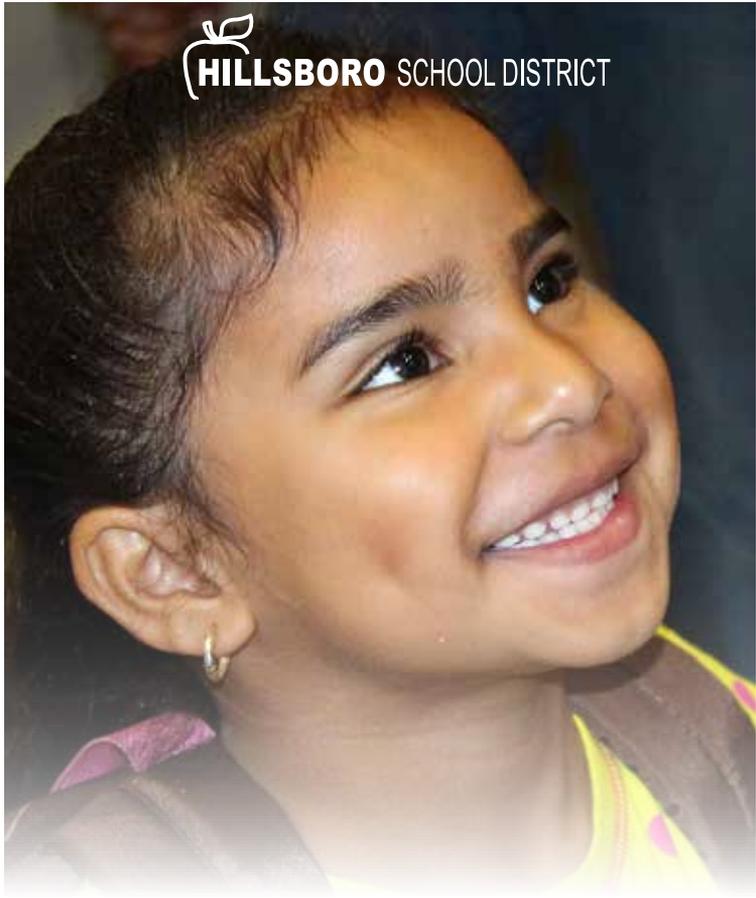


Welcome to Kindergarten!



 **HILLSBORO** SCHOOL DISTRICT

Full-Day Kindergarten Program

# PARENT HANDBOOK

“**S**ending our children  
to school is a giant  
thing.”  
—Lucy Calkins

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## SUPERINTENDENT'S WELCOME

Welcome to the Hillsboro School District! We are looking forward to your child joining us for the beginning of an exciting educational journey. In kindergarten, your child will develop lifelong learning skills as he/she learns how to share ideas and objects, solves problems, establishes new friendships, and develops readiness skills in preparation for the first grade and beyond.

I encourage you to become an active member of the educational team that will work to nurture the unique talents your child will bring to school. Successful schools rely on positive parent participation and partnership. Ways to become involved include becoming a parent volunteer, joining your school's parent/teacher organization, chaperoning field trips, and providing encouragement to your child.

Kindergarten is an exciting time for families. The kindergarten team, backed by the entire Hillsboro School District staff, is ready to join with you in this first step toward a satisfying and rewarding educational school experience for your child. Thank you for all you do as parents and community members for our schools.

—Mike Scott, Superintendent

**Hillsboro School District Mission:**  
**Engage and challenge all learners to ensure academic excellence**

## OUR PHILOSOPHY

**“KINDERGARTEN is a transition between home and school, a bridge between early childhood education and elementary school, and a foundation for social and academic skill development.”**

—*Teaching and Learning in the Kindergarten Year (2006)*

Full-day kindergarten provides multiple opportunities for children to experiment, explore, discover, be challenged, problem-solve and build independence. It is also the foundation for developing social and academic skills, and fostering a love of lifelong learning.

Hillsboro School District recognizes that this might be the first time parents share responsibility for their child's care. Our teachers' priority is to create a nurturing, secure, supportive and welcoming environment for our students and families.

In designing our kindergarten environment, we hold to the following beliefs:

- We believe parents and families are our partners in education
- We are here to help guide parents through the school experience
- We respect and celebrate the wealth of languages and cultures represented in our community
- We believe that forming and sustaining relationships with adults and other children is central to a child's social and emotional development
- We foster cooperation and mutual respect
- We balance rigorous academic standards with age-appropriate practices to help children build on the skills and knowledge they already have
- We encourage learning through active exploration using age-appropriate materials and experiences that build readers, writers, scientists, mathematicians and artists
- We coach children through their frustration and stress as ways to develop problem-solving skills



Above all, we want our children to be supported by a team of dedicated staff who empower them, listen to them, create positive experiences, and assist them in becoming successful in school and life.

## WHY FULL-DAY KINDERGARTEN?

Oregon Senate Bill 248 authorized full-day sessions beginning with the 2015-16 school year. A full-day kindergarten program has long been considered best practice and is supported by professional organizations such as the National Association for the Education of Young Children and the National Education Association. Abundant research shows that full-day kindergarten provides many sustained benefits, including school readiness skills, long-term academic achievement, improved student attendance, and language development.

A high-quality, full-day program is necessary to ensure that teachers have enough time to address all state kindergarten standards in ways that are appropriate to children's development and to ensure our students have full access to this instruction. It is an important strategy for getting **all** students to become successful throughout their entire K-12 education by promoting equity and closing the achievement gap.

### FULL-DAY KINDERGARTEN

leads to:

School readiness skills  
Long-term achievement  
Improved attendance  
Language development

The research has shown that full-day kindergarten produces:

- Greater gains in reading and math achievement scores
- Less likelihood that students will be held back a grade or referred to special education programs
- Longer-lasting academic benefits for economically-disadvantaged children
- Effectiveness in closing the achievement gap between students of differing economic and racial backgrounds
- Improved attendance in future grades

There is a lot of learning, exploration and discovery that happens in full-day kindergarten. A half-day program simply does not provide the same structure, time nor opportunities for academic, social and emotional growth that will prepare children for their future educational years.

## A TYPICAL KINDERGARTEN EXPERIENCE

While the daily routine will vary from school to school—or even between teachers—we recognize that kindergarten is developmentally different than any other grade. Our full-day programs will be designed to support the emotional, physical and developmental needs of this unique population of learners; they won't be “mini first grades.” Teachers will emphasize practices that respond to their students' developmental needs throughout the day, incorporate necessary breaks, and promote a joyful learning experience.

We incorporate the characteristics of high-quality programs:

- Structured opportunities for developing vocabulary
- Dedicated, age-appropriate blocks of time for literacy, math and content
- Guided and/or structured opportunities for language and social skill development through play
- Access to the same physical education, music, library and technology opportunities as students in grades 1-6
- Strong teacher-parent communication



Students will start the year learning the rules and routines of the school and the classroom. Students will practice writing their names. There will be a lot of active learning. Students will learn patterns with words, with their bodies, and with paper and pencil.

Children will start learning phonics, reading, writing, and numbers. Many students may start to write with invented spelling—this is okay and is, in fact, an important stage of early literacy. Math and numbers will be experiential at the beginning of the year with more emphasis on concepts like “more than” and “less than.” Toward the end of the year, students will perform simple computations.

There are a variety of activities, including many arts and crafts projects, that teach children to follow directions and are enjoyable. Children are encouraged to talk to develop language skills and to experience books. Students will work with real objects, like measuring how many potatoes tall they are.

# THE KINDERGARTEN CURRICULUM

So, what will they be learning? Throughout the school year, children will be actively learning and growing in many different ways. Here is what they will be learning to do in full-day kindergarten:

## Language Arts

- Name basic colors
- Recognize upper- and lower-case letters and know beginning consonant sounds
- Identify sounds for letters of the alphabet
- Recall the sequence of events in a story
- Enjoy songs, stories and poetry
- Speak understandably and share and dictate experiences
- Follow oral directions and use a variety of listening skills
- Write name using correct lower-case letters
- Develop phonemic awareness (sounds of letters within words)
- Express ideas on paper using sound and letter knowledge



## Mathematics

- Count from 0 to 100
- Identify and write 0 to 20
- Know values for numerals 0 to 10
- Identify shapes: oval, circle, rectangle, square, triangle
- Demonstrate understanding of addition and subtraction concepts to six
- Reproduce simple patterns
- Classify and sort objects
- Participate in calendar activities
- Identify days of the week and months of the year
- Identify pennies, nickels, dimes and quarters by name and value
- Interpret a two-column graph

## Science

- Identify characteristics of living and non-living things
- Identify characteristics of plants and animals
- Understand motion
- Identify objects in the sky
- Understand that the sun warms land, air and water



### **Social Sciences**

- Become aware of:
  - Community helpers (careers)
  - Traditional holidays
  - The environment
  - Multicultural differences

### **The Arts**

- Develop an appreciation of music
- Participate in movement and dramatization activities
- Learn and sing simple songs
- Explore and use a variety of art media: paint, finger paint, clay, watercolors, chalk, cutting and pasting
- Become aware of shape and color as elements of design



### **Library/Media**

- Learn library and book care rules
- Develop the ability to locate and select library materials
- Participate in story time
- Become introduced to various authors and illustrators

### **Technology**

- Be introduced to basics of computer use (open a program/file, type name, print, close program/file)
- Learn basic care of equipment
- Become familiar with computer terminology

### **Positive Health Habits**

- Possess awareness of safety procedures, personal hygiene and nutrition
- Understand importance of and participate in physical activity, group activities and games
- Seek and make friends
- Respect and respond positively to authority, rights and property of others
- Know phone number and address
- Demonstrate positive lifestyle, decision-making and problem-solving skills



## YOUR CHILD'S PROGRESS

At the beginning of the school year, you and your child's teacher will meet to discuss the goals of kindergarten and how progress will be measured. Your child's readiness skills will be assessed during the first few weeks of school; these results not only guide state policy, but they also will help teachers guide their instruction in the classroom.

Parents will learn about the kindergarten Progress Report Scoring Guide. This guide defines expectations based on the educational standards adopted by the Oregon Department of Education and the sequence of curriculum and instruction determined by the Hillsboro School District.

The scoring guide defines achievement targets for each quarter. The progress report indicates if the student is on track toward meeting these targets, and is meant to show improvement toward the end goals indicated in the fourth quarter.



## YOUR CHILD'S SAFETY

Your child's safety is our number one concern. Make sure your child knows:

- First and last names of parents and/or guardians
- Address and phone number with area code
- Not to talk to strangers or accept rides from them
- To walk facing traffic
- To cross streets safely at the corners or sidewalks
- To behave safely at the bus stop and on the bus
- To go directly home after school
- What to do when no one is at home (i.e. emergency plan, etc.)

Plan a safe route to and from school. Go over the route with your child, explaining traffic hazards and safe crossing methods. Select the safest and most protected route, choosing crossings carefully. It is safest to walk your child to and from school or the bus stop.

## GOOD ATTENDANCE HABITS

Students who develop good attendance habits at an early age are more likely to continue these positive habits throughout their academic years—and in their future careers. As parents, one of the single most important things you can do to support your child's education is to make regular and prompt attendance a priority every day.

Classroom instruction provides students with interactive hands-on experiences and teacher support. Students who are absent miss out on this valuable instructional time and can quickly fall behind in school. Helping your child to develop a morning routine to prepare for school and arrive on time ready to learn will set them up for success in kindergarten and later in life.

## EVERY DAY COUNTS!

A child who is 10 minutes late to school every day loses 30 hours of classroom instruction during the school year.

# GETTING READY FOR KINDERGARTEN

## Teacher Expectations

Surprisingly, kindergarten teachers rate the following three factors as most important for kindergarten readiness: healthy, well-nourished, and well-rested. Teachers do not emphasize academic skills as much as parents tend to. After these

factors, kindergarten teachers need students to be able to communicate their needs in words, follow directions, share, take turns, be sensitive to the feelings of others, and not be disruptive. Students also need to be able to respond to their name and warning words. Teachers want incoming kindergarten students to be able to identify four colors, major body parts, and hold a pencil.

## What You Can Do to Prepare

There are several things you can do to build your child's sense of security and create excitement for kindergarten.

- Make sure that your child has had all well-child checkups and that all health issues are being addressed.
- Check out the breakfast and school lunch programs at your child's school or on the Nutrition Services web page. There are also nutritional resources available through the District's Family Resource Center and the Oregon State Extension Service.
- Develop a bedtime and wake-up routine at least two weeks before school starts. A kindergartner should get 10-13 hours of sleep per night and get up on time to be ready for the bus, dressed and groomed, and fed (if they will be eating breakfast at home).
- Start praising your child for using words to communicate their needs rather than yelling, grunting or using other non-verbal communication. Model appropriate responses and behavior for them.
- Play games with your child that emphasize following directions, like "Red Light, Green Light," and praise sharing and turn-taking.
- Practice social skills—try to find situations where your child can interact with groups of children in both structured and unstructured situations.

*Top three factors for  
kindergarten readiness*

**HEALTHY  
WELL-NOURISHED  
WELL-RESTED**

- Praise other children’s sharing or turn-taking if your child has difficulty with those skills—your child will learn that this is important to you if they hear you praising these skills.
- Start identifying the feelings of others (e.g., “he looks happy today,” “I’m so excited about that,” “she looks sad,” “is he hungry?”).
- Make sure your child knows their first name; sometimes children are called a nickname within the family and they do not respond to their first name when they enter school.
- Practice activities that encourage your child to become comfortable with a few basic activities such as dressing themselves, putting away toys, and taking care of their own bathroom needs. It is important that your child has developed a sense of confidence in their ability to take care of these things before the first day of school.
- Help your child learn to name colors and body parts.
- Let your child play with pencil and paper to draw and practice pretend or real writing.
- Attend your school’s kindergarten orientation so your child can meet the staff and see where they will be going. If possible, show your child the cafeteria, the office, the gym, and the library to make them more comfortable when kindergarten actually starts.
- If you think your child will have a difficult time transitioning to kindergarten, help them become more familiar with the school before beginning the school year. Take them for brief walks around the school, play on the playground, and talk to them about what to expect during kindergarten to build their sense of security and create excitement about starting school.
- When you, parents or guardians, receive the kindergarten packet, review all of the materials so that you understand the expectations and schedule at your child’s school. Ask the teacher when homework folders will come home and when they need to be returned. Permission slips and newsletters usually come home in homework folders.



# IS YOUR CHILD READY FOR KINDERGARTEN?

## Teacher Wish List

The following is a wish list of basic skills recommended by Hillsboro School District teachers to help parents prepare their children for kindergarten:

- Potty-trained (able to wipe, flush and wash hands)
- Recognize name when called and in print, be able to write name (know corresponding letters)
- Independence with basic needs
  - Tie shoes
  - Zip and button
  - Blow and wipe nose
  - Fasten pants
  - Load and zip backpack
  - Push in chairs
  - Put toys away
  - Some phone number exposure
- Sit and listen to a story for 10 minutes
- Regular library visits or family collection of books
- Sing a few songs or fingerplays (like “Itsy Bitsy Spider” or “Saco Una Manita”) in their native language
- Some letter recognition in native language (knowing there is a difference between numbers and letters)
- Social skills
  - Understand personal space/hands to yourself
  - Know the difference between family and friends
  - Prior preschool experiences
  - Play dates
  - Being responsible
  - Learning not to be afraid
  - Able to ask for help or translations
  - Head Start experience, if needed
- Tool skills
  - Exposure to using pencils, markers, crayons, etc.
  - Hold pencils, scissors and other tools with appropriate grip
- Number skills
  - Count to 5 or 10
  - Number recognition of 1 to 10
  - Ability to write some numbers
- Awareness of body parts, shapes and colors



## PARENTS ARE PARTNERS

As your child's first teacher, you have a very important role in your child's academic success. By showing an interest in what your child is learning in school, you will express the important value of education. Here are some simple things you can do to support your child:

**Read to your child every day.** Your child's teacher can provide some recommendations. Allow your child to select age-appropriate topics that are of interest to them. Developing a solid foundation for reading begins with a child's excitement and passion for stories.

**Listen attentively** when your child talks about his/her interests in school—a class activity, a new friend—or expresses a concern. Show enthusiasm for the schoolwork your child brings home and ask questions about activities.

**Learn your child's schedule.** What day of the week does your child have PE, library, music, etc.? That way, you can make sure they have sneakers for PE. It also will help you ask specific questions that encourage your child to communicate what went on that day in school, such as “What did you sing in music today?”

**Attend school activities** such as school conferences, performances, family fun nights and parent group meetings. All of these activities will allow you to meet your child's teacher, your child's friends, and other parents.

**Is your child having trouble adjusting?** Contact your child's teacher. All schools genuinely want your child to be successful; you know your child better than anyone, so please share any information with the school that will help your child to be successful.



# ENROLLING YOUR CHILD

## Proof of Age/Legal Name

Your child is eligible to begin kindergarten at the start of the new school year if he/she is five years old on or before September 1 of that school year. Parents/guardians will be asked to provide proof of students' date of birth upon registering for kindergarten. Documents must include the child's full legal name.

The following documents may be accepted to verify a student's birth date:

- Original or copy of birth certificate
- Current passport
- Immigration/naturalization documents
- Mexican Consulate ID card
- Alien registration card
- Adoption decree or adoption certificate issued by a court
- Court papers stating legal name changes of record

Hillsboro School District Policy JECA-AR provides more information on student enrollment procedures, residency and required documentation. Enrollment forms are available at your school and on the District website.

## Health Records (Required Immunizations and Dosages)

Oregon state law requires that students have received appropriate vaccinations for school entry. Parents/guardians will be asked to provide a signed and completed Oregon Certificate of Immunization Status (CIS) form upon registering their child for kindergarten.

The table below lists the vaccinations required by Oregon state law for an elementary student's admission to school; documentation of at least one dose of each vaccine is required for school entry:

VACCINE	DOSES	VACCINE	DOSES
Diphtheria/ Tetanus/ Pertussis (DTaP)	5	Measles, Mumps & Rubella	2 doses of MMR or 2 Measles, 1 Mumps, 1 Rubella
Hepatitis B	3	Hepatitis A	2
Polio	4	Varicella (chickenpox)	1

<http://bit.ly/2jaEh67>

## Your Child's Health

We strive to provide a healthy and safe school environment for all children. In order to achieve this goal, we request your cooperation in following these recommendations:

**Illness**—Children who are sick should stay home from school to ensure they receive adequate rest and care, and to prevent the spread of illness. Any child who has a fever greater than 100.5°F (38°C) oral temperature may return to school after their body temperature has returned to normal (98.6°F or 37°C oral temperature) for at least 24 hours—without the use of any fever-reducing medication.

**Emergency contact information**—If your child becomes ill or seriously injured at school, every effort will be made to contact you immediately based on the contact information you provide to the school. Please ensure the school has reliable, current phone numbers for contacting you during the school day.

**Medication at school**—If a child needs medication during school hours, whether prescription or non-prescription, the parent or guardian must complete the required medication forms at the child's school along with written instructions authorizing the school staff to dispense the medication. The parent or guardian—not the child—is required to bring the medication in its original container to the school office.

## School Schedule Changes & Closings

Student safety is the primary consideration when determining whether to alter school schedules in the event of inclement weather or other unexpected situation or emergency. There may be times when it is necessary to delay the start of school, send students home early, or close school for the day.

Please be sure to provide the school with accurate, reliable emergency contact information to communicate with you if needed. In the event of an unexpected change to the school schedule, the District and the affected school(s) will make every effort to inform families of the change as soon as possible. The District website is used as a primary communication tool in the event of school delays or closings. In cases of inclement weather, the Hillsboro School District provides information to the major news outlets—both TV and radio—in the Portland metro area for broadcasting updates.

Our schools operate under a “closed campus” policy. This policy requires that parents/guardians sign their children out of the school office if the child is picked up before regular school dismissal time.

## BUS TRANSPORTATION

Kindergarten children love riding the bus—they're “big kids” now! Our transportation staff and schools partner together to ensure a safe, happy ride for our children.

Elementary school bus transportation is available to K-6 students who live outside the “walk zone” (more than one mile from school) or whose route to school would take them through a “hazard zone” as determined by our Transportation Department. Bus routes are mapped out just before the school year, based on the number of registered children and the expected ridership for each route. Allowing children to ride the bus during the first week of school helps to establish a permanent bus route and schedule for the rest of the school year.

Depending on the school, kindergartners may be given a tag or other means of tracking that they may wear for the first week or two of school until they become familiar with their busing routine. Staff will be on hand to supervise and assist the children at the school.

If your child will be at an alternate address for regular daycare, you must inform the school. If you require busing to or from the alternate address, you must complete an alternate transportation request form.

Alternate busing is provided at the District's discretion under conditions that include: the alternate address is within the service area for the student's assigned school or program; service is on a fixed weekly schedule; and there is space available on the route.

If there are any occasional changes to your child's after-school routine, such as visiting another child's home, you will need to provide a written note to the school. This is essential for your child's safety.

Be sure to visit the Transportation Department page on our website for information on bus safety, snow zones, alternate transportation, forms and other resources, or call 503.844.1123.



# THE FIRST DAY OF SCHOOL

The first day of school is a momentous occasion for both children and parents. Emotions and tensions can be strong and children will take cues from their parents. Here are some tips to manage the day:

## Discuss Any Fears Ahead of Time

It's normal for children to have some fears about leaving their parents and coming to school.

Parents can:

- Be positive and loving
- Be reassuring
- Answer questions such as
  - Will I have a friend?
  - What if I need to use the bathroom?
  - Will my teacher like me?
  - Which bus will I ride?
  - How will I get home?

If parents have a positive attitude and look forward to the first day of school, their children will probably do the same.

## Arrive on Time

Children should not arrive to school too early. A long wait for class to begin may add to strain and tension. They also should not arrive late. This will disrupt the class, especially after other children have already settled in.

## Parents Should Leave Cheerfully

Say good-bye with a smile! Letting go may be hard, but parents who linger may distract their child from confidently taking on the new and fascinating world of kindergarten. Your own doubts and anxiety may dampen your child's enthusiasm. Your child's teacher and school staff will be there to help your child be comfortable and ready to have a positive school experience.



## FREQUENTLY ASKED QUESTIONS



### **What does full-day kindergarten offer in terms of instruction and educational goals?**

Teachers will be able to devote enough time to address all state kindergarten standards in ways that are appropriate to children's development. They will be able to structure and deliver their instruction for all ability levels. Kindergartners will have the same access to the full educational offerings and instructional supports provided to their fellow students in grades 1-6, such as physical education, music, library and technology.

### **What can I expect my child's day to be like?**

Our full-day programs will be designed to support the emotional, physical, and developmental needs of kindergartners. Teachers will plan for age-appropriate activities, incorporate necessary breaks, and promote a joyful learning experience. Actual daily activities will vary by teacher and school.

### **My child still takes a nap; will there be a rest or nap time?**

Especially at the start of the year, teachers may incorporate restful or relaxing experiences into the day. We do not anticipate, however, a formal nap or rest time. Before the school year starts, you may want to consider building your child's stamina during waking hours, transitioning to a later (after-school) nap time, increasing nighttime sleep (between 10-13 hours each night is suggested), or phasing out your child's naptime altogether.

### **What if I don't feel my child is ready for a full day of kindergarten?**

Talk to your school principal. They can help you understand what a full day might be like for your child and discuss possible options to make kindergarten a positive experience for your child.

### **My child has dietary restrictions—how will you address these?**

You are your child's best advocate. Be sure to discuss your child's dietary needs with their teacher. Also, your willingness to provide alternate snacks for special occasions such as birthdays or parties will go a long way to giving you peace of mind.

### **Can I visit my child during the day?**

Many teachers prefer to coordinate a schedule of "parent helpers" in the classroom rather than encouraging a drop-in policy, as this can sometimes disrupt the routine and cause anxiety in children. However, your school may allow you to visit your child at lunchtime in the cafeteria.

## **I am worried my child will come home hungry, tired, and cranky after such a long day. What can I do about this?**

The best way to address this is to keep a stable daily routine at home including time for a healthy snack after school. Until kindergartners have built their stamina for a full day, teachers will incorporate opportunities for students to take breaks during the day. Talk with your child about their feelings, and make sure that your child is getting enough rest—young children need about 10-13 hours of sleep per night!

## **What is the Kindergarten Assessment?**

The Kindergarten Assessment is a set of readiness skills that include a letter/sound assessment, math skills such as counting or naming shapes, and an observation of self-regulatory skills conducted the first few weeks of school. It provides important information that our state can use to guide policy and assess kindergarten readiness trends. Teachers tend to use information from different assessments to help them guide their classroom instruction. For more information about this assessment, you may go to:  
<http://oregonearlylearning.com/kindergarten-assessment/ka-for-parents/>

## **Can we make an appointment to meet the teacher, see the classroom, or tour the school?**

During the first week of school, your child's teacher will make an appointment for just that purpose! Schools have a kindergarten orientation in the spring during which parents and students can visit the school and learn more about what is expected in kindergarten.

## **How can I help in the classroom?**

**Teachers love to have volunteers!** You will need to complete the volunteer background check found on the District website under the "Community" menu. Speak with your child's teacher for specific opportunities to support in your child's class.

## **How can we manage the morning transition during drop-off time?**

Be sure to arrive on time, and establish a quick and simple drop-off routine so that children know what to expect. Lingering generally draws out emotional responses from children. Emphasize how proud you are of the independence your child shows when they manage this transition.



**What if my child misses his/her preschool friends or teacher?**

Talk to your child, and encourage them to share their feelings. Consider scheduling play dates with these friends or inviting new friends to play. Remember that an adjustment takes time.

**What if my child doesn't eat much of their lunch?**

Let your child's teacher know of your concerns; they might be able to provide some extra time during the first few weeks or put some routines in place to allow extra time for your child to eat. Obtain a lunch menu from the school, or check the Nutrition Services web page, so that your child knows what the cafeteria will be serving. If you pack a lunch, pack easy-to-open lunch items.

**Will parents have a half-day option?**

HSD will provide full-day kindergarten at all elementary schools districtwide. However, we recognize that there may be parents who, for a variety of reasons, prefer a half-day experience for their child. Parents who desire a half-day experience must meet with their school principal to discuss the impacts on their child, including missing out on the complete educational offerings and half of the instruction (up to five months' worth) provided in our full-day program. Because of the impacts, students in dual language and STEM programs will be required to attend the full day.



## OUR ELEMENTARY SCHOOLS

The school your child is expected to attend is determined by your home address. Elementary schools are grouped by “feeders,” which provide the pathway to the middle and high schools that students will attend as they progress through their K-12 education. To confirm your child’s “home” school, please contact our Transportation Department at 503.844.1123.

### **Brown-Century Feeder**

#### **Butternut Creek**

20395 SW Florence Street  
Aloha, OR 97078  
503.844.1390  
Principal: Enedelia Schofield

#### **Imlay**

5900 SE Lois Street  
Hillsboro, OR 97123  
503.844.1090  
Principal: Alano Ciliberto

#### **Indian Hills**

21260 SW Rock Road  
Aloha, OR 97003  
503.844.1350  
Principal: Bruce Bourget

#### **Ladd Acres**

2425 SW Cornelius Pass Road  
Hillsboro, OR 97123  
503.844.1300  
Principal: Francesca Sinapi

#### **Reedville**

2695 SW 209th Avenue  
Aloha, OR 97003  
503.844.1570  
Principal: Robin Farup-Romero

#### **Tobias**

1065 SW 206th Avenue  
Aloha, OR 97003  
503.844.1310  
Principal: Andrew Bekken

### **Evergreen-Glencoe Feeder**

#### **Free Orchards**

2499 S Beech Street  
Cornelius, OR 97113  
503.844.1140  
Principal: Karen Murphy

#### **Jackson**

675 NE Estate Drive  
Hillsboro, OR 97124  
503.844.1670  
Principals: Sarah Crane

#### **Lincoln Street**

801 NE Lincoln Street  
Hillsboro, OR 97124  
503.844.1160  
Principal: Carmen Brodniak

#### **W. Verne McKinney**

535 NW Darnielle Street  
Hillsboro, OR 97124  
503.844.1660  
Principal: Justin Welch

#### **North Plains**

32030 NW North Avenue  
North Plains, OR 97133  
503.844.1630  
Principal: Becky Smith

#### **Patterson**

261 NE Lenox Street  
Hillsboro, OR 97124  
503.844.1380  
Principal: Audrea Neville

## **Poynter-Liberty Feeder**

### **Eastwood**

2100 NE Lincoln Street  
Hillsboro, OR 97124  
503.844.1725  
Principal: Lindsay Garcia

### **Lenox**

21200 NW Rock Creek Blvd.  
Portland, OR 97229  
503.844.1360  
Principal: Gina McLain

### **Mooberry**

1230 NE 10th Avenue  
Hillsboro, OR 97124  
503.844.1640  
Principal: Pete Muilenburg

### **Orengo**

22550 NW Birch Street  
Hillsboro, OR 97124  
503.844.1370  
Principal: Allison Combs

### **Quatama**

6905 NE Campus Way  
Hillsboro, OR 97124  
503.844.1180  
Principal: Christy Walters

### **West Union**

23870 NW West Union Road  
Hillsboro, OR 97124  
503.844.1620  
Principal: John Allen

## **South Meadows-Hilhi Feeder**

### **Brookwood**

3960 SE Cedar Street  
Hillsboro, OR 97123  
503.844.1715  
Principal: Michelle Jensen

### **Farmington View**

8300 SW Hillsboro Highway  
Hillsboro, OR 97123  
503.844.1735  
Principal: Nabil Zerizef

### **Groner**

23405 SW Scholls Ferry Road  
Hillsboro, OR 97123  
503.844.1600  
Principal: Scott Schinderle

### **W. L. Henry**

1060 SE 24th Avenue  
Hillsboro, OR 97123  
503.844.1690  
Principal: Lisa Aguilar

### **Minter Bridge**

1750 SE Jacquelin Drive  
Hillsboro, OR 97123  
503.844.1650  
Principal: Erika Pierce

### **Rosedale**

3901 SW 229th Avenue  
Beaverton, OR 97007  
503.844.1200  
Principal: Mike Strande

### **Witch Hazel**

4950 SE Davis Road  
Hillsboro, OR 97123  
503.844.1610  
Principal: Jennifer Hernandez

**NOTE:** your city of residence does not define your school district. Hillsboro School District comprises parts of several cities, including Aloha, Banks, Beaverton, Cornelius, North Plains, Sherwood, and Portland, in addition to Hillsboro. Boundaries for the District and schools also may run across housing developments and apartment complexes.

Come ready to learn!



**HILLSBORO** SCHOOL DISTRICT

Administration Center  
3083 NE 49th Place  
Hillsboro, OR 97124  
503.844.1500  
[www.hsd.k12.or.us](http://www.hsd.k12.or.us)

*Updated Feb. 13, 2017*



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