</b>

### **Student Incident Report**

Student incident data below is through February 28, 2026. There were 74 total incidents averaging 3.8 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, similar to the month of January.

<b>Student Incident Reports</b>						
	<b>2024-25 Total Incidents</b>	<b>Average Incidents Per School Day</b>	<b>Serious Injuries With 911 Transport</b>	<b>2024-25 Total Incidents</b>	<b>Average Incidents Per School Day</b>	<b>Serious Injuries With 911 Transport</b>
July	0	0	0	0	0	0
August	0	0	0	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	74	3.8	2
March	63	3.9	5			
April	81	3.8	4			
May	72	3.4	9			
June	17	1.8	3			
<b>Yearly Total:</b>	<b>758</b>	<b>4.3</b>	<b>52</b>	<b>422</b>	<b>3.9</b>	<b>27</b>

### **Auto Liability/Auto Damage Claims**

There was one (1) auto liability claim filed for the month of February.

### **Procurement and Contracts**

- **Contracts:** Preparing for renewal season by working with departments and the vendors they are currently in contract with. Renewal season is a time to evaluate what is working and what is not; but also a time to negotiate new pricing structures and vendor support.
- **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.*

### **Print Shop**

The Print Shop has completed billing through December and achieved a \$212,351.53 profit, for the prior 6 months net of all costs in support of district finances.

### **General Functions**

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



**HILLSBORO SCHOOL DISTRICT 1J**  
**March 10, 2026**  
**ACCEPT GIFTS AND DONATIONS**  
**(as of February 28, 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.

There were no donations in the month of February over \$5000.

**RECOMMENDATION**

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 10, 2026**  
**DISCUSS 2026-27 BOARD MEETING DATES**

**SITUATION**

The Board annually sets the schedule of Board meeting dates for the upcoming school year. Board meetings are usually held on the second and fourth Tuesdays of the month, with some exceptions to accommodate school breaks. Proposed meeting dates for the 2026-27 school year are provided below for Board discussion.

<u>Date</u>	<u>Meeting / Session</u>
Tuesday, July 7, 2026 - 12pm	Organizational Meeting (Virtual)
Tuesday, August 18, 2026	Full-Day Session (Retreat)
Tuesday, September 8, 2026	Work Session
Tuesday, September 22, 2026	Work / Regular Session
Tuesday, October 13, 2026	Work Session
Tuesday, October 27, 2026	Work / Regular Session
Tuesday, November 17, 2026	Work / Regular Session
Tuesday, December 8, 2026	Work / Regular Session
Tuesday, January 12, 2027	Work Session
Tuesday, January 26, 2027	Work / Regular Session
Tuesday, February 9, 2027	Work Session
Tuesday, February 23, 2027	Work / Regular Session
Tuesday, March 9, 2027	Work / Regular Session
Tuesday, April 13, 2027	Work Session
Tuesday, April 27, 2027	Budget Meeting / Work / Regular Session
Thursday, May 6, 2027	Budget Committee Meeting, <i>if needed</i>
Tuesday, May 11, 2027	Work Session
Thursday, May 20, 2027	Budget Committee Meeting, <i>if needed</i>
Tuesday, May 25, 2027	Work / Regular Session
Tuesday, June 15, 2027	Work / Regular Session

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors discuss the Board meeting schedule for the 2026-27 school year.

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 10, 2026**  
**ADOPT INTER-DISTRICT TRANSFERS PLAN**

**SITUATION**

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

It is recommended that the district announce zero slots for nonresident students wishing to attend HSD, and zero slots for resident students to be released from HSD to attend other districts in the 2026-27 school year, only accepting and releasing students through review of the [hardship criteria](#) outlined by the Oregon Department of Education. Students who are accepted into HSD through the hardship process will generally be allowed to remain in HSD through high school graduation, providing they do not move during that time and meet the attendance and behavior standards stated in their approval letter.

This stance places HSD in alignment with surrounding school districts.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors adopt the inter-district transfers plan for the 2026-27 school year.

*I move that the Board of Directors adopt the inter-district transfers plan for the 2026-27 school year.*

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 10, 2026**  
**DECLARE SURPLUS EQUIPMENT AND AUTHORIZE DISPOSAL**

**SITUATION**

School Board Policy DN: Disposal of District Property requires the Board to declare District property as surplus and authorize its disposal when such property is no longer useful to the District, unsuitable for use, too costly to repair, or obsolete.

The HSD Facilities Department has identified the following equipment and supplies as no longer useful to the District or in significant disrepair. These items will either be sent to the State of Oregon Surplus Warehouse, sold through J. Stout Auction Yard or online marketplace, or disposed of per District Policy [DN-AR D1.pdf](#). The intended means of disposal is indicated below.

Facilities Department

Custodial Equipment

- RX Express 3 carpet extractor. Non-working condition.
- Express multi-surface cleaner. Non-working condition.
- Dayton sweeper. Working condition.
- Magna twin 3000 vacuum. Working condition.
- Nobles speed scrub 2001. Non-working condition

Outdated and Unsupported Cell Phones

- (qty 40)

HVAC Controllers - Old Siemens Apogee Controllers/ No longer compatible with system

- (qty 29) BACNET actuators
- (qty 8) PXC100 Main Controllers
- (qty 20) TXS1.12F4 Controller
- (qty 12) TMX1 Controller
- (qty 5) MEC Controller
- (qty 1) MEC model 1200F Controller
- (qty 5) VAV CO2 Sensor

*All items above intended to go to auction*

**RECOMMENDATION**

The Superintendent recommends the Board of Directors declare the HSD Facilities Department equipment surplus, and authorize the disposal in accordance with District Surplus Procedures.

*I move that the Board of Directors declare the HSD Facilities Department equipment surplus, and authorize the disposal in accordance with District Surplus Procedures.*

**HILLSBORO SCHOOL DISTRICT 1J**  
**March 10, 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 G – Personnel
  - GCBDD/GDBDD: Sick Time

**RECOMMENDATION**

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



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<sup>1</sup> 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

<sup>1</sup> "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<sup>2</sup> ~~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 <sup>{3}</sup> ~~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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<sup>2</sup> 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.

<sup>3</sup> {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

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**Legal Reference(s):**

[ORS 332.507](#)

[ORS 342.610](#)

[ORS 659A.150 - 659A.186](#)

[ORS 342.545](#)

[ORS 653.601 - 653.661](#)

[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).