



 AGENDA

I. WELCOME	8:30 - 8:35 a.m.	
Becky Tymchuk		
II. FINANCIAL UPDATE	8:35 - 8:55 a.m.	2
Mike Schofield		
III. DISTRICT EQUITY UPDATE	8:55 - 10:00 a.m.	13
Pat McCreery, Brian Sica, Kayla Bell		
IV. Recess	10:00 a.m. - 10:10 a.m.	
V. RETURN TO SCHOOL UPDATE	10:10 a.m. - 12:00 p.m.	46
Ginny Hansmann, Carl Mead, Josh Gamez, Brian Sica, Kayla Bell, John Peplinski		
VI. Lunch Recess	12:00 p.m. - 12:45 p.m.	
VII. DISCUSSION ITEMS	12:45 - 1:00 p.m.	
A. Vose and Sato Classrom Additions	12:45 - 1:00 p.m.	77
Josh Gamez		
VIII. ACTION ITEMS	1:00 - 1:10 p.m.	
A. Vose and Sato Classroom Additions		79
Josh Gamez		
B. Consent Agenda		
a. Personnel		
b. Public Contracts		81
c. Approval of School Board Meeting Minutes		87
IX. NEW ADMIN STAFF INTRODUCTIONS	1:10 - 1:25 p.m.	
Susan Rodriguez		
X. Recess	1:25 p.m. - 1:35 p.m.	
XI. SCHOOL BOARD AND SUPERINTENDENT GOALS	1:35 p.m. - 2:30 p.m.	
Becky Tymchuk		
XII. ADJOURN	2:30 p.m.	
Becky Tymchuk		

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



BUDGET UPDATE



SCHOOL BOARD WORK SESSION
AUGUST 10, 2020

Topics for Today

- **2019-2020 Financial Update (preliminary estimate)**
- **2020-2021 Budget (Expenditures)**
 - FLEX Online staffing
 - Comprehensive Distance Learning
 - Enrollment in September
- **2020-2021 Budget (Revenues)**
 - ESSER
 - Recent Governor's Announcement
 - Co-Chairs Budget Framework

2019-2020 Financial Update

- **Currently projecting General Fund ending fund balance of \$54 million (10.3%) based on June update**
 - Approximately \$6.5 million from furlough – Thank you Staff!!
 - Significant savings thanks to our building administrators – Thank you!
 - We will analyze savings last spring to inform potential savings while in comprehensive distance learning this fall.

2020-2021 Budget (Expenditures)

- **FLEX Online staffing**

- Significant interest and will result in Staffing Allocation Model (SAM) adjustments for existing schools
- Commitment period ends today

- **Comprehensive Distance Learning (CDL)**

- Implications on current staffing is currently under review

- **Enrollment in September**

- Predicted enrollment decline may necessitate additional staffing changes in September

2020-2021 Budget (Revenue)

- **Federal Cares (ESSER)**

- Approximately \$4.3 million for our district
- Likely used to offset some costs from 2019-2020 and Student Investment Account Shortfall in 2020-2021

- **Recent announcement from Governor Brown**

- Approximately \$630,000
- May be used for internet connectivity, software for distance learning, etc

- **Co-chairs Budget Framework**

- Maintains State School Fund at \$9.0 billion for 2019-2021
- Fully funds High School Success (M98)
- Funds Student Investment Account at \$150 million (1/3 of the original investment)
- Maintains other initiatives such as statewide equity initiatives, nutrition expansion, EI/ECSE expansion

Comments & Questions?

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For the Period Ended June 30, 2020
(\$ in millions)

	Adopted Budget	Final Budget	YTD Actuals (Preliminary)	Current Encumb.	Actuals & Encumb.	Year-End Forecast
REVENUES:						
Beginning Fund Balance	\$ 16.9	\$ 16.9	\$ 16.9	\$ -	\$ 16.9	\$ 16.9
State School Fund:						
State School Fund	276.0	276.0	282.9	-	282.9	282.9
Property Taxes	143.0	143.0	143.2	-	143.2	143.7
Common School Fund	3.9	3.9	4.0	-	4.0	4.0
County School Fund	0.6	0.6	0.7	-	0.7	1.0
Local Option Levy	35.0	35.0	34.1	-	34.1	34.2
Investment Earnings	1.8	1.8	2.0	-	2.0	2.0
NWRESA Appointment	11.4	11.4	11.1	-	11.1	11.1
Transfers In	18.4	18.4	18.4	-	18.4	18.4
Other	8.6	8.6	9.4	-	9.4	9.4
Total	\$ 515.6	\$ 515.6	\$ 522.7	\$ -	\$ 522.7	\$ 523.6
EXPENDITURES:						
Salaries	\$ 267.9	\$ 267.9	\$ 259.4	\$ -	\$ 259.4	\$ 259.4
Benefits	172.7	172.7	167.8	-	167.8	167.8
Purchased services	28.0	28.0	23.7	1.7	25.4	24.5
Supplies & materials	14.6	14.6	9.9	1.4	11.3	10.6
Capital outlay	0.7	0.7	0.7	0.2	0.9	0.8
Other	2.4	2.4	1.9	-	1.9	1.9
Transfers out	4.3	4.3	4.3	-	4.3	4.3
Contingency	25.0	25.0				25.0
Total	\$ 515.6	\$ 515.6	\$ 467.7	\$ 3.3	\$ 471.0	\$ 494.3

Projected Surplus / (Deficit) Balance	\$ 29.3
Projected Ending Fund Balance	\$ 54.3
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2020 *	10.4%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund	\$ 53.4	10.2%	
Local Option Levy Fund	0.9	0.2%	

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:						
Instruction	\$ 305.1	\$ 305.1	\$ 295.6	\$ 0.7	\$ 296.3	\$ 295.9
Support Services	179.4	179.4	166.5	2.6	169.1	167.8
Enterprise & Community Svc	0.3	0.3	-	-	-	-
Facilities Acquisition & Const	0.1	0.1	-	-	-	-
Other Uses	5.7	5.7	5.6	-	5.6	5.6
Contingencies	25.0	25.0	-	-	-	25.0
Total	\$ 515.6	\$ 515.6	\$ 467.7	\$ 3.3	\$ 471.0	\$ 494.3

Note: The Summary of Revenue, Expenditures and Encumbrances For All Funds Except General Fund has not been included in this packet due to the timing of the year-end processing for those Funds.

Beaverton School District
Portfolio Management
Portfolio Summary
June 30, 2020

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	40,000,000.00	40,854,750.00	40,028,780.55	16.22	365	2.345
Federal Agency Coupon Securities	20,000,000.00	20,359,000.00	20,344,180.00	8.24	196	2.606
Federal Agency Disc. -At Cost	78,125,000.00	78,110,441.23	77,795,588.75	31.52	44	0.685
Treasury Coupon Securities	18,796,000.00	19,229,624.56	19,100,077.32	7.74	361	0.778
Treasury Discounts -At Cost	40,613,000.00	40,592,531.81	39,781,838.19	16.12	102	0.957
LGIP	49,801,095.50	49,801,095.50	49,801,095.50	20.17	1	1.767
Investments	247,335,095.50	248,947,443.10	246,851,560.31	100.00%	134	1.382

Total Earnings	June 30 Month Ending	Fiscal Year To Date	Fiscal Year Ending
Current Year	223,935.63	6,659,128.80	6,659,128.80
Average Daily Balance	264,012,981.97	323,058,324.39	
Effective Rate of Return	1.03%	2.06%	

This report of the investment portfolio is in accordance with Board Policy DFA - Investment of Funds.

Beaverton School District, Prepared By Business Office

Beaverton School District
Investments by Sector and Group
Index: Investment Policy
Limitation based on Par Value
June 30, 2020

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Home Loan Bank								
313371U79	11106	Federal Home Loan Bank	12/11/2020	10,000,000.00	10,093,000.00	10,132,400.00		4.04
313384ZE2	11147	Federal Home Loan Bank	07/10/2020	8,000,000.00	7,948,660.00	7,999,760.00		3.23
313384A33	11151	Federal Home Loan Bank	07/31/2020	2,210,000.00	2,194,230.42	2,209,779.00		0.89
313384F20	11154	Federal Home Loan Bank	09/08/2020	11,759,000.00	11,729,445.71	11,755,825.07		4.75
313384ZE2	11156	Federal Home Loan Bank	07/10/2020	15,000,000.00	14,997,433.33	14,999,550.00		6.06
313384ZE2	11158	Federal Home Loan Bank	07/10/2020	2,900,000.00	2,899,587.56	2,899,913.00		1.17
313384A74	11163	Federal Home Loan Bank	08/04/2020	14,006,000.00	14,003,227.98	14,004,039.16		5.66
313384A74	11164	Federal Home Loan Bank	08/04/2020	5,000,000.00	4,998,958.33	4,999,300.00		2.02
313385GL4	11167	Federal Home Loan Bank	06/04/2021	4,250,000.00	4,242,895.42	4,243,625.00		1.71
			Subtotal	73,125,000.00	73,107,438.75	73,244,191.23	35.00	29.57
Resolution Trust Funding Co								
76116FAD9	11120	Resolution Funding Corp	07/15/2020	5,000,000.00	4,927,050.00	4,999,550.00		2.02
76116FAD9	11121	Resolution Funding Corp	07/15/2020	10,000,000.00	9,854,100.00	9,999,100.00		4.04
			Subtotal	15,000,000.00	14,781,150.00	14,998,650.00	35.00	6.06
Tennessee Valley Authority								
880591EL2	11105	Tenn Valley Auth	02/15/2021	10,000,000.00	10,251,180.00	10,226,600.00		4.04
			Subtotal	10,000,000.00	10,251,180.00	10,226,600.00	35.00	4.04
			Total	98,125,000.00	98,139,768.75	98,469,441.23	100.00	39.67
Corporate Indebtedness								
Australia & NZ Banking Grp NY								
05253JAQ4	11127	Aust & NZ Banking Grp NY	11/23/2021	5,000,000.00	5,076,400.80	5,150,600.00		2.02
			Subtotal	5,000,000.00	5,076,400.80	5,150,600.00	5.00	2.02
Bank of Montreal								
06367T4W7	11122	Bank of Montreal	04/13/2021	5,000,000.00	5,094,868.00	5,108,500.00		2.02
			Subtotal	5,000,000.00	5,094,868.00	5,108,500.00	5.00	2.02
Bank of Nova Scotia								
064159LG9	11123	Bank of Nova Scotia	04/20/2021	5,000,000.00	5,097,953.90	5,111,050.00		2.02
			Subtotal	5,000,000.00	5,097,953.90	5,111,050.00	5.00	2.02
Toronto Dominion Bank								

**Beaverton School District
Investments by Sector and Group
Limitation based on Par Value**

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Corporate Indebtedness								
89114QBL1	11104	Toronto Dominion Bank	07/13/2021	5,000,000.00	4,864,400.00	5,072,600.00		2.02
89114QBL1	11126	Toronto Dominion Bank	07/13/2021	5,000,000.00	5,004,207.85	5,072,600.00		2.02
			Subtotal	10,000,000.00	9,868,607.85	10,145,200.00	5.00	4.04
US Bank								
90331HNX7	11089	US Bank	11/16/2021	5,000,000.00	5,034,650.00	5,200,100.00		2.02
			Subtotal	5,000,000.00	5,034,650.00	5,200,100.00	5.00	2.02
Wells Fargo								
94974BGR5	11118	Wells Fargo Co	12/07/2020	5,000,000.00	5,028,050.00	5,046,300.00		2.02
			Subtotal	5,000,000.00	5,028,050.00	5,046,300.00	5.00	2.02
Westpac Banking Corp								
961214DA8	11090	Westpac Banking Corp	08/19/2021	5,000,000.00	4,828,250.00	5,093,000.00		2.02
			Subtotal	5,000,000.00	4,828,250.00	5,093,000.00	5.00	2.02
			Total	40,000,000.00	40,028,780.55	40,854,750.00	35.00	16.17
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		48,493,016.35	48,493,016.35	48,493,016.35		19.60
LGIP 5173	FUND 300	LGIP		1,149,891.80	1,149,891.80	1,149,891.80		0.46
LGIP 4966	FUND 416	LGIP		157,111.07	157,111.07	157,111.07		0.06
LGIP 4972	FUND 417	LGIP		1,076.28	1,076.28	1,076.28		
			Subtotal	49,801,095.50	49,801,095.50	49,801,095.50	100.00	20.14
			Total	49,801,095.50	49,801,095.50	49,801,095.50	100.00	20.14
US Treasuries								
US Treasuries								
912828WY2	11103	U.S. Treasury	07/31/2021	5,000,000.00	4,963,730.00	5,111,350.00		2.02
9128284T4	11166	U.S. Treasury	06/15/2021	13,796,000.00	14,136,347.32	14,118,274.56		5.57
9127962Z1	11159	U.S. Treasury	11/12/2020	760,000.00	759,570.28	759,551.60		0.30
9127963D9	11162	U.S. Treasury	07/14/2020	20,000,000.00	19,998,067.22	19,999,200.00		8.08
912796TN9	11165	U.S. Treasury	10/08/2020	5,063,000.00	5,060,654.85	5,060,822.91		2.04
912833LA6	11060	U.S. Treasury Strips	08/15/2020	4,200,000.00	3,964,968.00	4,199,160.00		1.69
912820M87	11096	U.S. Treasury Strips	04/30/2021	10,590,000.00	9,998,577.84	10,573,797.30		4.28
			Subtotal	59,409,000.00	58,881,915.51	59,822,156.37	100.00	24.02
			Total	59,409,000.00	58,881,915.51	59,822,156.37	100.00	24.02
			Grand Total	247,335,095.50	246,851,560.31	248,947,443.10		

Beaverton School District Selected Funds
Summary by Issuer
June 30, 2020
Grouped by Fund

Issuer	Number of Investments	Par Value	Market Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Pooled Cash Fund						
Subtotal	5	98,493,016.35	98,490,166.35	39.56	1.088	8
Fund: Debt Service Fund						
Subtotal	2	1,909,891.80	1,909,443.40	0.77	1.299	54
Fund: 2017 Non-Taxable Bond Issue Fu						
Subtotal	16	106,675,111.07	107,532,328.51	43.21	1.795	173
Fund: 2017 Taxable Bond Issue Fund						
Subtotal	8	40,257,076.28	41,015,504.84	16.47	1.055	339
Total and Average	31	247,335,095.50	248,947,443.10	100.00	1.387	134



DISTRICT EQUITY UPDATE

POLICY ISSUE/SITUATION:

The Beaverton School District Department of Equity and Inclusion, according to policy and state guidelines, establishes district protocol and recommendations for student, staff and community equity, inclusion and anti-racism practices and education. The adopted equity lens is one of the District's four pillars and is to be present and utilized in all aspects of district curriculum, function and operation.

RECOMMENDATION:

It is recommended that the Board accept the August 2020 District Equity Update and Recommendations for review and consideration.

District Equity Update – School Board

August 10, 2020

WHAT WE'VE DONE

- Equity Leadership Teams (ELT): 14 cohorts of educators (over 200 total) dedicating two hours/month for two years to learning and implementation of culturally responsive strategies and leadership
- Central Services ELT: Cross-departmental equity leadership team focused on learning and implementing culturally responsive leadership practices
- Equity Leadership Network: Cross-district and departmental equity leadership team focusing on review and development of policy and practice at the building, department, district, and state level
- BMEC and BMAC Affinity Groups: Establishment and continued collaborative planning and facilitation of regular meeting spaces for classified and certified staff (BMEC) and administrative staff (BMAC)
- AVID School Wide and Culturally Responsive Teaching (CRT) Trainings: Implementation, expansion, and support of AVID elective classes and AVID schoolwide strategies, and continued offering of AVID CRT professional development
- Restorative Practices Trainings: Continued scaffolded professional development for staff on understanding and use of restorative practices as a culturally responsive and affirming strategy for learning and relationship-based management
- OEI Team: Growing team of TOSAs and leaders from departments including Teaching and Learning, Human Resources, Student Services, Multilingual Department, and Future Ready who collectively develop and implement professional development, ensure equity-focused leadership in their departments and with the stakeholders they support, and assist with tasks that fall under the Office of Equity and Inclusion
- Development of TeacherSource Resources for Staff Development:
 - [CRT Resources](#)
 - [LGBTQ Resources](#)
 - [Restorative Practices Resources](#)
- Development of:
 - [BSD Equity Policy \(original 2014 version\)](#)
 - [BSD Equity Lens](#)
 - [Principles for CRT in Professional Development](#)

WHAT WE'RE DOING

- COLLABORATION AND PROFESSIONAL DEVELOPMENT
 - Required SafeSchools Module on Cultural Competency and Racial Bias: To be used by building and department leaders to center their focus on Racial Equity in terms of both professional development and practices
 - Continued ELT, AVID CRT, and Restorative Practices PD
 - Partnership with Oregon Center for Educational Equity:
 - Coaching for Educational Equity seminars (10 people, 5 days, 2-3 times a year)
 - Taking it Up seminars (60-80 people, 2 days, 3-4 times a year)

- CURRICULUM AND INSTRUCTION
 - Continued Social Studies adoption and cadre incorporation of ODE Ethnic Studies and Inclusive Education (HBs 2845/2023) and Holocaust and Other Genocides curriculum (SB 664) in grades K-12
 - Incorporation of Tribal History/Shared History curriculum (SB 13) into the following content areas at grades 4, 8, 10: Social Studies, Language Arts, Health/PE, Math, Science
 - Partnership between OEI and T&L to ensure that all BSD TOSA specialists develop and facilitate antiracist CRT professional development

- HUMAN RESOURCES
 - Affinity Groups: Continuation, expansion, and support of BMEC and BMAC affinity spaces, both district-wide and by department, building, and/or region
 - Mentoring: Continuation of mentoring support for new staff
 - BE the Change and Teach for Beaverton: Continued support for programs designed to encourage and recruit staff to better reflect our student body and community
 - Talent Acquisition: Creation and hiring for a position to focus on development, retention, recruitment, and advancement efforts
 - Continued Focus on role of bias in hiring: Partnership with OEI and others to ensure anti-bias practices in our application and hiring practices

- COMMUNICATION AND COMMUNITY INVOLVEMENT
 - Community Partnerships: Continue and expand existing partnerships
 - Seek, develop, and encourage partnership with community groups such as the Beaverton Black Parent Union (BBPU), Beaverton Families for Equity (BFE) and BSDUnity.
 - Develop and maintain feedback mechanism in place for reporting and documenting racist abuses
 - Partner with OEI to elicit, elevate, and celebrate the stories of BSD students, families, and staff

- OPERATIONS AND PUBLIC SAFETY
 - Review of partnership between law enforcement and Beaverton School District
 - Solicitation of feedback from stakeholders:
 - Broad solicitation: email and social media link to survey
 - Targeted solicitation: communication with specific student, family, staff and community groups

- BUSINESS SERVICES AND BUDGET
 - Application of the Equity Lens questions as part of the budgeting process
 - Partnering with Teaching and Learning to develop and implement an equity-focused SAM model

- SUPERINTENDENT'S OFFICE
 - Partnership with Center for Equity and Inclusion
 - Elevating student voices through Beaverton Student Advisory Committee and other cross-district student groups
 - Elevating staff voices through the Superintendent's Advisory Council and other cross-district staff groups
 - Structures for school- and department-based anti-racist culturally responsive and affirming practices

- POLICY AND PRACTICE

- Affinity spaces for staff and students
 - Feedback mechanisms in place for reporting and documenting racist abuses
 - Opportunities for allyship and advocacy across buildings, departments, and the district
 - Active use of equity-focused tools:
 - Equity Lens Questions
 - Equity Lens look-fors
 - Inclusive school scan
 - Explicit address of the following
 - [BSD Non-discrimination policy \(AC\)](#)
 - [BSD Educational Equity policy \(JBB\)](#)
 - 2020-2021 Student Handbook Code 5 (Bullying/Harassment)
 - Active tracking of staff participation in ELT, CRT, RP, OCEE, and other professional development
-
- RECOMMENDATIONS FOR THE BOARD
 - Continued support for sustained professional development
 - Consideration of policy and/or resolutions addressing racist and other abuses and recognizing Indigenous Peoples Day
 - Consideration of stakeholder feedback and concerns in our relationship with Law Enforcement
 - Continued use of the Equity Lens questions in all review and decision making



Beaverton School District Office of Equity and Inclusion: Equity Update

Situation

Demographics

Known Equity Gaps

Advanced Courses

Graduation Rates

Discipline

Identification

Engagement and

Assessment

Secondary June Marks as of 6/15/2020

Number of Incomplete Marks

RESOLVED_RACE	Frequency	Percent	
American Indian / Alaska Native	22	0.7	
Asian	131	4.3	
Black / African American	143	4.7	
Hispanic	1527	50.6	25% of total population
Multiple	189	6.3	
Native Hawaiian / Other Pacific Islander	25	0.8	
White	983	32.5	
Total	3020	100.0	

19-20 BI
African-Am

3%

ELL	Frequency	Percent	
Declined Service	1	0.0	
Former	476	15.8	
Monitoring 1	54	1.8	
Monitoring 2	93	3.1	
Monitoring 3	196	6.5	
Monitoring 4	74	2.5	
Not ELL	1584	52.5	
Current	542	17.9	11% of total population
Total	3020	100.0	

18

SPED	Frequency	Percent	
No	2504	82.9	
Yes	516	17.1	12% of total population
Total	3020	100.0	

What We've Done...

- Review

What We're Hearing...

- Feedback

What We're Doing...

- Actions and Aims

What We're Seeing...

- Models

Collaboration and Professional Development

Equity
Leadership
Teams (ELT)

Central Services
ELT and Equity
Leadership
Network

Staff Affinity
Groups:

- BMAC (Beaverton Minority Administrators Community)
- BMEC (Beaverton Multicultural Educators Community)

What We've Done...

Collaboration and Professional Development, cont.

AVID School Wide
and Culturally
Responsive
Teaching
Trainings

Restorative
Practices
Trainings

Continued
support for Dual
Language
programming

Office of Equity and Inclusion Team

What We've Done...

Collaboration and Professional Development, cont.

Development of
TeacherSource
Resources for Staff
Development:

- CRT Resources
- LGBTQ Resources
- Restorative Practices Resources

CULTURALLY RELEVANT TEACHING



LGBTQ Resources



Creating a Safe School Climate

GLSEN Safe Space Kit
LGBTQ Terminology
22
7 Tips to Make School Spaces More Gender Inclusive
10 High Leverage Practices for Supporting LGBTQ Students
Best Practices: Creating an LGBT-Inclusive School Climate
Best Practices for Serving LGBTQ Youth
Information for Subs on Supporting LGBTQ+ Students
How to create a seating chart with nicknames in Synergy

Restorative Practice



Restorative Practices

Restorative practices, which evolved from restorative justice, is a new field of study that has the potential to positively influence human behavior and strengthen civil society around the world. Restorative practices builds healthy communities, increases social capital, reduces the impact of crime, decreases antisocial behavior, repairs harm and restores relationships. The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them.

What We've Done...

Policy and Practice

Development and
revision of BSD
Equity Policy

(original 2014
version)

Development of BSD
Equity Lens

Development of
Principles for CRT in
Professional
Development

What We're Hearing...

As Beaverton School District staff members, BSD families, and Beaverton residents, we demand the following:

- 1. That the Beaverton School District seek out and follow through on recommendations from Black community members in order to hire an outside consultant/agency specializing in anti-racist work to guide this process and ensure that Black, Brown and Indigenous students and families are at the heart of this work.*

From July 23 email from over 85 BSD²⁴ community and staff members

Feedback from our stakeholders-

Professional Development

What We're Doing...

Collaboration and Professional Development

Required SafeSchools
Module on Cultural
Competency and
Racial Bias

Continued ELT, AVID
CRT, and Restorative
Practices PD

Partnership with Oregon
Center for Educational
Equity (OCEE):

- Coaching for Educational Equity seminars (~10 people, 5 days, 2-3 times a year)
- Taking It Up seminars (~60-80 people, 2 days, 3-4 times a year)

What We're Seeing...

- July 29-31 BSD had 20 educators participate in the first of our ongoing CFEE seminars as part of our partnership with OCEE.
- OCEE will be guiding leaders in our August 20 Leadership Summit.

Model Actions

Professional Development

What We're Hearing...

Our current social studies curriculum is not reflective of the BSD's goals of equality and diversity among students. If you expect your schools to embrace diversity and culture you should include it in your curriculum as well.

If we omit the stories of BIPOC or LGBTQ+, we are erasing a large part of the truth. One of America's most celebrated features is the amount of diversity we have, but by only telling the history of mainly white/straight people we directly contradict that attribute.

I truly believe that the only reason I didn't say that I haven't learned about any of these things is because I had a teacher of color who understood that our curriculum is lacking and wanted to make up for that.

27

Survey compiled by BSD students (over 300 submissions) shared July 17, 2020

Feedback from our stakeholders-

Curriculum and Instruction

What We're Doing...

Curriculum and Instruction

Continued Social Studies adoption and cadre incorporation of ODE Ethnic Studies and Inclusive Education (HBs 2845/2023) and Holocaust and Other Genocides curriculum (SB 664) in grades K-12.

Incorporation of Tribal History/Shared History curriculum (SB 13) into the following content areas at grades 4, 8, 10:

- Social Studies
- Language Arts
- Health/PE
- Math₂₈
- Science

Partnership between OEI and TL to ensure that all BSD TOSA specialists develop and facilitate antiracist CRT professional development.

What We're Doing...

Curriculum and Instruction - Elementary

Anti-Biased Education Focus

☐ Kindergarten: Ready, Reset, Play - August 18 and 19

- ☐ **Keynote:** Anti-Biased Education with Soobin Oh from Children's Institute
- ☐ Anti-Bias Education text provided for all kindergarten teachers.
- ☐ Elementary Kindergarten teacher cohorts and Early Learning Coaches for Title I buildings
- ☐ Partnerships with the Children's Institute and Teaching Preschool Partners.

☐ Ongoing Work

- ☐ Ongoing elementary administrator professional development
- ☐ All PD to focus on being culturally responsive

☐ Social Studies Adoption

- ☐ Required units K-5 to include topics of Equity/Racism and Native Americans

What We're Doing...

Curriculum and Instruction-Secondary

Cross-Content- Anti-Bias/Anti-Racist Curriculum – "Identity and Racial Justice" is an interdisciplinary language arts and social studies unit that can be adapted for multiple grade levels at the secondary level. Bend 1 is a language arts focused inquiry space for identity work. Bend 2 moves into a historical investigation of past and present racial justice movements that have brought us/U.S. to this moment in time, with a focus on Black Lives Matter. Bend 3 is a student choice inquiry into youth-led community action(s) towards more social justice, and will culminate in student-initiated community action and learning.

Social Studies Adoption- Our team is working to complete and implement the first comprehensive social studies review and update since the early 2000's. Key efforts include full standards implementation, materials update, and relevant course offerings (e.g. Race and Ethnic Studies)

Math and Science- We continue to work to dismantle barriers to access to advanced coursework in the math and sciences. In addition, course content and materials being developed o be increasingly more relevant to students of color.

Advancement via Individual Determination. - AVID continues to provide access to college and career readiness for students. When compared to their demographically alike peers, AVID scholars demonstrate higher high school graduation rates, college application, and college persistence rates.

What We're Seeing...

We HAVE to do this work. Because it's the right thing to do, and because we are required to. The state of Oregon is on the verge of becoming the first state in the U.S. to have state-adopted Ethnic Studies standards K-12. This is a big deal, and will impact all of our Social Studies teachers, curriculum, and students. Take a peek at the [DRAFT Ethnic Studies standards](#), and reflect: **What does this mean for you and your classroom?**

Social Studies CRITICAL EQUITY LENS

As you discover and discuss new information, consider the following:

- ✓ Who decided the 'truth'?
- ✓ What is the role of power and how is it expressed?
- ✓ What else do we want (or need) to know?
- ✓ Where can we get more information and multiple perspectives?



June email to all secondary social studies teachers from TOSAs Brad Parker and Matt Hiefield.

Model Actions

**Curriculum & Instruction
social studies
adoption with
an equity
focus.**

What We're Hearing...

I would like to share the racist experience I had as a teacher of color, in hopes some type of change will happen because of it. This is a message to all of you in positions of power. There should be required training for ALL district employees around how to have hard conversations around race. This should also include training around microaggressions, implicit bias, and privilege. It needs to start with our leaders. But we need to take care of our teachers of color and staff of color. We are important to your pillar of equity.

Excerpted feedback received from a staff member on January 31, 2020

Feedback from our stakeholders-

Human Resources

What We're Doing...

Human Resources

Affinity groups

- Expanding scope
- Supporting affinity group leadership

New Teacher Academy and Mentoring for new teachers

BE the Change- Recruitment and Support

Implicit Bias in Hiring Learning Session

Talent Acquisition Position

What We're Seeing...

"I reached out to several of my African-American employees 2 weeks ago to try to get a picture of what it is like for them to come to work in my department. I empathized with them, explained my commitment to equity and their work struggles, and told them I was going to do something but was unsure what that looked like right now."

From Craig Beaver, Administrator for Transportation

Model Actions

Human Resources

What We're Hearing...

Our BISOCs [Black, Indigenous, and Students of Color] have made it clear that their communities do not feel safe around police and that includes SROs, our own district data also shows that we discipline BISOCs at a higher rate than their white counterparts. We know this, and yet we have sat in our monthly meetings talking circles around the issue and doing nothing about our own policies. We have promised to do better, but we haven't.

From an email received June 4, 2020

35

Feedback from our stakeholders-

Operations and Public Safety

What We're Doing...

Operations and Public Safety

Review of partnership
between law
enforcement and
Beaverton School
District

Solicitation of feedback from stakeholders:

- Broad solicitation: email and social media link to survey
- Targeted solicitation: communication with specific student, family, staff and community groups

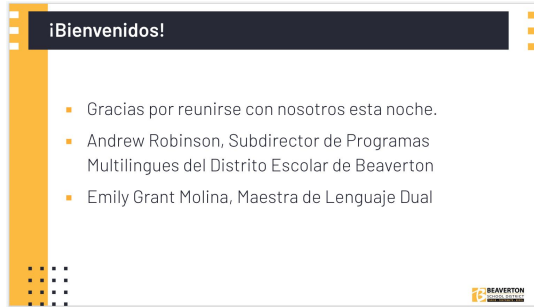
What We're Seeing...



iBienvenidos!

Discusión sobre la policía

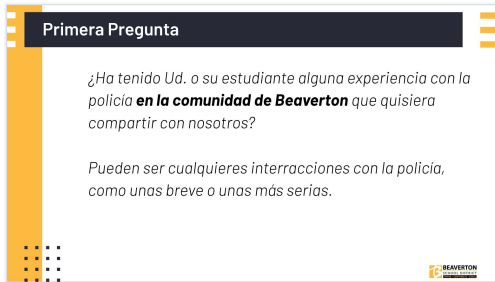
BEAVERTON SCHOOL DISTRICT



iBienvenidos!

- Gracias por reunirse con nosotros esta noche.
- Andrew Robinson, Subdirector de Programas Multilingües del Distrito Escolar de Beaverton
- Emily Grant Molina, Maestra de Lenguaje Dual

BEAVERTON SCHOOL DISTRICT

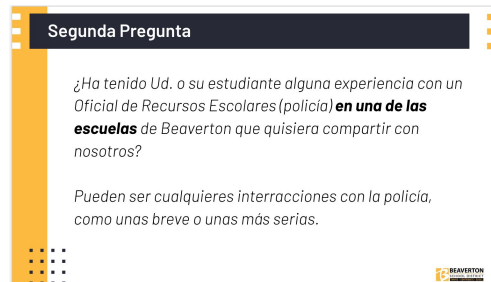


Primera Pregunta

*¿Ha tenido Ud. o su estudiante alguna experiencia con la policía **en la comunidad de Beaverton** que quisiera compartir con nosotros?*

Pueden ser cualquieres interacciones con la policía, como unas breve o unas más serias.

BEAVERTON SCHOOL DISTRICT



Segunda Pregunta

*¿Ha tenido Ud. o su estudiante alguna experiencia con un Oficial de Recursos Escolares (policía) **en una de las escuelas de Beaverton** que quisiera compartir con nosotros?*

Pueden ser cualquieres interacciones con la policía, como unas breve o unas más serias.

BEAVERTON SCHOOL DISTRICT

Model Actions

Operations and Public Safety

From Multilingual Department July 29 feedback session

What We're Hearing...

On behalf of [me], and my fellow peers, we would like to demand a change in the Beaverton School District Student and Family Handbook. The handbook fails to hold students accountable with the current Bullying and Harassment protocol.

Email from a student June 4, 2020

38

Feedback from our stakeholders-

Policy and Practice

What We're Doing...

Anti-racist structures and actions

Affinity spaces for staff and students

Working to put feedback mechanisms in place for reporting and documenting racist abuses

Opportunities for allyship and advocacy

What We're Doing...

Anti-racist structures and actions

Active use of equity-focused tools:

- Equity Lens Questions
- Equity Lens look-fors
- Inclusive school scan

Explicit address of the following:

- BSD Non-discrimination policy (AC)
- BSD Educational Equity policy (JBB)
- 2020-2021 Student Handbook Code 5 (Bullying/⁴⁰Harassment)

Tracking of staff participation in ELT, CRT, RP, OCEE, and other professional development



What We're Seeing...

Multilingual Department
application of Equity Lens
questions

Cabinet Equity Lens application
to budgeting

Model Actions

Business Services and Budget

What We're Seeing...

January 29, 2020 Community Conversations
Around Race at Southridge High School

Beaverton Black Parent Union Black
Graduation Picnic (August 2) and Virtual
Ceremony (August 9)

Continued elevation and celebration of
student and staff voices and stories

Model Actions

Community Involvement

What We're Seeing...

INTERNET ACCESS FOR FAMILIES

BSD-Sponsored Comcast Internet Essentials



**APPLICATION DEADLINE
EXTENDED TO AUGUST 31!**
**NUEVA FECHA LÍMITE:
31 DE AGOSTO**



Continued efforts to bring
connectivity to all families

43

Model Actions

Information Technology

What We're Seeing...

*Bullying/Harassment includes any form of communication, written or verbal, that attacks, threatens, degrades, insults or expresses prejudice against a person or group based on their race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status or because of a perceived or actual association with any other persons within these protected classes. Such forms of **hate-related speech** include, but are not limited to language, gestures or other actions using racial slurs; displaying, writing or wearing items; or communications on social media or other technology where such speech endangers the health, safety or property of others or causes a substantial disruption to the educational environment.*

44

From 2020-21 Student Handbook Code 5

Model Actions

Policy and Practice

Recommendations for the Board

Continued support for sustained professional development.

Consideration of policy and/or resolutions addressing:

- Racist and other abuses
- Recognizing Indigenous Peoples Day

Continued consideration of stakeholder feedback and concerns in our relationship with Law Enforcement

Continued use of the Equity Lens questions in all review and decision making.



RETURN TO SCHOOL UPDATE

POLICY ISSUE/SITUATION:

The Beaverton School District has developed a return to school plan based on guidelines from the Oregon Department of Education, the Governor's office and the Oregon Health Authority. The District has also met throughout the planning process with other large districts in the state to develop a Comprehensive Distance Learning program for the students of BSD. The plan is subject to change as conditions and resulting state guidance may require adjustments to the current model.

RECOMMENDATION:

It is recommended that the Board accept the August 10, 2020 Return to School Update for review.

Return to School Update – School Board
August 10, 2020

Students of the BSD will continue to be given the option of attending their neighborhood / option school or the district FLEX online school. The school year will begin with Comprehensive Distance Learning (CDL). The Hybrid program will begin when it is determined safe to do so, with students receiving instruction two days on campus and three days online each week.

The first day for students will be Monday, September 14. At this time Comprehensive Distance Learning is scheduled to continue through November 13. The governor has established metrics on what will result in a return to school in a hybrid model. Currently the minimum number is 10 new cases per each 100,000 people per week. In Washington county that works out to approximately 66 cases per week.

A revised operational blueprint is under development outlining a full Comprehensive Distance Learning plan for opening in September to be submitted to the state on August 17.

Distance learning that occurred in the spring of 2020 was the result of an emergency situation. CDL beginning in September will be based on extensive planning informed by staff, parent and student surveys surrounding their experiences during the spring.

INSTRUCTION

Teacher-facilitated Learning: is a synchronous or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progression. Synchronous opportunities must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours. At least 50% of a Student Day must be Teacher-Facilitated Learning.

Student Applied learning: allows for students to apply knowledge and skills that extend from the teacher-facilitated learning. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. As with a typical school year, homework assignments are not considered as instructional minutes.

FLEX Online School is designed to be a long-term option for families who want a fully online learning experience for their students. While taught by BSD teachers, students will not be taught by their regular teachers from their neighborhood or option schools. We ask that students remain enrolled in FLEX Online School at least through the end of a semester. Additional information about can be found at the [FLEX Online School website](#).

Students will receive four to five hours of instructional time and at least one opportunity of face to face learning each day. Daily participation in every class will be required. Due to individual circumstances, some students will be participating during off hours. Flexibility and student needs will be taken into consideration. Staff is currently working on plans for student check-ins and welcomes. Their health and well-being are at the forefront of District goals for the return to school.

Attendance will be taken daily and grades will be awarded. Additional guidance on specifics are still to be determined. The next guidance coming from the state is scheduled for August 11.

STAFF SUPPORT & TRAINING

Comprehensive Distance Learning Professional Development courses are being provided staff prior to the beginning of school and additional training and supports are in the planning stages.

Voluntary virtual trainings are being offered for BSD staff August 4th – 20th and cover techniques, specific tools and other helps for successful CDL instruction. Future courses will also include content specific topics. Equity and inclusion will be incorporated into all areas of curriculum and operations.

COMMUNICATION

Additional information can be found on the [Return to School webpage](#).

School Board Meeting

August 10, 2020

Covid-19 District Update
Return to School Update

COVID-19 Update

Meal Services

- Free breakfast and lunch are provided curbside Monday – Thursday, 11 am – 12 pm for children ages 1-18 at 15 school sites and three (3) apartment complexes.
- As of July 31st, NS has served 138,000 summer meals to the BSD community.
- NS partnered with BSD Community Involvement and other community organizations to provide education materials, art supplies, personal hygiene items, and books to children at meal service locations.
- NS to extend summer meal service for an additional two weeks through August 27th.

Information Technology

- Over 200 hotspots from the 'The Million Project Foundation' received for secondary students.
- Renewal in process for 476 Kajeet hotspots for ES and MS students.
- Installing digital lockers (for safe device exchange⁵¹) and installing routers in shelters.
- Preparing to distribute 18,000 new bond-funded Chromebooks to ES and MS students.

Transportation

- Mechanics and staff completed all required bus safety inspections, mechanical repairs, and interior bus seat repairs.
- Resumed mandated training and testing while employing social distancing, PPE, and sanitation protocols.

Emergency Childcare Programs

- Private providers currently operating at McKinley ES and Springville K-8.
- Essential workers have priority; non-essential workers can be supported if spots are available.
- Maximum group size (stable cohort) is 10 children and the maximum capacity is 40 children.
- Anticipate updated state guidance on these programs by mid August.
- In discussions with THPRD.

Facilities, Maintenance, & Custodial

- Summer work continues with gym floor work/refinish, carpet cleaning, floor stripping, HVAC work.
- Bond work continues and large projects are progressing well with minimal issues: ACMA, Aloha HS roofing/seismic, Beaver Acres roofing/seismic, and Five Oaks renovation.
- Ordered and received 306,000 disposable masks.
- Coordinating with ODE on the delivery of ~325,000 KN95 masks.
- Ordered electrostatic disinfectant sprayers: 20 cart systems, 15 backpack sprayers, and 45 handheld sprayers. Estimated arrival is early September.
- Ordered 12,000 packs (80 ct each) of Lysol disinfecting wipes for classroom use. Estimated arrival is late August.



Facilities, Maintenance, & Custodial

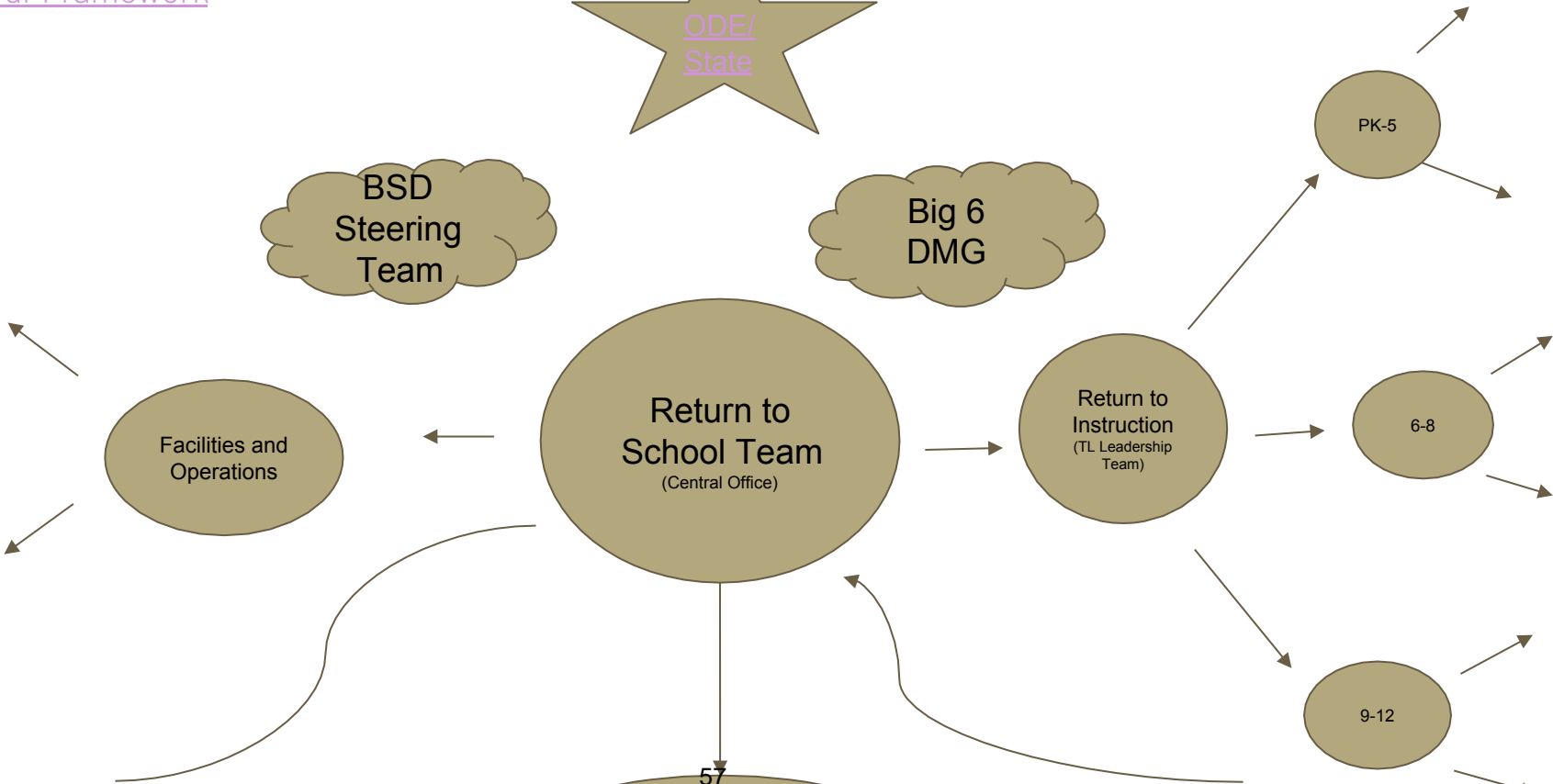
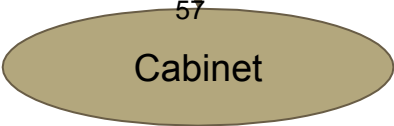
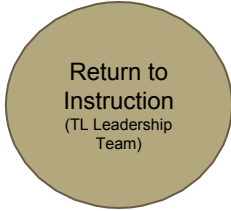
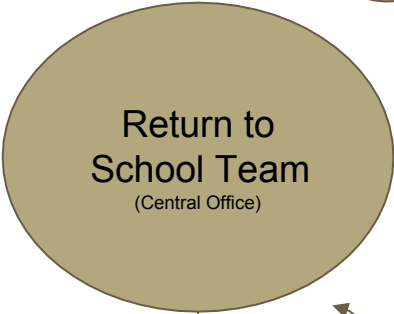
- Developed a framework/checklist for schools to prepare for in-person instruction.
 - Schools will complete checklist with their building leadership team (principals, APs, teachers, specialists, custodians, and nutrition service leads).
 - The checklist covers the planning and preparation of:
 - School exterior (arrival/dismissal, entry & exit points, playground equipment)
 - School interior (health rooms, isolation rooms, cafeterias, circulation/transitions/hallways, main office, libraries)
 - Classroom design (cohorting, usable space, teacher's space, air circulation/HVAC)
- Checklist deliverables due August 26th.

In Development

- Protocol for teachers to return to classrooms during CDL
- Guidelines and protocols for return of central departments:
 - Central Office
 - Nutrition Services
 - Special Education
 - Multilingual Department
 - Flex Online
 - 5th Street

Return to School Update

Our Framework



OHA/ODE Blueprint (v 3.0.1)



OPERATIONAL BLUEPRINT FOR REENTRY



1. PUBLIC HEALTH PROTOCOLS



2. FACILITIES AND SCHOOL OPERATIONS



3. RESPONSE TO OUTBREAK

5. INSTRUCTION



4. EQUITY



6. FAMILY AND COMMUNITY ENGAGEMENT



7. MENTAL, SOCIAL, AND EMOTIONAL HEALTH



8. STAFFING AND PERSONNEL



INSTRUCTIONAL MODELS

2020-21 SCHOOL YEAR

ON-SITE



Students Safely Learn In School

All students have access to in-person instruction in accordance with public health requirements.

HYBRID



Students Safely Learn In School and Away from School

Student groups have access to in-person instruction using staggered schedules and/or prioritizing certain grades, courses, and/or programs, in accordance with public health requirements. On-Site instruction is supplemented by Comprehensive Distance Learning.

COMPREHENSIVE DISTANCE LEARNING



Students Safely Learn Away from School

All students are engaged in learning through Comprehensive Distance Learning. Instruction occurs remotely with very limited exceptions for in-person supports.



RESPONSE TO OUTBREAK

59

Districts, schools, and programs need to flexibly plan to use multiple models throughout the school year to meet evolving health conditions. Even when the primary plan is through an On-Site or Hybrid learning model, Short-Term Distance Learning may be required due to outbreaks.

Return-to-School Paths

Attend your regular BSD school

Comprehensive Distance Learning (CDL) Model

- Students will only do remote online learning at home
- Taught by neighborhood/option school teachers
- Temporary option
Designed for students who eventually will be returning to their regular schools.
- This option will be offered for the entire year, even when the Hybrid Model (part in-school, part at-home) becomes available



Enroll in
FLEX Online School through BSD

NEW

FLEX ONLINE SCHOOL

- Students will only do remote online learning at home
- Taught by BSD teachers but not neighborhood/option school teachers
- Permanent solution
Can only switch back to neighborhood/option school at end of semester.



Operational Blueprint for Reentry (“Report”)

BSD will report a full district “Comprehensive Distance Learning”

1. The reporting requirements to ODE are brief (4 Questions)
2. The reports do not need to be submitted to the Local Health Authority
3. The reports will be not vary widely school to school and will be posted on the district and school websites by August 17
 - a. Pending any changes in the Aug 11 Ready Schools, Safe Learners update.

Question 1

Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

BSD has distributed two surveys to our communities both available in multiple languages. The first survey was comprised of questions written to help us understand the perceptions of Distance Learning for All. The second survey had questions asking our community to provide guidance on our planning for reopening. In addition, our multilingual department held 8 language groups to discuss what went well with remote learning in the spring, what needs to change, and which models they would prefer for the fall, hybrid or CDL. We also hosted six live community Q and A sessions (Three for our General Reopening and Three for BSD FLEX) in both English and Spanish.

Question 2

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

The Beaverton School District is opening in Comprehensive Distance Learning due the continued spread of SARS-CoV2/COVID-19 in our community. The current requirements for any in person instruction include a weekly "new case rate" of 10 or fewer cases per 100,000 residents within our county. Washington County is currently experiencing a weekly new case rate of 55.3 per 100,000 residents.

Question 3

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. [Here is a link to the overview of CDL Requirements.](#) Please name any requirements you need ODE to review for any possible flexibility or waiver.

The BSD and School Leadership teams have reviewed the Comprehensive Distance Learning Guidance and are prepared to implement the requirements during the 2020-2021 school year. We are not currently anticipating the need to request any waivers to these requirements. However, should the hybrid model be delayed, we may need to review and possibly apply for a waiver in instructional minutes, pending the August 11 guidance on reporting rules.

Question 4

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

Beaverton Schools continue to prepare our campuses to welcome students and staff in a safe environment. Each building has convened an internal team to ensure that the requirements in sections 1-3 of the Ready Schools, Safe Learners are met. We continue to revise our Operational Blueprint for Re-entry: Hybrid Learning for submission as applicable.

The Beaverton School District will not return to Hybrid Learning until it is safe to do so. We have communicated to our community that the earliest date for a Hybrid opportunity will be November 16, 2020. BSD will monitor the weekly spread of SARS-CoV2/COVID-19 in our community and delay the Hybrid start as needed.

Potential Transition to Hybrid

The following Covid-19 indicators must be met prior to offering the hybrid model:

1. Washington County must report 10 or fewer new test cases per 100,000 residents over a 7 day period, for three consecutive weeks. In addition, the test positivity rate cannot exceed 5%
 - a. **July 26- Aug 1 = 55.3 cases per 100,000 & 5.7 % test positivity rate.**
2. The number of cases per week (per 100, 000 residents) must be below 10 during the week of October 25th (as reported on Nov 2) to open in a hybrid model on November 16.
 - a. However, we will likely need to make a decision on timing in early October

Comprehensive Distance Learning

- Students will be engaged, supported, and learning five days a week.
- At least one opportunity of “synchronous” learning per day.
- Average 4-5 hours a day of “instructional minutes”
- Daily participation, per class, required for attendance (ADM rules pending)
- Letter Grades supported by a “Safeguarding Student Opportunity Clause”.
- Weekly engagement check-ins (beyond course participation)

Preparing for CDL

Professional Development Opportunities:

- ❑ **PD on the Patio:** August 5-20th
 - ❑ 28 courses offered, almost 2500 participants registered (8/4)
- ❑ **Preservice Week:** Courses in Canvas and Seesaw, Best Practices in Distance Learning, Assessment Practices, Engagement, Conferring with Readers and Writers and much more.....

Professional Development Supports:

- ❑ **Elementary CDL Website:** All curricular units are being formatted in a slide deck for teachers to access virtually.
- ❑ **Secondary guidance** will be published in the week of Aug 17 highlighting Priority Standards as well as digitally ready materials.

Ongoing Professional Development:

- ❑ Professional development will be responsive to teacher needs throughout the year.

INSTRUCTIONAL TIME

2020-21 SCHOOL YEAR

TEACHER-FACILITATED \geq 50% + APPLIED LEARNING \leq 50% + OTHER



Synchronous/Asynchronous learning experience planned and guided by a licensed teacher.

Synchronous opportunities, either on-site or off-site, must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.



Learning experiences that allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers.



- Teacher Professional Development
- Parent/Family Contacts (guidance, support, communication, and parent/teacher conferences)

WITH STATE BOARD APPROVAL, DIVISION 22 REQUIREMENTS EXPANDED TO ALLOW FOR UP TO 90 TOTAL HOURS, ANNUALLY, FOR TEACHER PROFESSIONAL DEVELOPMENT & PARENT CONTACTS

Learning Day Overview

Grade Level	Teacher Facilitated Learning* (Daily/Weekly) <i>Must account for at least 50% of Instructional Time</i>	Applied Learning <i>Must not account for more than 50% of Instructional Time</i>	Nutrition and Wellness (snack, lunch, rest, connect, time management) <i>Does not count for Instructional Time</i>
K-3	2 hours, 20 minutes per day 11 hours, 40 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended
4-8	2 hours, 30 minutes per day 12 hours, 30 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended
9-11	2 hours, 50 minutes per day 14 hours, 10 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended
12**	2 hours, 45 minutes per day 13 hours, 45 minutes per week (Required Minimum)	Daily/weekly 70 No Required Minimum	Daily 2 hours recommended

*Based on 165 day school year and a 5-day week (50% calculation based on dedicated instructional hours in Division 22; recess, professional

Attendance

All students are expected to be engaged in learning five days a week. Attendance is required and will be reported daily:

ODE is developing detailed guidance for the submission of days present and days absent for the purposes of state reporting; we anticipate having for the August 11 iteration. This guidance will include some flexibility to be responsive to the differing instructional and engagement models offered by districts.

Timeline and In Development

- Ready Schools, Safe Learners update is expected August 11.
 - Attendance Guidelines
 - Potential Changes to the Blueprint
- Operational Blueprint for Re-entry
 - Will be submitted as Comprehensive Distance Learning for All
 - Will be resubmitted if/when the hybrid model becomes available
- Ongoing negotiations with BEA regarding the upcoming school year.
- Continued dialog and work with external partners (next slide)

External Programs

International Baccalaureate- BSD leadership met virtually with the regional and national leadership of the IB organization and received approval to move forward with a compacted high school schedule. We have convened a team of teachers and administrators (from multiple school districts) to operationalize changes in scheduling, assessments, and continuity of learning.

Advanced Placement - BSD leadership met with regional leadership from the College Board to understand their response to the pandemic. The College Board has converted to a digital support and assessment system.

Dual Credit - BSD school partner with numerous colleges and universities. BSD Leadership is in continuous contact with leadership from PSU, PCC, Northwest Promise and Willamette Promise. We will be proceeding forward with most of our DC courses.

Flex Online

FLEX ONLINE

- Application Deadline July 31: **3418** Applications Received
- Commitment to Attend Deadline August 10: **1206** Commitments Received
(8:30am, 8/10) 620 Elem, 284 MS, 238 HS
- **331** “New to BSD” Students applied.... Approx 100* have confirmed thus far.
- Currently hiring for 17.0 teacher positions and 2.0 Classified positions (Internal Candidates)

Questions?

**ADDING NEW PERMANENT CLASSROOMS
AT VOSE AND SATO ELEMENTARY SCHOOLS****POLICY ISSUE/SITUATION**

The 2014 Capital Improvement Bond provided new replacement schools for Sato Elementary School (ES) and Vose ES. Both schools have the same design layout and were constructed with a capacity of 750 students based on 30 students per classroom. Due to the projected increase in student capacity at Sato ES and increases in staffing through the Staffing Allocation Model (SAM) at Vose ES, the addition of classrooms at both schools is required.

BACKGROUND INFORMATION

The North Bethany area continues to have projected growth and new residential development. As a result of this Sato ES will require additional student and classroom capacity in the next few years. The projected enrollment at Sato ES for the 2020-2021 school year is 687 students.

As for Vose ES, the Student Success Act (SSA) will provide additional resources to support teaching and learning, especially in schools with high poverty. Vose is scheduled to receive up to five (5) classroom teachers which will decrease class size with estimates at 19-21 students/classroom. The capacity at Vose ES is not projected to increase but the addition of teachers and reduction of class sizes will require additional classroom capacity.

The core facilities (gym, bathrooms, cafeteria) at both schools are sized to support the additional classrooms.

The options to increase/decrease classroom capacity include building permanent capacity, making school boundary adjustments, and/or adding portable units. Due to the design layout of Sato ES and Vose ES, we have an opportunity to utilize the existing building structure to quickly add permanent capacity at these schools. The addition of new portables is not recommended as the cost is high (estimate of \$250K-\$300K/portable) along with the impact to outdoor space to include playground and recess areas.

This matter was briefed to the Bond Accountability Committee in May 2020 and they understand the need for additional permanent classrooms at Sato ES and Vose ES and fully supported this action with 100% agreement.

DESIGN TO PROVIDE NEW PERMANENT CLASSROOMS

BSD staff completed preliminary designs for the addition of classrooms. As the footprint and floor plan design of both schools are the same, staff concluded the classrooms can be added to the schools in a seamless and efficient manner. It is recommended the Board authorize the preparation of the design and construction documents for the classroom additions at both Sato ES and Vose ES. The design will be contracted to an architecture and engineering firm and BSD staff will complete the land use and construction permitting review and approval at Washington County and the City of Beaverton. The estimated time to complete the design and construction documents is 12 months.

The total cost for the two (2) design contracts is \$294,500 and will be funded from the Construction Excise Tax (CET) program fund. The CET funds are separate from the 2014 Capital Improvement Bond and due to the available CET funds, recommend we start the design and construction documents as soon as possible.

The rough order cost estimate for the construction of the classrooms is approximately \$2M per school. Funding for the construction of the classrooms will need to be funded by the Bond Program Reserve and this will require a separate discussion with the Bond Accountability Committee and final approval from the School Board to use these bond funds. The current Estimate at Completion for the Bond Program Reserve is \$5.8M.

RECOMMENDATION

Recommend the BSD Board approve the two (2) contracts with the DLR Group for the design of additional classrooms at Sato ES and Vose ES for a total not to exceed \$294,500.



WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE



ADDING NEW PERMANENT CLASSROOMS AT VOSE AND SATO ELEMENTARY SCHOOLS

POLICY ISSUE/SITUATION

The 2014 Capital Improvement Bond provided new replacement schools for Sato Elementary School (ES) and Vose ES. Both schools have the same design layout and were constructed with a capacity of 750 students based on 30 students per classroom. Due to the projected increase in student capacity at Sato ES and increases in staffing through the Staffing Allocation Model (SAM) at Vose ES, the addition of classrooms at both schools is required.

BACKGROUND INFORMATION

The North Bethany area continues to have projected growth and new residential development. As a result of this Sato ES will require additional student and classroom capacity in the next few years. The projected enrollment at Sato ES for the 2020-2021 school year is 687 students.

As for Vose ES, the Student Success Act (SSA) will provide additional resources to support teaching and learning, especially in schools with high poverty. Vose is scheduled to receive up to five (5) classroom teachers which will decrease class size with estimates at 19-21 students/classroom. The capacity at Vose ES is not projected to increase but the addition of teachers and reduction of class sizes will require additional classroom capacity.

The core facilities (gym, bathrooms, cafeteria) at both schools are sized to support the additional classrooms.

The options to increase/decrease classroom capacity include building permanent capacity, making school boundary adjustments, and/or adding portable units. Due to the design layout of Sato ES and Vose ES, we have an opportunity to utilize the existing building structure to quickly add permanent capacity at these schools. The addition of new portables is not recommended as the cost is high (estimate of \$250K-\$300K/portable) along with the impact to outdoor space to include playground and recess areas.

This matter was briefed to the Bond Accountability Committee in May 2020 and they understand the need for additional permanent classrooms at Sato ES and Vose ES and fully supported this action with 100% agreement.

DESIGN TO PROVIDE NEW PERMANENT CLASSROOMS

BSD staff completed preliminary designs for the addition of classrooms. As the footprint and floor plan design of both schools are the same, staff concluded the classrooms can be added to the schools in a seamless and efficient manner. It is recommended the Board authorize the preparation of the design and construction documents for the classroom additions at both Sato ES and Vose ES. The design will be contracted to an architecture and engineering firm and BSD staff will complete the land use and construction permitting review and approval at Washington County and the City of Beaverton. The estimated time to complete the design and construction documents is 12 months.

The total cost for the two (2) design contracts is \$294,500 and will be funded from the Construction Excise Tax (CET) program fund. The CET funds are separate from the 2014 Capital Improvement Bond and due to the available CET funds, recommend we start the design and construction documents as soon as possible.

The rough order cost estimate for the construction of the classrooms is approximately \$2M per school. Funding for the construction of the classrooms will need to be funded by the Bond Program Reserve and this will require a separate discussion with the Bond Accountability Committee and final approval from the School Board to use these bond funds. The current Estimate at Completion for the Bond Program Reserve is \$5.8M.

RECOMMENDATION

Recommend the BSD Board approve the two (2) contracts with the DLR Group for the design of additional classrooms at Sato ES and Vose ES for a total not to exceed \$294,500.



**PUBLIC CONTRACTS – BOARD AUTHORIZATION OF
SUPERINTENDENT TO OBLIGATE THE DISTRICT**

POLICY ISSUE/SITUATION

School Board action is required to authorize the Superintendent or a designee to obligate the District for the attached public contract items.

BACKGROUND INFORMATION

On May 15, 2017, the Board adopted current policy language regarding Authority to Obligate the District (Board Policy DJ), which updates the School District's Public Contracting Rules in accordance with State Recommended Model Rules. Appropriate bidding procedures and Public Contracting Rules have been complied with before recommending the attached contract for Board approval. The following authorization of contract, subject to available budget appropriations, is a routine Board action that appears under the consent grouping of the Board agenda.

RECOMMENDATION

BE IT RESOLVED that the School Board authorize the Superintendent or a designee to obligate the District for the public contract items listed in Attachment A.

PUBLIC CONTRACTS
BOARD AUTHORIZATION OF SUPERINTENDENT TO
OBLIGATE THE DISTRICT
SUBMITTED FOR SCHOOL BOARD APPROVAL

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
eBuilder Construction Project Manager Software	Larry Pelatt	Special Procurement	eBuilder Software	\$150,000.00 per year	8/2020	6/2030	Authorization to Award Contract



PROJECT NAME: Construction Projects Management Software License

PROJECTTIMELINE: August 1, 2020 through June 30, 2030

PROJECT BUDGET: \$1,500,000.00

PROJECT SCOPE: eBuilder has been the District’s project management software since 2013, and is widely used within the District. It provides the permanent record for construction projects including all records necessary to respond to Public Records Requests. The software was first procured as a Direct Purchase under BSD Board Policy DJCA-AR (2)(7)(b) following an extensive market search as well as consultation with other public agencies utilizing the software. Subsequent contract renewals were either made via additional Direct purchase or specific Board approval. However, the tracking and recording of the methodology has been inconsistent. The purpose of this request is to memorialize and consolidate prior approvals, and to authorize continued use of the software through the end of the 2014 Capital Bond projects as well its use through all subsequent construction projects including any additional Capital Bond programs.

CONTRACT NAME: eBuilder Construction Project Manager Software

RECOMMENDED BY: Larry Pelatt

SOLICITATION METHOD: Special Procurement per ORS 279B.085 OAR 137.047.285 and DJCA-AR(2)(7)(b)

CONTRACTTIMELINE: 8/2020 – 6/2030

CONTRACT AMOUNT: \$150,000.00 per year

CONTRACT SCOPE: Annual Software functionality updates and upgrades as required

RECOMMENDATION: Authorization to Award and continue Contract to eBuilder Software

FUNDING SOURCE: Construction project budgets and 2014 Bond allocation



PROJECT NAME: Exemption request for Solicitation for 2021 Roofs Projects at Elmonica Elementary, Errol Hassel Elementary, Hiteon Elementary, Jacob Wismer Elementary, and Montclair Elementary

PROJECTTIMELINE: Solicitation to which requested exemption applies expected to be posted in October-November 2020. Construction schedule is June-September of 2021 through June 30, 2021,

PROJECT BUDGET: Total project budget is approximately \$3.1 million. Parts of project to which the requested exemption pertains is approximately \$214,000.

PROJECT SCOPE: Replace roofs or portions of roofs at Elmonica Elementary, Errol Hassel Elementary, Hiteon Elementary, Jacob Wismer Elementary, and Montclair Elementary. The exemption applies to the following portions of the overall project:

- At Elmonica we are re-roofing roughly 9,500 SF of the building's 50,724 SF and would like to maintain the use of Johns Manville's TPO.
- At Errol Hassel we are re-roofing roughly 6,100 SF of the building's 60,345 SF and would like to maintain the use of Firestone's TPO.

This exemption is being requested to ensure that the portions of the above two roofs being replaced are of the same manufacture/type of TPO to align warranty service with rest of the buildings. See attached findings for further justification/explanation.

CONTRACT NAME: Contractor TBD, will be determined by Solicitation Process to which requested exemption applies.

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Anticipated to be ITB, but final decision to be made after design process is completed.

CONTRACTTIMELINE: Anticipated to be 6/2021–9/2021

CONTRACT AMOUNT: Actual contract value will be determined by Solicitation process.

RECOMMENDATION: Adopt the attached findings and authorize that District Staff to develop specifications for the Solicitation described herein that include the following types of roof system/brands/manufacturers at the following locations:

- At Elmonica we are re-roofing roughly 9,500 SF of the building's 50,724 SF and would like to maintain the use of Johns Manville's TPO.
- At Errol Hassel we are re-roofing roughly 6,100 SF of the building's 60,345 SF and would like to maintain the use of Firestone's TPO.

FUNDING SOURCE: 2014 Bond

ADDITIONAL INFORMATION: Though there is no statutory public notice requirement for this exemption, any person except the contracting agency or anyone representing the contracting agency may bring an action for writ of review under ORS chapter 34 to test the validity of an exemption granted under ORS 279C.335 or 279C.345 by a local contract review board.

Findings

Oregon Revised Statutes (ORS) 279C.345 allows the Beaverton School District Board acting as the Local Contract Review Board (LCRB), to exempt certain products or classes of products from the requirement that Specifications for public improvement contracts may not expressly or implicitly require any product by any brand name or mark, nor the product of any particular manufacturer or seller. In order to authorize such an exemption, the Beaverton School Board must approve the following Findings I support of the specific exemption requested on the Board Memo to which these findings are attached:

(a) The exemption is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts.

This exemption will not encourage favoritism in awarding public contracts. The Solicitation Process to which the exemption applies will be to select a General Contractor. The General Contractors are responsible for selecting the sub-contractors/suppliers of the roofing systems/materials. The roofing system required in the specifications can be provided by any seller/re-seller that is available in the market, and the District's Solicitation process will not give additional favor to any of one of them.

(b) The specification of a product by brand name or mark, or the product of a particular manufacturer or seller, would result in substantial cost savings to the contracting agency;

Staff is requesting the exemption to specify that the same type of roofing system be used for the modular as that of the buildings to which they are attached in order to achieve cost savings. This cost savings is expected to be achieved by streamlining the warranty maintenance that must be done on the school's roof. Administering two different types of warranty maintenance on one school's roof is expected to be more expensive than one.

(c) Efficient utilization of existing equipment or supplies requires the acquisition of compatible equipment or supplies.

In a similar vein as finding (b), ensuring that modular are roofed using the same system as the rest of the school allows for more efficient utilization of the existing roofing system that will not be replaced in the Solicitation.



Live Stream was made available on: <https://www.youtube.com/c/beavertonschools>

Board Members Present Zoom Meeting:

Becky Tymchuk, Chair	LeeAnn Larsen
Tom Collet, Vice Chair	Eric Simpson
Anne Bryan	Susan Greenberg
Donna Tyner	

Staff Present:

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Camellia Osterink	District Legal Counsel
Danielle Hudson	Executive Administrator for Student Services
David Williams	Executive Administrator for Strategic Relations/Initiatives
Josh Gamez	Chief Facilities Officer
Mike Schofield	Associate Superintendent for Business Services
Steve Langford	Chief Information Officer
Shellie Bailey-Shah	Public Communications Officer
Toshiko Maurizio	Administrator for Multilingual Programs
Brian Sica	Administrator for Curriculum, Instruction and Assessment

CALL MEETING TO ORDER & BOARD PROCEDURES – Becky Tymchuk

School Board Chair Becky Tymchuk called the meeting to order at 8:33 a.m. Chair Tymchuk asked for changes to the agenda:

Anne Bryan requested pulling 2 contracts named: Vose Classroom Addition and Sato Classroom Addition until the August 10, 2020 meeting. Approved

PUBLIC COMMENTS

Board Member Becky Tymchuk stated there were 32 comments received, see Public Comments attachment for a full listing of public comments submitted.

REPORTS**A. Return to School – Brian Sica**

Closures required by Governor Brown's Executive Order in response to SARS-CoV-2/Covid-19 Pandemic has been significant. We know that there was less opportunities for those that are economically disadvantaged. Brian explained that our forefront is to build an equitable response to all students. Our guidance is the "Read Schools, Safe Learners" document coauthored by OHA and ODE. There are significant requirements for opening. He shared an additional document

District Goal: WE Empower all students to achieve post-high school success.

"The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes."

that breaks down the steps we need to go through internally to open schools to students. Brian highlighted the co-horting practice and day to day practices such as health room, meal service, classroom design, etc. We are following the current guidance we are receiving from the Governor regarding student masks. The district will be providing masks for all staff. Brian went into the Hybrid model and explained how it would work. He emphasized that students need to focus on the online portion five days a week even though they will be attending physically two days out of the five. At this time we are moving forward with recommendations for a Hybrid model. Brian explained attendance groups.

We need to take small steps to welcoming our students back to campus. Focus on a robust online experience, for those that don't feel comfortable or for those that are excluded due to Covid symptoms. We need to be prepared that we may not be able to open our campus' in a hybrid model.

There are four steps we are following: Starting slowly and strategically allowing for the development of safety protocols, supporting families needing temporary online only learning, district needs to be prepared to immediately respond to Covid-19, preparing for the necessity of opening the school year as "comprehensive learning for all".

Questions/Comments: Becky -Thank you for your great presentation as it was very informative.

Donna - How will you be communicating to parents and students where we are at and how will we be doing this? *Looking to make those decisions with the cabinet in a timely manner with guidance from the governor's office. We are very cognizant of family's time. At this time families should be planning on starting in a hybrid model. July 27th there should be some guidance for all of our communities in the Portland metro area.* Is the 4 x 4 model something that other districts like PPS, TTSD, Salem/Kaiser are doing? *The answer is yes and that will be shared July 27th*

Anne – I participated in the Q & A sessions; I hope that families are understanding that there are deadlines for applying to FLEX School. So many questions because we are in flux and hope that everyone is understanding that we are doing absolutely the best we can to keep people safe.

Susan – How will students have access to the meal programs if they register for FLEX Online? *The guidance does include all students including FLEX students to receive meals. Folks doing the FLEX could receive their five days of meals at one time. We are still developing that plan.*

DISCUSSION ITEM

A. **First Reading of School Board Policy LBE – Public Charter Schools** – David Williams

Students desiring to enroll in a non-Beaverton online charter school are required to submit an intent to enroll form with the Beaverton school district currently we have 858 students who have submitted one. State law does not allow the district to deny enrollment in an online charter school outside the district unless and until the total number of students enrolling in non-Beaverton online charter schools exceeds 3% of total Beaverton school district enrollment, which at this time is 1378 students.

The language being discussed today is regarding the stop gap policy, capping the outside enrollment at 3%. School districts are not required to deny enrollment beyond the 3% threshold but can implement such a limit. In order to implement a 3%, limit the district must adopt in board policy specific language outlining the method for calculating the 3% and specifying that students may appeal any denial to the Oregon Department of Education.

Questions/Comments: Becky – We are following the suggested language sent to the school board by Oregon School Board Associations.

District Goal: WE Empower all students to achieve post-high school success.

"The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes."

ACTION ITEMS

A. Approval of Bond Accountability

BE IT RESOLVED that the School Board of Beaverton School District approves who are recommended herein for the Bond Accountability Committee Members for 2021-2022.

LeeAnn Larson made the motion to accepted by the School Board as submitted at this meeting. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Anne Bryan, Donna Tyner, Eric Simpson, LeeAnn Larsen, Susan Greenberg and Tom Colett.

B. Approval of Addendum to Superintendents Contract

BE IT RESOLVED that the School Board of Beaverton School District approves the submitted Addendum to the Superintendent's contract.

LeeAnn Larsen made the motion to accepted by the School Board as submitted at this meeting. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Anne Bryan, Donna Tyner, Eric Simpson, LeeAnn Larsen, Susan Greenberg and Tom Colett.

C. Consent Agenda – Becky Tymchuk

Additions to the Meeting minutes for the last meeting and changes to the Serendipity Contract

1. Second Reading of School Board Policy (JGD)

BE IT RESOLVED that the School Board adopts this policy change at this meeting.

2. Approval of School Board Meeting Minutes

BE IT RESOLVED that the minutes of the June 15, 2020 are hereby approved.

3. Grant Report

BE IT RESOLVED that the Grant report be and hereby is approved as amended.

4. Public Contracts

BE IT RESOLVED that the School Board authorizes the Superintendent or a designee to obligate the District for the public contract items as amended at this meeting

LeeAnn Larsen made the motion to accepted by the School Board as submitted at this meeting. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Anne Bryan, Donna Tyner, Eric Simpson, LeeAnn Larsen, Susan Greenberg and Tom Colett.

BOARD COMMUNICATION

- A. Individual School Board Member Comments – None at this time

ADJOURN

Chair Tymchuk adjourned the meeting at 9:20 a.m.

INFORMATION ITEMS

- Restraint and Seclusion Summary Report for 2019-2020
- Public Comments attached

District Goal: WE Empower all students to achieve post-high school success.

"The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes."

Submitted by

Dianna Hess

Dianna Hess

Becky Tymchuk

Becky Tymchuk, School Board Chair

District Goal: WE Empower all students to achieve post-high school success.

"The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes."