

HILLSBORO SCHOOLS

A Look Inside

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THE RIGHT BRAIN INITIATIVE PARTNERSHIP

In this era of shrinking resources and escalating accountability, it is perhaps no surprise that schools are increasingly focused on the “tested” academic subjects. But the value of creative expression to students’ learning experience cannot be underestimated, so we are very fortunate to be one of four districts partnering with The Right Brain Initiative to ensure more students benefit from an arts-infused curriculum.

Formed in 2008, Right Brain is a program of the Regional Arts & Culture Council (RACC)—a non-profit arts services agency serving Clackamas, Multnomah and Washington Counties—that brings together schools, private donors, local government, artists, cultural groups, and citizen volunteers to develop arts-rich experiences for students in grades K-8.

Four Hillsboro elementary schools participate in Right Brain: Free Orchards, Jackson, Lincoln Street, and Quatama. Each year, in collaboration with Right Brain staff and local artists, administrators and staff from each of the schools plan how they will work with their artist(s) and weave the art form through their curriculum. Schools have worked with photographers, painters, performance artists and more to both expose students to the art form, then ask them to use it as a way to creatively explore more esoteric topics of math, writing and history to engage them in their learning.

Expanding the Work

Recently, Hillsboro participants joined fellow Right Brain school districts, Right



District and Intel representatives celebrate Farmington View's School of Distinction Award. From left: Roger Will, current principal; Michael Jacobsen, Director of Corporate Social Responsibility, Intel; Mike Scott, Superintendent; Jill Butcher, teacher; Bill Tracy, former principal; Adriana Cañas, Board member; Karen Merrill, K-12 Program Office, Intel; Carolyn Ortman, Board member; Janet Rabe, teacher; and Bill's wife, Becky.

Brain and RACC staff, the City of Portland, and other partners to celebrate the completion of a comprehensive community arts study and vision for arts education through the “Any Given Child” project. Any Given Child is a program of the Washington, D.C.-based Kennedy Center for the Performing Arts that helps communities use existing resources to design a sustainable long-range plan to ensure that all K-8 students receive a complete arts education. The Kennedy Center selected the Portland region as their third Any Given Child site last summer, and seven communities across the U.S. are now participating.



In the months ahead, RACC and the other partners will work to develop specific strategies for achieving the goals identified through the study for improving arts education:

- Every child engages in diverse arts experiences over the course of their education.
- Every school actively integrates the arts as an ongoing part of each child’s learning.
- Every child develops in-depth understanding of and skills in at least one art form.
- Every community includes arts education as a valued component in systemic

initiatives to close the achievement gap and benefit the lives of children.

To learn more about Right Brain or the Any Given Child project, or to get involved in the work, please visit the Right Brain Initiative’s website at <http://therightbraininitiative.org>.

K-5 MATH: BRIDGES ADOPTION

Our new K-5 math adoption materials for “Bridges in Mathematics” arrived this summer. Bridges, developed with initial support from the National Science Foundation, offers a unique blend of problem-solving and skill-building in a clearly-articulated program that moves through each grade level with common models, teaching strategies and objectives.

As teachers gathered this summer to get their new materials, instead of hardbound textbooks, teachers opened boxes of manipulatives and other resources to help students create pictures in their minds that help them invent, understand and remember mathematical ideas. Although it is a change for teachers and students, we are already hearing positive stories.

Some examples from the schools include a teacher who expressed how her first-grade

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on page 12

From the Superintendent



Mike Scott

A Hillsboro school recently received national recognition as the top provider of elementary science experiences in the United States.

Farmington View, a country school located about four miles south of Hillsboro, is one of our smallest elementaries, but also perhaps our most powerful when it comes to providing science, technology, engineering and math (STEM) opportunities for students.

A coalition of staff, parents, and community members worked for years to build the school’s program offerings for students. Several grants were written and received that allowed students access to significant enrichment opportunities, such as an ongoing partnership with Jackson Bottom Wetlands. There, students had the ability to restore habitat and study native wildlife species like the northern red-legged frog.

The school’s two parent groups—the Bobcat Boosters and Farmington View Parents for Academic Excellence—have done significant work to raise funds in support of clubs (which range from Junior Naturalist, Kids Saving Earth, Robotics Club, and many others), activities, and the after-school math program.

All of these efforts caught the attention of Intel Corporation as they reviewed applications for the 2011 Schools of Distinction Awards (SODAs). Farmington View learned in the spring that it had been chosen as one of 18 finalists across the country for the award, which recognizes schools for their demonstrated excellence in either math or science education.

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BUTTERNUT CREEK ELEMENTARY SCHOOL

Principal: Enedelia Schofield

Butternut Creek has had an exciting first two months of school. In September, Back to School Night saw a ten percent increase in attendance compared to last year, and new and old families were welcomed at an ice cream social hosted by our PTC. Attendance was high at goal-setting conferences in October—98 percent—meeting staff's target.

In early October, the PTC's family movie night in the school gym included buttery popcorn for all. Our fall carnival at the end of October was a blast with games, contests, snacks, and even a magic show! Children were encouraged to dress up in costume and to bring carved pumpkins to enter in the pumpkin carving contest.

After-school activities are in full swing! A weekly Chess Club was established this fall by a couple of parents. Many children come twice a week before school to learn the game and practice their chess strategies. Our Garden Club has been busy after another bountiful season. Several work days saw children and adults caring for our garden space and preparing for winter. Music teacher Mrs. Stuve held auditions and led many rehearsals for a school musical, "Character Matters," that reinforces positive character traits. It was a hit at a schoolwide assembly attended by many parents as well.

An after-school literacy group of second- and third-grade students meets twice a week to work on fluency and comprehension, many of them working toward meeting goals in reading established at conferences. Retired Butternut Creek teacher Mrs. Powers volunteers her time to lead and coordinate an accelerated reading program that gives students opportunities to use the computer to reach their reading comprehension goals. When students reach their goals, extra recess and handmade beanbag chickens, made by Mrs. Powers, serve as rewards!

It's been a great start to the school year!

IMLAY ELEMENTARY SCHOOL

Principal: Kona Williams

Mini-Triathlon Promotes Staff Development

During the August inservice, teachers participated in a "mini-triathlon" modeling the three goals of the school in the areas of professional learning communities, experi-

ential learning and math professional development. Each staff member was pre-assessed in three activities: turkey toss—how far they could toss a turkey to a marked target; cupstacking—how fast they could stack cups; and fruit shoot—an online game to practice their math skills in identifying prime and composite numbers.

Leadership team members collected the data from each event and then shared results with staff. Staff brainstormed ways they could provide intervention and enrichment support for the activities. In mid-September, teachers participated in these intervention and enrichment activities to improve or refine their skills. At the end of September, each staff member completed a post-assessment in the area in which they received support, and the results indicated that all learners made improvements in their ability to toss a turkey, cupstack or identify prime and composite numbers.

Several teachers commented on how their own learning experience allowed them to connect with how their students felt as learners in their classroom. It allowed staff to see the value of working in professional learning communities to review data, and provide intervention and enrichment support to students who may range from needing extra support to advanced learners. They also reflected on how they connect it to the work they do each day.

One teacher shared that "students may have anxieties about new tasks," and another wrote that "tasks need to be broken into small steps and modeled repeatedly." As a result of this monthlong professional development, teachers are integrating our new Bridges math curriculum, and they are evalu-



Imlay staff's mini-triathlon, including this turkey toss event, modeled real-life learning experiences and provided entertaining, hands-on professional development in understanding the processes for professional learning communities, experiential learning and mathematics.

Century

FEEDER GROUP

ating how best to integrate experiential learning in their professional learning communities.

Imlay "Mixes It Up" at Lunch

On October 18, Imlay sixth-graders joined over two million other students across the country to cross social and racial boundaries as part of the tenth annual "Mix It Up at Lunch Day," an event designed to foster respect and understanding in schools.

Mix It Up encourages students to sit with someone new in the cafeteria for just one day or to plan similar barrier-busting activities throughout the day. Some schools use the event to kick off a yearlong exploration of social divisions. This year, our sixth-graders will participate in Mix It Up Mondays at lunch throughout the school year.

Sixth grade teachers Michele Martin, Kim Shimamoto and Aubry Kaigler joined their students, enjoying how they helped promote conversation among all of the students.

More than 5,000 schools participated in this year's Mix It Up at Lunch Day, which is sponsored by the Southern Poverty Law Center's Teaching Tolerance project. Mix It Up also fosters school spirit and unity, raises awareness about social boundaries and helps students meet different kinds of people.

INDIAN HILLS ELEMENTARY SCHOOL

Principal: Bruce Bourget

At Indian Hills and around the District, there are many changes this year. We have had 11 new staff members join us and a couple of staff placed in new positions.

Mrs. Couch, our former secretary, became our new office manager, and Mrs. Greco moved from teaching



Imlay sixth-graders "Mix It Up" at lunchtime to meet someone new, break social divisions, raise cultural awareness, and foster mutual respect and school spirit.

fifth grade to third grade. Our new classified staff members are secretary Mrs. Cardoza, library assistant Mrs. Seitz, and head cook

Mrs. Foti. Our new teachers are: Mrs. White, grade 3; Mr. Loeb, grade 4; Mrs. Lais, grade 5; Mrs. McBroom, special education; Ms. Crane, speech and language; and our music teachers, Ms. Penrod, Ms. Christensen, and Ms. Helligso. We are fortunate to have excellent additions to our teaching and support teams here, and everyone is working together effectively to help educate our students.

In addition to our new staff members, we have introduced a new math program, "Bridges in Mathematics," adopted by the District after considerable review and feedback from teachers, parents, administrators, and community members. Based on the nationally-recognized standards of the National Council of Teachers of Mathematics, Bridges is balanced between developing computational skills and conceptual understanding. Students use a variety of visual tools and manipulatives to develop a deeper understanding of mathematics. As students participate in whole group, small group, and independent work, they construct and test their ideas as they develop and discuss their deepening understanding of math concepts.

The homework assignments, called the "Home Connection," are designed to reinforce and extend concepts that are developed in the classroom. We encourage you to have fun exploring math together with your children. Some assignments are worksheets for skills practice and others are games. Both types of assignments reinforce math concepts and encourage children to apply the reasoning skills they have developed in the class-

room. Other activities challenge students to use their reasoning skills to find solutions as they investigate problems.

Teachers' professional development for this program is extensive. Summer workshops for teachers and administrators, continuing work throughout the year at monthly Wednesday academic seminars, and staff meetings, as well as daily discussions among teachers, help us to bring this exciting new program to our students.

We will be providing more information about this program during the year, and we invite your questions. Have fun exploring math with your children—we certainly are!

LADD ACRES ELEMENTARY SCHOOL

Principal: David Cox

What a wonderful start to the school year! Thanks to all families who have been getting students to school on time despite our new, earlier starting time. In addition, we have changed our before-school procedure to ensure children's safety due to morning darkness: students are to proceed to either the gym (grades K, 1, 2, 5, 6) or the library (grades 3, 4). At 7:40 a.m., students are then released to class.

To foster community giving, we participate in a couple of food drives during the school year. The Backpack Project benefits students in the District by providing food for their homes on weekends. Without this community service, many would go hungry. This ran the month of October and will be repeated in the spring. We also will be collecting food for the annual Elks food drive later this year. We love that our families are so willing to help these wonderful causes!

Our second Laps for Ladd fundraiser was a spectacular success—the PTA raised over \$19,000! Some of the funds have been earmarked to assist in buying a portable computer lab. Having two labs will allow more computer time for our students — that's a win/win situation when it comes to research, state testing and general learning for our students.

Some other things the PTA will do with the raised funds include: family fun nights, assemblies, busing for field trips, art literacy, ice cream social, staff and volunteer recognition, assisting teachers with classroom items, helping with workshops for staff members and much, much more! A very hearty thanks to all who donated.

REEDVILLE ELEMENTARY SCHOOL

Principal: Gina Baez

The Reedville Elementary mission states: "We at Reedville Elementary School, in partnership with home and community, are dedicated to academic excellence, appreciation of diversity, development of responsibility, and the cultivation of lifelong learning for each and every student." At Reedville, we are dedicated to charging forward to

academic excellence through high quality instruction and working together to meet the needs of ALL students with the support of parents and community members.

Reedville School has benefited from several community groups who support students in a variety of ways. Reedville Presbyterian Church worked with other community groups to provide Reedville families with donations given out at the ice cream social. Our longstanding partnership with Reedville Presbyterian dates back to when the school was first established.

New community partners have teamed with the school over the past three years, including 4-H, Oregon State University Extension, and Catlin Gabel School. Catlin Gabel students dedicate two to three days per school year to volunteer in classrooms. OSU Extension members were instrumental in helping develop the community garden. This year, Principal Baez and the OSU Extension staff coordinated with numerous community groups for September's Community Fair, including the Portland Junior League, Legacy Hospital, Washington County Bicycle Coalition, Tech Wizards, U.S. Tennis Association's Pacific Northwest School Tennis, and the Reedville PTC. Over two hundred Reedville students and families were treated to numerous fun and educational activities and giveaways promoting our theme of healthy living.

Another community group, Faith Center of Aloha, gathered 20 to 30 volunteers at Reedville Elementary on October 1. Sarah Lopez, Reedville's counselor, and volunteers cleaned up overgrowth in the bird garden, where the second-graders conduct studies every spring. Another group of volunteers patched and painted the stage wall. Additionally, another group of volunteers joined Principal Baez in cleaning out and organizing the art, math and science closet.

This school year is definitely off to a tremendous start at Reedville Elementary and we owe a lot of it to the generosity and outreach of the greater Aloha community—for which we are very grateful! We are truly one large Aloha family pulling together to ensure that ALL children have the resources to be successful.

TOBIAS ELEMENTARY SCHOOL

Principal: Steve Callaway

7:50 is STILL Nifty, But 8 is Late!

Last school year, our first *A Look Inside* article focused on our school's efforts to improve attendance and reduce absenteeism and late arrivals. A year later, this is a good

opportunity to look back on the results and report them to our readers—and those results were outstanding!

Our final 2010-11 Annual Yearly Progress report showed that Tobias registered its highest attendance percentage in years, improving to 96.1%, with gains in every subgroup as well. While 96.1% is a strong figure, remember that it still means that, on any given day, almost an entire class is missing! When put into those terms, it is easy to understand the impact absenteeism has on instruction and learning.

What made the difference? Clearly the positive reinforcement of certificates, poster signings, "thank you" phone calls to parents, and the support of Leslie Rodgers, our CARE Coordinator, helped with our efforts. So did visits (when necessary) from the truancy officer. But the biggest factor in the improvement is due to the parents who are adjusting schedules, getting children to bed earlier, and making sure the students are here on time.

So, Tobias thanks and congratulates all of our parents for being strong partners with our school and in the education of all the students. You make a difference!

BROWN MIDDLE SCHOOL

Principal: Don Brown

AmeriCorps' Jessica Cantu a School Asset

This is the third year that Brown Middle School has applied for and received an AmeriCorps member to work with our students. So we are very grateful to have Jessica Cantu, assigned to work with students who are struggling in mathematics.

During the school day, tutoring is provided by Ms. Cantu one-on-one or in small group settings to help build students' math skills. The students are identified and recommended by Brown's math teachers. With Ms. Cantu's support, we hope to accelerate the rate of learning in mathematics so that all of our students are ready for algebra when they enter high school.

There is also a before- and after-school component to this math tutoring program. Ms. Cantu coordinates a math center for students having difficulty in any math coursework offered at Brown. Students may attend to study for upcoming tests, to complete homework, or to get tutoring in any problem area. In order to keep sizes small, sign-up is on a first-come, first-served basis, with preference given to students referred by their teachers.

Our students and staff love the new addition to our school team!



AmeriCorps member Jessica Cantu is a highly-valued tutor at Brown Middle School who works one-on-one or in small groups with students to build their math skills and prepare them for high school algebra.

CENTURY HIGH SCHOOL

Principal: Ted Zehr

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Thanks to a \$20,000 Intel/Hillsboro Schools Foundation grant, Century High School's Computer Technology department is purchasing a variety of mobile phones and tablets for a mobile application (app) contest among the programming and web design classes.

The contest challenges students to engineer mobile apps designed to solve a real-world problem. Students will work in small teams using collaborative software to develop mobile apps for Android, Windows Phone 7, and iPhone operating systems.



"I've been looking for a way to give students an opportunity to collaborate on a real-life software application," says Chris Winikka, technology teacher and recipient of the Intel/HSF Science, Math & Technology Grant for Innovative Education.

Ever since the iPhone apps began to flood the market, Winikka has been looking for a way to get students involved in mobile app development. The largest hurdle he has faced is getting the right technology to test those apps.

"There's only so much you can program without an actual mobile device," said Winikka. "You can't just turn a PC on its side to see if the screen reacts, and the monitors in our lab don't respond well to fingers touching them. You need an actual mobile device."

The theme of this year's mobile app contest is fitness awareness. Technology students will design a mobile app for a program developed by seniors in the Health Services department. The program, called "Century Striders," is designed to promote wellness among Century students and the community.

This is a whole-school collaboration. In addition to the Health Services and Technology departments, this project also will involve the Business and Marketing and Spanish departments. Health Services will run the project, Technology will develop the apps and a website for the program, Business will market the program and related materials, and the Spanish department will translate all materials into Spanish. It's a true simulation of real-world operations.

Winikka admits it's an ambitious project, but he's not deterred.

"Our philosophy is that we're too young to know we *can't* design a mobile app," he said. "The worst that can happen is that we fail to build a successful app, and failure is simply another great opportunity to learn from our mistakes—but the best that could happen is that one of our students could be the next Steve Jobs!"



FREE ORCHARDS ELEMENTARY SCHOOL

Principal: Becky Brauer

Students at Free Orchards Elementary have earned a record breaking number of “Pawsitives” this fall. As a result, each Wednesday, they enjoy a “Positive Behavior” assembly, in which they play “minute to win-it” games and are recognized for their excellent behavior. There have been appearances by the Free Orchards Fox and by Geronimo Stilton, a well-known book character. Hundreds of students have also signed the Principal’s Great Book, honoring the extra effort they exhibit in the classroom.

Our Parent Teacher Organization (PTO) has already completed its fall fundraiser, hosted McTeacher Night, the Book Fair, and a Fall Costume Festival. The PTO is supporting extended recycling efforts throughout the school. Many parents volunteer every day to support teachers and students in their daily work.

Before the school year even started, teachers opened their classroom doors to meet parents and students, and attended professional development on English language development and the Bridges math curriculum. All teachers will work through the year to focus on the language demands of math problem-solving. The Right Brain Team is currently selecting an artist-in-residence to work with students and develop connections between art, writing and the content areas.

We look forward to another exciting and productive school year!

JACKSON ELEMENTARY SCHOOL

Principal: Jon Pedo

Jackson Sixth Grade Teams Up with Portland Museum of Art

The sixth-grade students of Jackson School will be teaming up with the Portland Museum of Art to bring their “object stories” to the museum’s archives. These are stories created by students about an object that has significant meaning in their life. Teachers Christa Pruss, Leslie Kragt and Kasia Gutierrez attended trainings over the summer to

Glencoe

FEEDER GROUP

help bring art appreciation and object stories to their students.

Students will learn about an object that has significant meaning and how to project that meaning through a piece of art and a written piece that they author. Students will have visitations by members of the Portland Art Museum to talk about art and how art can be anything that has meaning and significance to the viewer. During the year, students will be using the object story technique in their writing and apply it to a variety of projects that they will be working on in their reading and social studies classes.

The sixth-grade students then will travel to the Portland Art Museum and record their object stories for the museum’s archive. This project with the Portland Art Museum is a perfect fit to our arts philosophy at Jackson—making art meaningful in the education and lives of our students.

LINCOLN STREET ELEMENTARY SCHOOL

Principal: Jason Olson

Lincoln Street kicked off the school year with a Community Garden inauguration that far exceeded expectations. Students prepared and presented spoken word and song literary connections to the garden. On the scene were Hillsboro Schools Foundation members, School Board members, Intel representatives, PTO members and blacksmith Tim Gabriel who presented an “Enter to Grow” entry gate to Lincoln Street students. Thank you to all who made this a memorable event!

The garden will lend great opportunities for relevant and engaging instruction.

And, a final pick of the delicious tomatoes grown in the garden this year were prepared and served during student lunches—they were delicious!

Head custodian Señor Luis Castañeda is looking for ways to reduce Lincoln Street’s carbon footprint through recycling and reducing waste during breakfast and lunch. So far, students have volunteered to help recycle paper trays and milk cartons. In addition, he has been collecting waste milk data and

presenting it to students. He has mounted a whiteboard in the cafeteria to chart his findings from breakfast and lunch throughout the week.

Sr. Castañeda’s goal is to teach students to “take only what you will eat.” Not only does this cut down on waste, but it also serves as a resource for students to make connections to math and science outside of the classroom. It’s great to be learning and applying knowledge in the classrooms, cafeteria and every corner of Lincoln Street!

W. VERNE MCKINNEY ELEMENTARY SCHOOL

Principal: Celia Murray

McKinney Elementary School is off to a great start again this year! We are celebrating our fortieth year of educating our community members and have several activities to commemorate the event.

First, our third- and fourth-graders held an evening concert on November 3 by singing songs spanning the 40 years McKinney has been open. We were so excited to experience the music across the decades and it was especially fun for those of us who have lived through all 40 of those years!

Second, the students sang all of their concert songs again on November 4 during

our 40th anniversary celebration assembly. Several past staff addressed the students and visitors while we enjoyed the musical talents of our students. An open house followed that evening, allowing students past and present to walk the halls and see the changes that have taken place over the years.

As part of the McKinney tradition, our sixth-grade students had the privilege of experiencing a presen-

tation by Alter Wiener. Mr. Wiener is a Holocaust survivor and he comes to our school to share his experiences with our students, staff and families each year. We are so honored to have the opportunity to learn firsthand about his experiences and see the real-life connections to history for our students.

The PTO at McKinney has been busy and we are so appreciative of their support for our students and staff. We enjoyed the family picnic in September, and the Fun Run was

a successful fundraiser, allowing our PTO to further support the great things that happen in our classrooms here at McKinney. The Fall Festival is always a hit in October and we look forward to Bingo Night in November. Thanks again to our amazing parents who give time and energy to make our school community a better place.

Be sure not to miss the upcoming events this fall, especially Family Literacy Night on November 17. We provide dinner, free books and lots of literacy learning throughout the evening. Our staff really goes all out to ensure that both students and families have the support they need to help our kids be successful readers and learners! Our theme this fall is “Reading is Everywhere,” and we encourage you to join your children in embracing this theme wherever you are.

NORTH PLAINS ELEMENTARY SCHOOL

Principal: Craig Harlow

This school year, North Plains Elementary staff joins others across the district in implementing the Bridges math curriculum for our students. With this implementation, our goal is to balance computational fluency with conceptual understanding, increase algebraic thinking, align with the national standards adopted by our state, and support the development of mathematical thinking for all students in our school.

We are also striving to increase student achievement in literacy. Our teachers are working collaboratively to design a school-wide writing articulation plan so that our students demonstrate writing competency across the curriculum.

An important foundation for strong writing is the ability to read at grade level. At North Plains, our strategy to reach all students includes high levels of instructional expertise delivered by our staff, striving for equity across our school community in every setting, and making sure that our schoolhouse is a safe, comfortable learning environment for our students.

Our ultimate objective is for every student at North Plains to graduate from high school with college and career readiness skills by engaging and encouraging them to strive for academic excellence.

In addition to this focus on core curricular content areas, we have some extracurricular opportunities for our students this year. After-school activities include Glencoe High School’s feeder band program, a North Plains Elementary choir program, piano, and the “Young Rembrandts” fine arts program.



Lincoln Street inaugurated its Community Garden, featuring an “Enter to Grow” gate created by blacksmith Tim Gabriel.

Our PTO is also adding new members this fall. If you are interested in joining this group or helping with our programs, please contact North Plains Elementary School at 503-844-1630. Our partnership with parents and the community make North Plains a great place for learning.

PATTERSON ELEMENTARY SCHOOL

Principal: Jonathan Pahukula

Patterson Elementary is ready to soar to new heights! The right pieces are in place, the timing is perfect, and a unified focus to ensure the success of all students permeates the building. The amazing Patterson staff who surround our students are at the core of our success. A thriving school community is grounded in the adults who come to work each day with an unconditional belief that all students can succeed and are willing to do what it takes to make that happen.

Patterson is a school that acknowledges our nation's rich history while honoring the diversity of our community. In a growing tradition at Patterson, our Boy Scouts ceremoniously ushered in the new school year by presenting the colors during our welcome assembly on the first day. A new, vibrant flag display in the cafeteria reminds us that we live in an expanding global society. International flags are currently on display, but you can look forward to a variety of flags that will rotate throughout the year.

Our PBIS team recently adopted a "Character Trait of the Month" program to supplement our highly successful PBIS program. The character trait will highlight a positive role model and be shared through our different media, which includes our school's website and our morning announcements.

To date, Jackie Robinson and Bethany Hamilton have served as our role models for courage and perseverance, respectively. Throughout the year, we will continue to honor other great Americans who have positively contributed to our nation's history and who can serve as strong role models for our students.

Effective communication is vital to our success, and we are committed to finding the best ways to serve our Patterson community. Our website is active, and because of your feedback, will be growing to be an even more effective tool for our school community. In the coming days, Patterson will be proud to launch its Spanish website, making us the first school in Hillsboro to do so! Please visit our school's website at <http://schools.hsd.k12.or.us/patterson> for weekly updates!

Through a shared vision and purposeful work, the Patterson Panthers are shooting for the stars!

EVERGREEN MIDDLE SCHOOL

Principal: Rian Petrick

On October 13, Evergreen students dressed up in their best vintage 1980s apparel to help our school celebrate its thirti-

eth birthday. The good, bad, and just plain awkward fashions of the '80s were proudly adorned by students throughout the celebratory day (and shunned by the adults who found no need to relive that fashion period).

The day ended with an all-school assembly to commemorate the milestone. The assembly showcased the talents of the Evergreen leadership class as they prepared a slideshow presentation of Evergreen history to the student body.

Some laughable highlights for the Evergreen students were getting to see the middle school pictures of former Evergreen students turned staff members: Jason Stinger, social studies teacher; Sean Fishback, language arts teacher; Carlos Arroyo, campus monitor; and Rian Petrick, principal.

The students also loved watching Messrs. Stinger, Fishback and Petrick put on parachute pants, spandex and other ubiquitous '80s gear, and dance to the Michael Jackson



Evergreen's 30th anniversary brought out current and past administrators and students. From left are: Linda Harrington, current assistant principal; Kathi Robinson and Dave Parker, former principals; Rian Petrick, current principal (and former Evergreen student); and Carlos Perez, former vice principal.

'80s hit, "Thriller." It was a fascinating example of historical reenactment for kids not even born in that era—no doubt a learning experience they'll never forget!

The day ended with an open house for former Evergreen staff members who enjoyed catching up with past co-workers and touring the new section of the building that was added in 2007 from construction bond funding.

The festivities were a great reminder that schools are the heartbeat of our communities—places for families and staff to enrich the lives of our children in so many ways.

A major component of that enrichment is the impressive array of after-school clubs our current staff has put together for students. Students are challenged in a Web Design STEM class, getting physically fit in Weightlifting-Workout Club, expanding their creativity in T-Shirt Design and Photography Clubs, as well as exploring friendship and community in our Adelante Chicas Club.

The work we all do throughout our school every day is some of the most important work done in our community. Evergreen has had a hand in educating many bright Oregonians who have gone into careers that have touched many lives.

Thank you and congratulations to the educators and volunteers who have had a part of Evergreen's rich 30-year history. And thank you to our current staff, volunteers and students who are getting Evergreen's next 30 years off to a great start!

GLENCOE HIGH SCHOOL

Principal: Robert Macauley

Congratulations to the Glencoe Speech Team for their fine October results at the Sam Barlow Tournament on October 8 and the Willamette University tournament on October 21 and 22!

The highlight of the month was the debate results from the Willamette tournament, which had 30 schools from all over the state in attendance. Brett Morgan and Jacob Pavlik took first place in the finals of public forum debate, competing against students from Century High School. T.J. Miller took third place in the Lincoln-Douglas debate category.

Other individual event results included: Lorena Colcer, second place in the radio category; Royal Stearns, third, impromptu speech; Tasha Lane, fourth, poetry; Brett Morgan, fourth, extemporaneous speech; Matthew Berghold, fourth, expository speech, Jacob Pavlik, fourth, extemporaneous speech; and T.J. Miller, fourth, oratory.

Brett, Jacob and T.J. also won Speaker Awards in debate. There were other great scores from our young team with many freshmen and sophomores. The next competition will be the Sprague High School debates on November 12.

The Marching Tide had two fine performances at the University of Oregon Festival of Bands last month. The band won the High Music Award in the A Class for their preliminary performance and qualified for the finals by placing in the top 15 bands. In the finals competition, the band moved up three places and added nearly four points to finish with 74.55.

Congratulations to our speech and band competitors! We look forward to more accomplishments from our talented students.

Miller

EDUCATION CENTER (MEC)

MEC MIDDLE SCHOOL (6-8)

MEC HIGH SCHOOL (9-12)

MEC OPTIONS

Principal: Stan Esselstrom

Relocations and consolidations over the past couple of years have provided Miller Education Center (MEC) staff and students much-needed space to explore and serve the community in which they live. The middle and high school programs are now combined into one location at 440 SE Oak Street. MEC Options is now located at 215 SE 6th Avenue, serving students in credit recovery, GED and work readiness programs.

In addition to providing alternate education options for our students, MEC also stresses service to the community. This helps our students connect not only to the broader community in which they live, but also to their own inner strengths and abilities, providing them the experience and confidence to add to their education and continue enriching their lives after high school.

Some examples of this service include: ongoing maintenance of J.B. Hamby Park, which involves removal of invasive vegetation and new plantings of trees and flowers; several high school students volunteering at Lincoln Street Elementary School for the SMART reading program; inaugurating Key

Club and Recycling Club in conjunction with the district's recycling program.

Our teen parent program is also going strong, enabling our students to juggle the demands of completing their education while raising their children. The majority of our teen mothers are participating in a six-week course, "Cooking Matters for Young Parents," offered by the Oregon Food Bank. The program will help them learn to cook healthy, economical meals for themselves and their children. Parental pride also takes over—a highlight of the school year so far was bringing their children, decked out in Halloween costumes, to the Lincoln Street classes last month.



STANDARDS, ASSESSMENTS & GRADUATION REQUIREMENTS UPDATE

So many changes are taking place in the world of education these days that trying to keep up can be a daunting and confusing task. In the following sub-articles, we will attempt to bring a little clarity and simplicity to some of the biggest initiatives under way at the state and national level.

Changes in Standards: Understanding the Common Core

In the simplest of terms, a standard is what we teach. To expand a bit, a standard is a description of what students need to know and be able to do at a certain grade level, in a particular content area.

Oregon first created and adopted academic content standards at grades 3, 5, 8, and 10 in 1991 through the *Educational Act for the 21st Century*. In the ensuing years, standards in each content area have been updated and, in many cases, expanded to additional grade levels as appropriate. In 2007, Oregon began transitioning to a core standards structure, aiming to create fewer, but more focused and coherent, standards.

In the spring of 2009, Oregon joined 44 other states in agreeing to participate in a Common Core State Standards (CCSS) Initiative. This initiative has been focused on creating content standards for English language arts and mathematics that will be shared among all the states, and that will ensure all students are college and career ready after high school. On October 28, 2010, Oregon adopted both sets of standards.

The interesting thing now is that districts across the state are having to teach to *both* sets of standards. Why? Because state tests (Oregon Assessment of Knowledge and Skills—OAKS) are still based on the Oregon standards and will be through the 2013-2014 school year; however, to prepare students for the new state tests that will be administered beginning in the 2014-2015 school

District Updates

year, they need to be learning the Common Core standards now.

The Oregon and Common Core standards are similar, but there are differences that need to be addressed. To assist teachers with the transition, “crosswalk” and pacing guides have been created that identify the similarities, differences, and gaps between the two sets of standards.

For more information on the CCSS, visit our website and click on the Common Core State Standards Fact Sheet link on the Office for School Performance page, or visit the Oregon Department of Education’s website at www.ode.state.or.us.

State Testing and Changes in Test Score Benchmarks

Last fall, we told you about the Oregon Department of Education’s (ODE) adoption of new **math** performance standards. These were developed to increase the level of math students are expected to know in elementary and middle school to both prepare for the new CCSS and to create better alignment between the lower grades and the new high school graduation requirements for math. These math performance standards are also known as “cut scores” and are the thresholds for state testing at which students are considered “Not Meeting,” “Meeting” or “Exceeding.” These new standards were in effect for the 2010-11 testing cycle.

Similarly, new **reading** performance standards were adopted in the spring of 2011 for grades 3-8. These new standards are in effect for the 2011-12 testing cycle and beyond.

New **science** achievement standards were just adopted by ODE on October 26, 2011. Like math and reading, these standards were raised for elementary and middle school students to provide a better indication of readiness for the rigors of increased high school graduation requirements. These new standards are in effect for the 2011-12 testing cycle and beyond.

As was seen with math, these higher performance standards in reading and science are anticipated to result in an initial drop in the percentage of students designated as Meeting or Exceeding.

One final note to add is that, due to budget constraints, ODE has decided to eliminate the OAKS writing tests for all but students in the 11th grade (previously, students in grades 4 and 7 took the state writing test, and there was more flexibility for students in the other high school grades to take the high school test).

The Hillsboro School District believes that the development of writing skills is

critical to college and career-readiness, so we have decided to continue assessing writing samples from students in grades 2, 4 and 7 to supplement the state test for grade 11. Cohorts of teachers have volunteered to participate and have been trained on how to score the samples based on standardized rubrics at each grade level.

Graduation Requirements

Since our current seniors started their freshman year, the Oregon graduation requirements have changed. The following changes are in effect for this year’s graduates:

- The minimum number of credits needed to graduate was raised from 22 to 24
- The number of English credits was raised from three credits to four
- The number of math credits required was raised from two to three credits
- The number of science credits was raised from two credits to three and must be inquiry-based with lab experiences
- Arts, Career and Technical Education, Second Languages: The number of credits was raised from one credit to three (any one or combination of subjects)
- Electives: The number of electives was reduced from nine credits to six (although the requirement above provides an increase in *focused* electives)
- Credit for Proficiency: Students have the option to earn credit based on demonstrated proficiency.
- Essential Skills: Specific “essential skills” graduation requirements are based on the year the student first enrolled in Grade 9.

This year, Class of 2012 graduates must show evidence that they can “read and comprehend a variety of text.” The three assessment options to

show evidence of meeting essential skills include any of the following:

- ~ A passing score on the state reading exam
- ~ Passing any of the following standardized assessments: SAT, PSAT, ACT, PLAN, Work Keys, COMPASS, ASSET
- ~ Local performance assessments: work samples using official state scoring guides, scored by certified scorers

As the Oregon graduation requirements have changed, each high school has been working diligently to identify students who need support to make sure they will graduate this year with all of their credits. From counselors to teachers to administrators to district office staff, all are committed to offering each student additional opportunities to show that he or she has met the more rigorous standards and will be ready for life after high school.

2010-11 SCHOOL & DISTRICT REPORT CARDS

Each year, the ODE prepares report cards for each school and district in the state. Included in the report cards are statistical and performance information as well as state and federal ratings that take various combinations of data into account.

Districts are required to share this information with each family prior to January 15. Previously, this process involved mailing a hard copy of both the school’s and the District’s report card to the home of every student. This year, however, as a result of Senate Bill 800: Mandate Relief, we can now satisfy the notification requirement by providing the report cards electronically, posting them

Please see **UPDATES** on page 12

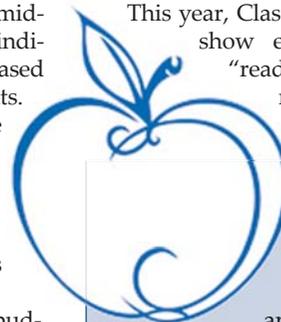
CRYSTAL APPLE NOMINATION PROCESS IS NOW OPEN

The Hillsboro Chamber of Commerce is now taking nominations for its 2012 Crystal Apple Awards, recognizing excellence in education. All community patrons, students, parents, and other school employees are invited to nominate any District or private school employee who excels in building future leaders of tomorrow.

The only restrictions are that the employee must be currently employed by the Hillsboro School District or a local private school, and have worked for that district or school for at least three years.

Nomination packets are due by 5 p.m. on Friday, January 13, 2012. Winners will be announced at the Crystal Apple Awards dinner on Thursday, February 23, 2012, at the Tuality Health Education Center.

For more information, please contact Kris Carico at the Chamber at 503-726-2145 or kriscc@hillchamber.org. Nomination packets may be downloaded from the District website.



UPCOMING HILLSBORO PARKS & RECREATION EVENTS FOR YOUTH

Please contact Iris Smith at Hillsboro Park & Recreation at 503-615-3410 or iriss@ci.hillsboro.or.us for more information about the following events:

16th Annual Hillsboro Youth Turkey Trot, November 22, 3:30 p.m., Hare Field

Race for a Thanksgiving turkey! This fun annual event takes place on Wednesday, November 22, rain or shine at the Elden Kellar Track at Hare Field, and is open to boys and girls through the eighth grade. It's free and pre-registration is not necessary—just be ready to race and bring home that turkey for dinner!



Kids are divided into groups for pre-kindergarten, kindergarten, first grade and so on, up to a combined seventh- and eighth-grade group. Depending on their age group, the race length is between a half-lap to four laps. The first race begins at 3:30 p.m.

Winners in each age group receive a turkey, and prizes also are awarded to the second- and third-place finishers.

Hillsboro Holly Days, December 3, 1 - 6 p.m.
A Visit with Santa, December 3, 2 - 4 p.m.
Downtown Hillsboro and Civic Center

The Hillsboro Downtown Association is setting up a special winter marketplace on Saturday, December 3, featuring artists, crafters, local processed foods and drinks, growers, farmers, and hot food to munch on. Bring the family, stroll along downtown, and enjoy the sights, smells and sounds of the season. All the booths will be topped with holiday decorations and lights. Other activities will be scheduled throughout the Civic Center Plaza.

A special guest also will be coming in from the North Pole! It's a long trip to Hillsboro, but Santa's ready to spread the festive spirit! Come to the Civic Center lobby between 2 p.m. and 4 p.m. and enjoy holiday music while your children wait to tell Santa what they want for Christmas.



Afterward, join Santa for the always-anticipated tree lighting ceremony. The tree will brighten up Main Street throughout the holiday season.

A wide variety of classes, sports, activities and events are offered throughout the year, including Hillsboro Teen Idol and Java Rock Café. Find more information at www.ci.hillsboro.or.us/ParksRec, or on the Hillsboro Parks & Recreation bulletin board at your child's school.

Our Community Partners

CHILDREN WITH SOMEPLACE TO GO... GO PLACES!

Did you know that safe, positive after-school programs...

- Keep kids safe
- Build skills and instill confidence
- Help working families
- Reduce juvenile crime
- Inspire success among our youth?

The City of Hillsboro Parks & Recreation department, in partnership with the Hillsboro School District, the Hillsboro Schools Foundation and other community partners, is proud to offer valuable after-school opportunities throughout the Hillsboro School District.

What began in 2001 as a pilot after-school enrichment program at just three Hillsboro elementary schools has grown to a variety of sports, enrichment and homework help programs serving nearly 20 elementary schools and all four middle schools.

Current offerings involve nearly 5,000 Hillsboro children and include:

- BLAST (Bringing Leadership, Arts and Sports Together) five day per week after-school youth enrichment program serving 17 elementary schools.
- Homework Help Clubs at four elementary and two middle schools, funded by the Hillsboro Schools Foundation.
- The Zone after-school enrichment program at all four middle schools.
- After-school intramural sports at all four middle schools.

These programs provide a safe, fun place for Hillsboro children to play sports, learn new skills, gain confidence, get help with their homework and make a difference in their community.

Hillsboro Parks & Recreation will continue to work with community partners to sustain and expand this effort with a goal of eventually providing every Hillsboro school child with access to valuable after-school opportunities.

A wide variety of classes, sports, activities and events are offered throughout the year, including Hillsboro Teen Idol and Java Rock Café. Find more information at www.ci.hillsboro.or.us/ParksRec, or on the Hillsboro Parks & Recreation bulletin board at your child's school.

CALLING ALL TWILIGHT TEEN FANS

November 17, 6 - 8 p.m., Main Library



Celebrate the release of the new "Twilight" movie, "Breaking Dawn," at an all-things Twilight party at the Hillsboro Main Library on Thursday, November 17, 6 p.m. to 8 p.m. Crafts, prize drawings, costume and trivia contests, games and refreshments will be offered.

Register online at www.hillsboro.plinkit.org or contact the library at 503-615-6500. The Main Library is located at 2850 NE Brookwood Parkway, Hillsboro.



LEGO-MANIACS UNITE!

December 10, 2:30 - 3:30 p.m., Main Library

Kidz—novices and experts—of all ages are invited to an exciting educational hour of LEGO fun! Enjoy both model-building, guided instruction and free modeling time. The Main Library is hosting this LEGO hour on Saturday, December 10, 2:30 p.m. to 3:30 p.m.

Registration at the library is required.

HILLSBORO SCHOOLS FOUNDATION GRANT LEADS TO COWS

Not bovines, but COWS! COWS—Computers on Wheels—is a new mobile lab at North Plains Elementary School. This lab is giving teachers more flexibility and creativity in their classrooms by providing access to online curriculum resources.

This is just one of the 15 programs that HSF is able to fund this year because of donations from businesses and individuals like you.

One grant recipient wrote: "You not only broadened many students' lives, but you also gave them an opportunity to experience something they would not normally have experienced. I appreciate the opportunity you give us educators to be innovative and allow us the chance to enrich the lives of our students."

Visit www.hsfonline.org to learn more about the Hillsboro Schools Foundation.

SAVE THE DATES FOR HILLSBORO SCHOOLS FOUNDATION EVENTS

The Hillsboro Schools Foundation (HSF) hosts three major fundraising events. The first is the annual gala and auction, with this year's theme of "The Year of the Dragon," to be held on March 3, 2012. The Phone-a-thon is April 13-16, 2012—be prepared to answer this call! And Tony's Tourney Golf Event and High School Challenge at The Reserve will be held on June 19, 2012. Mark your calendars and be ready for fun!

Thank you for your continued support of the 20,600 students in the Hillsboro School District. Your donations to HSF fund:

- After-school homework clubs,
- Innovative grants that enhance and enrich achievement, and
- High school activity clubs who participate in our annual phone-a-thon.

If you would like to get involved or make a contribution to the Hillsboro Schools Foundation, contact Aron Carleson at 503-726-2159 or sign up through our website at www.hsfonline.org.



WANTED: CHAMPIONS FOR EARLY CHILDHOOD EDUCATION

Adelante Mujeres is currently seeking volunteers of the baby boomer generation to enrich the learning experience of one- to five-year-old students in our early childhood education program. Volunteers work with children one-on-one or in small groups, help in the classroom, prepare materials and advocate for early childhood education.

Located in Forest Grove, Adelante Mujeres' mission is to provide holistic education and empowerment to low-income Latina women and their families. In addition to early childhood education, Adelante Mujeres offers adult education for women, a program for youth, a small business program and an agricultural program.

For more information, contact Carrie Pederson, Volunteer Coordinator, 503-992-0078 or cpederson@adelantemujeres.org.



BROOKWOOD ELEMENTARY SCHOOL

Principal: Molly Siebert

Brookwood students had fun grooving to popular old tunes as they jogged around a track in the field to raise funds for our yearly Booster Club Jog-a-Thon. Last year's donations went to purchase projectors and document cameras for the five classrooms that did not yet have them. Now all teaching stations at Brookwood are equipped with this updated technology.

One of the best things about Brookwood is the families we serve. They are the power behind our strong parent booster club, our wonderful volunteer support, and parent participation. Parents came in force with their students to meet with classroom teachers at October goal-setting conferences—achieving a 90 percent participation rate—to set goals that will ensure academic success for each child. This kind of support and participation is clear evidence of the importance of education to our students' families.

Brookwood education is founded on "academic language," a term we use to describe the language of school and learning. Research tells us that students are more successful in school when they have strong academic language.

This year, teachers and other staff members at Brookwood will study how the support of academic language can help students when faced with high-level language demands in reading, writing and math. Teachers will learn techniques to infuse their teaching with methods to support students as they develop strong academic language, enabling them to understand more complex language structures.

All students benefit from instruction in language development—it directly impacts their ability to access knowledge and construct deep meaning.

Our year is off to a very good start and we are excited about all the learning, fun and friends we will experience along the way. Each year and grade level is a special adventure for children. We want each year to be the most productive and positive

Hilhi

FEEDER GROUP

year that it can be. Thank you for your ongoing support of our school.

FARMINGTON VIEW ELEMENTARY SCHOOL

Principal: Roger Will

On September 20, at an awards ceremony in Washington, D.C., Farmington View Elementary School was one of six schools in the nation to be named an Intel School of Distinction for its outstanding science program. This award was made possible through the vision and leadership of former principal William Tracy and the dedication and commitment to science, technology, engineering, and math by the entire Farmington View staff.

What's unique about Farmington View's science program is the combination of classroom instruction and after-school activities, providing each student an opportunity to apply their classroom learning into real-world applications.

One of the best examples is the Jackson Bottom Wetlands research project. Jackson Bottom was interested in discovering the types of critters inhabiting the wetlands at night. Farmington View students went to work building animal tracking stations, which were placed in the wetlands. When the critters came out at night, they would step on an inkpad, then walk on to the tracking paper, leaving their pawprint for future identification by Farmington View students.

This is just one of many projects that demonstrate how partnerships between schools and the community can benefit all.

Along with exceptional community partnerships, Farmington View's Booster Club is a devoted supporter of after-school activities. They support, financially and through volunteerism, nearly 15 after-school programs including robotics, engineering, recycling, junior naturalists, and various academic programs. These programs allow students to participate in challenging and rewarding activities.

As an Intel School of Distinction, Farmington View was given a \$10,000 grant as well as goods and services totaling over \$100,000. Part of the grant money will go toward the purchase of one to two kilowatts worth of solar technology from SolarWorld of Hillsboro. Project completion is expected in early spring and will include an educational component for students.

Farmington View will host a community celebration of the award on November 17, from 1 p.m. to 1:45 p.m. Friends and families of Farmington View are welcome to join us and share our achievement.

GRONER ELEMENTARY SCHOOL

Principal: Christie Petersen

The following quotes (all of which I have heard recently—except the last one, which I said) illustrate how the Groner teachers and staff feel about the parents of our students and the Scholls community, and represent the many formal and informal conversations that happen each and every day:

"Hello, is this Kamiayah's aunt? This is her third-grade teacher, Mrs DeBolt. Kamiayah had a really great day today and did a super job thinking critically in math."

"Hola, ¿Son los padres de Marilyn? Soy la Sra. Strand, su maestra de kínder. Hoy Marilyn hizo muy buen trabajo. Cuando nos veamos en las conferencias, vamos a trabajar en las ejercicios de matemáticas y en la lectura que puede usar en casa, para que practique lo que aprende en la escuela."

"Groner's parent volunteers are so supportive, caring, and did an amazing job hosting the annual Scholl's Country Festival! We continue to have so much support from families of future students, current students and former Groner Grizzlies."

"Hola, vamos a hacer una programa después de la escuela. Este año, haremos Peter Pan y Yareli me dice que le interesa participar. ¿Es posible? ¿Necesitará transporte? ¿También hay cosas disponibles si necesitaran?"

"Our sons are so excited for the LEGO Robotics competition in December!"

"Consideramos a Judith para un programa llamado TAG. Este programa es para los alumnos que son más inteligentes y por eso necesitan tareas más difíciles."

"All our parents do care enough to help our students do their homework, be involved in after-school programs, actively plan meaningful events, and have even helped to get LEGO Robotics going again this fall."

Our community is focused on having the right kinds of school-family connections that produce lasting benefits for students that include higher grades, students who are meeting and exceeding on their OAKS tests, good attendance, access to rigorous curriculum and classes, better social skills, and overall improved student behavior both at home and school.

These multiple benefits are a result of an ongoing commitment by myself as the principal, teachers, staff, and parents to engage in building the right kinds of relationships by listening, collaborating, welcoming

suggestions, and working together with all members of the parent community when making decisions.

This fall, our collaborative work continues as we build stronger and more effective reading, math, and content classes for each grade level during the school day with a continued focus on quality after-school programs. In our after-school programs, Groner students can choose or be selected to participate in various academic and other extra-curricular offerings.

During the 2011-12 school year, the after-school programs will include American Sign Language, Spanish, LEGO Robotics, Bricks for Kidz, Read Naturally fluency practice, math tutoring support, TAG, math and reading support for migrant students, teacher small group tutoring, and talent show preparation. Several programs began in the fall and several more programs will run from January through June.

Groner's continued vision for family engagement goes beyond the walls of our beloved school building and it encompasses the entire Scholls community. I would like to personally invite each community member and parent to work alongside me and our staff as leaders in all of our education improvement efforts. Please feel free to call me at 503-844-1600.

W. L. HENRY ELEMENTARY SCHOOL

Principal: Alison Paulus

At W. L. Henry, it is our priority to provide a venue that supports and strengthens the partnership between our school, parents and community members. One of the ways we aim to promote this partnership will be a monthly "Community Breakfast" at W. L. Henry with the principal, PTO members, parents, and other community members interested in learning more about our school.

Each month, a topic will be selected to help guide the discussion and provide a focus around points of interest. We recently held our first Community Breakfast, where discussion revolved around our school improvement plan, and unveiled the continued work of Henry staff and students toward the goals of the plan.

On December 2, we will be talking about our dual language program and the benefits of immersing students in two languages to promote bilingualism and biculturalism as they learn curriculum in English and Spanish. Please join us for coffee and Mexican pastries to learn more about our great school!



MINTER BRIDGE ELEMENTARY SCHOOL

Principal: Mary Mendez

By Darlene Geddes, Fifth/Sixth-Grade Teacher

Vocabulary, sentence frames, discussions and higher order questioning—Minter Bridge is known for our language development. However, this is not the only language development at Minter Bridge. As we walk through the classrooms, we see and hear what is happening with the development of “math talk” at every level.

Our new math curriculum adoption, Bridges, is making math talk a part of our regular routine at Minter Bridge. With the rollout of Bridges in kindergarten through fifth grade, students are learning a new way of thinking about math. Each day, students are exploring new vocabulary and using questioning strategies as they play games and engage in activities to increase their understanding of math concepts.

In the sixth grade, students have been involved in using fraction bars, playing computer games and discussing different ways to solve problems through their *Oregon Focus* curriculum.

Teachers are not just looking at lesson objectives, but also focusing on the language of math for all students. It is our goal at Minter Bridge to encourage students to talk about math and to learn to communicate what they are thinking about when they are dealing with mathematical concepts. Classrooms have entire walls committed to the goal. Students are collaborating. Teachers are involved in math lesson studies, focusing on math instruction. It is exciting, energizing and motivating!

Our expectation is that, with these changes and students and teachers working together on questions and activities that allow for a high level of participation, we will see an increase in interest and achievement not only in math but any activity requiring critical thinking.

ROSEDALE ELEMENTARY SCHOOL

Principal: Greg Zinn

It is amazing that we are already into November! Rosedale teachers continue to work extremely hard to address the learning needs of your children. During this month, teams will be meeting to look at reading assessment information and making the necessary instructional modifications to maximize student learning in reading. We are proud of what our students are accomplishing!

As a PBIS school, Rosedale not only focuses on academic achievement, but appropriate student behavior as well. With a strong emphasis on both academics and positive behavior, it has been demonstrated all over the country that student achievement is maximized. We are pleased with the positive school climate at Rosedale. Staff continues to receive comments from visitors on how up-

beat and well-behaved our students are. This can be attributed to an excellent staff, great students, and your support at home.

Last year, Rosedale partnered with the Oregon Museum of Science and Industry (OMSI), and we are pleased to announce that we are continuing our partnership for a second year. OMSI will be providing Rosedale with funding for school presentations, classroom lessons and field trips. In addition, we will be having Family Science Night at OMSI in February—the entire facility will be reserved for Rosedale families only.

The Bridges math adoption has been implemented at Rosedale as it has at other District schools. We will be supporting this math instruction, with assistance from our Parent Group, by having an artist-in-residence come to Rosedale January 11-13. The artist will be working with all students to compose songs that incorporate math vocabulary and concepts. Students will then have the opportunity to perform for their parents at Math Night on January 13. We are extremely excited about this upcoming event—more information to come!

A special thanks goes to our Parent Group, which works very hard to make Rosedale the great school it is. Mark your calendars for upcoming events:

- Book Fair, November 16-19
- Holiday Bazaar, November 19

WITCH HAZEL ELEMENTARY SCHOOL

Principal: Grant Corliss

Witch Hazel Elementary School recently held two great parent engagement events: “Moms and Muffins” and “Dads and Doughnuts.” At these events, delicious pastries and beverages were served while students spent quality time with their parents at school.

“It is so special to have time with my kids like this,” one parent said. “Thank you for doing this!”

Both events were held on different days in the morning before school, with outstanding turnouts! More than 80 Witch Hazel dads attended Dads and Doughnuts, with more than 200 doughnuts handed out—obviously, some had seconds! Moms and Muffins similarly drew 80 moms with their children.

“It was so wonderful seeing all the dads in their work clothes,” said one Witch Hazel

John Bain (in white shirt), a former Portland Timbers star, visited Mr. Hillis' fourth-period history class to advocate for soccer and sports as a metaphor for life and working hard toward achieving goals.



Witch Hazel hosts a couple of events for parents—Moms and Muffins, and Dads and Doughnuts—that allow them time with their children before the school day and to socialize with other families.

staff member. “They looked so happy to have their pictures taken with their kids!”

We look forward to many more special events like this at Witch Hazel.

SOUTH MEADOWS MIDDLE SCHOOL

Principal: Arturo Lomeli

Mr. Hillis' fourth-period history class hosted a special visitor last month—soccer legend John Bain—who spoke about the similarities and contrasts between the United States and Scotland. Mr. Hillis was just as starstruck as his students. “It was a true pleasure to speak with a living legend such as John Bain,” Mr. Hillis said.

John talked with the students about working hard in school, keeping yourself in shape physically, and living your life to the fullest through sports. He amazed the class with all of his awards, and the places he has traveled to, all because of the game he loves, soccer.

“Soccer is a metaphor for life: work hard, play harder, and it will take you places that you never imagined,” he told the students.

John has influenced the lives of hundreds of Oregon soccer players since his arrival from Scotland in 1979 to play for the Portland Timbers. John remains the Timbers' top recordholder in career goals (45), assists (55) and points (145). He has coached at the pro-



fessional, university, high school and club levels. Two of his former players are Danny Mwanga and Chad Barrett, both first-round picks for Major League Soccer. Scores of his Westside Metros club players have received scholarships to play at the college level. Above all, his players have learned the value of hard work to achieve both soccer and life goals.

HILLSBORO HIGH SCHOOL

Principal: Matthew Smith

The 2011-12 school year marks our fourth year implementing the International Baccalaureate Middle Years Program (MYP) in smaller learning communities (SLCs) for our ninth- and tenth-grade students. MYP serves as the curricular framework for all of our classes and the SLCs serve as the grouping structure for our students. Using a team approach, our core teachers create SLC groupings that promote personalization, coupled with sound interdisciplinary lessons that focus on international-minded learning, helping our freshmen and sophomores become well-prepared for future success in college and the workplace.

Upon entering the eleventh grade, students have the opportunity to enroll in a focus program of study. The outstanding focus programs at Hilhi allow students to choose a specific sequence of courses in an area of their interest. Through in-depth study, community internship opportunities, and hands-on experiences, our juniors and seniors enrolled in focus programs receive solid foundations for college and career paths after graduation.

Since the implementation of our MYP and SLC initiatives four years ago, and the continued development of our focus programs, we have seen increased measures of student success. As noted in our academic vision and school mission, we will continue to enhance our learning opportunities at Hilhi to close the achievement gap while increasing student achievement for all students. Each and every day, we know that our students receive support from our teachers and staff members at Hilhi. We also recognize the amazing support that our students receive from families and community members. Through the partnership between our families, our community and our school, we continue to ensure the success of our Spartan students.



EASTWOOD ELEMENTARY SCHOOL

Principal: Monique Monahan

Last spring, Eastwood won a \$20,000 grant from Familycare Health Plan through its Healthy Students, Healthy Oregon program. Former sixth-grader Krista Busby wrote the grant, which included building a running track and implementing an exercise club. This year, under the supervision and direction of sixth-grade teacher Brooke Marshall and PE teacher Jeff Wehrman, the exercise club has exploded with involvement and enthusiasm!

The club currently has over 140 members in kindergarten through sixth grade. If you come to Eastwood on a Tuesday or Thursday afternoon, you will see all of these students running around the new track alongside Miss Marshall, Mr. Wehrman, Principal Monahan, teachers and classified staff. On cold, wet days, activities are held in the gym and some activities will include classes in aerobics and Zumba! for kids. The students also have a variety of dance exercise videos they can exercise to during inclement weather.

"I am so impressed with the number of students that are involved in the Exercise Club at Eastwood," Mr. Wehrman commented. "As a physical educator, I am excited to be working with this many students and staff and parents. Learning at a young age that fitness is important will help them as they grow, too. So...keep up the good work Eastwood Eagles!"

Students earn rewards for participating. After attending five days of exercise club, students receive a necklace and a toe token. They receive additional tokens for every five sessions attended and a special running man token after every ten sessions attended. Future awards also include an Eastwood Exercise Club water bottle and T-shirt. Students will soon be able to use the new pedometers that will be arriving shortly to keep track of the distance they have traveled while at exercise club.

"It's really fun, and I like to see all the students getting active and involved," stated Miss Marshall.

Miss Marshall also formed the Fit and

Liberty

FEEDER GROUP

Healthy Leadership Committee comprising intermediate students who help determine ways to get more kids healthy and fit. They are currently working on a game, to involve the entire student population, in which the students track their healthy eating and water consumption throughout the day, and earn rewards when they reach certain targets.

LENOX ELEMENTARY SCHOOL

Principal: John Matsuo

Lenox Booster Club has Something for Everyone

What would we possibly do without the Lenox Booster Club? Fortunately, this is a question we will never have to answer, because our Booster Club is omnipresent and constantly surrounding us with goodwill and good fortune.

Their fundraising efforts allow our school and all of our children to experience a wide variety of rich experiences. Their efforts allow us to go on field trips, host assemblies, and enhance our library, including the purchase of multicultural literature and new popular titles. They have furnished our playground with equipment of every size, funded a cross country team, PBIS prizes, shown appreciation for our staff in many ways, and just recently funded our sixth-graders' trip to Outdoor School at Camp Magruder (with-out any parent expense).

The sales of fundraising items like gift cards, Entertainment® Books and plants allow parents to purchase things they might not normally get at school. Family Dinner Night Outs and the Carnival allow community members to get together, eat, play and connect. At these events, we always get past, current and future students and their families together in one place to enjoy and celebrate Lenox spirit and community.

While the many treats our Boosters supply us with support the educational programs of each classroom, there are three programs that the Boosters facilitate schoolwide. Art literacy and "Art Night" programs allow our students to tap into their artistic creativity. "Win with Reading" is a schoolwide reading program that motivates students to read a number of books during the period of

This fourth-grade class from Orenco is one of many engaged in the new Bridges math curriculum, which appeals to many learning styles.

December 6 through April 6. Students receive weekly prizes based on their minutes read and seek the ultimate reward of a special surprise party. Finally, the school's science fair in April is truly a showcase of all things science. Students' science fair projects are displayed as well as a variety of vendors' products including, but not limited to, reptiles, robots, hands-on experiments, and, last year, a planetarium. What wonderful surprises will our science fair parents bring to us this spring?

While many men and women are involved with the Boosters, no article could be complete without mentioning the leadership of President Sherry Dudeck. Her desire to welcome in new members this year includes expanding meeting times to the afternoons as well as the regular evening meetings to allow for more parents to participate. Thank you, Sherry, and the awesome crew that make up the Lenox Booster Club!

MOOBERRY ELEMENTARY SCHOOL

Principal: Brian Haats

Mooberry students are already busy enjoying the many after-school activities available to them this year.

Students once again have the opportunity to join the Chess Club. We currently have over 30 students participating from grades 1 through 6. The leader of this year's club is Patrick Ahern, one of our ESL teachers. Helping Patrick are third-grade teacher Kiley Heller and two community volunteers, Dave Collamer and Joe Barcott. The Chess Club is sponsored by the Oregon Chess for Success Organization. With a motto of "Helping Children Succeed One Move at a Time," the goal is to build self-esteem and learn valuable skills in attention, focus and decisionmaking. These skills then transfer to every aspect of a student's academic and social life.

Students in the club meet twice a week to learn chess moves and strategies. They also will also have opportunities to participate in two chess tournaments in our local area.

New for Mooberry this year is the LEGO Robotics Club. Twenty-five students in grades 3 through 6 will make up this year's club. Students will learn to assemble and program LEGO Mindstorm robots. Students follow the LEGO building instructions to create vehicles, animals, humanoids, etc. They will explore how light, touch, sound and ultrasonic sensors can enhance their robots.

LEGO Robotics will be a fun way to apply math and science to real world situations. The club will be led by sixth-grade teacher Christal Winesburgh, who will be assisted by several community volunteers.

ORENCO ELEMENTARY SCHOOL

Principal: Tim Bishop

Focus on Fourth Grade

Fourth grade has started with a blast this year! Students and teachers love our new Bridges math curriculum. In most lessons, students are engaged in a problem and investigation that relates to different topics. Several days a month are devoted to games practicing the topic. "Homework Connections" worksheets reinforce what we have discovered in class.

The math curriculum is very visual and appeals to students with different learning styles. Sixty minutes a day are devoted to Bridges, while another 20 minutes are spent on "Number Corner," where students practice a variety of math skills.

Our year-long theme for the fourth grade is "Regions." This is an integrated theme of social studies, science and writing covering all the states and the regions of the United States. We are especially interested in our work on energy sources. Another exciting



aspect is writing postcards to friends and family all over the U.S.—we are looking forward to finding out what it is like to live in another region of the country.

Orca Live

Every Thursday morning at 9:35 a.m. sharp, Orenco's student-run live news show is broadcast. Facilitated by Mr. Bunker and Mr. Futter, "Orca Live" features stories on the activities taking place around the school, field trips, staff profiles, and live remotes. The latest broadcasts can be viewed at <http://schools.hsd.k12.or.us/orengo>.



AmeriCorps member Megan Chase helps to increase student achievement at Quatama Elementary School through math and literacy tutoring, after-school support, and parent/volunteer outreach.

QUATAMA ELEMENTARY SCHOOL

Principal: Janis Hill

Meet Megan Chase, AmeriCorps member *par excellence*! She joins us through Quatama's first year in the Partnership for Student Achievement AmeriCorps project. Her goals this year include increasing student achievement through small group tutoring during the school day, extended day activities, and parent/volunteer outreach. We are excited about her accomplishments so far:

Tutoring

The focus of Megan's tutoring efforts is in math for students in grades 3-6. She meets with them four days a week to give them extra support in math and especially in learning the vocabulary and language of math. Besides math, she was able to squeeze in some time to work on early literacy with small groups in first grade reading. Students throughout the school are excited when they see Megan come their way.

After-School Clubs

Our after-school clubs started on November 1. With the help of Megan as organizer, we are able to offer homework help three days a week as well as art, musical theater and "brainstretcher" clubs. Activity

buses transport students home and snacks are served. Students may be referred to the homework club by teachers, parents, and/or students themselves. Due to the number of volunteers and staff members recruited by Megan, we have been able to meet the expressed need so far. In past years, we had to cap the number of students served.

Community Outreach

Megan has been busy attending parent meetings, ice cream socials, and back-to-school nights, drumming up volunteers from our parent community, Liberty High School leadership, and area businesses. Working with Lori Furrow, our bilingual translator, she put on our first-ever Las Familias event, a dinner and informational meeting for our Spanish-speaking families. Our Coyote Community Club helped finance this very successful event.

Quatama Garden

Megan also has an interest in gardening and is teaming up with Sharon Angal to enhance the soil in our garden plot as well as explore ways to connect to curriculum. Look for a garden club in the spring.

Staff Development

Not only is Megan helping Quatama students learn, she is a learner herself. She spent two days prior to the start of the school year being trained in the new Bridges math curriculum, PBIS and school safety. She will be joining staff for other staff development throughout the year.

We are very pleased to have an AmeriCorps member at Quatama and we especially love Megan Chase.

WEST UNION ELEMENTARY SCHOOL

Principal: Ken McCoy

Beginning its sixty-third year, West Union eagerly opened its doors to both long-time and new students with a new principal, Ken McCoy. Joining Mr. McCoy as the latest additions to the West Union staff are: Mrs. Robin Ng, Counselor; Mrs. Kasumi Aoki, English language learner teacher; and Mrs. Cindy Uecker, music teacher. In preparation for the coming year, teaching staff formed professional learning communities in August to better inform their instructional practices and to support one another in their efforts.

As a regular part of the West Union community, staff and students participate in our strong, school-wide PBIS program. Students are taught specific expectations for a variety of common behaviors around the school building, all within the context of

West Union's three school rules to be safe, respectful and responsible in all that we do. Students earn "Gotchas" for showing positive behaviors, with a drawing held on Fridays during lunch. When the student body earns enough Gotchas, the whole school earns a reward. This year, it didn't take long at all for students to earn a "Hat Day" in celebration of their efforts.

In the month of September, West Union students fundraised to support our school technology—and to earn the chance at riding to lunch in a stretch Hummer limousine. The fundraising went so well that not just one, but several, students earned the chance to enjoy the grand ride, and original plans for the money raised needed to be expanded!

Also in September, staff hosted our Back-to-School Night, which was very well attended by families who came to hear plans for the year in each of our classrooms.

The attendance and participation of a wide variety of families in these two events continues to prove that West Union is well-supported. We expect this to once again be evident at our Veteran's Day Ham Dinner.

POYNTER MIDDLE SCHOOL

Principal: Greg Timmons

By Kendall Cabiao, eighth-grade leadership student

Poynter Middle School's Spirit Assembly was a blast! For anyone who doesn't know about it yet, here's an idea of what it is all about. In our school, leadership students are involved in many things including the planning and execution of the Spirit Assembly. The assembly itself is intended to bring together the entire student body and motivate all students to be proud Poynter Patriots! Also, in order to support school spirit, we reserve a whole week devoted to wacky and fun outfits and other crazy things to do. The assembly serves to get all students aware of and participating in Spirit Week and get everyone fired up for the upcoming week.

So how did students get involved at the assembly? The Poynter students eagerly headed to the gymnasium for the assembly and watched all the fun activities. We had a "feeding contest" where teachers were wrapped up in garbage bags and fed by students. The teacher who ate the most in a specified time period won! Students cheered on their favorite teachers and helped encourage them to eat the most!

Another planned activity was a "Cheer-Off" between all four school teams to win prizes like candy as well as bragging rights (at least until the next assembly). We had many other fun activities, and students were very involved and enjoyed the opportunity to see a great show!

Spirit Week got the Patriot pride fired up for the school year!

LIBERTY HIGH SCHOOL

Principal: Gregg O'Mara

Liberty High School students in our Child Services Program took advantage of opportunities to expand their educational horizons in the past few months.

Criselda Lopez and Sophie Roberts traveled to the nation's capital to attend the Family, Career and Community Leaders of America's Capital Leadership Conference. They participated in workshops that discussed legislation and the need for government members to vote in favor of reauthorizing the Perkins Career and Technical Education (CTE) Act that will be reviewed in 2012.

Criselda and Sophie also met with U.S. Senator Ron Wyden to discuss the importance of supporting vocational education, stressing how their participation in a CTE program gave them opportunities to participate in many events that support their college and career preparation. They will be providing a capstone to their experiences this year, as seniors, by hosting literacy events throughout the community.

In October, other Child Services Program students attended an early childhood conference hosted by the Oregon Association of Education for Young Children. The workshops supported their development

as teacher assistants for Liberty's on-site preschool program, Falcon's Nest.

The sessions also afforded the students some recent research on classroom environments, guiding children with autism spectrum disorders, negotiating cultural obstacles, and many other topics. They collected this information to support their "essential question" theses, which will guide the implementation of a community outreach project later this school year.



Sophie Roberts and Criselda Lopez of Liberty High School traveled to Washington, D.C., to participate in a leadership conference and advocate for legislation supporting career and technical education.

FOLLOW US



Intel sponsored a team of staff and Board members to travel back to Washington, D.C. in September for the awards ceremony and to deliver a presentation on the school's accomplishments. As the winners in each category were announced, we were very happy to learn that Farmington View had earned the top award in the category of elementary science.

For winning the Intel SODA, Farmington View has received a \$10,000 cash award and will receive additional goods and services including curriculum materials, professional development resources, hardware and software totaling nearly \$100,000. Some of the goods and services will be shared across the District so we can scale up the successes at Farmington View to provide enhanced STEM opportunities and options to additional schools and students.

I offer my most sincere thanks and congratulations to the staff, students, parents and community members who have worked together to build such an outstanding program at Farmington View, and earn this prestigious honor. It truly highlights what is possible when schools and communities share a vision and work together toward a common goal.

STRATEGIC PLAN 2011-2016

Throughout the 2010-11 school year, the Hillsboro School District worked to develop a new strategic plan for the 2011-2016 school years.

The process involved a broad range of staff, School Board, parents, and community leaders. It resulted in a plan that builds upon the success of previous plans and hones our focus on the strategies we feel will have the most positive impact on student achievement over the next five years: Instruction, Engagement, Equity, Facilities, and Safety.

A strong emphasis has been placed on streamlining the plan and aligning it to the important work already under way in the District. Our goal is for the plan to be accessible and understandable, with clearly defined outcomes and measurable milestones by which to gauge progress.

Condensed and full versions of the plan are available on our website or by request from our Communications Department.

We invite you to review the plan and read about the District's strategic directions for the next five years.

students transferred what they learned about attributes from playing the "Mystery Button" game together to playing the "Mystery Bug" game on their own. She was so impressed to see early first-graders transferring an idea they learned to a new situation.

At another school, the fourth grade was working with linear pieces and tiles to connect multiplication arrays to division. They were modeling and solving division problems by creating arrays. Students were making some great observations and connections between the operations and the models they were creating.

Finally, a 5/6 classroom was working on "15 Tic-Tac-Toe," where students in partner groups try to make 15 playing tic-tac-toe. Students were using various problem solving strategies and computation skills to try and beat their partner. Students were highly engaged in this activity and students were looking forward to the next class.

To support all K-5 teachers with this new program, we have selected grade-level classroom teacher-leaders to bring together the other teachers in their feeder area. These meetings take place during the academic seminar time seven times this year. The sixth-grade teachers meet together as well to collaborate. The grade 6-8 math adoption process will begin in January.

Another opportunity to increase student engagement in math is our participation in a practice called "lesson study." Last year, using our Nike School Innovation Fund grant, teachers and administrators from six elementary schools learned how to use this approach. Lesson study involves a small group of teachers collaborating with one another, meeting to discuss learning goals, planning an actual classroom lesson, observing how the lesson works in practice, and then revising and reporting on the results so that other teachers can benefit from what is working.

The experience for all of the schools was very positive and the students are having fun as they learn. As one teacher shares, "I looked through my student paperwork and was amazed how many times 'This is fun' or 'Math is so fun' kept coming up. My students would cheer when they knew we were doing lesson study and...would fight over who they wanted to teach that day. I would say, from the teacher perspective, there was such a buzz around my room, before, during, and after each session. I knew my kids were being impacted in an amazing way."

This year we will have 12 elementary schools participating in the lesson study work and look forward to hearing their stories at the end of the year celebration.

at each school, and providing hard copies only to those families who request them—saving the District thousands of dollars in printing, mailing and personnel costs.

MIDDLE & HIGH SCHOOL SCHEDULES

In the Hillsboro School District, we currently operate under three master schedules:

- All elementary students are on a trimester schedule.
- South Meadows Middle School and Hillsboro High School are also on a trimester schedule, but have different days off for conferences and grading than the elementary schools.
- Brown, Evergreen and Poynter Middle Schools, and Century, Glencoe and Liberty High Schools, as well as Miller Education Center, are on a semester schedule.

We are in the process of analyzing the various schedules in order to determine a scheduling structure that will meet the academic needs of our students and be economically sustainable.

The District has convened two committees to review middle and high school schedules. They will examine our objectives, constraints, and common values, and will work to choose a common schedule that will address the needs of our schools and students.

As proposals are developed, middle and high school principals at the affected schools will host information nights to share details and obtain feedback from parents and community members. Please stay tuned to the District website, as well as your school's website and other publications for more information as it becomes available.

DISTRICT, EMERGENCY SERVICE PROVIDERS TEAM UP FOR CRISIS SCENARIO TRAINING

If you live in the south Hillsboro area, be prepared for three consecutive Wednesday nights of full-scale emergency response scenarios in late November and early December.

Despite the multiple police cars, fire trucks, ambulances, and even Life Flight helicopters you will see, there is no real emergency. These law enforcement and emergency services providers are teaming up with the District to perform a series of training simulations on the South Meadows Middle School and Witch Hazel Elementary School campuses on the evenings of November 23, November 30 and December 7.

In all, six exercises will be conducted—two on each of the three days—between approximately 4:30 p.m. and 8:30 p.m. to allow

all shifts of service providers to take part. These exercises will provide an invaluable opportunity for District personnel to observe, listen, and practice crisis response protocols and to better understand their roles in the incident command structure.

Approximately 120 student and adult volunteers will also be used as actors during the exercises. Volunteers must be at least 18 years old and pass a background check; those interested should contact Susie Serres at 503-681-6474 or susans@ci.hillsboro.or.us. Residents who have concerns before or during the scenario should contact Hillsboro Police Sgt. Craig Allen at 503-793-6490.

2012-13 STUDENT TRANSFER PROCESS

During the 2011 session, the Oregon Legislature passed House Bill 3681 (HB3681), commonly known as the "open enrollment bill," which was then signed into law by Governor Kitzhaber on August 2. It becomes effective January 1, 2012, for implementation starting with the 2012-13 school year.

HB3681 open enrollment applies to inter-district transfers only. Some key points are:

- By March 1, districts announce whether or not they will participate in the HB3681 open enrollment process. If so, they also announce how many transfer slots are available; if not, they may not accept any non-resident students during the open enrollment window.
- Participating districts will accept requests from non-resident students throughout the month of March. During this open enrollment window, home district permission is not required.
- The districts will then run an equitable lottery process in April to select students for available slots.
- All students accepted through this process become "residents" of their new district until such time as they move to or enroll in a different home district.

Our resident students will have the first opportunity to request in-district transfers to other Hillsboro schools in advance of the HB3681 window, with the priority deadline expected to be in late January. Students currently on transfers will receive notices in December on how to renew their transfers.

Note that HB3681 open enrollment does not apply after March; districts will follow adopted Board policies after that period. It is possible that requests received after the January (in-district) and March (inter-district) windows may not be reviewed until August.

Please look for further updates on the District website and in school newsletters. Do not delay submitting a request within the priority timelines if you are seeking a transfer for the 2012-13 school year.