



 AGENDA

I. CALL MEETING TO ORDER	6:30 - 6:35 p.m.	
II. BEA/OSEA COMMENTS	6:35 - 6:40 p.m.	2
Sara Schmitt - BEA, Amy Knutson - OSEA		
III. BSAC REPRESENTATIVE REPORT	6:40 - 6:45 p.m.	
IV. PUBLIC COMMENTS	6:45 - 6:50 p.m.	4
V. REPORTS	6:50 - 8:00 p.m.	
A. Superintendent Comments		
B. Financial Update		7
Mike Schofield		
C. Return to School Update		15
Ginny Hansmann, Brian Sica, Josh Gamez		
VI. DISCUSSION ITEMS	8:00 - 8:20 p.m.	
A. Long Range Facility Planning Report		19
Steve Sparks		
B. Middle School Boundaries:		21
Superintendent's Recommendation		
Don Grotting		
VII. ACTION ITEMS	8:20 - 8:30 p.m.	
A. Resolution to adopt OSBA 2021-2022 Legislative Priorities and Principles		35
B. Appropriation Resolution 21-1130 for the 20-21 Budget		40
Mike Schofield		
C. Consent Agenda		
a. Personnel		
b. Approval of School Board Meeting Minutes		41
c. Public Contracts		64
d. Grant Report		78
e. Approval of School Board Policy DFA		80
VIII. BOARD COMMUNICATION	8:30 - 8:40 p.m.	
IX. ADJOURNMENT	8:40 - 8:45 p.m.	
X. INFORMATION ITEM		
A. Middle School Schedules		89
B. October 2020 BAC Report		92

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

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Board meeting notes November 30, 2020

Good Evening Superintendent Grotting, School board members, school employees, and community members,

Thank you for the opportunity to speak tonight. I want to commend the classified employees for continuing to show up for our school community. Our members have risen to the occasion this year in ways that we have never needed to before. As uncertainty continues to take its toll on everyone, our classified employees have been asked to pivot again and again. Our Schedules, work environments, and duties have changed many times. Plans have been made and then just as quickly discarded. Many of our members are dealing with extra challenges in their homes and families as well. With each change and development the same questions and worries return and getting clear answers to our questions is often difficult. For all these reasons and others, we are feeling tired and drained. We are having to make difficult decisions for ourselves and our families without knowing when our positions will change again.

Despite all of this, our members have continued to show up and get whatever task they are given accomplished. Classified staff continue to seek out ways to serve our students both inside and outside of their current assigned duties. We continue to hold on to hope that our jobs will return to something resembling the jobs that we originally applied for and accepted. We want to be back in our workspaces and we want to be the consistent and trusted adults that our students have always depended on as soon as it is safe to do so. I am proud of all the classified employees that are working hard in this season and my heart is heavy for the ones who are struggling.

We ask that the district take our needs into account in their decision making. Our sacrifices are not sustainable over the long term. We will continue to hang in as long as we can, but that sacrifice has been inequitable across the district. Classified employees have borne more of the instability and more of the financial burdens of this situation than any other school district employee group. When schools are once again filled with students you will depend upon all of us to meet the needs of our families. Right now we depend on you to make decisions on our behalf so that we can still be here to do that important work. Show us with actions that you appreciate the value that we bring to our community. Keep us well informed. Encourage us. Protect our pay and benefits so that we can support our families. You need us, and we need your support.

Again, thank you for your time tonight.

School Board Meeting, November 30, 2020

Sara Schmitt, BEA President

Good evening Supt. Grotting, Chair Tymchuk and members of the Board,

One thing that has been made abundantly clear during this pandemic is that 2 very different things can be true at the same time. Here are a couple of examples:

- Teaching and working with students in new ways has stretched educators thin in lots of ways, the endless workload is burning educators out, not all students have been able to engage in remote learning successfully, and there are opportunity gaps that are widening. AND educators are adapting, innovating and working harder than ever to make the best of this, and many students are finding success in remote learning and are thriving.
- CDL has been incredibly exhausting and demoralizing because educators miss being in school buildings with students and colleagues. AND the high rate of community spread of the Covid-19 virus right now means that in person instruction poses a serious health risk to many educators and members of our community. The thought of learning how to teach while physically distancing from our students, spending learning time enforcing hygiene and safety protocols, and possibly providing in person instruction and CDL at the same time is overwhelming and heartbreaking.

As School Board members, I know you agree that the best place for our students and staff is in our school buildings, learning together. To get there, we need to get this virus under control, and as soon as possible. In addition, we are going to need dedicated staff members who feel valued, supported and safe. In order to get through this pandemic and build our schools back to be better than before, we will need staff members who experience this profession as one that is sustainable.

As said last month, I'm looking forward to hearing tonight about how the immense workload on the shoulders of educators is being addressed, what support is being provided for the well-being of staff. We cannot expect great results for students if we aren't taking care of the educators who are on the front lines.

To the School Board, as well as members of our community - please take this virus seriously and follow all recommendations to curb the spread. Educators want to be back in classrooms, but only when it's safe for staff and students.



PUBLIC COMMENTS

Due to Covid-19 state-wide restrictions and in keeping with the efforts of social distancing the meeting of the Beaverton School District School Board for November 30, 2020 will be conducted online.

Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, November 26, 2020 through 12:00 p.m. on Monday, November 30, 2020. Comments received are below.

Jill Rector – Parent - 1) Please open schools as soon as possible. Even in the midst of the current increase in COVID cases, the science is increasingly evident that schools are not super-spreader sites, and in fact may be protective for students. 2) In consideration of the budget, please eliminate the "Relay Portal Screentime Report" that is being sent to parents weekly as a part of CDL. This report only tells number of times per day a student is accessing a website, not amount of time spent on it. We know our kids are online for hours at a time, knowing that they accessed the BSD website 58 times in a week and a total of 43 websites a day does not give any meaningful information. This is a total waste of district money. Save staff over this ridiculous report.

Sarah – Parent - Without the sugar coating when do you realistically think we are going back to school? This school year next school year? And how will it look?

Nancy Wilson – Parent - For the mental, emotional, and physical well-being of all the students in Beaverton, please follow the science and data found in other states and around the world that shows that schools are not super spreaders. Beaverton has always been at the forefront of innovation and should be paving the way for the rest of Oregon in making their students a priority and get them back in school.

Michael Jugo – Parent - Dear Board, at the closure of the middle school attendance boundary committee, it was suggested that the Oakridge Estates neighborhood that now belongs to Findley Elementary school, directly across the street from Stoller middle school, be moved to Jacob Wismer elementary. The middle school boundary committee highlighted this initiative would need to originate at the board level. I'm emailing you today to ask that you aggressively move forward on this initiative, carving out the walkable section of Oakridge Estates that now belongs to Findley elementary and move it to Jacob Wismer. This is most logical because we are directly across the street from Stoller middle school. Making this move into Jacob Wismer would mean that our children would then be able to walk to both Jacob Witmer and Stoller elementary school. I think this is a reasonable plan given your decision to unnecessarily transport our children across town to the new Timberline middle school.

Carrie Matsuo - Staff -I am writing to commend Christina Mackin and all of the Community Partners department at BSD. Amidst the pandemic and regulatory changes, they have stepped

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up to consistently message and support the food box drive-thru, Urban Gleaners and site-based initiatives to provide resources for our families. The challenges are immense in every aspect -- protocols, USDA changes, holiday changes, etc. and their crew has not wavered in commitment to our kids. Thank you!

Sandeep Kumar - Parent - Hi, I want to share my thoughts for the New Middle School Boundary Map which is recommended by the Superintendent. This process was completed under the guidance of BSD Staffs, detailed discussion by the Committee Members and active participation from community members. Some external factors also caused the delay but at the end we all can agree the outcome in the form of this Map was result of comprehensive discussions and optimal solution from the different options discussed by the committee. The boundary process is very hard on the communities as in the end few communities have to move to new school which is not easy for Kids. In the current circumstances, it is more difficult as communities are struggling with other issues. For BSD also there are other real and immediate issues like losing more students due to economical issues and hence I request Board to accept this Map and move on with other issues.

Nicholas C. – Parent - WE NEED TO REOPEN SCHOOLS AND START IN-PERSON LEARNING!!! I acknowledge the herculean efforts that teachers and the school district are applying to help keep our kids educated online during these trying times; thanks. I live in an affluent neighbourhood, and my kids have parents that can afford so stay home and help teach them - they're fine. But even among better off kids with parents that do have time, I see kids slacking off, playing video games while 'in class' and generally falling behind. And what about the less fortunate kids? They are going to end up even further behind the curve. THIS IS NOT ACCEPTABLE! Teachers are a (long-term) ESSENTIAL service. We need to get them back in school and teaching in person. Data/research is easy to find online if you actually look it: kids (and most teachers) are at low risk. Schools are open in Europe (and elsewhere in the US) and studies are showing they are so to no ill effect; they are not super-spreaders.

Inca Gunter - Community Member - Beaverton Food Project is a mutual-aid project that is working to combat issues of food sovereignty through creating, maintaining, and mapping free food pantries and fridges throughout the community. These sites can be used as resources at any time, and are based a "Take what you want, give what you can" premise. Having access to nutritious food should be a right, not a privilege, especially in a society where we produce more than enough for all to share. NOW is the time for us all to come together, and make it happen! We would like to make our community aware of this resource that is available to them, and anyone at anytime for that matter. I am wondering if BHS would be able to send out or post any information concerning Beaverton Food Project. More information concerning this project can be found at our Facebook/Instagram pages @beavertonfoodproject. You can reach us at beavertonfoodproject@gmail.com.

Pavan Akkisetty - Parent - Hello BSD board members, As a concerned BSD parent, decision to continue to use portables announced by the superintendent surprises me. After months of deliberations and a clear agenda to not use portables, the decision doesn't meet the Board objectives. Stoller at 90% objective is given no importance. Portables are unsafe, expensive and unnecessary, given the MS capacity vs student body. This portable usage in Stoller is inspite of kicking out two schools from Stoller Boundary. Why build a new MS if portables are encouraged this way? Why would BSD parents be interested in any future schools, if MS capacity is misused? If retaining Summa in Stoller is an objective, then why not state it as part of initial directives. It

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would have saved time, resources and money for all. Please note that continuing to use portables in Stoller voids the boundary change objectives (2021 - 100% 2025: 117%).
Thanks

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Beaverton School District
Year-To-Date Activity and Forecast
General Fund
As of October 31, 2020
(\$ in millions)

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
REVENUES:						
Beginning Fund Balance	\$ 32.0	\$ 32.0	\$ 56.4	\$ -	\$ 56.4	\$ 56.4
State School Fund:						
State School Fund	285.8	285.8	118.4	-	118.4	283.9
Property Taxes	149.0	149.0	0.4	-	0.4	149.0
Common School Fund	4.0	4.0	-	-	-	4.0
County School Fund	0.8	0.8	-	-	-	0.8
Local Option Levy	35.3	35.3	0.1	-	0.1	35.3
Investment Earnings	1.6	1.6	-	-	-	0.6
NWRESD Appointment	11.8	11.8	4.4	-	4.4	11.2
Transfers In	-	-	-	-	-	-
Other	16.1	16.1	0.2	-	0.2	11.1
Total	\$ 536.4	\$ 536.4	\$ 179.9	\$ -	\$ 179.9	\$ 552.3
EXPENDITURES:						
Salaries	\$ 276.5	\$ 276.5	\$ 63.6	\$ -	\$ 63.6	\$ 262.1
Benefits	176.7	176.7	40.8	-	40.8	168.8
Purchased services	28.3	28.3	5.6	13.2	18.8	26.2
Supplies & materials	20.1	20.1	3.9	3.8	7.7	14.1
Capital outlay	0.8	0.8	0.2	-	0.2	0.8
Other	2.6	2.6	0.4	0.4	0.8	1.5
Transfers out	4.7	4.7	0.2	-	0.2	3.1
Contingency	26.7	26.7	-	-	-	26.7
Total	\$ 536.4	\$ 536.4	\$ 114.7	\$ 17.4	\$ 132.1	\$ 503.3

Projected Surplus / (Deficit) Balance	\$ 49.0
Projected Ending Fund Balance	\$ 75.7
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2021 *	13.7%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund		\$ 74.6	13.5%
Local Option Levy Fund		1.1	0.2%

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:						
Instruction	\$ 320.2	\$ 320.2	\$ 69.0	\$ 6.0	\$ 75.0	\$ 301.6
Support Services	182.8	182.8	45.4	11.1	56.5	171.0
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	6.3	6.3	0.3	0.3	0.6	3.6
Contingencies	26.7	26.7	-	-	-	26.7
Total	\$ 536.4	\$ 536.4	\$ 114.7	\$ 17.4	\$ 132.1	\$ 503.3

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of October 31, 2020

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Encumb.	YTD Expenditures & Encumb.	Expenditure Budget Variance	Percent	Fund Balance
Student Body Fund	\$ 16,305,000	\$ 5,051,886	\$ 467,790	\$ 278,982	\$ 746,772	\$ (15,558,228)	4.58%	\$ 4,305,114
Special Purpose Fund	3,000,000	926,859	926,859	-	926,859	(2,073,141)	30.90%	-
Categorical	4,125,000	1,566,476	207,181	135,390	342,571	(3,782,429)	8.30%	1,223,905
Grant Fund	90,003,572	4,152,167	10,325,306	2,492,477	12,817,783	(77,185,789)	14.24%	(8,665,616)
Equipment Replacement Fund	4,570,000	4,351,081	1,463,874	99,491	1,563,365	(3,006,635)	34.21%	2,787,716
Sustainability Fund	3,823,243	3,846,447	-	-	-	(3,823,243)	0.00%	3,846,447
Nutrition Services Fund	19,812,622	3,233,658	2,414,413	2,036,289	4,450,702	(15,361,920)	22.46%	(1,217,044)
Debt Service Fund	91,206,599	9,236,623	-	-	-	(91,206,599)	0.00%	9,236,623
Capital Projects Fund	154,840,000	140,912,176	33,749,861	24,917,622	58,667,483	(96,172,517)	37.89%	82,244,693
Insurance Reserve Fund	7,703,790	2,442,228	2,967,018	2,017,514	4,984,532	(2,719,258)	64.70%	(2,542,304)
Workers' Compensation Fund	4,239,092	2,371,322	604,600	103,284	707,884	(3,531,208)	16.70%	1,663,438
Scholarship Fund	490,000	385,590	31,276	20,751	52,027	(437,973)	10.62%	333,563
Total	\$ 400,118,918	\$ 178,476,513	\$ 53,158,178	\$ 32,101,800	\$ 85,259,978	\$ (314,858,940)		\$ 93,216,535



BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2020-21
As of 10/31/2020

School				Budget		Actual		Increase
	Budgeted Enrollment	9/30/2020 Enrollment	Enrollment Change	Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
Aloha Huber (K-8)	850	822	(28)	31.5	39.5	31.4	39.4	
Barnes	569	526	(43)	20.5	25.5	21.0	26.0	
Beaver Acres	698	696	(2)	25.5	31.5	24.5	30.5	
Bethany	524	447	(77)	17.5	22.5	17.5	21.5	
Bonny Slope	670	573	(97)	22.5	28.5	20.5	26.5	
Cedar Mill	433	368	(65)	14.5	17.5	12.5	16.5	
Chehalem	471	427	(44)	17.5	21.5	16.5	21.5	
Cooper Mountain	472	401	(71)	16.5	20.5	15.5	18.5	
Elmonica	527	466	(61)	18.5	23.5	18.5	23.5	
Errol Hassell	409	340	(69)	14.5	17.5	13.5	16.4	
Findley	589	539	(50)	19.5	23.5	18.5	23.5	
Fir Grove	371	348	(23)	13.5	16.5	12.5	16.5	
Greenway	311	308	(3)	12.5	14.5	10.5	13.5	
Hazeldale	488	438	(50)	17.5	22.5	17.5	22.5	
Hiteon	646	553	(93)	22.5	27.5	21.5	26.5	
Jacob Wismer	723	658	(65)	23.5	29.5	22.5	28.5	
Kinnaman	602	550	(52)	22.5	28.5	23.0	28.0	
McKay	303	284	(19)	10.5	13.5	10.5	13.5	
McKinley	658	608	(50)	24.5	30.5	23.5	29.5	
Montclair	327	254	(73)	11.5	14.5	10.5	13.5	
Nancy Ryles	600	516	(84)	20.5	25.5	19.5	24.5	
Oak Hills	570	482	(88)	19.5	23.5	18.5	23.5	
Raleigh Hills (K-8)	500	448	(52)	16.5	21.5	15.5	20.5	
Raleigh Park	331	323	(8)	12.5	14.5	11.5	14.5	
Ridgewood	421	352	(69)	14.5	17.5	12.5	15.5	
Rock Creek	483	418	(65)	14.5	18.5	15.5	19.5	
Sato	717	670	(47)	23.5	29.5	22.5	28.5	
Scholls Heights	632	591	(41)	21.5	26.5	21.5	26.5	
Sexton Mountain	549	475	(74)	18.5	22.5	18.5	22.5	
Springville (K-8)	928	856	(72)	30.5	37.5	30.5	37.5	
Terra Linda	367	306	(61)	10.5	14.5	11.5	14.5	
Vose	719	699	(20)	26.5	33.5	26.5	32.5	
West TV	322	275	(47)	11.5	13.5	9.5	12.5	
William Walker	527	473	(54)	20.5	25.5	20.7	25.7	
Elementary School Total	18,307	16,490	(1,817)	638.0	793.0	616.0	773.9	158.0



BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2020-21
As of 10/31/2020

School	Budgeted Enrollment	9/30/2020 Enrollment	Enrollment Change	Budget		Actual		Increase
				Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
Cedar Park	939	841	(98)	30.0	35.0	28.5	33.5	
Conestoga	959	892	(67)	30.5	36.0	29.0	34.0	
Five Oaks	1,039	978	(61)	38.2	44.7	34.9	40.9	
Highland Park	777	705	(72)	25.0	29.5	25.4	30.4	
Meadow Park	864	821	(43)	31.2	36.7	30.1	35.1	
Mountain View	849	793	(56)	30.8	36.3	29.6	34.6	
Stoller	1,580	1,413	(167)	46.0	54.5	44.8	52.8	
Whitford	729	719	(10)	28.8	33.3	28.3	33.8	
Middle School Total	7,736	7,162	(574)	260.5	306.0	250.5	295.0	44.50
Aloha	1,728	1,768	40	66.4	77.0	61.1	71.9	
Beaverton	1,488	1,522	34	57.8	67.0	57.1	67.1	
Mountainside	1,860	1,717	(143)	62.4	72.6	59.9	69.7	
Southridge	1,439	1,464	25	50.8	59.6	49.5	58.9	
Sunset	2,036	2,000	(36)	61.6	72.4	61.3	71.9	
Westview	2,408	2,344	(64)	76.0	88.4	76.2	89.2	
High School Total	10,959	10,815	(144)	375.0	437.0	365.1	428.7	63.60
Arts & Communication Magnet Academy (6-12)	695	707	12	25.4	29.4	25.4	29.4	
Beaverton Academy of Science and Engineering (6-12)	846	841	(5)	29.4	34.6	29.6	34.2	
Community School (9-12)	200	106	(94)	10.2	11.4	9.8	11.0	
FLEX Online School (K-12)	-	1,214	1,214	-	-	34.4	43.3	
International School of Beaverton (6-12)	828	867	39	30.8	35.2	30.9	35.3	
Options Schools Total	2,569	3,735	1,166	95.8	110.6	130.1	153.2	23.07
Address Extreme Class Size K 12				25.0	25.0			
District Total	39,571	38,202	(1,369)	1,394.3	1,671.6	1,361.7	1,650.9	289.2

	Adopted Budget	Current Projection	Year-to-Date Actual
Beginning Fund Balance 7/01/20:	\$ -	\$ 1,057,179	\$ 1,057,179
Projected Revenue:	35,300,000	35,300,000	88,849
Projected Expense:	35,300,000	35,230,517	9,003,367
Projected Fund Balance 6/30/21:	\$ -	\$ 1,126,662	\$ (7,857,339)

Note: Budgeted enrollment includes general education student projections plus specialized program students.

FLEX Online School was not included in the 2020-21 Adopted Budget. Variances within the pre-existing schools are partly due to students shifting to FLEX Online School, and partly due to decreased enrollment in the District overall.

Beaverton School District
Portfolio Management
Portfolio Summary
October 31, 2020

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	35,000,000.00	35,585,350.00	35,000,730.55	17.62	271	2.383
Federal Agency Coupon Securities	20,000,000.00	20,137,500.00	20,344,180.00	10.24	73	2.606
Federal Agency Disc. -At Cost	44,250,000.00	44,243,982.50	44,237,953.76	22.27	49	0.091
Treasury Coupon Securities	18,796,000.00	19,086,068.60	19,100,077.32	9.62	238	0.778
Treasury Discounts -At Cost	37,033,000.00	37,023,913.83	36,435,247.09	18.34	76	0.756
LGIP	43,496,913.39	43,496,913.39	43,496,913.39	21.90	1	0.910
Investments	198,575,913.39	199,573,728.32	198,615,102.11	100.00%	103	1.120

Total Earnings	October 31 Month Ending	Fiscal Year To Date
Current Year	246,149.78	1,066,892.43
Average Daily Balance	192,917,259.98	224,915,469.70
Effective Rate of Return	1.50%	1.41%

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
October 31, 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	10,032,700.00		5.03
313385GL4	11167	Federal Home Loan Bank	06/04/2021	4,250,000.00	4,242,895.42	4,246,982.50		2.14
313384P94	11180	Federal Home Loan Bank	11/18/2020	20,000,000.00	19,997,466.67	19,999,200.00		10.07
313384T58	11182	Federal Home Loan Bank	12/16/2020	20,000,000.00	19,997,591.67	19,997,800.00		10.07
			Subtotal	54,250,000.00	54,330,953.76	54,276,682.50	35.00	27.32
Tennessee Valley Authority								
880591EL2	11105	Tenn Valley Auth	02/15/2021	10,000,000.00	10,251,180.00	10,104,800.00		5.03
			Subtotal	10,000,000.00	10,251,180.00	10,104,800.00	35.00	5.04
			Total	64,250,000.00	64,582,133.76	64,381,482.50	100.00	32.36
Corporate Indebtedness								
Australia & NZ Banking Grp NY								
05253JQA4	11127	Aust & NZ Banking Grp NY	11/23/2021	5,000,000.00	5,076,400.80	5,118,350.00		2.51
			Subtotal	5,000,000.00	5,076,400.80	5,118,350.00	5.00	2.52
Bank of Montreal								
06367T4W7	11122	Bank of Montreal	04/13/2021	5,000,000.00	5,094,868.00	5,064,650.00		2.51
			Subtotal	5,000,000.00	5,094,868.00	5,064,650.00	5.00	2.52
Bank of Nova Scotia								
064159LG9	11123	Bank of Nova Scotia	04/20/2021	5,000,000.00	5,097,953.90	5,067,600.00		2.51
			Subtotal	5,000,000.00	5,097,953.90	5,067,600.00	5.00	2.52
Toronto Dominion Bank								
89114QBL1	11104	Toronto Dominion Bank	07/13/2021	5,000,000.00	4,864,400.00	5,056,850.00		2.51
89114QBL1	11126	Toronto Dominion Bank	07/13/2021	5,000,000.00	5,004,207.85	5,056,850.00		2.51
			Subtotal	10,000,000.00	9,868,607.85	10,113,700.00	5.00	5.04
US Bank								
90331HNX7	11089	US Bank	11/16/2021	5,000,000.00	5,034,650.00	5,152,700.00		2.51
			Subtotal	5,000,000.00	5,034,650.00	5,152,700.00	5.00	2.52
Westpac Banking Corp								
961214DA8	11090	Westpac Banking Corp	08/19/2021	5,000,000.00	4,828,250.00	5,068,350.00		2.51
			Subtotal	5,000,000.00	4,828,250.00	5,068,350.00	5.00	2.52
			Total	35,000,000.00	35,000,730.55	35,585,350.00	35.00	17.63

**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 %	
OR Treas Local Govt Inv Pool									
Local Government Inv Pool									
LGIP 4010	FUND 000	LGIP		36,681,240.09	36,681,240.09	36,681,240.09		18.47	
LGIP 5173	FUND 300	LGIP		1,683,984.92	1,683,984.92	1,683,984.92		0.84	
LGIP 4966	FUND 416	LGIP		4,975,497.03	4,975,497.03	4,975,497.03		2.50	
LGIP 4972	FUND 417	LGIP		156,191.35	156,191.35	156,191.35		0.07	
				Subtotal	43,496,913.39	43,496,913.39	100.00	21.90	
				Total	43,496,913.39	43,496,913.39	100.00	21.90	
US Treasuries									
US Treasuries									
912828WY2	11103	U.S. Treasury	07/31/2021	5,000,000.00	4,963,730.00	5,078,300.00		2.51	
9128284T4	11166	U.S. Treasury	06/15/2021	13,796,000.00	14,136,347.32	14,007,768.60		6.94	
912796Z21	11159	U.S. Treasury	11/12/2020	760,000.00	759,570.28	759,984.80		0.38	
912796TP4	11175	U.S. Treasury	11/05/2020	5,000,000.00	4,998,667.36	4,999,950.00		2.51	
9127963S6	11176	U.S. Treasury	07/15/2021	2,258,000.00	2,255,592.09	2,256,329.08		1.13	
912796TP4	11177	U.S. Treasury	11/05/2020	8,425,000.00	8,423,525.63	8,424,915.75		4.24	
912796TU3	11181	U.S. Treasury	12/03/2020	10,000,000.00	9,999,313.89	9,999,300.00		5.03	
912820M87	11096	U.S. Treasury Strips	04/30/2021	10,590,000.00	9,998,577.84	10,583,434.20		5.33	
				Subtotal	55,829,000.00	55,535,324.41	56,109,982.43	100.00	28.11
				Total	55,829,000.00	55,535,324.41	56,109,982.43	100.00	28.11
				Grand Total	198,575,913.39	198,615,102.11	199,573,728.32		

Beaverton School District
Summary by Issuer
October 31, 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	4	86,681,240.09	86,677,540.09	43.43	0.431	18
Fund: Debt Service Fund						
Subtotal	2	2,443,984.92	2,443,969.72	1.22	0.663	4
Fund: 2017 Non-Taxable Bond Issue						
Subtotal	10	68,990,497.03	69,477,496.98	34.80	2.101	135
Fund: 2017 Taxable Bond Issue Fund						
Subtotal	8	40,460,191.35	40,974,721.53	20.53	0.976	234
Total and Average	24	198,575,913.39	199,573,728.32	100.00	1.122	103



COMPREHENSIVE DISTANCE LEARNING UPDATE

POLICY ISSUE/SITUATION:

The Beaverton School District began full time Comprehensive Distance Learning (CDL) on September 14, 2020. The Teaching and Learning Department will update the board on initial successes and challenges, initial data points, and metrics for Returning to Hybrid instruction. Attached is the update for November 2020.

Currently the Return to School Team is planning for future instructional options based on health conditions in Washington & Multnomah counties, and Oregon Department of Education (ODE) and state and county Health Authority guidelines.

RECOMMENDATION:

It is recommended that the Board review this update and offer any questions or comments following the presentation.

BSD Comprehensive Distance Learning (CDL) - Update November, 2020

Comprehensive Distance Learning remains the mode of teaching and learning in the Beaverton School District. Students are engaged in learning five days a week and have daily face to face interactions with their teachers. Our staff and students are adapting to this “new normal” and are continuing to learn and grow in this process. We continue to believe that there is no replacement for in-person instruction, driven by the relationship between the teacher and the students. However, the current state of the community spread of Covid-19 requires a commitment to CDL. We monitor the progress of CDL through various indicators. You will find updates on attendance, grades, and reporting practices in this report.

Attendance

Average Daily Attendance by Level - 2020			
	September	October	November
Elementary	97.03%	96.88%	96.47%
Middle	92.26%	93.42%	93.30%
High/Options	95.30%	94.84%	94.24%

It is important to note that attendance is defined differently in CDL than in-person instruction. CDL allows for various interactions to “count” for satisfying attendance. While attendance data is useful, it is more a measure of general participation than true engagement and learning.

Academic Progress

The tables below show the grade distribution at the first credit bearing mark for the past two years. Direct comparisons should be made with caution, for both the obvious reasons of learning mode, but also in regard to course offerings. The 4x4 of the high school schedule has reduced the number of marks awarded during any one period.

An area of interest is the number of marks not awarding credit (F or I). Currently, approximately 10% of grades earned did not award credit compared to approximately 5% in 19-20.

High School Summative Marks (4x4) Fall 2020

BSD Overall	A	B	C	D	F	I	N	P
	22459	9406	7790	2225	1918	2662	322	1388
BSD Overall	46.6%	19.5%	16.2%	4.6%	4.0%	5.5%	0.7%	2.9%

High School Summative Marks Fall 2019

BSD Overall	A	B	C	D	F	P
	35586	19473	14659	4432	4243	2342
BSD Overall	44.1%	24.1%	18.2%	5.5%	5.3%	2.9%

BSD understands and appreciates the need for letter grades and defined academic progress. However, the current realities and disproportionate impacts of covid-19 cannot be understated. As a result, BSD has increased the use of the incomplete mark for students who have yet to show proficiency on the learning target. The “I” mark indicates to the students that their teacher is still able to work with them on continuing their learning beyond the predetermined grading period. [Full guidance can be found at this link.](#)

Please note that Elementary, Middle and 6/12 Option schools will be reporting summative marks on the traditional semester calendar.

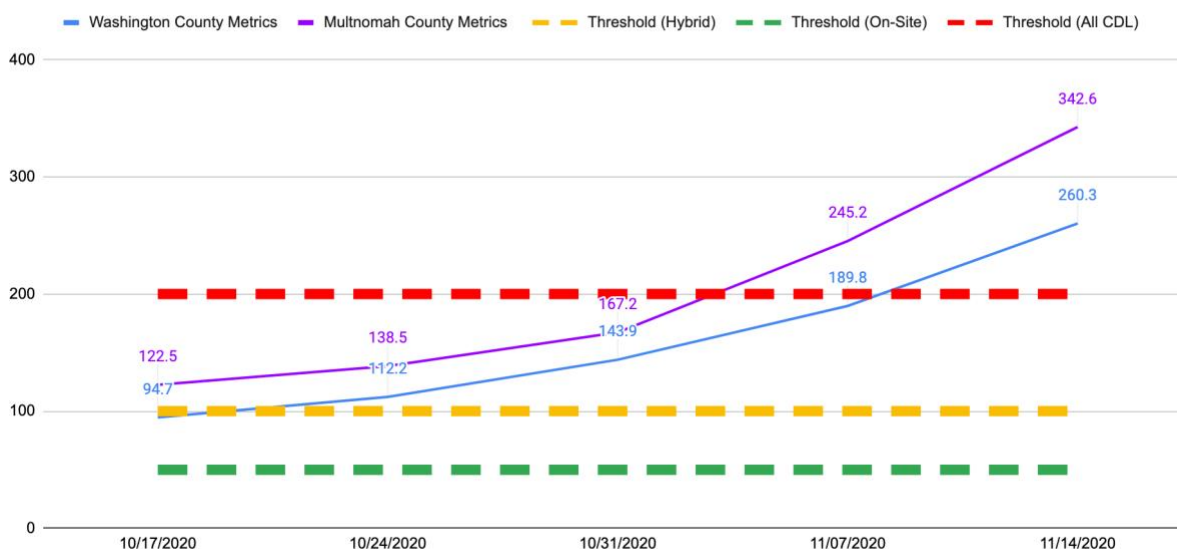
Expanding learning beyond CDL

Governor Brown adjusted the required metrics for reopening schools on October 28, 2020. The new metrics can be summarized as follows: Schools should prioritize on-campus learning (hybrid and fully onsite) when county (Washington Co. and Multnomah Co.) new case rates are between 0 and 50 cases per 100K residents over 14 days; districts should carefully implement on-site or hybrid learning, starting with K-3 when metrics are between 50 and 100 new cases per 100K residents. If schools have implemented hybrid or onsite, they must work with local health authorities when cases rise between 100 and 200 cases per 100K residents. Schools must implement CDL for all (*with Limited In-Person Instruction*) when cases are above 200 per 100K residents.

A detailed explanation of the metrics can be [found here](#).

The following chart illustrates the new case rates in Multnomah and Washington Counties.

New cases per 100K residents compared to State Thresholds



The chart clearly shows the community spread of Covid-19 is beyond acceptable limits for returning to school. While BSD continues to refine plans for an eventual hybrid model, we are still months away from initiating Limited In Person Instruction (LIPI) and do not have a confident timeline for a hybrid model.

Potential Timeline for LIPI and Hybrid

We are currently working within the district and throughout the state to refine our plans for LIPI and hybrid learning. We are engaged in a “Demand to Bargain” process with the Beaverton Education Association regarding the details of any type of on-campus teaching and learning.

While we continue to closely monitor the metrics related to Covid-19, the earliest we will expand LIPI will be 1/25/2021, utilizing classified staff (licensed will remain fully focused on CDL). Should metrics improve significantly, the earliest a K-3 hybrid model will be implemented is the start of second semester (February 8, 2021). Please note, in order to engage in any type of hybrid learning we would need to realize at least a 72% decrease in the number of new positive Covid-19 cases from the 11/14 reporting week.



LONG RANGE FACILITY PLANNING UPDATE

POLICY ISSUE / SITUATION:

Staff and the district’s consultant team are developing a new Long Range Facility Plan for the Beaverton School District. This planning effort will replace the current Long Range Facilities Plan that was adopted in 2010. The Board will have an opportunity to review and comment on the work plan for the entire planning process.

BACKGROUND INFORMATION:

Pursuant to ORS 195.110, large school districts in the State of Oregon are required to have a Facilities Plan to help guide future planning and budgetary efforts for facilities in the school districts. The Facilities Plan identifies the facility needs of the district. The Plan is required for districts to apply for State grants, to participate in Construction Excise Tax (CET) revenue programs with agencies responsible for building permits, and to develop and promote capital bond program(s). Guidance from the State advises that Facility Plans should be reviewed and updated every seven to ten years.

Staff have formed a focus group comprised of community members which is assisting in the development of the new Plan. The focus group has met one time and will meet two more times. The first meeting focused on the key facility issues of the district. Major take-aways from the first meeting include, but are not limited to, the following:

Education Programming

- There are known areas of facility improvement to support program goals.
- Every decision should be looked at through the lens of equity.
- There are numerous schools at elementary and high school levels that are significantly below square footage targets identified in district educational specifications.

Facility Condition

- 5 facilities are more than 75 years old.
- 13 facilities are in unsatisfactory facility condition index (FCI >30%), indicating potential need for replacement.
- 2/3 of facilities are below the goal of seismic life safety, including 10 facilities that are below collapse prevention.
- 16 facilities have an energy use intensity rating of 5, indicating the greatest opportunity for improvement.
- District deferred maintenance need is \$610.1 M.

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."

Capacity & Enrollment

- 5 elementary schools are more than 60% below target capacity of 750.
- Projected enrollment through 2030-31 is expected to decline overall at the elementary, middle, and high school levels; however, there are several individual schools that are projected to have enrollment growth.
- Districtwide, there is existing capacity to accommodate the projected enrollment; however, there are several individual schools that are projected to be significantly over- or under-enrolled.

The next focus group meeting will be conducted on December 15th at which time the group will review and provide comment on a preliminary Long Range Facilities Plan drafted by district staff and the consultant team. The preliminary Plan will be looking at need across the district in the three (3) major categories summarized above. Some initial recommendations on priorities in the major categories may be identified; however, the primary focus will be on identifying facility needs more broadly with a refinement of priorities coming later in the planning process.

RECOMMENDATION

Recommend the Board listen to the presentation and discuss the Long Range Facility Plan work program. Provide any direction deemed necessary to improve the work program.



MIDDLE SCHOOL ATTENDANCE BOUNDARIES ADJUSTMENT

POLICY ISSUE / SITUATION:

Board Policy JC articulates the expectations for conducting attendance boundary adjustments. Pursuant to Policy JC, a community advisory committee completed the review and creation of a new middle school attendance boundary. Superintendent Grotting has accepted the advisory committee’s recommended middle school attendance boundary map without modification. The Board is to consider the middle school attendance boundary decision and act to find if the Board’s Objectives for this project have been met.

BACKGROUND INFORMATION:

At the June 24, 2019 regular Board meeting, the Board adopted objectives for the Middle School Attendance Boundary (MSBA) Update project. Those objectives were:

1. Create an attendance boundary for the Timberland-area middle school that provides a projected student population sufficient for comprehensive middle school programming.
2. Adjust the attendance boundary for Stoller MS to provide a projected student population of approximately 90% of the permanent capacity of Stoller MS.
3. Review and adjust the attendance boundaries of other middle schools, as needed, to accommodate the new Timberland-area middle school boundary.
4. If warranted, study and recommend minor adjustments to elementary and/or high school attendance boundaries in order to reconcile split feeder patterns or otherwise improve the alignment of attendance boundaries between all school levels.

The MSBA advisory committee held 13 public meetings beginning in October 2019 and concluding in October 2020. Due to the Covoind-19 pandemic, there was a six-month hiatus in committee meetings between March 2020 and September 2020. Almost 13,000 comments and letters were submitted by the public. The MSBA project web page received over 56,000 unique views and over 21,700 views of the MSBA committee meeting livestream videos occurred during the MSBA process.

The committee reviewed and deliberated on multiple map proposals from the public, staff, and of their own design. The Board Objectives and the factors contained in Policy JC were used to evaluate the map proposals. Each of the map proposals had positive and negative attributes and the committee ultimately reached agreement through thoughtful and measured deliberation, taking all factors into consideration.

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Major issues the committee discussed during deliberations include, but were not limited to, the following:

- Stoller MS Building Utilization. The Stoller MS attendance boundary has a resident student population which will satisfy the Board Objective. The committee considered adjustments to the boundary which would increase the ability to accommodate future enrollment growth in the North Bethany area. However, the adjustments would create split elementary school feeders, increase transportation cost and time, and reduce the socio-economic diversity at Stoller MS.
- SUMMA. The committee discussed the future location of SUMMA programs and how the SUMMA programs could impact building capacity, especially at Stoller MS. Enrollment projections indicate that there is a sufficient number of students qualifying for SUMMA programming that an additional SUMMA program can be added to the Timberland area middle school. The other existing SUMMA programs will remain at their current locations.
- Enrollment Levels at Middle Schools. The projected level of enrollment at the middle schools are not the same at each school. The committee made several choices on boundaries which impacted enrollment. For example, the committee elected to have all of Raleigh Park ES feed to Whitford MS. This reduced enrollment at Cedar Park MS but eliminated an existing split feeder pattern at Raleigh Park ES. The committee recognized the lower level of projected enrollment at Cedar Park MS and Meadow Park MS and asked about the potential for merging the two attendance areas to feed one middle school. Staff stated that retirement of facilities is addressed by a separate Board Policy (FL) and that the Board had not provided direction to the Superintendent to consider such a recommendation as a part of the MSBA process.
- Socio-Economic Concerns. The committee expressed its concern with the anticipated increase in Free/Reduced Lunch (FRL) participation at Cedar Park, Meadow Park, and Mountain View middle schools based on the recommended boundaries. In the case of Cedar Park MS, the change is largely driven by the loss of attendance areas north of Highway 26. The relocation of the Rachel Carson options program to Cedar Park MS will assist in lowering the FRL percentage. In the case of Mountain View MS, the committee emphasized its belief that having Aloha Huber ES attend the closest middle school would be of greater benefit to the Aloha Huber ES community. The committee considered an adjustment that would have added all of Cooper Mountain ES feed to Mountain View MS with the intent of lowering the percentage of FRL participation at that school. The committee received extensive public comment in opposition to that adjustment because the public felt that taking such a step was not supported by Board Objectives and was a small response to a larger districtwide issue.

The committee also expressed its concern with the imbalance of socio-economic factors across the district. Some members of the committee expressed their belief that the district should consider a districtwide boundary adjustment at all school levels to strive to balance the socio-economic profile of each school.

The committee delivered its recommendation to Superintendent Grotting on October 15, 2020 by a 10-3 vote with one absence. Superintendent Grotting met with the committee to solicit and listen to individual member's reservations on the recommended map as well as their items of support. Superintendent Grotting also conducted a public listening session on the committee's recommendation prior to issuing a decision.

Superintendent Grotting published his decision on November 10, 2020 after considering the public record established by the MSBA advisory committee and listening to comment from the public, the committee, and staff.

RECOMMENDATION

Recommend the BSD Board:

1. Conduct a first reading of Superintendent Grotting's decision on the MSBA map by finding that the Board's Objectives for the MSBA project have been met.
2. Approve Superintendent Grotting's recommended transition plan for 8th Grade Legacy Students for School Year (SY) 2021-22
3. Continue this item to the Board's December 14, 2020 meeting to conduct a final reading and approval of the MSBA map to be implemented for SY 2021-22.

Middle School Boundary Adjustment Project
Superintendent's Decision
(November 9, 2020)

A. Introduction

The Middle School Boundary Adjustment (MSBA) project began in June 2019 with the School Board adopting Objectives for the boundary adjustment project. An advisory committee comprised of 17 community members was appointed to deliver a recommendation to me. The committee held 13 public meetings beginning in October 2019 and concluding in October 2020. Due to the Covid-19 pandemic, there was a six-month hiatus in committee meetings between March 2020 and September 2020. When the committee resumed meeting in September 2020, the meetings were conducted virtually and livestreamed on the District's YouTube channel.

I want to express my appreciation to the members of the committee for their dedication and diligence throughout this process. I thank them for their level of engagement, their patient review of an unprecedented amount public input and testimony, and their willingness to consider multiple proposals from the public, staff and of their own design. They conducted all their deliberations before the public and arrived at their recommendation through thoughtful and measured deliberation, taking all factors into consideration.

I also want to express my gratitude to the community for their commitment in participating in this process by submitting more than 12,000 comments and letters, providing oral testimony at committee meetings, and attending advisory committee, PTO, and community meetings. Prior to the suspension of public meetings due to the Covid-19 pandemic in March, the public attended the meetings in large numbers.

I want to acknowledge District staff for their efforts to make the MSBA process transparent and to be proactive to solicit public participation in this process. The MSBA project web page received over 56,000 unique views. Staff presented at 12 different Parent Teacher Organization groups and initiated the livestreaming of the public meetings. All of the committee meetings throughout the process were livestreamed. Over 21,700 views of the livestream videos occurred during the MSBA process. This broke new ground for the District and when the process resumed after the Covid-19 pandemic hiatus, the District and the public were able to continue the MSBA work without any hesitation or drawback.

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."

At the conclusion of this process, I must stress that attendance boundary processes will take place periodically in the future. As a result of this yearlong process and the feedback I have received from the advisory committee and the public, I have learned how the MSBA process worked well and how future attendance boundary processes can be improved. Suggestions for improvement include, but were not limited to, having the ability to test map boundary ideas in real time at the meetings, having separate meetings for public testimony, and conducting early community surveys. These ideas and others will be evaluated for future boundary projects.

I also heard from members of the committee and public on the desire to review all of the District's attendance boundaries with specific attention to poverty and social justice concerns in our community. The School Board and I are committed to addressing systemic racism and its negative impacts to our students' ability to thrive and succeed. We are committed to creating an equitable educational organization for our students, families, and staff.

In conclusion, I am gratified to find that the entire Middle School Boundary Adjustment process to be a testament to the commitment and dedication by all who were involved in this project to the well-being of the District's students, families, and staff.

B. Decision – Attendance Boundary Map

I have reviewed the record established by the committee and understand the range of ideas, concerns, and issues the committee considered. I have also met with the committee to listen to their individual thoughts on the committee's recommendation. I have consulted with District staff, conducted a public listening session on the committee's recommendation, and have reviewed written testimony submitted to me.

I find that the committee thoroughly considered multiple viewpoints and carefully balanced unique factors in developing their recommendations. I find that the committee's vote of 10 - 3 to recommend the map reflective of the fair, thoughtful, and difficult deliberations. As a result of my review of the record and review of the committee's recommendation, I concur with the committee's recommendation on the Middle School Boundary Adjustment map without modification. The following is a brief description of the Board Objectives, the Policy JC factors, and my determination on how the recommended map meets the objectives and factors.

Middle School Boundary Adjustment for SY 2021-22

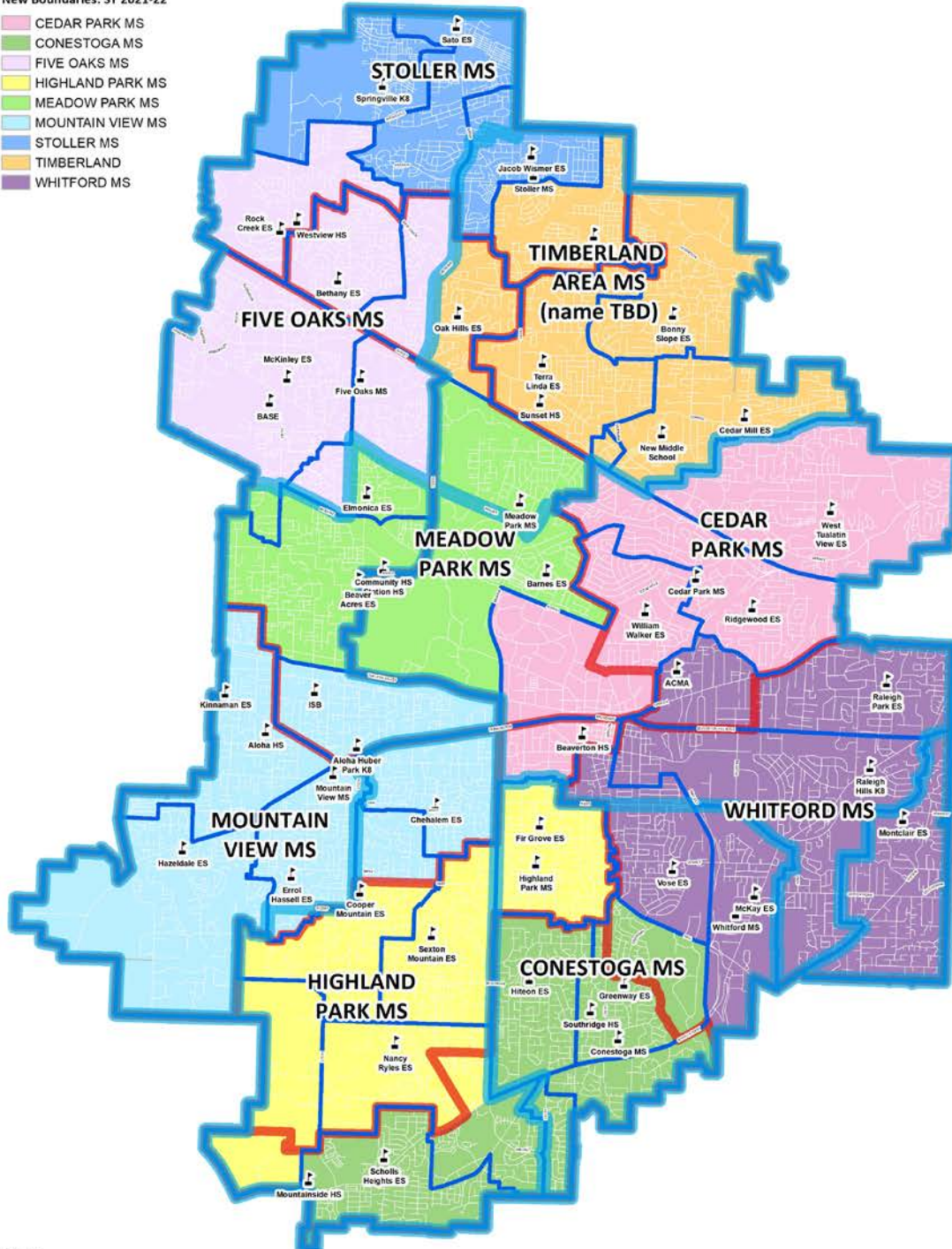
Superintendent's Decision

11/6/2020

- Legend**
- ▬ Current HS Boundaries
 - ▬ Current ES Boundaries
 - ▬ Existing Middle School Boundaries

New Boundaries: SY 2021-22

- CEDAR PARK MS
- CONESTOGA MS
- FIVE OAKS MS
- HIGHLAND PARK MS
- MEADOW PARK MS
- MOUNTAIN VIEW MS
- STOLLER MS
- TIMBERLAND
- WHITFORD MS



Note:
 This map represents the Superintendent's middle school boundary adjustment decision, which is unchanged from the Middle School Boundary Adjustment Advisory Committee's final recommendation.

This map and implementation plan will be submitted to the School Board for consideration and approval.



C. Board Objectives

The School Board considered draft objectives at its May 20, 2019 regular meeting and adopted its objectives at the June 24, 2019 regular meeting. The Board's Objectives are as follows:

1. *Create an attendance boundary for the Timberland-area middle school that provides a projected student population sufficient for comprehensive middle school programming.*
2. *Adjust the attendance boundary for Stoller MS to provide a projected student population of approximately 90% of the permanent capacity of Stoller MS.*
3. *Review and adjust the attendance boundaries of other middle schools, as needed, to accommodate the new Timberland-area middle school boundary.*
4. *If warranted, study and recommend minor adjustments to elementary and/or high school attendance boundaries in order to reconcile split feeder patterns or otherwise improve the alignment of attendance boundaries between all school levels.*

Findings

The committee has created an attendance boundary for the Timberland area middle school with a projected enrollment sufficient for comprehensive middle school programming. The committee spent considerable time deliberating on the relief of current and future overcrowding at Stoller MS by considering many different mapping options. The committee also balanced projected enrollments to reduce overcrowding with other competing factors identified in Policy JC and concerns raised by the North Bethany community. While projection for the resident student population for the new Stoller MS attendance area may not fully meet the Board Objective of approximately 90% permanent building utilization, the balance with Policy JC factors such as proximity and clean elementary to middle school feeder patterns makes this boundary acceptable.

Because of the need to move students from Stoller MS and create a new boundary for the Timberland area middle school, the committee adjusted other middle school boundary lines. The committee tried to minimize student transitions both through careful consideration of the boundaries and by attempting to keep elementary school areas whole when considering changes to their high school feeder patterns. The committee also considered minor amendments to selected elementary and high school boundaries and chose not to recommend any changes to elementary or high school boundaries.

The boundary map, as developed by the MSBA advisory committee and reviewed by me, meet the Board's adopted objectives.

D. Board Policy JC Factors

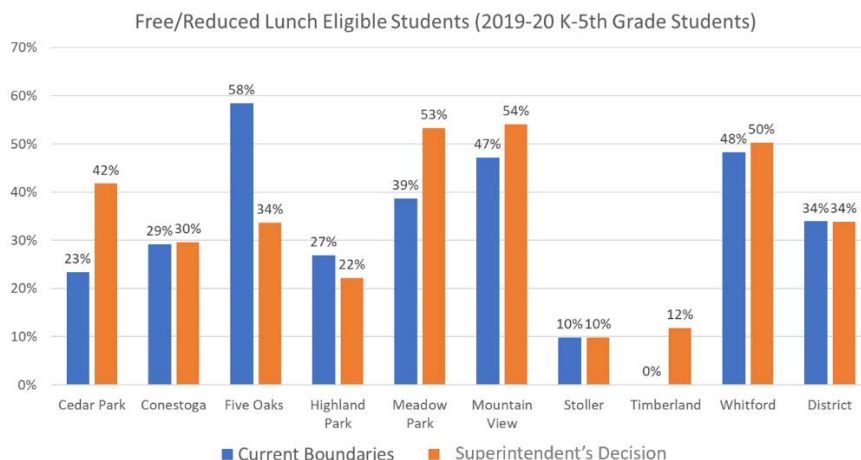
Board Policy JC has been adopted to address any attendance boundary adjustments. Contained within the Board Policy are four (4) factors for evaluating boundary adjustments. The factors are of equal priority and are as follows:

- *Student body composition;*
- *Current and future availability of space at a school;*
- *Feeder patterns from elementary, middle to high school; and*
- *Neighborhood proximity and accessibility.*

Findings

1. *Student body composition.*

Student body composition consists of socio-economic indicators such as Free and Reduced Lunch (FRL) eligibility numbers and other demographic indicators such as ethnic heritage. Balancing FRL as a percentage of each school's total enrollment across the nine (9) middle schools is extremely difficult given the reality of where communities of higher poverty are located. Meadow Park MS and Mountain View MS are estimated to have more than 50% of their resident students eligible for FRL. This percentage is higher than what would otherwise be preferred. However, I support the boundaries for Meadow Park MS and Mountain View MS because of the positive outcomes associated with other factors.



For example, Aloha-Huber Park K-8 will now feed Mountain View MS rather than Five Oaks MS. This change contributes to the increase in FRL eligibility at Mountain View MS but the closer proximity of the Aloha-Huber Park community to Mountain View MS is a positive outcome. Furthermore, the District has established a staffing model wherein schools with higher rates of poverty receive additional support. Therefore, I believe that the potentially negative impacts of a higher FRL eligibility rates at some middle schools can be mitigated by additional staffing resources.

2. *Current and future availability of space at a school.*

Exceeding the permanent structure capacity at Stoller MS has been a critical issue; hence, the Board’s Objective to reduce enrollment. I find that the new attendance boundary will substantially reduce the current overcrowding at Stoller MS and reduce the enrollment of resident students to approximately 84% of the permanent capacity of the school in SY 2021-22. Enrollment is projected to grow through SY 2025-26 to the potential detriment of space availability at the school.

MS Boundaries SY 2021-22 Projected*	Cedar Park	Conestoga	Five Oaks	Highland Park	Meadow Park	Mtn View	Stoller	New Middle School	Whitford	Total
Net Residents Students	524	870	870	743	616	978	908	846	777	7,132
Utilization of Permanent Capacity	60%	91%	83%	85%	72%	99%	84%	77%	91%	83%

*These figures do not include SUMMA programs students or the location of Rachel Carson, which will be determined by the Teaching & Learning department.

The other eight (8) middle schools have projected resident enrollments below 100% permanent structure capacity and will have ability to accommodate projected enrollment growth. I do find that the low projected enrollments at Cedar Park MS and Meadow Park MS concerning. The Rachel Carson option program may be relocated to Cedar Park MS to bolster the enrollment numbers at that school. The SUMMA program at Meadow Park MS may also be an opportunity to bolster enrollment growth at that school. The District will monitor the enrollments at these two schools to ensure that the student populations will be sufficient to support comprehensive middle school programming.

The one remaining area of the District where substantial residential development is anticipated to take place is the South Cooper Mountain area of the City of Beaverton. This area is located within the Highland Park MS attendance boundary. Highland Park MS has sufficient capacity to accommodate projected enrollment from this area.

3. *Feeder patterns from elementary, middle to high school.*

I find the advisory committee improved feeder patterns with the recommended map by be prioritizing complete elementary school feeders to middle school and eliminating split feeders to the extent possible. The Stoller boundary will keep three (3) elementary schools feeding Stoller MS; Jacob Wismer, Sato, and Springville ES.

I find that the map also improves middle school to high school feeder patterns as well. For example, Five Oaks MS will be a complete feeder to Westview HS, the Timberland area middle school will be a complete feeder to Sunset HS, and Cedar Park will be a complete feeder to Beaverton HS

A new split feeder will be created by the middle school boundary map that involves the Oak Hills ES community. I support the middle school boundary split of the Oak Hills ES attendance boundary because the new split is in response to and matches the split previously created by the 2017 high school boundary adjustment decision. Those students residing west of Bethany

Boulevard will feed to Five Oaks MS and Westview HS. Those students east of Bethany Boulevard will feed to the Timberland area middle school and Sunset HS.

4. *Neighborhood proximity and accessibility.*

The public record clearly states that neighborhood proximity was an important point of deliberation for establishing the attendance boundaries for Stoller MS and the Timberland area middle school. I find that the committee's discussion was thoughtful and thorough. Coupled with the recommendation based on the feeder pattern factor, I find that the committee's recommendation to me for Stoller MS is correct. While portions of the Findley ES attendance area are proximate and walkable to Stoller MS, I find that creating split feeders from multiple elementary schools to Stoller MS is not an acceptable outcome to address the factor of proximity.

I find that the addition of the Aloha-Huber Park K-8 to the Mountain View MS attendance boundary will benefit the students and families of Aloha Huber K8 due to the proximity of that community to Mountain View MS.

There are examples of elementary school attendance boundaries being closer to one middle school than their assigned middle school. However, I find that these limited examples are superseded by other factors such as feeder patterns and/or building capacity to accommodate future growth.

E. Decision – Legacy Student Option

The MSBA advisory committee recommended that the District offer a Legacy Student program to students who will be entering 8th Grade in SY 2021-22. These students are currently in the 7th Grade. The program will allow these students the OPTION to remain at the middle school they attended in SY 2020-21. I find that this is an acceptable program and recommend that the Board approve the Legacy Student program as a part of the transition plan for implementing the new middle school attendance boundaries.

District staff will develop and publish materials to implement the program in January 2021 should the Board approve the Legacy Student program.

The MSBA advisory committee also recommended that I amend Policy JEA-AR to allow siblings of 8th Grade Legacy Students in SY 2021-22 to attend the same middle school as their incoming 8th Grade sibling under an administrative transfer procedure. I have decided to not implement this committee recommendation. The incoming 8th Grade Legacy Student program is an optional program which may be chosen by families with qualifying students. I find that if having students at two middle school locations is problematic, it can be mitigated by not choosing to remain at the former middle school.

F. Middle School Programs – Dual Language, Rachel Carson, and SUMMA

1. Dual Language

The dual language program is unique in that it is available to students from kindergarten to 12th grade. The program intends to develop multilingual, multi-literate, and multicultural students. The advisory committee was mindful of ensuring its recommended boundaries preserve the established feeder patterns for the students enrolled in the dual language program. I find that the committee's recommendation will not adversely impact current or future students enrolled in the district's dual language program. I do not find it necessary to change the location(s) of dual language programming or add dual language programming as a result of the committee's boundaries recommendation.

2. Rachel Carson

The Rachel Carson School of Environmental Science is an options program designed for middle school students with an interest in science. The program has been located at the Five Oaks MS campus since Fall 2004, and as an options program, draws students from across the district. While the location of Rachel Carson options program was not a topic for the advisory committee to address, the committee did make an assumption in its recommendation to me that the program be relocated to Cedar Park MS to increase the number of students at Cedar Park MS to a level that will better support comprehensive middle school programming. The relocation of the Rachel Carson options program will also create more capacity for potential enrollment growth at Five Oaks MS.

In consultation with Teaching and Learning Department leadership, I have determined that the Rachel Carson School of Environmental Science options program will be relocated to Cedar Park MS starting in SY 2021-22.

3. SUMMA

The district's SUMMA program is not an options program but is a program which provides a differentiated, challenging curriculum that meets the cognitive, emotional, and social needs of highly gifted middle school students. The program is located in three (3) middle schools; Meadow Park, Stoller, and Whitford. To qualify for the program, students must have reading and math scores at specified testing percentiles. Each school year, the number of qualifying students who enroll in the SUMMA program varies and in recent years the number has increased.

The advisory committee was not directed to advise me on the location of SUMMA programming as a part of the MSBA process. However, because the SUMMA program at Stoller MS is an important consideration in understanding the utilization of building capacity, the committee and the public went to great lengths discussing the future of SUMMA programming at Stoller MS. I have decided that due to the amount of concern expressed by both the committee and the public concerning the location of SUMMA programming in the northern

part of the district, a decision on the location of SUMMA programming for SY 2021-22 must be made at this time.

Prior to making a decision, I have reviewed the following data:

- The enrollment projections for SUMMA students,
- The amount of SUMMA participation by district grid codes, and
- The amount of building space available within middle schools.

In consultation with Teaching and Learning Department leadership, I have decided that a fourth SUMMA program will be added to the district and be located at the Timberland area middle school starting in SY 2021-22. This will result in SUMMA programs being located at Meadow Park, Stoller, Timberland area, and Whitford middle schools.

SY 2019-20 (January 30) - Resident Students (K-5th Grade)

General Education Only (no SPED)
 No Out of District Students
 Actual attendance will vary

This table shows the free/reduced breakdown of resident K-5th graders in current and proposed middle school boundaries. They do not adjust for actual attendance patterns (Options, open enrollment, etc.).

Cedar Park (Current)	F/R	Non-FR	Total	Cedar Park (Proposed)	F/R	Non-FR	Total
Bonny Slope	9%	91%	100%	Ridgewood	19%	81%	100%
Cedar Mill	12%	88%	100%	West Tualatin View	10%	90%	100%
Raleigh Park (West)	81%	19%	100%	William Walker (all)	69%	31%	100%
Ridgewood	19%	81%	100%	Chehalem (East)	64%	36%	100%
Terra Linda	29%	71%	100%				
West Tualatin View	10%	90%	100%				
William Walker (South)	54%	46%	100%				
Total	22%	78%	100%	Total	40%	60%	100%

Conestoga (Current)	F/R	Non-FR	Total	Conestoga (Proposed)	F/R	Non-FR	Total
Hiteon	23%	77%	100%	Greenway (all)	66%	34%	100%
Scholls Heights	11%	89%	100%	Hiteon	23%	77%	100%
Greenway (West)	66%	34%	100%	Scholls Heights	11%	89%	100%
McKay (West)	39%	61%	100%	McKay (West)	39%	61%	100%
Nancy Ryles (South)	29%	71%	100%	Nancy Ryles (South - sm. area to HP)	28%	72%	100%
Total	28%	72%	100%	Total	29%	71%	100%

Five Oaks (Current)	F/R	Non-FR	Total	Five Oaks (Proposed)	F/R	Non-FR	Total
Aloha-Huber Park	70%	30%	100%	Bethany	15%	85%	100%
Beaver Acres	53%	47%	100%	Rock Creek	17%	83%	100%
Elmonica	44%	56%	100%	McKinley (N of Baseline)	57%	43%	100%
McKinley	59%	41%	100%	Elmonica (N of Walker, W of 173rd)	61%	39%	100%
				Oak Hills (West)	18%	82%	100%
Total	58%	42%	100%	Total	33%	67%	100%

Highland Park (Current)	F/R	Non-FR	Total	Highland Park (Proposed)	F/R	Non-FR	Total
Fir Grove	47%	53%	100%	Fir Grove	47%	53%	100%
Sexton Mountain	12%	88%	100%	Sexton Mountain	12%	88%	100%
Chehalem (East)	64%	36%	100%	Cooper Mtn (South)	12%	88%	100%
Cooper Mtn (South)	12%	88%	100%	Hazeldale (East of 175th)	0%	100%	100%
Hazeldale (East of 175th)	0%	100%	100%	Nancy Ryles (North)	15%	85%	100%
Nancy Ryles (North)	10%	90%	100%				
Total	26%	74%	100%	Total	22%	78%	100%

Meadow Park (Current)	F/R	Non-FR	Total	Meadow Park (Proposed)	F/R	Non-FR	Total
Barnes	63%	37%	100%	Barnes	63%	37%	100%
Bethany	15%	85%	100%	Beaver Acres	53%	47%	100%
Oak Hills	15%	85%	100%	Elmonica (S of Walker, E of 173rd)	21%	79%	100%
William Walker (West)	87%	13%	100%	McKinley (S of Baseline)	79%	21%	100%
Total	38%	62%	100%	Total	53%	47%	100%

Mountain View (Current)	F/R	Non-FR	Total	Mountain View (Proposed)	F/R	Non-FR	Total
Errol Hassell	33%	67%	100%	Aloha-Huber Park	70%	30%	100%
Kinnaman	62%	38%	100%	Errol Hassell	33%	67%	100%
Hazeldale (all but E of 175/190th)	45%	55%	100%	Kinnaman	62%	38%	100%
Chehalem (West)	46%	54%	100%	Hazeldale (all but E of 175/190th)	45%	55%	100%
Cooper Mtn (North)	19%	81%	100%	Chehalem (West)	46%	54%	100%
				Cooper Mtn (North)	19%	81%	100%
Total	46%	54%	100%	Total	52%	48%	100%

Stoller (Current)	F/R	Non-FR	Total	Stoller (Proposed)	F/R	Non-FR	Total
Findley	2%	98%	100%	Jacob Wismer	4%	96%	100%
Jacob Wismer	4%	96%	100%	Sato	9%	91%	100%
Rock Creek	17%	83%	100%	Springville	12%	88%	100%
Sato	9%	91%	100%				
Springville	12%	88%	100%				
Total	9%	91%	100%	Total	9%	91%	100%

Whitford (Current)	F/R	Non-FR	Total	Whitford (Proposed)	F/R	Non-FR	Total
Montclair	18%	82%	100%	Montclair	18%	82%	100%
Raleigh Hills	47%	53%	100%	Raleigh Hills	47%	53%	100%
Vose	70%	30%	100%	Vose	70%	30%	100%
Greenway (East)	67%	33%	100%	McKay (North)	52%	48%	100%
McKay (North)	52%	48%	100%	Raleigh Park	42%	58%	100%
Raleigh Park (East)	16%	84%	100%				
Total	47%	53%	100%	Total	49%	51%	100%

Timberland-Area MS (Proposed)	F/R	Non-FR	Total
Bonny Slope	9%	91%	100%
Cedar Mill	12%	88%	100%
Findley	2%	98%	100%
Terra Linda	29%	71%	100%
Oak Hills (East)	9%	91%	100%
Total	11%	89%	100%



Resolution to adopt the OSBA 2021-2022 Legislative Priorities and Principles as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association's recommended Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee met in January, May and June to develop the Proposed OSBA Legislative Priorities and Principles for 2021-22, and

WHEREAS, the OSBA Legislative Policy Committee sent the Proposed OSBA Legislative Priorities and Principles for 2021-22 out to the membership of OSBA for comment and suggested changes, and

WHEREAS, the overwhelming majority of the comments received by the membership were in support of the Proposed OSBA Legislative Priorities and Principles for 2021-22 developed by the OSBA Legislative Policy Committee, and

WHEREAS, the OSBA Legislative Policy Committee met via Zoom video conference call in August to review the feedback received by the membership, and

WHEREAS, the OSBA Legislative Policy Committee discussed the feedback from the membership and made no modifications to the Proposed OSBA Legislative Priorities and Principles for 2021-22, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles for 2021-22 at its August meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles for 2021-22 and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles for 2021-22 be placed before the membership for consideration during the 2020 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Principles for 2021-22 and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.



2021-2022 Legislative Priorities and Principles

Proposed: August 25, 2020

Preamble

The Oregon School Boards Association (OSBA) remains fiercely committed to advocating on behalf of equity for Oregon’s students. Equity is the driving force behind the Student Success Act (HB 3427), and OSBA will remain dedicated to advancing legislation that makes significant impacts for equity across the education spectrum, including investments targeting increased academic achievement for students and legislation to reduce academic disparities for historically underserved students.

OSBA is committed to social justice and assuring Oregon’s education system is free of institutional bias through such means as culturally relevant teaching and professional development that promotes cultural competence, and discipline that is free of bias.

OSBA believes funding a strong public education system is the best investment Oregonians can make to strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

To accomplish these goals, OSBA will introduce and support legislation to:

Priorities

Promote Adequate, Predictable, and Stable Funding

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

Protect the 2019 Student Success Act

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

Close the Opportunity Gap

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

Contain Cost Drivers

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

Support Local Governance and Oppose Mandates

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

Support Capital Improvements

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

Ensure Access to Post-Secondary Credits

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

Address Education Workforce Shortages

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

Principles

Finance

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

Student Programs

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

Student Safety and Wellness

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

Personnel

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

Governance and Operations

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

Federal Education Issues

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.

The Oregon School Boards Association is dedicated to improving student success and education equity through advocacy, leadership, and service to Oregon public school boards.



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info@osba.org | www.osba.org


APPROPRIATION RESOLUTION FOR 2020-21 BUDGET
POLICY ISSUE / SITUATION:

The administration requests the Board appropriate \$92,489,664 in the Grant Fund. In accordance with ORS 294.471(3) no supplemental budget is required.

BACKGROUND INFORMATION:

Beaverton School District will appropriate budget in order to authorize additional expenditures for the purpose of payment of the Washington County Child Care grant, through which the District is the pass-through agency. The grant is part of the County's CARES Act CRF Contingency fund. The District requests that resources and requirements be adjusted equal to the amount of the grant from Washington County of \$2,486,092.

RECOMMENDATION:

It is recommended that the School Board approve this resolution (**21-1130A**).

BE IT RESOLVED that the School Board of Beaverton School District approves the amounts for the fiscal year beginning July 1, 2020, and for the purposes shown below are hereby appropriated:

	<u>Adopted Budget</u>	<u>Change</u>	<u>Adjusted Budget</u>
Grant Fund			
Resources:			
Local Sources	\$ 2,187,529	\$ -	\$ 2,187,529
Intermediate Sources	1,126,355	-	1,126,355
State Sources	57,732,602	-	57,732,602
Federal Sources	28,957,086	2,486,092	31,443,178
Total Resources	\$ 90,003,572	\$ 2,486,092	\$ 92,489,664
Requirements:			
Instruction	\$ 44,589,448	\$ -	\$ 44,589,448
Support Services	29,894,962	-	29,894,962
Enterprise & Community Services	854,425	2,486,092	3,340,517
Facilities Acquisition & Construction	14,664,737	-	14,664,737
Total Requirements	\$ 90,003,572	\$ 2,486,092	\$ 92,489,664

The above resolution statements were approved on this thirtieth day of November 2020.

X _____
 Board Chair

X _____
 Recording Secretary

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.



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

Board Members Present:

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

Staff Present:

Don Grotting	Superintendent
Carl Mead	Deputy Superintendent of Operations
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Mike Schofield	Associate Superintendent for Business Services
Josh Gamez	Chief Facilities Officer
Steve Langford	Chief Information Officer
Shellie Bailey-Shah	Public Communications Officer
David Williams	Executive Administrator for Strategic Relations
Danielle Hudson	Executive Administrator for Student Services
Pat McCreery	Administrator for Equity and Inclusion
Toshiko Maurizio	Administrator for Multilingual Programs
Camellia Osterink	District Legal Counsel

CALL MEETING TO ORDER & BOARD PROCEDURES – Becky Tymchuk

School Board Chair Becky Tymchuk called the meeting to order at 6:32 p.m.

REPORTS**A. Community Survey Analysis – ECONorthwest –Andrew Dyke**

Don Grotting introduced Andrew Dyke with ECONorthwest

Scope of Work

Beaverton School District distributed an online survey to capture experiences with School Resource Officers (SROs). The survey was administered by July 23rd to August 4th, 2020. About 2,500 students, parents, and teachers responded to the survey.

The survey included two questions:

1. Have you or your student(s) had any personal experiences-whether positive or negative-with School Resource Officers (SROs) on the campus of a Beaverton school? Please feel free to share.

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2. What would you like our School Board to know or what questions do you have about School Resource Officers (SROs) in Beaverton schools?

Based on the responses, ECONorthwest was asked to explore:

- Were most personal experiences with SROs positive or negative?
- Do most respondents agree or disagree that SROs should be in schools?

Methods

ECONorthwest's analysis consisted of two components designed to provide the most value given the resources available for the project:

- A computer-based sentiment analysis of all responses provided a high-level understanding of respondents' tone. This allowed us to answer questions such as : Were respondents generally positive about SROs?
- A manual review of all non-English responses (30 responses) and a randomly selected 20% sample of all responses provided a more detailed understanding of how students have interacted with SROs and allowed us to identify common themes in how respondents feel about SROs.

Key Findings

The majority of respondents appeared to have positive opinions about the SROs

- Though not specifically asked, most respondents appeared to favor retaining the SRO program in the Beaverton School District
- Positive opinions related to school safety, discipline, and anti-bullying efforts

While many respondents expressed positive views, many parents and students also expressed concerns with the program

- Specifically, concerns about the negative impact on BIPOC students
- These respondents also proposed to add additional screening and communication training, along with combining SROs with counselors

Sentiment Valuation: Question 1

When respondents were asked about their experience with SROs, a large majority (78% or $\frac{3}{4}$) of respondents reported positive sentiments.

Sentiment Valuation: Question 2

When respondents were asked about what they would like the School Board to know, positive sentiment (73% or $\frac{3}{4}$ of responses) is more often detected in the sampled survey responses.

Survey: Personal Experience

Sixty four percent (288 respondents) reported having personal experiences with SROs.

Survey: SROs

Seventy two percent (321 respondents) believe SROs should be in schools

If the survey represents the make up of our community that we are interested in, the margin of error of the survey is +/- 5%.

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Survey: Personal Experience & SROs

Regardless of people's experience with SROs, most people think that SROs should be in schools. (231 or 80% of respondents that had some experience with SROs)

Non-English Responses

30 of the responses were from non-English surveys. A smaller share, but still the majority, of these respondents think that SROs should be in schools (64% or 25 of non-English responses)

Generally across all respondents there was a negative sentiment of "There is little interaction with the students. They are not very friendly and that creates fear". The positive sentiment across all respondents was "I feel much more secure to send my child to school knowing our schools are supported by local police and each school is under their watch during operation hours".

Common Themes

The following common themes in responses of positive and negative experience were identified. Although the fewer respondents reported negative experiences, the reported experiences were more varied.

Positive Experience with SROs

- Anti-bully
- Anti-drug
- Role model to students
- School Safety
- Share responsibilities
- Positive interaction with law enforcement

Negative Experience with SROs

- Discrimination toward minority students
- Induce fear
- Ineffective
- Gun presence
- Lack of diversity in SROs
- Lack of screening / training
- Overstepping

Conclusion

- Key finding: Overall, most respondents prefer to have SROs in the schools, although many people have concerns about the negative impact on BIPOC students
- Some respondents wanted to know more about the program: How much money is spent on SROs? What exactly are SROs' duties? What kind of screening / training do SROs receive? Could funds devoted to SROs be better spent on other programs (support, counseling, etc.)?
- Others had suggestions: The School Board should listen to BIPOC communities and enact their recommendations; increase the diversity of SROs; create a hybrid model that incorporates counseling and social services to support students; ask respondents explicitly about their race, ethnicity, gender, sexuality, language in surveys of this type.

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Comments/Questions:

Becky: This a process that is a gathering of information.

Donna: I'm not sure if this is a representation of our community as this did not ask where students attended. Why wasn't this asked in the survey? *We did not create the survey, we just analyzed the data.* I discount the entire survey as it does not have any demographics included.

Becky: The survey was created by Becky, Tom and the distributed by the communications staff.

Tom: We wanted to keep it anonymous and allow the community to respond broadly.

Anne: Is there any demographics that we can pull out from this. *No.* I am disappointed that there is not.

Susan: I am concerned that we did not include our BIPOC community, we have no way of answering due to no demographic information. We know that there were over 2,000 responses but how many were non-English responses. *There were around 39 responses. If you want additional information, we can reach out to those non-English speaking families.*

Becky: We can ask more information and send out additional surveys.

B. Roles and Responsibilities of Campus Supervisors and SRO's – Carl Mead

Introductions of the guests:

Beaverton Police Department

- Chief Rhonda Groshong
- Sergeant Kevin McDonald

Washington County Sherriff

- Sherriff Pat Garrett
- Deputy Chad Martin

Hillsboro Police Department

- Lt. Rohn Richards
- Sergeant Leland Gilbert

Order of events:

- Carl will introduce guests and the intent for this portion of the meeting
- Welcome from Chief Groshong
- Welcome from Sherriff Garrett
- Overview of the role of Campus Supervisors - Rick Puento
 - All campus supervisors must be certified every 2 years. We currently have 25.
 - Primary function is to assist with safety and security on our campuses for our students
 - Mobile during the day
 - Have an opportunity to develop strong relationships with our students
 - Currently our campus supervisors work with the SROs to provide services and keep our buildings safe
 - We are all responsible for the safety of our 40,000 students
- Overview of the role of SROs in schools - Sgt. McDonald and Deputy Chad Martin
 - Range from a social media threat to a student having a mental health crisis
 - SROs cover the primary High Schools and feeder schools
 - Our job is not just law enforcement. Students will come to their SRO when they are having personal issues.
 - SROs are vested in the students and staff in schools

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- SROs even though assigned to a specific school are still police officers and have other responsibilities as well.

Comments/Questions:

Susan: Do we have Campus Supervisors at the 3 middle school that do not have SRO's? *Stoller, Whitford and Conestoga do not have Public Safety Officers. They have been denied adding to these buildings due to budget cuts.* Do we have a plan for the social workers to work closely with these positions? Long term, yes – this will fall on to the Intervention teams. Our SRO's know information that a lot of times that we do not know with in the buildings. Our social workers and SRO's are working collaboratively to support the students needs. Our Behavioral Health and Wellness teams include our campus monitors at the buildings and it is part of our plan. Student supervisors are also getting training on how to work on wrap around support. Our SRO's have been key in creating those teams.

Donna: I do value all your work. In the report it talks about enhancing our visibility of SRO's overtime. How are you doing that? *Understanding that constant threat is the context of that from a DARE to an SRO program. Promoting a safe school environment.* When our principals involve SRO's more than they should, what sort of guidance to you give the SRO's for push back? *This not part of our purview, we have to evaluate how emotionally mature the students are and they do have the discession to say this is not a law enforcement issue. We as a district have to train our Administrative teams to do better.* We need to address this as it's been going on to long. What about Peer Court, there didn't seem to be any demographics on who has been recommended this? *As of now only students in Beaverton can go to Peer Court not Washington County students. I'd have to double check but I don't think this information is available.* Why is this not available? Can you do this in the future? *Carl Mead does go and talk to administrators that over reach if he has been informed of situations.* In the student handbook, there are consequences listed that may need to have police interventions. If staff followed this, they may not be able to overreach the

Anne: I am curious as to what you are doing to diverse the work force? *Sherriffs office are predominately male and white. Our recruiter is female and we are seeing diversification just too slowly. We are working with our Latino leaders to have deeper engagement and increase our Latino staff. BPD, we realize that we need to have a police force that reflects our community. We are working with the diversity advisory community, it is a challenging work in progress.*

LeeAnn: What can we collectively do to include our BIPOC community? *Invites to some of the student groups of campus. The SRO as a whole is the best option to break the barriers and help them learn the job and hopefully will want to do this job.*

Becky: Your officers make an investment with their time. *Our SRO's are often times the first ones to hear of situations. We work on trust. We intercede a lot of threats and can bring a positive solution. Keeping bad things from happening across the schools. They also have knowledge of the layout of a school and can stop situations. Relationships can prevent crimes. We are the safest urban county in the state. We have the lowest crime as an urban county.* What is it that you say to your City Commissioners as to why this is an important investment? *To keep our kids safe, and working with child abuse. The SROs work through threat assessment to keep bad things from happening in our schools. SROs have an intimate knowledge of the layout of the schools. It comes down to relationships solve crime. Those relationships also prevent crime. Over the years the referrals have gone down 48%. We are on a downward trend.*

Donna: What kind of cultural awareness and de-escalation strategies/training do you give your officers on how to interact with students that don't feel safe? All officers are required to go through mandatory de-escalation training. In addition, all SROs are or are in the process of CIT

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training. Wash Co has an internal team that does the training. We are now realizing we need community voices to be involved. We are in the process of this. We also have a working group of community members to assist us with building trust.

Anne – What are the overarching trends nationwide of how to build on student safety should we be learning from? *If we look at the trends, school violence has been a trend. Our student Threat assessment team has taken students that were on a pathway to violence, have taken steps as a community team – to steer that student off of that path. Students having disability or behavioral issues is what we would love to have additional training on.*

Susan: Is there an opportunity to work with our student advisory committee to break down borders and alleviate fear? *That is a great idea and appreciate that suggestion.*

Becky: Our Hillsboro partners haven't had a chance to talk. Did you want to say anything? *We appreciate our new partnership, as we only serve BASE. Relationships are essential to building trust with our community partners particularly the most vulnerable.*

Donna: We are always looking for CTE opportunities, maybe we could get a police academy at each of our high schools. Grow our own.

Becky: We appreciate all of our partners and want to reiterate we are not making a decision at this time.

C. Community Voices – Pat McCreery

Many other community members that were invited did not chose to participate as they did not feel safe to attend and give their opinions. Their voices are still important.

Introductions of the guests: Justice Rajee, Mark Jackson, Beatrice Kahn, Jessica Pierce

We need to enter into this conversation giving the 28% of our community a voice.

This is an opportunity to embrace our critics.

- We must ask ourselves what is the future role for SROs
- Most student have a lack of contact with consistent SROs
- Contact with an armed officer can be negative
- Can counselors be a better solution
- We must take into consideration of what our SROs are asked to do
- We must be aware of intent, accountability, and guidelines and rules
- What is the accessibility to high level mental health support
- More clarity of the role of SROs
- How can the officers be fully integrated with the broader the school community
- How do we utilize them in a more meaningful and constructive way
- It is important that students understand the roll of the Police Chief
- How do you build relationships to mitigate mis-trust
- There is very little data that SRO presence eliminates school shootings
- We must be aware of the damage done to BIPOC communities by SRO programs
- Jessica Pierce read a letter written to the Beaverton School District School Board the School Board has already responded. Letter will be added to the minutes.

Comments/Questions:

Donna: You commented about developing trusting relationships. What kind of advice would you suggest to the police to create a trusting relationship? *The appearance seems very intimidating. If there was an opportunity for them to integrate a threatening presence. Seeing the SRO's as a*

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member of the school activities. For them to integrate more of a community and not just discipline. Have a relationship with students, a seating of power and authority that the student sets. Trust is something they have to work double on to earn, you just don't get it. Learn how to build relationships and honor those relationships. A sweep of training services, restorative practice, racial bias, and as much training as possible would be impactful to be inclusive. If you could create an SRO program, what would it look like? Being fully integrated in the community, parent engagement, there to support students. Really having that sense of buy in from students. There is an opportunity for the gap to close.

Susan: Do you see any schools that are modeling a relationship that is good in our own district. *It is based on the relationship in our own schools, being seen and interacting with students. Sharing the understanding of what the school culture is with the SRO and Administrators. When the SRO's need their weapons for safety when they are needed in the community for other calls. What should they do? If there is going to be a relationship, knowing that there is a need for students to feel safe. Diversity comes with experience. Beaverton Police Department and the district needs to collaborate to help our students feel safe. Working on the relationship is key to that. There was 15% of the respondents don't feel comfortable with SRO's in the buildings. That represents views that are out there. All of us are seeking to serve all the students out there.*

Donna: There are concealed weapons, and they could do that. *Something to think about is what a person has to have on them for a uniform. Maybe we need to think about that as how we structure this. I want to highlight the presence of a SRO in full gear is pretty scary. We need to look at our counselors, teachers and mentors play.*

Becky: We need to gather more accurate data; we need to go to them? How do we get more people to give us more data? *We have meetings twice a month with REAP, where students lead the meetings and are an ongoing virtual platform. Leverage community partners and be a part of that space. Paying attention to the feedback that has been offered. Reaching out to the community organizations that have the most impacted outcomes. Asking very specific questions about what is needed. Does this meet what our young people need today. There needs to be much more student input, include student input.*

Thank you all for spending your evening with us. We value community input. This was a great medium step, and we'll build upon that.

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 9:09 p.m.

Submitted by Dianna Hess

Becky Tymchuk, School Board Chair

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

Board Members Present:

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

Staff Present:

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Mike Schofield	Associate Superintendent for Business Services
Josh Gamez	Chief Facilities Officer
Steve Langford	Chief Information Officer
Shellie Bailey-Shah	Public Communications Officer
David Williams	Executive Administrator for Strategic Relations
Danielle Hudson	Executive Administrator for Student Services
Pat McCreery	Administrator for Equity and Inclusion
Toshiko Maurizio	Administrator for Multilingual Programs
Brian Sica	Administrator for Curriculum, Instruction & Assessment
Steven Sparks	Executive Administrator for Long Range Planning
Aaron Boyle	Administrator for Facilities
Jon Bridges	Administrator for Accountability
Camellia Osterink	District Legal Counsel

CALL MEETING TO ORDER & BOARD PROCEDURES – Becky Tymchuk

School Board Chair Becky Tymchuk called the meeting to order at 6:30 p.m. Chair Tymchuk asked for changes to the agenda: None

BEA Comments – Sara Schmitt – President

Good evening Supt. Grotting, Chair Tymchuk and members of the Board, Last week, I had the privilege of attending a round table discussion with Congresswoman Bonamici and her staff, along with 15 BEA members. These educators serve BSD students in many capacities: classroom teachers, counselors, a social worker, several ELD teachers, dual language teachers, resource room teachers, and a student manager. The conversation was completely centered on the broad and deep needs of our students and their families during this pandemic, and how our systems are failing to provide critical support, and how challenging this year has been for educators. I'd like to share a few items from this roundtable.

Educators talked about internet bandwidth and connectivity, challenges with getting meals to students,

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communicating with the parents and families of emerging bilingual students, the lack of access to language interpreters, the social and emotional needs of students, the need for racial diversity amongst our staff members so that it better mirrors our community, reduced student engagement at the middle and high school level because older students are caring for their younger siblings, and the crushing pressure that students are feeling because they are being assessed and graded right now -even though they are up against barriers that are out of their control. When the conversation turned towards “what happens next”—it was clear that ending the pandemic is the primary goal. Educators talked about needing rapid COVID testing, robust contact tracing protocols, school buildings with proper ventilation and air filtration and additional funding to provide support for students. Teacher stalked about the challenges of doing their work while keeping proper physical distancing, and their fears of potentially exposing students from communities that are statistically more vulnerable to COVID. While educators want to be back in school with students, they worry about putting their own health and the safety of their families and loved ones at risk. I hope that these concerns aren’t news to you, but it’s not evident that these stories are being elevated, or that these voices are being included in decision-making -and they need to be at the center of decision-making. We need to create open communication so that we can be making decisions with our community, not for our community.

I want to take every opportunity to say that educators are HEROES, and that BSD staff(both certified and classified) show incredible empathy, compassion, dedication, professionalism, creativity, joy and dedication to our students every single day. As such, and as I talked about last month, folks are worn out. I’m looking forward to hearing tonight about how the immense workload on the shoulders of educators is being addressed, what support is being provided for the well-being of staff. We cannot expect great results for students if we aren’t taking care of the educators who are on the front lines. Lastly, please remember to participate in your civic duty to vote and get your ballots in ASAP. Thank you

Public Comments - Board Member Becky Tymchuk stated there were. 47 comments received, see Public Comments attachment for a full listing of public comments submitted.

REPORTS

A. Superintendent Comments – Don Grotting

Comprehensive Distance Learning/Limited In Person Instruction/ Return to School Planning:

The safety of our students, staff, and community continues to be our priority. Our district remains in Comprehensive Distance Learning and has announced it will continue in that status until the end of the first semester, unless the metrics are adjusted by the Governor, Oregon Health Authority and the Department of Education. There has been recent dialogue with the Department of Education, OHA, and the Governor indicating State metrics will/could be adjusted in the near future, allowing in-person instruction to be initiated sooner. School districts are awaiting these possible adjustments as they submit their blueprints for reopening schools and provide for limited in person instruction. The social distancing requirements for meeting current and future metrics are also being reevaluated in moving forward in CDL, Hybrid, and LIPI. Our combined teams of Teaching and Learning and Operations have been working diligently to prepare for multiple scenarios.

Limited in Person Instruction/Activities and Athletics: Beaverton, like all other school districts are providing, or in the process of planning for Limited in Person instruction and implementation/expansion of activities and athletics. Our teams are in the process of finalizing phase-in plans and evaluating our social distancing requirements in ensuring safety

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requirements are being met as outlined by the Oregon Health Authority and the Department of Education.

Staffing/Enrollment/Finances: Beaverton, like other school districts in Oregon, are experiencing significant declines in enrollment due to COVID 19. At this time, we are estimating a drop of 1,700 students. The majority of this decline is at the elementary level, with a significant decline in kindergarten. Due to unanticipated enrollment declines, we are currently staffed above our staffing allocation model. Our current estimation reflects a 9-million-dollar deficit. Although school districts are allocated ADM funding on the highest two current years, the district has to balance its revenues and expenditures. We have decided not to make mid-year layoffs at this time due to the harm and disruption to students and parents but will be planning for reduced staffing for the next school year if our enrollment is not restored.

Return to School/Metrics: We continue to monitor COVID 19 data in Washington and Multnomah Counties to guide our planning for comprehensive distance learning and determining when it will be safe for our students and staff to return to in person instruction. Recently, the data has been moving in the wrong direction, but as new metrics are being considered, we are evaluating our blueprint for returning to school. At this time, we are still committed to reviewing data and going from quarter to quarter when making decisions to return to in person instruction. This allows our students, families and staff to prepare, plan, and adjust in a timely manner. We continue to offer small group instruction for evaluation, assessment, connectivity, and to serve those students that comprehensive distance learning simply cannot serve due to cognitive, physical, and other significant barriers. Guidance and safety standards from OHA and the Department of Education continue to guide our decision making.

Childcare: We are continuing to work with our County and other school districts in Washington County to provide childcare. Funds are available, and we are communicating to our families regarding how they can access funding for past and future childcare delivered by licensed childcare providers. Deputy Superintendent Mead and his staff are working with our communications department, our business department, childcare providers, and other stakeholders to market this opportunity and deliver funding provided by Washington County.

B. Division 22 Compliance/Assurances – Jon Bridges

By November 1 of each year, school district superintendents are required by OAR 581-022-2305: Operating Policies and Procedures to report to their school board the district's standing with respect to all of the Standards for Public Elementary and Secondary Schools as set out in Oregon Administrative Rules Chapter 581, Division 22. For the 2019-20 school year, the State Board of Education adopted OAR 581-022-0103: State Standards for the 2019-20 School Year. This rule established a streamlined set of Division 22 standards in effect for the 2019-20 school year, accommodating for the shift to emergency distance learning in response to the COVID-19 pandemic. For the 2019-20 school year, school districts are required to report on the Division 22 standards included in OAR 581-022-0103; any standard not included in this rule is waived for the 2019-2020 school year.

Below is a summary of Beaverton School District's compliance with each of the standards included in OAR 581-0103: State Standards for the 2019-20 School Year. For each standard reported as out of compliance, Beaverton School District has provided an explanation of why

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the school district was out of compliance and the school district's proposed corrective action plan to come into compliance by the beginning of the 2021-22 school year.

Summary of Compliance with Division 22 Requirements:

Diploma Requirements

Compliance Status for 2019-20 school year: In compliance

Credit Options

Compliance Status for 2019-20 school year: In compliance

Distance Learning for All

Compliance Status for 2019-20 school year: In compliance

Special Education for Children with Disabilities

Compliance Status for 2019-20 school year: In compliance

Emergent Bilinguals

Compliance Status for 2019-20 school year: In compliance

Talented and Gifted

Compliance Status for 2019-20 school year: In compliance

Alternative Education Programs

Compliance Status for 2019-20 school year: In compliance

Equal Educational Opportunities

Compliance Status for 2019-20 school year: In compliance

School Counseling

Compliance Status for 2019-20 school year: In compliance

Student Safety

Compliance Status for 2019-20 school year: In compliance

Personnel

Compliance Status for 2019-20 school year: In compliance

Fingerprinting of Subject Individuals in Positions not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses

Compliance Status for 2019-20 school year: In compliance

Individual Student Assessment and Reporting

Compliance Status for 2019-20 school year: In compliance

Student Education Records

Compliance Status for 2019-20 school year: In compliance

Record and Reports

Compliance Status for 2019-20 school year: In compliance

Complaint Procedures

Compliance Status for 2019-20 school year: In compliance

Assurances

Compliance Status for 2019-20 school year: In compliance

Comments/Questions:

Anne: With the ongoing health situations, are we getting any guidance on what we are expected to do? *We are expecting all of the 18-19 will be back and not paired down like the 17 this year.*

Do we expect to be in compliance? *I can't think of any that will give us trouble. I'll look into that in January.*

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Tom: Will we be have any changes due to the CDL right now? *The state board increased the number of PD hours and student/family connection time in as Instructional time. At the end of the 1st semester I will be looking into that.*

C. SIA Grant – Jon Bridges

On March 9th, the Board approved the District’s Student Investment Account plan. The plan was developed through extensive community engagement, strategic conversations and partnerships, and consultancy with content expertise. It was the result of more than six months of work both internally and externally and is reflective of the needs of the District’s historically underserved populations, including students of color, emerging bilinguals, and students with disabilities.

On June 26th, the District received notification that the District’s SIA plan met requirements. During the August special Legislative session, the amount of funding for SIA grants was reduced for the 2020-21 school year. The SIA will continue to be funded by the Corporate Activity Tax (CAT), with the amount available for these grants reduced by 68% to a level of \$150M. This level of funding reduced the District’s SIA allocation from \$32,759,813 to \$10,531,414. A district reducing the expenditures in their original SIA plan (including reducing activities, strategies, and outcomes) or shifting to a tiered plan do not need to re-submit a plan and/or budget amendment in order to receive SIA funds. The District is not amending the original plan, but is reducing the activities to be implemented during the 2020-21 school year.

Each SIA grant recipient will enter into a grant agreement with ODE. The grant agreement will include the SIA plan which will be inclusive of the longitudinal performance growth targets once finalized and any agreements between a public charter school and the school district. A grant agreement is valid after it is:

- Made available at the main office of the grant recipient and on the recipient’s webpage
- Shared during an oral presentation by an administrator at an open meeting
- Made available for the public to comment at an open meeting
- Approved by the governing body of the grant recipient at an open meeting
- Approved by the Oregon Department of Education.

Questions/Comments:

Becky: We are glad we are getting what we are. Is there a focus that the social workers are providing? *Not something that Dr. Bridges can speak to. We’ll ask Dr. Hudson at a later time.*

Anne: Our rich community engagement process was beginning last year. What community engagement requirements have changed moving forward? *We had our first meeting last week; we have an obligation to reengage those groups and let them know how we are spending the funds we receive. Then find out if the funds are being spent where needed and what revisions should happen.*

Tom: In the coming Biennium, what will that do to those funds? *We’ll get additional information from Mike Schofield as it comes in after the next legislative session.*

D. Enrollment Update – Carl Mead

Each school year on the final school day of September the District tabulates the enrollment totals for each grade level and school. These figures represent the District’s baseline enrollment for the school year.

The change in enrollment from 2019-20 to 2020-21 was dramatic, driven primarily by the effects of the COVID-19 pandemic. From 2019-20 to 2020-21, K-12 General Education enrollment fell by

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1,585 students, from 39,087 students to 37,502 (-4.06%). Students who enrolled in the newly opened FLEX Online school (total enrollment 1,214) are included in these counts. Elementary school grades saw a drop of 1,310 (-7.43%). Kindergarten made up the largest share of the decline; this year's kindergarten class has 2,415 students, 494 (-17%) fewer than the 2019-20 class. Middle school grades saw a drop of 328 (-3.51%) and high school increased slightly by 53 (+0.44%).

Tables presented the District's enrollment for the 2020-21 school year and included a summary of homeschool registrations in BSD (as reported by NWRESD) and registrations for online charter schools.

Questions/Comments:

Tom: From where we were on September 30 how much of a change is there? *Largest drops were the first week of school. Are there increases to the drops? It has slowed down at this time.*

Anne: What are the number that have gone to on-line charter schools compared to previous years? *I believe we have grown by 600 students to charters schools.*

Becky: Are we close to what other districts are for the loss to charters? *Carl will bring that information next time.*

Susan: As things change can we reach out to those families that have left the district? *Those that went to a charter would probably want to move to our FLEX program. We can't add staff there due to the number of students we are down. Schools are reaching out to families to bring students back. We are also losing some families to moving out of the area due to job loss. So, we may have to turn families away that want to come back to FLEX, that's sad? We have made the decision to not move resources from where they are currently at. We don't have the additional resources to hire additional staff. If there is movement out, that may make space to move other in, we'll continue to monitor that.*

E. Financial Update – Mike Schofield

I have spoken to some of our neighbors and they are experiencing the same numbers of enrollment decrease as we are.

A budget presentation was presented by Michael Schofield in addition to the attached financial report as of September 30, 2020 reflecting:

- General Fund Activity and Forecast
- Summary of Revenue, Expenditures and Encumbrances for All Funds Except General Fund
- Classroom Teacher Allocation as of 9/30/2020
- Portfolio Management and Summary
- Investments by Sector and Group
- Selected Funds Summary by Issuer

Ending fund balance has been bumped up. We are not spending as much in the way of salary and benefits as of today. We are in bargaining with BEA and the number will likely change.

Questions/Comments:

Becky: It's good to see that we are putting money away as we can. We greatly appreciate our staff that are furloughed and are still doing their jobs.

F. Budget Committee Update – Mike Schofield

The Budget Committee has two vacancies:

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Zone	Board Member	Current Budget Committee Member	Term Expiration
1	Susan Greenberg	Ryan Sweet	2020
2	Anne Bryan	Sarah Beachy	2020

BACKGROUND INFORMATION:

The School Board needs to appoint community representatives from Zones 1 and 2 to serve three-year terms on the Budget Committee.

The School Board is using the following process to appoint committee members:

- Openings have been publicized using all communication channels, with a deadline of October 23, 2020. This deadline was extended to the end of the week.
- A letter of interest and resume is submitted through the online application from each candidate.
- Board Members will review applications submitted for their zone.
- As of this date we have received one application for each zone.
- The deadline will be extended to October 30, 2020.
- Administration hopes to present appointees at the November 30, 2020 School Board Meeting for Board approval.

Questions/Comments:

Becky: If anyone wants information please contact any board member.

**G. Bond Accountability Report – Dick Harbert
Beaverton School District Capital Construction
Bond Citizen Accountability Committee Report
Second and Third Quarters of 2020**

Section 4.f. of the Committee’s charter specifies:

The Bond Citizen Accountability Committee (BAC) held three meetings for the six-month reporting period. The meeting dates were April 15, 2020, May 27, 2020 and September 30, 2020. These meetings were conducted via Zoom. The April meeting was ad hoc in order to deal with BAC business requiring a recommendation to the School Board. Each meeting agenda followed a similar structure, with focus on the Bond Program Status Report presented by staff and additional special topics as warranted. There were no site visits during this time. Board Member Eric Simpson also participated in each meeting and Anne Bryan began working with us in the last meeting. The committee members appreciate their commitment to the bond program.

The BAC welcomed three new qualified and interested members, Prashant Kulkarni, David Remos, and Brad Wright. These additions bring us to full force and provide a more diverse and fresh perspective to our oversight role. At the last meeting Brian Kennedy was unanimously elected to Chairman.

The following comments reflect committee consensus regarding each element of the bond program and topics discussed during BAC meetings. As listed in Section 1 of the BAC charter:

a. Ensuring that the bond revenues are used only for the purposes consistent with the voter approved bond measure ballot and consistent with state law.

Committee members agreed that bond revenues are being used for intended purposes, based on information provided by the staff to the committee in the Bond Program Status Reports.

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b. Alignment with the Bond Program Goals approved by the School Board and Board policies.

Committee members agreed that the bond program and the School Board's goals were met by staff during the second and third quarters. Projects remain within established budgets. The committee was also pleased to see the continued positive bond program reserves and project contingencies. The equity performance (MWSDVE participation) for both contractors (14.5%) and consultants (17.1%) remains above the 10% aspirational goal established by the Board, as of the end of August 2020. The committee commends staff efforts for helping to continue this work.

c. Reducing long-term maintenance, construction costs and improving efficiency and longevity, and innovative practices that achieve these; consistent with district standards and best practices.

Program staff has developed many technical, education, and security standards and have been applying them to projects under the bond program. These represent good construction management practices. Staff has assured the committee that it has processes in place to meet this objective and that ongoing maintenance considerations are factored into project decisions. The staff made a presentation at the May 27, 2020 BAC meeting on examples taken to reduce operational costs. Examples given were additional conduits/raceways, wall and floor finishes, LED lighting and controls, energy efficient HVAC systems, and access for high places and equipment. Procurement strategy using replicate designs provided significant savings and schedule issues. The implementation of Facility Condition Assessment by the staff is the most notable innovative practice that will result in future significant improvements for cost, efficiency and longevity.

d. Communicating key information related to the bond to District stakeholders.

The staff presents photos and progress points of capital construction updates to the BAC which are also posted on the BSD website, social media, and BSD Briefs. Bond communications and community involvement are standing items on committee meeting agendas. Staff is continuing to improve communications to District stakeholders. The last newsletter is Fall 2019 and the district is in process of having an updated newsletter in mid-November.

e. The committee will receive and review copies of bond program performance and financial reports and has the option to inspect school facilities and grounds related to bond activities when coordinated with and accompanied by District staff.

The committee continues to be satisfied with the quality of information in the reports received at each BAC meeting. Staff presents detailed information and engages in dialogue with BAC members. The Bond Status Progress reports highlight meeting-to-meeting changes in the budget, schedule and equity performance status of the program, as well as updates on individual project line items. We are into the final two years of the bond program with the last two replacement/renovation projects well underway. The Summer 2020 projects progressed well despite the challenges of the COVID-19 situation.

The Five Oak's Middle School renovation is substantially complete. After years of working construction side-by-side with an occupied school, the final work progress was substantially aided by an empty school building. The project team is working to mitigate a contractor claim (\$60K) of additional preconstruction costs, although there remains a positive contingency balance.

ACMA renovation made substantial progress with the new building wing being closed in and

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roof complete. Installation of the metal wall panels on the east side is ongoing. Current interior work is concrete polishing, painting, and installing insulation, drywall, ceiling grids, and audio-visual wiring. Landscape work continues. Local code requirements, tie-in of the security system, and additional structural framing resulted in a decrease of contingency funds by \$67K. However, the net contingency balance remains positive.

Seismic upgrades at Aloha High School and Beaver Acres has progressed well. Seismic work includes new roof-wall-foundation connections. New roofs and HVAC systems were part of the Summer 2020 projects at Highland Park and Whitford middle schools and Barnes and Raleigh Park elementary schools. Minor remodel work is being completed throughout the District from clock replacements to interior classroom lock replacement to auditorium upgrades.

The Central Office Maintenance Facility's renovation and storm water drainage work, including expanding parking to alleviate overflow staff parking in the surrounding neighborhood has encountered a one-year delay in completion due to addressing wetland issues. During the COVID-19 crisis, construction has proceeded on the 2014 Bond work with good and safe participation by contractors. The staff is working remotely and keeping project management efforts moving forward with some schedule adjustments. For example, the Raleigh Park HVAC and Electrical work has been designated to the watchlist due to COVID related factory delays.

Total program cost estimates and program reserves remained steady, with a slight increase in total costs and a slight reduction in reserves.

f. The committee will review monthly reports produced by the district in order to assess general compliance with the purposes set forth in the capital improvement program as approved by the voters.

The committee received and reviewed each of the status reports on the bond program prepared by staff for the reporting period. Due to the level of construction activity, BAC meetings are now scheduled for six times a year and, if needed, the BAC will convene special meetings. The committee finds that, based on the information received, the program is in compliance with the purposes set forth in the information about the program, provided to voters in advance of the 2014 election.

g. The committee will perform other reasonable duties requested by the School Board or Superintendent.

During the April 2020 BAC ad hoc meeting, the staff indicated that they forecast \$12 million in program reserve at completion. The staff presented a list of candidate projects for use of those funds, with the School Board's approval. The projects were ranked based on a point system rating safety and security, operational impact, and community. After discussion the BAC agreed to recommend this list to the Board.

Questions/Comments:

Becky: Thank you for the dedication and the work for the whole committee. Eric: Want to thank Dick for the service and continued service.

Anne: The new committee members really bring a great amount of knowledge and we are very lucky to have great volunteers. I am very eager to have students back and the new ACMA building will be amazing.

Becky: We are very appreciative of the Beaverton community and tax payers for the support with the bond.

Eric: Thank you to Josh Gamez and Aaron Boyle for the training to the new members of the Bond Accountability team.

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H. Return to School Update – Ginny Hansmann, Brian Sica

The BSD Return to School Team is currently in the process of monitoring attendance, along with Washington/Multnomah county new Covid-19 cases and how they align with the state mandated metrics for Limited In-Person Instruction.

Currently the District plans on continuing Comprehensive Distance Learning through the first semester of the school year. Planning for a Hybrid Model return to school, including multiple family and community surveys are outlined in the attachment.

We are focused on:

Anti-racism

Comprehensive Distance Learning

Consistent Curriculum/Instruction

Meaningful Feedback

Attendance:

BSD began taking attendance during Comprehensive Distance Learning (CDL) on September 14, 2020. BSD began notifying guardians of absences on September 21, 2021. The following charts display the average daily attendance for the first 21 days of school.

Average Daily Attendance	September 2020	October 2020
Elementary Schools	97.0%	97.3%
Middle Schools	92.2%	92.1%
High Schools and Options	94.7%	95.1%

BSD also analyzes an additional metric when considering student attendance. The percent of students with 90% or greater attendance indicates how many students fall into the “chronic absenteeism” category. The following tables display the percent of students with at least 90% attendance rates.

Extension of CDL:

BSD announced the extension of Comprehensive Distance Learning (CDL) through the first semester on October 19. The earliest date that hybrid instruction could occur would be February 8, 2021. In order to offer hybrid instruction, both Multnomah and Washington Counties need to meet the following metrics aligned to the spread of SARS-CoV2/Covid19.

- Grades PK-3 to Return to Hybrid
 - 30 or fewer new weekly cases per 100K county residents.
 - 5% or less of a test positivity rate.

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- Grades 4-12 to Return to Hybrid
 - 10 or fewer new weekly cases per 100K county residents.
 - 5% or less of a test positivity rate.

The metrics must be met for three consecutive weeks in order to Return to Hybrid. As demonstrated below, neither county has met the three-week threshold for PK-3 and neither county has approached meeting the 4-12 threshold since the education metrics were designated by Governor Brown.

Limited in Person Instruction:

The only form of in person service prior to February 8, 2021 will be in the form of Limited in Person Instruction. According to ODE, Schools can offer the opportunity for limited in-person instruction based on educational, relational, curricular, instructional, and/or assessment need. ~ ODE/OHA Ready Schools, Safe Learners ([see LIPI Guidance](#)).

Small cohorts (ten students) of students may be served for up to two hours per day with significant limitations to cross cohort interactions. This would include internet café's, busing and activities or sports.

For Example: Schools can offer the opportunity for limited in-person instruction based on need, including to:

- Address connectivity issues, including a focus on students with limited or no internet access
- Provide academic support
- Access assessment
- Provide social, emotional, or mental health support
- Build educator-to-student relationships
- Support live peer-to-peer interaction
- Support ongoing engagement and attendance
- Build school community and culture
- Ensure culturally relevant and sustaining pedagogy
- Prepare for a return to in-person instruction
- Provide voluntary supplemental supports

There are significant limitations to the number of students in a cohort, the amount of total students on campus, and the length of time students can be on campus each day.

The metrics and requirements for Limited in Person Instruction are not tied to county metrics as they are for hybrid instruction. Rather, there cannot be any new cases (staff or students) at a school for 14 days prior to any in person instruction. In addition, all requirements of sections 1-3 of Ready Schools, Safe Learners must be met.

BSD currently offers Limits in Person instruction in the form of specific evaluations for students receiving services from our Special Educational and Multilingual Departments.

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BSD is planning to expand Limited in Person offerings to include additional students and offerings. We are currently identifying specific groups of students to experience LIPI during phase one with expected implementation in November of 2020.

BSD is currently surveying staff and students in order to further develop planning. We will use their input along to develop further plans in accordance with the timeline below.

Date(s)	Activity	Responsible Party
10/21 - 11/3	Send RTS Staff Initial Survey In Person Staff Initial Survey	T&L
10/21 - 11/3	Send RTS Community Initial Survey In Person Community Survey	CCI
11/4-11/6	Review Survey Results to Determine potential workforce availability	RTI Team
10/21 - 11/6	Phase I Schools Blueprints and Isolation Room Set-Up	Building Administrators
11/9-11/11	Sub group family survey	Sped, MLD, HELP Center
11/9-11/11	Sub group staff survey	HR or T&L
11/12-11/13	Review survey results to determine viability of subgroup participation due to workforce limitations	MLD, SPED, T&L
11/14	Finalized Student List to Transportation	MLD, SPED, HELP Center
11/14-11/27	Transportation Routing	Transportation
10/21-11/18	Instructional Plan Development	MLD, SPED, T&L, RTI Team
11/20-11/24	LIPI Training for Staff- (?) days before return, subs provided for these staff members (?)	Operations, T&L
11/27	COVID Assurance Form Completion by Families and Staff	Staff and Students attending LIPI
11/30	Phase I LIPI Begins	

Current Formats in BSD

- Comprehensive Distance Learning
 - Students are engaging in learning five days a week.
 - Teachers are using consistent tools to interact with students
 - Students have access to live interactions at least once per day.
 - Grades and Credits will be awarded.
- Limited in Person Instructions
 - Evaluations only (Phase One)

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- Special Education, MultiLingual, and TAG services (7 sites)

Comprehensive Distance Learning

- Overall Attendance Rate 95.1%
 - Elementary/K-8 Schools: 97.3%
 - Middle Schools: 92.1%
 - High School/Options 95.1%
 - Secondary Schools: 83.8%
- Percent of students at 90% or above (daily attendance)
 - Elementary / K-8 Schools: 92.4%
 - Secondary Schools: 83.8%

School Reopening Metrics: Requirements for Hybrid Instruction

- In order to reopen under **RSSL (1-3)** county metrics for new cases per 100K residents must be at or less than **10 per week** and show a test positivity rate of 5% or lower for three consecutive weeks.
 - There is a K-3 (PK included) exception of **30 cases** per 100K with the additional requirement of no new cases of staff and student for 14 days (at the site) as reported by the LHA
- The test positivity rate for the State of Oregon must be at or below 5%

School Reopening Metics – Impacts (LIPI)

- Limited in Person Instruction – small cohorts (ten students) of students my be served for up to two hours per day with significant limitations to cross cohort interactions.
 - Currently offering LIPI for student evaluations (Phase 1)
 - BSD is looking to prioritize the most impacted students for any type of Limited in Person Instruction
 - “Instruction” can take many forms
 - Wifi Access
 - Social Emotional Support
 - Academic Support
 - Connections to school culture
 - BSD is currently working to address all safety requirements and other logistical considerations.
 - BSD has opened initial surveys for staff and the community.
 - Student surveys (and Focus Group Follow-ups) are in development.

Limited in Person Instruction Planning and Timeline

- Currently soliciting feedback from stakeholders
- Develop springboard plans for Phase 2 including instructional and operational details (**early November**)
- Survey specific staff and students/families impacted by Phase 2 (**Mid November**)
- Begin Phase 2 implementation (**November 30**)
- Early indicators of student participation may largely include students receiving services from our Special Education, Multilingual, and McKinney-Vento (homeless) Programs.
 - -450 students to be considered for possible inclusion in Phase 2 (-1% of student body)
 - Staff to include both licensed and certified

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- Does not yet include students needing Wifi access
- Survey specific staff and students/families impacted by Phase 2 (**Mid November**)
- Develop springboard plans for Phase 2 including instructional and operational details (**early November**)
- Begin Phase 2 implementation (**November 30**)

Questions/Comments:

Susan: Students that don't have access to wireless, are there other entities to access this other than school. Are we working on this? *We have reached out to faith partners across the district and encouraged them to open up to students throughout the day. There is no paid staff at those locations. Do we have access at any of the THPRD sites? We can reach out to them this week. We love it when our partners come out, we can provide the information about these opportunities, we are not monitoring social distancing liabilities.* Covid is going up not down, the governor has been tight with the metrics. What is she doing with them going up? *Oregon has some of the most stringent requirements for students going back. There are big differences between the large and small districts. There are some districts that if the metrics are changed they would possibly return much sooner. We have not tested in the same levels as other states around us. We are not seeing all the numbers out there. That was also brought up. Some states have better testing availability and efficiency.*

Tom: I am wanting to echo some of Susan's concerns. Oregon has been doing a relatively good job and am concerned about this discussion about returning to school when our numbers are increasing and projected to increase.

Anne: If we are starting to get details as to if students are on track to pass their classes, what kind of data are we getting? *This past Friday was the first progress report, we can get that data and get that to you.*

Becky: We have shared that we are not doing conferences, how can we support our families with getting the knowledge of how kids are doing? *Parent View account and help families on how to access that information. Elementary is working on how to get that feedback to parents. We can update you next time. Academic conferences are presenting some of their data on assessments that they are seeing. Parent engagement with the teachers has been a plus at the Elementary level.*

Becky: Incoming 6th graders at the middle school and 9th graders at the high school, what are we trying to do for those students, to engage? *Teachers and counselors are trying to respond to the needs. We can report on what they are doing to engage and support.* Thank you for the report.

DISCUSSION ITEMS

A. First Reading of School Board Policy DFA – Mike Schofield

School Board policy DFA was presented for re-adoption. Board policy dictates that the policy and any revisions shall be presented annually to the Board. The policy will move forward to a second reading.

Questions/Comments: None

ACTION ITEMS

A. SIA Grant Agreement – Jon Bridges

Anne Bryan made the motion to approve the SIA Grant Agreement

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BE IT RESOLVED that the School Board approve the SIA Grant Agreement.

Eric Simpson seconded and the motion passed unanimously by a vote of 6 to 0 by Becky Tymchuk, Tom Collett, Anne Bryan, Eric Simpson, LeeAnn Larsen, and Susan Greenberg.

Questions / Comments: None

B. OSBA Board of Director Representatives Election – Becky Tymchuk

Each OSBA Board of Director is nominated on a regional basis for a two-calendar year term. Candidates must be elected by official action of a member board within the region. LeeAnn Larsen has been nominated to fill position #15.

Tom Collet made the motion to elect LeeAnn Larsen from Beaverton School District to fill OSBA Board of Directors Position #15 approved Eric Simpson seconded and the motion passed unanimously by a vote of 6 to 0 by Becky Tymchuk, Tom Collett, Anne Bryan, Eric Simpson, LeeAnn Larsen, and Susan Greenberg.

Questions / Comments:

Tome: We know she will do a great job.

C. Consent Agenda – Becky Tymchuk

1. Personnel

BE IT RESOLVED that the employee(s) who are recommended herein for administrator and teacher elections, leaves of absence, and resignations/terminations are accepted by the School Board as submitted at this meeting.

2. Approval of School Board Meeting Minutes

BE IT RESOLVED that the minutes of the September 29, 2020 Board Meeting and October 12, 2020 Board Work Session are hereby approved as submitted at this meeting.

3. Public Contracts

BE IT RESOLVED that the School Board authorize the Superintendent or designee to obligate the District for the public contract items as submitted at this meeting.

4. Approval of CARES Act Grant – Child Care

BE IT RESOLVED that the School Board approve the CARES Act Grant – Childcare as submitted at this meeting.

5. Social Studies Curriculum Review and Adoption Project Team Membership

BE IT RESOLVED that the School Board approve the Social Studies Curriculum Review and Adoption Project Team Membership as submitted at this meeting.

6. Charter School Evaluations

- **Arco Iris**
- **Hope Chinese**

BE IT RESOLVED that the School Board approve the Charter School Evaluations as submitted at this meeting.

Anne Bryan made the motion to accept by the School Board as submitted. Susan Greenberg seconded and the motion passed unanimously by a vote of 6 to 0 by Becky Tymchuk, Tom Collett, Anne Bryan, Eric Simpson, LeeAnn Larsen, and Susan Greenberg.

Questions/Comments: None

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BOARD COMMUNICATION – Board Members

A. Individual School Board Member Comments –

Susan Greenberg, I want to congratulate LeeAnn. In the last couple of weeks, I've been able to zoom with principals, they are concerned about their teachers and students. Principals are very pleased with how things are going.

Becky Tymchuk – I had the opportunity to participate with the Early Learning Team. It was very positive. Congratulations to Jessica Jones in our finance department was certified in her area of expertise, it's taken her a couple of years and I thank for her dedication in a very difficult time. I was able to participate at the SRHS Memorial game, of course there are no sports at this time but it was a small moving event with the family and the importance of community and supporting veterans.

LeeAnn Larsen – wants all to know the OSBA Boards will be meeting with the Governor tomorrow. Tomorrow we will have our We Community Partnership event- encourage all Board Members to participate. Next meeting will be a work session on November 16, where we will be talking about our partnership with SRO's and campus supervisors going forward.

Don – It's exciting to be holding our first equity Team Summit Wednesday 1:00—3:30 during the Professional Learning time. Many members of our BIPOC staff are part of the school teams.

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 8:27 p.m.

Submitted by Dianna Hess

Becky Tymchuk, School Board Chair

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WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

**APPROVAL OF ALTERNATE CONSTRUCTION CONTRACTING PROCEDURE,
CM/GC CONTRACTOR, FOR THE BASE CTE UPGRADES PROJECT**

POLICY ISSUE/SITUATION:

OAR 137-49-0620 and ORS 279C.335 permits the Beaverton School District Board of Directors to exempt specific projects from the competitive bidding requirements for Public Improvement contracts. Facilities Development has found Construction Manager / General Contractor (CM/GC) to be the contracting method for the Beaverton Academy of Science and Engineering (BASE) Career and Technical Education project that is most beneficial to the District. Rather than awarding a construction contract by invitation to bid after all design has been completed, this solicitation would award a CM/GC contract via Request for Proposals (RFP) to select the CM/GC firm that best meets the District's needs with respect to this project. The CM/GC will provide input and advice as to constructability, materials selection, and other design considerations to realize cost savings and other efficiencies for the District. Then the District may authorize early construction and/or negotiate a guaranteed maximum price for construction work to realize those efficiencies. The RFP selection criteria will include Proposers' experience, capabilities, ability to timely deliver similar projects, safety record, price, and other pertinent factors as determined during the RFP development process. This process will allow the District to receive competitive pricing while ensuring that we are contracting with capable contractors.

Pursuant to OAR 137-049-0630 (7), the District's Purchasing Department held a public hearing on November 12, 2020 to receive public comment on the draft findings (Attachment A). The hearing was advertised in the Daily Journal of Commerce, ORPIN, and the District's website. No public comments were received.

BACKGROUND INFORMATION:

The Beaverton Academy of Science and Engineering (BASE) program is located at our Capital Center site. This BASE CTE program upgrade is funded with Measure 98 High School Graduation and College and Career Readiness Act of 2016 funds which must be utilized prior to August 13th, 2021. The project is a tenant improvement project which will relocate and upgrade shop spaces for the applied engineering program and relocate and align impacted programs within the building. Construction will begin in Spring of 2021 and conclude in early August 2021. Because portions of construction will happen while the building is occupied, it is important that the phases of construction are carefully planned with the General Contractor. The use of CM/GC with regard to planning, phased construction, staging, and general site coordination will aid in the success of this project. The time and coordination to complete this project will require a negotiated contracting process, using the CM/GC contracting method. The School District would request proposals from Construction Management / General Contractors and enter into a negotiated contract with the selected contractor. This contractor will then guarantee a maximum price for the construction rather than the District conducting a traditional bidding procedure. The advantage of this process is that it allows simultaneous design and construction. This will allow the District to potentially release early work packages and procure long lead items much earlier which will help assure that the project will be completed within the funding time constraints.

The School Board, acting as the Local Contract Review Board, must approve particular findings supporting the use of this construction contracting procedure, pursuant to ORS 279C.335.

RECOMMENDATION:

It is recommended that the School Board adopt the findings of fact (Attachment A), exempt the BASE CTE Upgrades project from the competitive bidding requirement of 279C.335(1), and approves use of the proposed

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CM/GC procurement and contracting method. Board approval to award the contract will be requested after the RFP process is completed and a vendor has been selected.

BE IT RESOLVED that the Beaverton School Board of Directors (i) adopts and approves the findings of Attachment A, (ii) grants a specific exemption from competitive bidding requirements of ORS 279C.335(1), and approves and directs the use of the CM/GC procurement and contracting method for the BASE CTE Upgrades project, and (iii) requires that the procurement be in accordance with the Attorney General Model Rules applicable to CM/GC.

ATTACHMENT A

DRAFT FINDINGS OF FACT FOR ALTERNATIVE CONTRACTING PROCEDURE CM/GC CONSTRUCTION CONTRACT Beaverton Academy of Science and Engineering (BASE) CTE Program Upgrades (RFP 20-0014)

(a) BSD Staff finds that this alternate contracting procedure is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts.

If these findings are adopted and the exemption is approved, the CM/GC will be selected through an open, public, competitive request for proposals (RFP) process. Pursuant to ORS 279C.360, a CM/GC solicitation will be advertised in the Daily Journal of Commerce, the Oregon Procurement Information Network, and the Beaverton School District procurement webpage in order to attract competitive proposals. The CM/GC proposals and interviews will be rated based on a predetermined list of criteria as required by ORS 279C.337 and the Attorney General's Model Contract Rules. The District will enter into a contract with the highest-ranking firm. Further, the CM / GC contract template requires the CM/GC to abide by competitive bidding requirements subject to District approval for selecting any sub-contractors.

(b) BSD Staff finds that awarding a public improvement contract for this project through the CM/GC method will likely result in substantial cost savings and other substantial benefits to the District.

In making this finding, staff have considered the type, cost and amount of the contract and, to the extent applicable to the contract, the following:

A. Findings related to how many persons are available to bid: CM / GC is a widely used delivery platform in this region and many firms are capable of delivering a project through this method. Therefore, Staff finds that granting this Alternative contracting procedure will not unreasonably limit the number of firms available to bid, since procurement will be through a publicly-advertised request for proposals.

B. Findings related to the construction budget and the projected operating costs for the completed public improvement: Staff finds that the ability to select firms based on the firm's performance history will positively affect the project outcome as it relates to cost by providing feedback on the design development phase and participating in the construction document phase of the design process. With the CM/GC participating in these phases, they will be able to offer suggestions for improvement and make recommendations that will reduce costs. With the benefit of this knowledge, the CM/GC will also be able to guarantee a maximum price the District will pay to construct the project, which may result in savings accruing to the District.

C. Findings related to public benefits that may result from granting the exemption: Staff finds that the ability to select firms based on the firm's performance history will

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significantly affect the project outcome as it relates to schedule for this project. The District's Facilities Development Department is working diligently to maximize the reimbursement and educational benefit received from the current Measure 98 grant funding cycle. As we approach the reimbursement deadline, there is an even greater need to assure that the final projects (such as this one) are completed in a timely manner. Through the early construction mechanism and ability to execute a GMP (construction contract) prior to the end of the design process, CM/GC enables the District to complete the BASE CTE project faster than the traditional Design-Bid Build model would allow. This allows the District to complete this project at a greatly reduced risk that it will extend beyond the grant reimbursement window. Additionally, the CM/GC process allows the CM/GC to inform and recommend the best practices in sequencing of work based on their early involvement in the project. This early involvement will save the District from procuring the equipment on an owner purchased/furnished basis. This in turn will save the District from the inherent risk involved such as late delivery, the high potential of change orders and further delays in construction schedule.

D. Findings related to whether value engineering techniques may decrease the cost of the public improvement: Staff finds that granting this Alternative contracting procedure will provide the most comprehensive team evaluation of all factors that affect the cost, quality, and schedule of the project, which may decrease the cost of the improvement. The CM/GC process offers a unique opportunity for value engineering that is not available through the design-bid-build process, since the CM/GC does not have an opportunity to suggest cost-saving measures during the design process. An essential part of each construction project is the value engineering evaluation, which is the means used to determine the best project design that meets the needs and priorities of the Owner, is within the Owner's budget, and considers the schedule constraints. Value engineering is done most effectively by a team consisting of the Owner, Architect, Consultants, and the CM/GC during design development and construction document completion. These benefits may apply at varying degrees for different projects, and Staff finds that this project would gain significant opportunities due to its relatively small size, moderate/higher degree of complexity, and time sensitive nature.

E. Findings related to the cost and availability of specialized expertise that is necessary for the public improvement: Staff finds that no specialized expertise will be needed for this upgrade although lessons learned from other CTE projects have shown that CTE remodel projects may include nuances and complexities in the design process (e.g., related to permitting, etc.) that may not be clear to otherwise qualified design firms. Adding the voice of a construction manager during design, a key feature of the CM/GC model, may help identify these complexities so they do not cause a delay in project completion. As mentioned above, delay to this project may come with the added risk of losing Measure 98 grant funds.

F. Findings related to any likely increases in public safety: Staff finds that the ability to select firms based on the firm's performance history will allow the District to select a contractor with a demonstrated record of safety.

G. Findings related to whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement: Staff finds that granting this Alternative contracting procedure will reduce schedule risk to the School District, by allowing critical path equipment

procurement, and allowing early work packages to proceed during final design to meet the required funding deadlines.

H. Findings related to whether granting the exemption will affect the sources of funding for the public improvement: Not applicable. Staff finds that granting this exemption will have no effect on funding sources for the project.

I. Findings related to whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement: With the multitude of construction market factors that exist today in Oregon (e.g. completion of other projects, environmental issues that limit construction materials, shortage of qualified craftsman, inflation, etc.), establishing the best work sequence is crucial to accurately estimating the cost and schedule implications of this project. Staff therefore finds that selecting a firm through the CM/GC process allows the District the advantage of working with a CM/GC who: 1) Has knowledge of market conditions; 2) Experience in finding the best people qualified for this fast-track work; and 3) Providing accurate estimates for subcontracts. In addition, the CM/GC may plan for early procurement of goods and services where shortages, inflation or other market conditions could increase costs under the traditional design-bid-build method.

J. Findings related to whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement: Staff finds that granting this exemption will allow the School District to accept proposals only from contractors who have demonstrated considerable experience in delivering projects of similar complexity successfully.

K. Findings related to whether the public improvement involves new construction or renovates or remodels an existing structure: This project involves renovation of existing structures.

L. Findings related to whether the public improvement will be occupied or unoccupied during construction: This public improvement will occur in a time period in which a significant portion of the work will occur while the building is occupied or partially occupied.

M. Findings related to whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions: This project will consist of a single phase.

N. Findings related to whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract: Staff will rely on their own experience, having successfully used the CM/GC method on many other renovation projects in the current and prior bond programs. In addition, architectural, engineering, and planning consultants with

experience in alternative contracting have been retained for professional services. The District also relies upon outside legal counsel, appointed by the School Board to provide construction contracting legal advice. The combined expertise and experience of such staff, consultants and professionals will oversee developing the alternative contracting method and its implementation, including negotiating, administering and enforcing the terms of the CM/GC contract.

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WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

**APPROVAL OF ALTERNATE CONSTRUCTION CONTRACTING PROCEDURE,
DESIGN-BUILD CONTRACTOR, FOR THE PHASE II WHS CTE UPGRADES PROJECT**

POLICY ISSUE/SITUATION:

OAR 137-49-0620 and ORS 279C.335 permits the Beaverton School District Board of Directors to exempt specific projects from the competitive bidding requirements for Public Improvement contracts. Facilities Development has found Design-Build (D-B) to be the contracting method for Phase II of the Westview High School (WHS) Career and Technical Education (CTE) Upgrade project that is most beneficial to the District. Rather than awarding a construction contract by invitation to bid after all design has been completed, this solicitation would award a single contract encompassing both the design and the build. The contract would be awarded to a firm that best meets the District's needs with respect to the District's goals for this project. The District may authorize early construction and/or negotiate a guaranteed maximum price for construction work to realize efficiencies in schedule. The initial stage of the RFP selection criteria will include Proposers' experience, capabilities, ability to timely deliver similar projects, safety record, and/or other qualifications-related factors as determined during the RFP development process. The second stage would offer those on the short list an opportunity to perform initial design work, to present conceptual/schematic designs that would maximize education value within the project's constraints of time and budget.

Pursuant to OAR 137-049-0630 (7), the District's Purchasing Department held a public hearing on November 25, 2020 to receive public comment on the draft findings (Attachment A). The hearing was advertised in the Daily Journal of Commerce, ORPIN, and the District's website and any comments will be presented to the board.

BACKGROUND INFORMATION:

The WHS CTE program is being upgraded in two phases. The first phase was completed using the design-bid-build process. Like Phase I, Phase II of the WHS CTE program upgrade is funded with Measure 98 High School Graduation and College and Career Readiness Act of 2016 funds which must be utilized prior to August 13th, 2021. This phase of the project is unique from the first phase in that there is greater schedule risk due to its position towards the end of the Measure 98 grant reimbursement period, and it presents more opportunities for increased educational value via greater design programming and/or innovation. Construction is anticipated to begin in Spring of 2021 and conclude in early August 2021. With regard to schedule risk, it is important that the phases of construction are carefully planned and coordinated between the design team, the District, and the Contractor. The use of D-B with regard to planning, phased construction, staging, and general site coordination will aid in the success of this project within schedule. Moreover, there are greater opportunities for design innovation that are possible through design-build. These benefits will be maximized by the planned two step procurement process, which brings design innovation into the evaluation process. The School District would request proposals via a public, competitive RFP process from D-B firms and enter into a contract with the selected contractor. This contractor will guarantee a maximum price for the design and construction rather than the District conducting a traditional bidding procedure. The advantage of this process is that it allows simultaneous design and construction. This will allow the District to potentially release early work packages and procure long lead items much earlier which will help assure that the project will be completed within the funding time constraints.

The School Board, acting as the Local Contract Review Board, must approve particular findings supporting the use of this construction contracting procedure, pursuant to ORS 279C.335.

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RECOMMENDATION:

It is recommended that the School Board adopt the findings of fact (Attachment A), exempt the Phase II WHS CTE Upgrades project from the competitive bidding requirement of 279C.335(1), and approves use of a D-B procurement and contracting method. Board approval to award the contract will be requested after the RFP process is completed and a vendor has been selected.

BE IT RESOLVED that the Beaverton School Board of Directors (i) adopts and approves the findings of Attachment A, (ii) grants a specific exemption from competitive bidding requirements of ORS 279C.335(1), and approves and directs the use of the D-B procurement and contracting method for the Phase II WHS CTE Upgrades project, and (iii) requires that the procurement be in accordance with the Attorney General Model Rules applicable to D-B.

ATTACHMENT A

DRAFT FINDINGS OF FACT FOR ALTERNATIVE CONTRACTING PROCEDURE DESIGN-BUILD CONSTRUCTION CONTRACT WESTVIEW HIGH SCHOOL (WHS) CTE Program Upgrades (RFP 20-0017)

(a) BSD Staff finds that this alternate contracting procedure is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts.

If these findings are adopted and the exemption is approved, the D-B will be selected through an open, public, competitive request for proposals (RFP) process. Pursuant to ORS 279C.360, a D-B solicitation will be advertised in the Daily Journal of Commerce, the Oregon Procurement Information Network, and the Beaverton School District procurement webpage in order to attract competitive proposals. The D-B proposals and interviews will be rated based on a predetermined list of criteria as required by ORS 279C and the Attorney General's Model Contract Rules. The District will enter into a contract with the highest-ranking firm. Further, the D-B contract template requires the D-B to abide by competitive bidding requirements subject to District approval for selecting any sub-contractors.

(b) BSD Staff finds that awarding a public improvement contract for this project through the D-B method will likely result in substantial cost savings and other substantial benefits to the District.

In making this finding, staff have considered the type, cost and amount of the contract and, to the extent applicable to the contract, the following:

A. Findings related to how many persons are available to bid: Staff finds that granting this exemption will not unreasonably limit the number of firms available to bid, since procurement will be through a publicly-advertised process.

B. Findings related to the construction budget and the projected operating costs for the completed public improvement: Staff finds that granting this exemption is likely to result in reduced construction and design costs. Because the preferred design and specific requirements for the Westview High School Career Technical Education (CTE) scope of work is unknown at this time, but not believed to be particularly complicated Using a Design-Build delivery method will enable the District to quickly and efficiently generate and analyze several design iterations too best meet permit requirements and available funds. As the design nears completion the Design-Build contract allows the District to initiate construction early work without a lapse in Project timelines. It also integrates the design firm with the contractor to consider alternative means and methods of construction and optimize cost savings.

C. Findings related to public benefits that may result from granting the exemption: Staff finds that the public will benefit from the granting of this exemption. Because of the time limitations with State funded CTE grant program, it is critical that the project be completed on

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time as the funding source has a fixed deadline. Granting of this exemption will allow the District to contract with a capable, qualified contractor. Additionally, Staff finds that the continuity of team members throughout the process greatly improves the adherence to the timeline, and there will be a public benefit by potentially reducing construction costs.

D. Findings related to whether value engineering techniques may decrease the cost of the public improvement: Staff finds that granting this exemption has the potential to increase value engineering opportunities. Contractors will be bidding a scope narrative, therefore there will be incentive and opportunity to include value engineering ideas in their approach.

E. Findings related to the cost and availability of specialized expertise that is necessary for the public improvement: Staff finds that specialized expertise will not be required to coordinate, procure, and install various products, services, and supplies needed for the CTE scope of work.

F. Findings related to any likely increases in public safety: Not applicable. Staff finds that granting this exemption will have no effect on public safety.

G. Findings related to whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement: Staff finds that granting this exemption will reduce risk to the School District by allowing only bidders who have demonstrated they are qualified to complete the work successfully. This consideration will be included in the evaluation of the RFP under which the contract would be solicited, and is not possible under the low cost requirement from which we are seeking exemption. Also, by integrating the design firm with the contractor they are able to consider alternative means and methods earlier in the process.

H. Findings related to whether granting the exemption will affect the sources of funding for the public improvement: This project is funded by a state grant with a definite spending deadline. The ability to achieve faster project completion that is possible under the design-build method is necessary to realize the grant funds that are budgeted for this project to be completed.

I. Findings related to whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement: With the multitude of construction market factors that exist today in Oregon (e.g. COVID-19, completion of other projects, environmental issues that limit construction materials, shortage of qualified craftsman, inflation, etc.), Staff finds that granting this exemption allows the School District to be more responsive to market conditions by structuring a project delivery method that lends itself to more efficient and timely project delivery.

J. Findings related to whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement: Staff finds that granting this exemption will allow the School District to evaluate proposals in a way that considers contractors demonstrated, considerable experience in successfully delivering similar projects.

K. Findings related to whether the public improvement involves new construction or renovates or remodels an existing structure: This project will involve the remodel of an existing structure that fits the Design-Build project delivery method well.

L. Findings related to whether the public improvement will be occupied or unoccupied during construction: This project will occur in both occupied and unoccupied sections of the building during construction. Granting this exception will better prepare the District to coordinate construction while the school is occupied.

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M. Findings related to whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions: This project will have a single phase and will not be affected by the granting of this exemption.

N. Findings related to whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract: Staff will rely on their experience, having successfully used the Design Build method on many other projects in the current bond program. The District also relies upon outside legal counsel, appointed by the School Board, to provide construction contracting legal advice. Using their combined expertise and experience, staff and counsel will oversee developing the alternative contracting method and its implementation, including negotiating, administering and enforcing the terms of the Design Build contract.

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**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	
ACMA Historic Bench reclamation/reconstruction	Aaron Boyle	Sole Source	Bruno Tree Care	\$22,951.00	12/1/2020	4/1/2021	Authorization to Award Contract



PROJECT NAME: ACMA Historic Bench reclamation/reconstruction

PROJECTTIMELINE: 12/1/2020–04/1/2021

PROJECT BUDGET: \$22,951.00

PROJECT SCOPE: Reclaims and repurposes historic timbers reclaimed from ACMA site

CONTRACT NAME: ACMA Historic Bench reclamation/reconstruction

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Sole Source

CONTRACTTIMELINE: 12/1/2020–04/1/2021

CONTRACT AMOUNT: \$22,951.00

CONTRACT SCOPE: Provides remanufacturing and hauling services for ACMA historic timbers.

RECOMMENDATION: Authorization to award contract to Bruno Tree Care

FUNDING SOURCE: Bond Fund

SOLE SOURCE PROCUREMENT FORM

- (1) The District may award a contract for goods or services without competition if the School Board acting as the Local Contract Review Board (LCRB) which has procurement authority under ORS 279A.050, with respect to goods and services determines in writing that any or all of the circumstances described in subsection (2) below exist. If the LCRB delegates the necessary authority to the Superintendent or his designee, or a different person designated in writing with procurement authority under ORS 279A.050, determine in writing, in accordance with rules adopted under ORS 279A.065, that the goods or services, or class of goods or services, are available from only one source the District may proceed with the Award of the contract.
- (2) The determination that a sole source circumstance exists must be based on written findings that may include:
- (a) That the efficient utilization of existing goods or previously acquired services requires acquiring the same or compatible goods or services;
 - (b) That the goods or services required to exchange software or data with other public or private agencies are available from only one source;
 - (c) That the goods or services are for use in a pilot or an experimental project; or
 - (d) Other findings such as those listed below that support the conclusion that the goods or services are available from only one source.
- (3) To the extent reasonably practical, the contracting agency shall negotiate with the sole source vendor to obtain contract terms that are advantageous to the contracting agency.
- (4) Public Notice. If the District determines that it may enter into a Contract as a sole-source, the District is required to select a Contractor using source selection methods set forth in either ORS 279B.055 or 279B.060, the District shall give public notice of the LCRB's determination that the Goods or Services or class of Goods or Services are available from only one source. The District shall publish such notice in a manner similar to public notice of competitive sealed Bids under 279B.055(4) and OAR 137-047-0300. The public notice shall describe the Goods or Services to be acquired by a sole-source Procurement, identify the prospective Contractor and include the date, time and place that protests are due. The District shall give Affected Persons at least seven (7) from the date of notice of the determination that the Goods or Services are available from only one source to protest the sole source determination.
- (5) Protest. An Affected Person may protest the local Review Board's determination that the Goods or Services or class of Goods or Services are available from only one source in accordance with OAR 137-047-0710.

<p>Good or Service to be Purchased: Specialized wood manufacturing services of over-sized recyclable timbers recovered from ACMA reconstruction site.</p>	<p>Supplier/Manufacturer: Bruno Tree Care 9051 S Alder Creek Ln Canby, OR 97013</p>
<p>Cost Center: Facilities Development Date: November 23, 2020</p>	<p>Cost Center Authority: Aaron Boyle Facilities Development</p>
<p>FINDINGS. Findings shall be pursuant to ORS279B.075 and (2) above. Also, describe the purpose for which the goods or services are required. What curriculum/program will the goods or services support? What functional characteristics do the goods or services have which preclude other goods or services from being used? Why are the requested goods or services the only acceptable? Are the goods for compatibility purposes? If so, what existing equipment must this item be compatible with? Attach the quote from the Supplier for the good or service. The very large timbers described above are already at this location. They were originally sent to this facility because the company was available and willing to haul them and store them. These timbers are extremely large, heavy, and cumbersome and will require additional specialized hauling services to transport to any other site for remanufacturing which will not only be expensive but entail significant risk of damage. These timbers were reclaimed from the ACMA site during demolition and we find now that they can re-purposed into large benches as part of the historical discussion around the site, and as an example of recycling and repurposing from an artistic perspective. There are other companies who could perform the work but at a considerably higher cost which would not include the transportation as included here. We have contacted other companies and there are none that can provide the breadth of services including transportation, which supports this Sole Source as the most efficient use of District funds.</p>	

(attach additional sheets if needed)

(For Purchasing use only) Approved for Sole Source Purchase:		
_____	_____	_____
Signature	Legal Ad Date (attach copy)	Approved Date / Protest Exp



GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Secondary Career Pathway Funding	Oregon Dept. of Education	\$298,465	NA	NA	Permission to apply
Secondary Career Pathways funds support the continued growth of approved Career and Technical Education (CTE) Programs of Study that lead to high wage and high demand occupations.					
Grow Your Own Funding (Teacher Partnership Pathways Grant)	Oregon Dept. of Education	\$324,000	19 Oct 2020	16 Nov 2020	Permission to apply
Funding for Grow Your Own programs to help recruit and retain teachers from diverse populations, as well as create conditions where the diversity of student demographics is reflected in the teachers in Oregon's schools.					
ESSA School Improvement	Oregon Dept of Education	\$40,000 (est.)	NA	NA	Permission to receive funds
Year three of funds to support Title I schools identified for Comprehensive School Improvement (CSI) or Targeted School Improvement (TSI). Community School is identified for TSI.					
BEF Equip Fund	Beaverton Education Foundation	\$35,000	NA	24 Aug 2020	Permission to receive funds
Support acquisition of supplies for over 16,000 student success kits distributed at the start of the school year.					
Future Bus	First Tech Credit Union/Beaverton Education Foundation	\$35,000	NA	24 Aug 2020	Permission to receive funds
Funds from First Tech Federal Credit Union will be used to advance and support operations of the BSD Future Bus and in support of Future Ready learning. The Future Bus serves as a mobile maker faire that comes to schools and community events and gives kids hands-on experiences in creating and making.					
Camp Connect	Beaverton Education Foundation	\$15,000	NA	24 Aug 2020	Permission to receive funds
Funding to augment academic outreach and support and the building of relationships between and amongst staff from low-income families and students of color whose families have had difficulty connect with formal learning since March 2020 at Fir Grove, Ridgewood, Terra Linda and Vose.					
Early Indicator and Intervention Systems (EIS) Grant	Oregon Dept. of Education	\$122,687	22 Oct 2020	2 Nov 2020	Permission to apply
Uses of Early Indicator and Intervention System for High School Graduation funds may include: a) System software purchases and subscriptions; b) Staffing to maintain the system and facilitate corrective action; c) Training for staff to maintain and use the system with fidelity; d) Data analysis and research; and e) Student, family, staff, and community engagement to increase high school graduation rates.					

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PSU Confucius Institute	Portland State University	\$10,000	NA	NA	Permission to receive funds
Funds supporting the acquisition of Mandarin at ISB.					
Safe and Sound 4 Student Success (S4)	Beaverton Education Foundation	\$75,000 (est.)	NA	20 Nov 2020	Permission to receive funds
Each fall noncompetitive block grants are awarded to middle schools to fund outside of school programs for tutoring, access to technology, activities, and enrichment for students, or the Safe and Sound 4 Student Success (S4) Program. Funding also supports the launch of the Westview S4 High School project.					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
ESEA Title Funds	Oregon Dept. of Education	\$9,143,487	30 Nov 2020	18 Dec 2020

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded
Latino/a/x Student Success Grant	Oregon Dept. of Education	\$150,000	\$ 0
Comprehensive Distance Learning (CDL) Grant	Oregon Dept. of Education	\$ 626,598	\$ 626,598
Fresh Fruit and Vegetable Grant - Barnes ES	Oregon Dept. of Education	\$27,700	\$ 0

RECOMMENDATION:

It is recommended that the proposals be approved.

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APPROVAL OF SCHOOL BOARD POLICY DFA

POLICY ISSUE

Attached is the first reading of School Board policy DFA – Investment of Funds for re-adoption.

BACKGROUND INFORMATION

The primary objectives for this investment policy, in priority order, shall be preservation of capital, maintenance of a liquid position and maximum yield. The CFO shall annually review the investment policy and submit the policy and revisions to the OSTF if required. The policy and any revisions shall be presented annually to the board for re-adoption. There are no changes since the re-adoption on May 15, 2017.

RECOMMENDATION

It is recommended that the School Board review this policy.

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Investment of Funds

1. Scope and Pooling of Funds

This policy applies to the investment of short-term operating funds and capital project funds (including bond proceeds and bond reserve funds) held by the district. Investments of employees' retirement funds, deferred compensation plans, and funds held and invested by trustees, escrow agents or fiscal agents are not covered by this policy. This policy does not apply to the district's checking account.

Except where legally required to hold separate funds, the district will consolidate cash balances from all funds to maximize investment earnings. Investment income will be allocated to the various funds monthly based on their respective cash balances.

2. General Objectives

The primary objectives for this investment policy, in priority order, shall be: preservation of capital; maintenance of a liquid position; and maximum yield.

a. Safety

Safety of principal is the foremost objective of the investment program. Investment decisions shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The objective will be to mitigate credit risk and interest rate risk.

- (1) Credit Risk: The district will minimize credit risk, the risk of loss due to the financial failure of the security issuer or backer, by:
 - (a) Limiting exposure to poor credits and concentrating the investments in the safest types of securities.
 - (b) Diversifying the investment portfolio so that potential losses on individual securities will be minimized.
 - (c) Monitoring the investment portfolio holdings for rating changes, changing economic/market conditions, etc.
- (2) Interest Rate Risk: The district will minimize the price risk, due to changes in general market interest rates, associated with the sale of securities prior to maturity, by:
 - (a) Structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations and/or capital projects, thereby avoiding the need to sell securities on the open market prior to maturity.
 - (b) Investing operating funds primarily in shorter-term securities or local government investment pool.

- b. **Liquidity**
The investment portfolio shall remain sufficiently liquid to meet all operating, capital and construction requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with anticipated cash needs. In addition, a portion of the portfolio should also be placed in the Oregon Local Government Investment Pool (LGIP), or a similar investment vehicle, to provide immediately available funds.
- c. **Yield**
The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of lesser importance compared to the safety and liquidity objectives described above. The portfolio investments are limited to highly rated/low risk securities in anticipation of earning a fair return relative to the risk being assumed.

Securities shall not be sold prior to maturity with the following exceptions:

- (1) A security with declining credit may be sold early to minimize loss of principal.
- (2) A security swap that would improve the quality, yield, or target duration in the portfolio.
- (3) Liquidity needs of the portfolio require that the security be sold.
- (4) To liquidate a security purchased in error that violates state law or this policy.

3. Standards of Care

- a. **Prudence**
The standard of prudence to be used by investment officials shall be the “prudent person” standard and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and this investment policy and exercising due diligence shall be relieved of personal responsibility for an individual security’s credit risk or market price changes, provided deviations from expectations are reported to the School Board in a timely fashion, and the liquidation and/or sale of securities are carried out in accordance with the terms of this policy.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.
- b. **Ethics and Conflicts of Interest**
Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could impair their ability to make impartial decisions. Employees, officers and their families shall not undertake personal investment transactions with the same individual with whom business is conducted on behalf of the district. Officers and employees shall, at all times, comply with the state of Oregon Government Ethics Commission set forth in Oregon Revised Statute (ORS) Chapter 244.
- c. **Delegation of Authority**
The chief finance officer (CFO) shall manage the district’s investment program and ensure compliance with the investment policy, designate eligible investment institutions, review periodic investment reports and monitor investment transactions.

The CFO will designate the cash manager under his/her supervision to administer the policy, place investments, maintain accounting records and prepare investment reports.

4. Authorized Financial Dealers and Institutions

A list will be maintained of financial institutions authorized to provide investment and safekeeping services. In addition, a list will also be maintained of approved security broker/dealers selected by credit worthiness and other factors considered relevant by the district. These may include primary dealers or regional dealers that qualify under Securities and Exchange Commission (SEC) Rule 15C3-1 (uniform net capital rule).

Regional brokers and dealers must have an office in Pacific Northwest in order to be considered for doing business with the district. The district will limit all security purchases to institutions on the approved lists.

All financial institutions and broker/dealers who desire to become qualified for investment transactions must supply the following, as appropriate:

- a. Audited financial statements;
- b. Proof of National Association of Securities Dealers (NASD) certification;
- c. Proof of state registration;
- d. Completed broker/dealer questionnaire;
- e. Certification of having read and understood the district's investment policy;
- f. References from other Oregon local government clients.

A review of the financial condition and registration of qualified financial institutions and broker/dealers will be conducted by the CFO at least every five years. Additions and deletions to the list may be made at the discretion of the CFO.

5. Internal Controls

The CFO, in cooperation with the Financial Reporting staff and the external auditor, will establish and maintain an adequate internal control structure designed to reasonably protect the investments of the district from loss, theft or misuse. The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by the CFO.

The district shall establish a process for an annual independent review by an external auditor to assure adequate internal controls, as well as compliance with policies and procedures. In addition, the internal controls may be tested by an external auditor upon any extraordinary event, such as turnover of key personnel.

6. Accounting Method

The district shall comply with all required legal provisions and Generally Accepted Accounting Principles (GAAP) relating to investment accounting. The accounting principles are those contained in the pronouncements of authoritative bodies including but not necessarily limited to, the Governmental Accounting Standards Board (GASB); the American Institute of Certified Public Accountants (AICPA); and the Financial Accounting Standards Board (FASB).

7. Delivery, Safekeeping and Collateral

a. Delivery and Safekeeping

Prior to sending funds to a broker/dealer for an investment purchase, the cash manager will require a trade ticket listing the details of the transaction. Securities may be held by the broker/dealer in the district's name in the broker/dealer's account or they may be held by a third-party safekeeping agent.

The purchase and sale of securities, repurchase agreement and guaranteed investment contract transactions shall be settled on a delivery versus payment basis in accordance with Oregon Revised Statute (ORS) 294.145(4) and (5). It is the intent of the district that all purchased securities shall be perfected in the name of the district.

Sufficient evidence to title shall be consistent with modern investment and commercial practices.

b. Collateral

Cash management tools, defined as bank deposits, time deposits, certificates of deposit and savings accounts, shall be held in qualified Oregon depositories and collateralized in accordance with ORS Chapter 295.

ORS 294.035(3)(j) requires repurchase agreement collateral to be limited in maturity to three years and priced according to percentages prescribed by written policy of the Oregon Investment Council or the Oregon Short-Term Fund Board.

On March 12, 1996, the OSTF Board adopted the following margins:

- (1) U.S. Treasury securities: 102%;
- (2) U.S. Agency discount and coupon securities: 102%;
- (3) Mortgage backed securities, although allowed by ORS Chapter 294, are not allowed as repurchase agreement collateral under this policy.

A signed Master Repurchase Agreement must be in place between the district and the securities dealer, prior to entering into any repurchase agreement with that dealer.

At the minimum, the district will monitor the collateral requirements weekly for guaranteed investment contracts.

8. Authorized Investments

The following investments will be permitted by this policy and are authorized for investment under ORS 294.035, ORS 294.052 and 294.810:

- a. U.S. Treasury securities and other lawfully issued general obligations of the United States, including general obligations of agencies and instrumentalities of the United States or enterprises sponsored by the United States government;
- b. Debt of the agencies and instrumentalities of the states of Oregon, California, Idaho and Washington and their political subdivisions;
- c. Time deposit open accounts, certificates of deposit, bank deposit, and savings accounts;
- d. Bankers acceptances;
- e. Corporate indebtedness;

- f. Repurchase agreements;
- g. Oregon Short-Term Fund (OSTF) (also known as the Local Government Investment Pool – LGIP);
- h. For investment of bond proceeds only and with Board approval: various investment agreements that meet the requirements of ORS 294.052 and the collateral requirements; and restrictions of this policy.

9. Investment Parameters

- a. Diversification

The investments shall be diversified by:

- (1) Limiting investments to avoid over-concentration in securities from a specific issuer or business sector (excluding U.S. Treasury securities);
- (2) Investing in securities that have high credit quality;
- (3) Limiting investments in high interest rate risk, such as variable rate securities;
- (4) Investing in securities with varying maturities; and
- (5) Continuously investing a portion of the portfolio in readily available funds such as the Oregon Short-Term Fund (or LGIP).

Maximum Maturities and Percentage of Investments by Type

The maximum percentages for direct investments of surplus funds are as shown in the chart below. Surplus funds are defined as the sum of all investments, cash balances, deposit balances of all types and LGIP balances. The maximum maturity is measured from the settlement date of the investment transaction.

Capital project funds are funds specifically dedicated to capital projects, and will typically include proceeds from the district’s bond sales. All bond fund reserve requirements will be considered to be capital project funds. The district may designate (upon approval by the Board) other funds as capital project funds. Operating funds are all surplus funds that are not capital project funds.

Security	Maximum % of total Portfolio	Maximum Maturity
U.S. Treasury Bills, Notes and Bonds and obligations secured by the U.S. Treasury	100 percent	18 months for operating funds, and 3 years for capital project funds
U.S. Government Agencies and Instrumentalities, including Government Sponsored Enterprises	100 percent	18 months for operating funds, and 3 years for capital project funds
State and Local Government Securities	30 percent	18 months for operating funds, and 3 years for capital project funds
Time Certificates of Deposit	50 percent	18 months
Repurchase Agreements	25 percent	30 days
Banker’s Acceptances	25 percent	6 months

Corporate Indebtedness (commercial paper and bonds)	35 percent	18 months
OSTF - Local Government Investment Pool	Statutory Limit	N/A
Time Deposit Open Accounts, Bank Deposit and Savings Accounts	10 percent	N/A

In addition to the above, the district may invest up to 100 percent of the proceeds from any bond issue in investment agreements that meet the requirements of ORS 294.052 and the repurchase agreement collateral requirements and restrictions of this policy.

In order to achieve issuer diversification, this policy sets limits on the maximum holdings by issuer for certain investment types.

- (6) There shall be a limit of 35 percent of the portfolio held in securities issued by any single US government agency.
- (7) Time certificates of deposit and banker’s acceptances can all be issued by a single banking institution. In order to avoid over-concentration in a single banking institution, there shall be a limit of 10 percent for overall holdings of one institution.

In addition to this policy, ORS 294.035 limits investment in a single corporate entity to no more than 5 percent of total surplus funds.

Due to fluctuations in the aggregate surplus funds balance, maximum percentages for a particular issuer or investment type may be exceeded at a point in time subsequent to the purchase of a particular security. Securities need not be liquidated to realign the portfolio, but consideration should be given to this matter when future liquidations are made or when reinvestment occurs. Portfolio percentage limits are in place to ensure diversification in the investment portfolio; a small, temporary imbalance will not significantly impair that strategy.

b. Liquidity of Funds

Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds, such as the OSTF or overnight repurchase agreements, or held in bank balances to ensure that appropriate liquidity is maintained to meet on-going obligations.

Maturity limitations will depend upon whether the funds being invested are considered short-term or long-term funds. All funds will be considered short-term except those reserved for capital projects. Except for special situations, as directed by the investment officer, investments will be limited to maturities not exceeding 18 months.

Short-term portfolio – Investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs. In addition, the following maturity limits are designed to ensure liquidity in the portfolio:

Length of Maturity	Minimum % of Total Portfolio
Under 30 days	10 percent
Under 90 days	25 percent
Under 180 days	50 percent
Under 360 days	90 percent
Under 18 months	100 percent

If these maturity limits are inadvertently exceeded at the time of a specific investment, the purchase does not need to be liquidated. Future investments must not be made to longer maturity dates until the limits will be met, however.

Long-term portfolio – Instruments and diversification for the long-term portfolio shall be as for the short-term portfolio. Long-term portfolio is defined as “maturities over 18 months and maximum of 36 months”. Maturity scheduling shall be timed according to anticipated need. For example, investment of capital project funds shall be timed to meet projected contractor payments.

The investments of bond proceeds are restricted under bond covenants that may be more restrictive than the investment parameters included in this policy. Bond proceeds shall be invested in accordance with the most restrictive parameters of this policy and the applicable bond covenants and tax laws.

This investment policy has been submitted for review by the OSTF Board as specified above and in accordance with ORS 294.135(1)(a).

- c. **Credit Ratings**
The minimum credit rating levels for the permissible investments are set out in ORS 294.035. These credit rating levels apply to the security at the transaction settlement date. If the credit rating of a security is subsequently downgraded below the minimum rating level for a new investment of that security, the CFO shall evaluate the downgrade on a case-by-case basis in order to determine if the security should be held or sold. The CFO will notify the School Board about the credit rating downgrade and whether the decision was made to sell or hold the security.
- d. **Securities Lending and Reverse Repurchase Agreements**
The district will not lend securities nor directly participate in a securities lending or reverse repurchase program.
- e. **Competitively Priced Securities**
Before any security purchase or sale is initiated, the cash manager shall gather information about current market interest rate levels from various sources, including investment dealers, internet financial websites, financial publications and other sources. Each security purchase shall be made at competitive market interest rate levels. The cash manager shall use their discretion in determining whether to seek competitive bids or offers.

10. Reporting

a. Methods

The cash manager shall prepare an investment report monthly including a management summary that provides an analysis of the status of the current investment portfolio and transactions made over the previous month. The report will be submitted to the CFO for review. This management summary will be prepared in a manner that will allow the CFO to ascertain whether investment activities during the reporting period have conformed to the investment policy. In addition, the cash manager will prepare a regular monthly board report. At a minimum, this report will include the following:

- (1) Listing of individual securities held at the end of the reporting period;
- (2) Average weighted yield to maturity of portfolio on investments as compared to applicable benchmark(s);
- (3) Listing of investments by maturity date, call date, cost and current fair value;
- (4) Percentage of the total portfolio that each type of investment represents along with the percentages authorized in this policy.

b. Performance Standards

The investment portfolio will be managed in accordance with the parameters specified within this policy. The appropriate benchmark will be the monthly yield for the LGIP. Because bond proceeds are expected to be invested at the time they are received, and are therefore invested in an interest rate environment that exists at that point in time, that portion of the portfolio will be excluded from ongoing benchmark performance measurement.

c. Marking to Market

The market value of the portfolio shall be calculated at least annually and a statement of the market value of the portfolio shall be issued at fiscal year-end.

11. Policy Adoption and Re-Adoption

The CFO shall annually review the investment policy and submit the policy and revisions to the OSTF if required. The policy and any revisions shall be presented annually to the Board. The Board will approve all revisions to the policy.

END OF POLICY

Legal Reference(s):

[ORS 294.033](#)

[ORS 294.035](#)

[ORS 294.125](#)

[ORS 294.135](#)

[ORS 294.145](#)

[ORS 294.155](#)



COMMON MIDDLE SCHOOL EXPERIENCE

SITUATION:

In 2014, a task force was convened to evaluate and make recommendations for implementing a set of common middle school courses and a consistent bell schedule across all middle schools in the Beaverton School District — otherwise known as the Common Middle School Experience. In the six years that followed, hundreds of administrators, staff members, parents and students were involved in the process. Most recently, in January 2020, the District held Parent Listening Sessions at each of the eight comprehensive middle schools. During that month, teachers and community members took surveys to gauge their academic priorities and their support for three proposed schedules. Just as Superintendent Don Grotting was about to make his final recommendation in March, schools were closed due to the COVID-19 pandemic.

There are two main issues that the District is trying to address:

- Right now, course offerings vary from one middle school to another across the district. That's especially true when it comes to electives. The District believes that *all* students — regardless of where they live or what schools they attend — should have access to the same quality education and opportunities.
- There is no consistent bell schedule at middle schools, meaning class lengths vary. For example, one student may receive 85 minutes of math instruction per day, while another student receives 57 minutes. When viewed through an equity lens, the District believes *all* students should be able to access the same amount of instruction, regardless of location.

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.

RECOMMENDATION:

Superintendent Grotting has spent several months evaluating recommendations from principals, feedback from teachers and comments from the public. He has decided to move forward with the following schedule at all BSD middle schools:

Sample 8-Period Day for Students

Minutes	Period	A Day	B Day
42	1	PE/Health	
42	2	Elective 1	
42	3	Elective 2	
30	Lunch	Lunch	
42	4	Language Arts	
42	5	Social Studies	
42	6	Science	
42	7	Science	Math
42	8	Math	

Here's what he believes to be the benefits of this schedule:

- The schedule divides Humanities (taught as a single course in some schools) into two separate classes: Language Arts and Social Studies. This split was favored by 67% of Humanities teachers and community members who responded to surveys. A separate Social Studies class allows for a more robust civics education.

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.

- The schedule allows for additional instruction in Science and Math.
- The schedule maximizes choice, allowing students to choose two electives. Students will be able to more fully explore world languages, visual arts, band, choir, theater and technology.
- The schedule allows for students who require interventions or who elect to take AVID to still be able to access an additional elective.
- The schedule is an effective use of the school day with class period lengths that are developmentally appropriate and not too long.

With any schedule, there are drawbacks:

- Students will need to track whether it's an A or B day.
- State law requires students in grades 6-8 to receive 225 minutes/week of Physical Education instruction for the entire school year. Under this schedule, students would receive 210 minutes per week. However, schools will be required to find alternative ways to make up the remaining 15 minutes/week through brain/movement breaks and lunchtime activities.

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

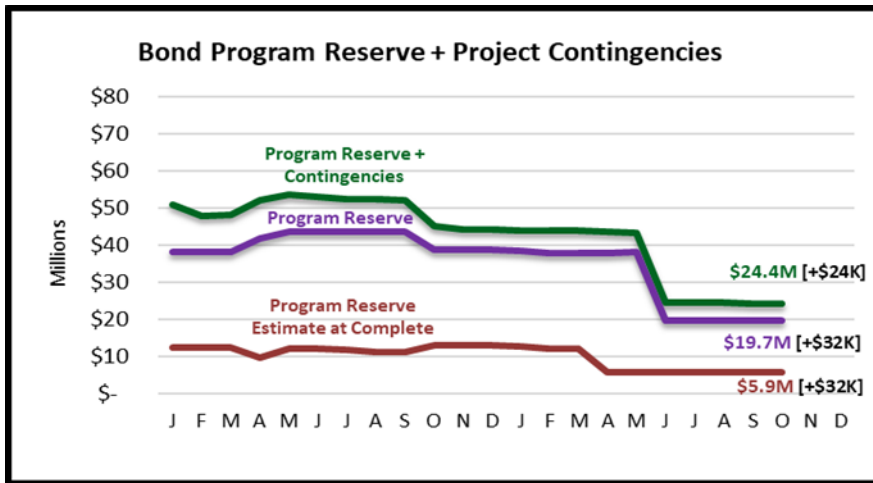
The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical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

Bond Program Status Report

Through October 2020

2014 Bond Program Executive Summary

October 2020



Bond Program Reserve = Funding available to the Bond Program but not yet allocated to a project
 Project Contingencies = Funding contained within an approved project budget

Bond Program Funding Total	\$	807,380,850
Revised Approved Current Budget	-	\$ 787,699,684
Bond Program Reserve	\$	19,681,166
Bond Program Reserve	\$	19,681,166
Net Contingency Balance	+	\$ 4,682,197
Bond Program Reserve + Contingencies	\$	24,363,363
Bond Program Funding Total	\$	807,380,850
Program Estimate at Complete (EAC)	-	\$ 801,499,684
Projected Program Reserve Estimate at Complete	\$	5,881,166

Budget Perspective

This month the overall Program Reserve increased by \$32K, while the Reserve + Project Contingencies increased by \$24K. All projects remain within their current approved budgets. Primary cost events were:

- Several projects in close out are holding an excess amount of contingency, and staff have developed a plan for how to allocate these funds. The BAC was informed of this plan at the October 28, 2020 meeting, and a schedule for the transfers is under development. The allocations are as follows: \$4.59M in seismic contingencies to stay within the Seismic project; \$862,300 from William Walker and Mountainside to be transferred to the Post Warranty Fund project; \$703,690 to be transferred to Program Reserve; \$586,747 to remain in William Walker until financial completion of the project. These dollar amounts are based on current forecasts, and could fluctuate before transfers are made.
- The Program Reserve increased by \$32K due to an ETO reimbursement from the Five Oaks project.
- Highland Park and Whitford HVAC's contingency decreased by \$61K due to costs associated with the replacement of damaged skylights, and fan coil modifications at both schools.

Schedule Perspective

- Nearly all projects from Summer 2020 are substantially complete and in financial closeout. Design for Summer 2021 projects is underway, and the bidding period could begin as early as December.
- ACMA continues to make great progress on interior work. Casework and tack/marker board installation is complete on the first floor, and lighting has finished on the second floor. Exterior landscaping continues. Staff have begun cross-departmental conversations about the planning and purchasing of FF&E and instructional equipment. HVAC and Boiler startups are scheduled for November.
- Highland Park & Whitford HVAC continues the commissioning process, as well as punchlist. Teachers have been able to occupy spaces and use their classrooms for distance learning.
- The Classroom Walls added project has started the process of contracting an A/E. Site investigations are set to be completed before the winter holiday season. The work is on track to be completed during the summer, though there could be opportunities to complete some work early.

Challenges and Opportunities

- COVID-19: Staff is working remotely and keeping Project Management efforts moving forward. With no students and staff in the buildings most projects were able to start ahead of schedule, and there was flexibility with substantial completion dates. Scheduling for Summer 2021 projects assumes a June start date. Some early work opportunities are being explored, though these are dependent on when LIPI begins.

School Bond Program 2020 Activity Map

October 9, 2020

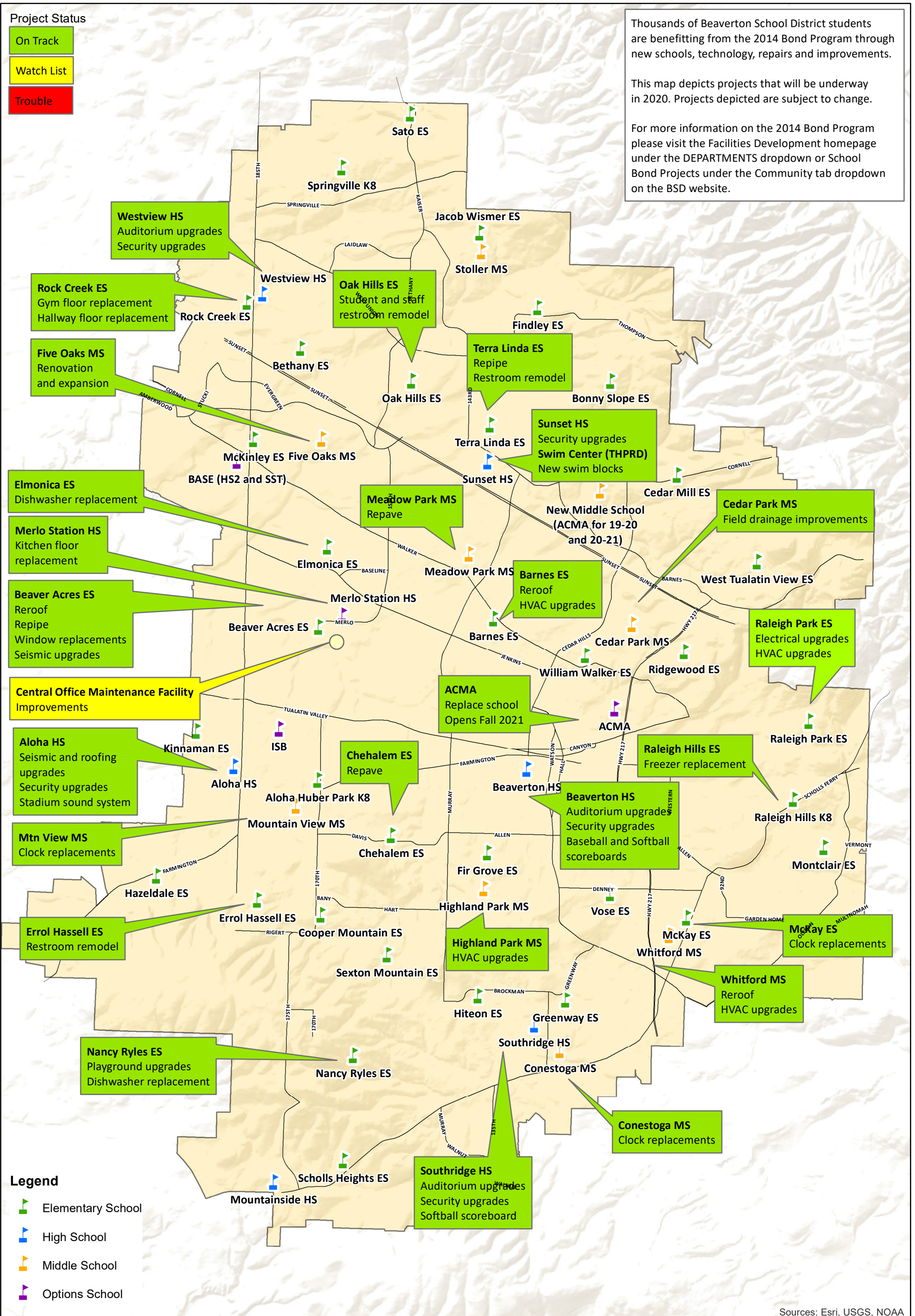
Project Status

- On Track
- Watch List
- Trouble

Thousands of Beaverton School District students are benefitting from the 2014 Bond Program through new schools, technology, repairs and improvements.

This map depicts projects that will be underway in 2020. Projects depicted are subject to change.

For more information on the 2014 Bond Program please visit the Facilities Development homepage under the DEPARTMENTS dropdown or School Bond Projects under the Community tab dropdown on the BSD website.



Sources: Esri, USGS, NOAA

2014 Bond Program Scorecard

Data as of October 31, 2020

October 2020

Performance Key	
Green = On Track	
Yellow = Watchlist	
Red = Trouble	
Gray = Milestone Complete	
(Date) = Target	
Date = Actual	
N/A = Not Applicable	

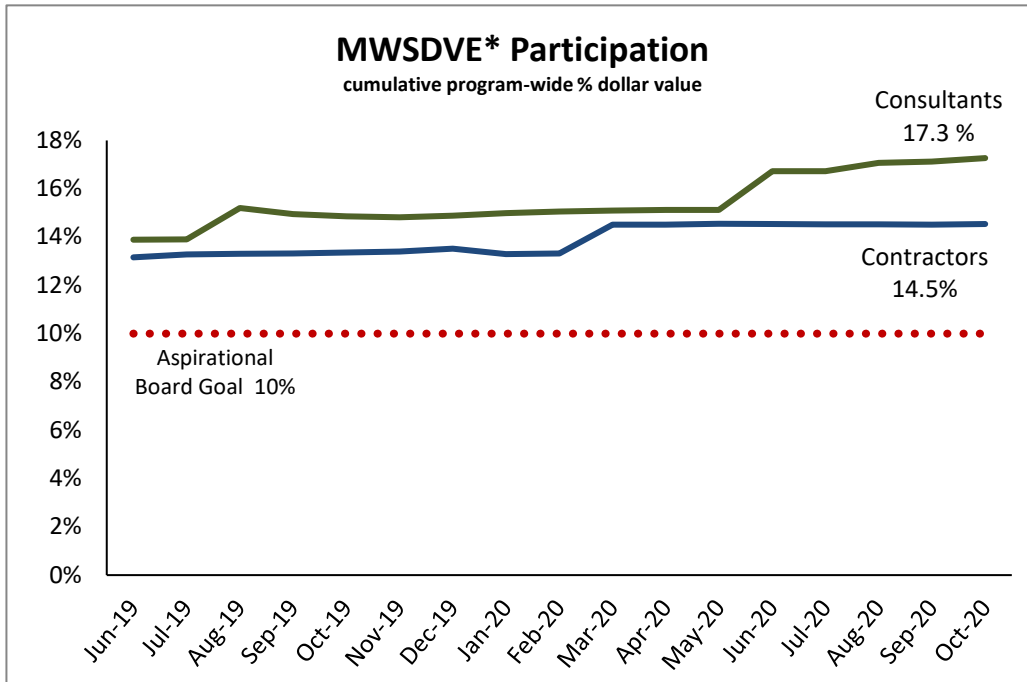
Current Performance Metrics	ACMA Replacement	Five Oaks Renovation	Maintenance Facility	Cooper Mnt Seismic	Highland Park & Whitford HVAC	Bethany HVAC & Roof	2021 Roof Replacements	Barnes Roof	Security Upgrades: Classroom Walls
Overall Budget Performance	On Track	On Track	On Track	On Track	On Track	On Track	On Track	On Track	On Track
Budget Percent Complete	77.00%	89.00%	84.00%	5.00%	72.00%	0.00%	3.00%	79.00%	0.00%
Overall Schedule Performance	On Track	On Track	Watchlist	On Track	On Track	On Track	On Track	On Track	On Track
Schedule Percent Complete	87.00%	99.00%	60.00%	0.00%	79.00%	0.00%	0.00%	94.00%	0.00%

Schedule Milestones	ACMA Renovation	Five Oaks Renovation	Maintenance Facility	Cooper Mnt Seismic	Highland Park & Whitford HVAC	Bethany HVAC & Roof	2021 Roof Replacements	Barnes Roof	Security Upgrades: Classroom Walls
Design Team Contracted	5-2016	6-2016	6-2016	6-2020	9-2018	(11-2020)	6-2020	8-2019	(11-2020)
Design - Schematic Design	3-2018	10-2017	3-2017	7-2020	10-2018	TBD	7-2020	10-2019	(12-2020)
Design - Design Development	8-2018	11-2017	10-2018	9-2020	11-2018	TBD	9-2020	11-2019	(2-2021)
Design - Construction Documents	2-2019	5-2018	1-2019	(12-2020)	3-2019	TBD	10-2020	1-2020	(3-2021)
Permitting - Land Use	1-2019	3-2018	1-2019	N/A	N/A	TBD	N/A	N/A	N/A
Permitting - Site Development	5-2019	7-2018	4-2019	N/A	N/A	TBD	N/A	N/A	N/A
Permitting - Building	7-2019	6-2018	4-2019	(12-2020)	5-2020	TBD	(11-2020)	7-2020	(2-2021)
Construction - Contract Award	5-2019	9-2017	7-2017	(2-2021)	8-2019	TBD	(12-2020)	6-2020	(5-2021)
Construction - Start	7-2019	6-2018	3-2019	(6-2021)	4-2020	TBD	(6-2021)	7-2020	(6-2021)
Construction - Finish	(8-2021)	(11-2020)	(10-2021)	(8-2021)	10-2020	TBD	(8-2021)	10-2020	(8-2021)
Owner Activities - FF&E Ordered	(2-2021)	3-2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Owner Activities - FF&E Delivered	(5-2021)	8-2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Owner Activities - Occupancy	(6-2021)	(11-2020)	(10-2021)	(8-2021)	10-2020	(8-2021)	(8-2021)	10-2020	(8-2021)
Project Complete (Month - Year)	(8-2021)	(12-2020)	(10-2021)	(9-2021)	10-2020	(8-2021)	(8-2021)	(11-2020)	(8-2021)

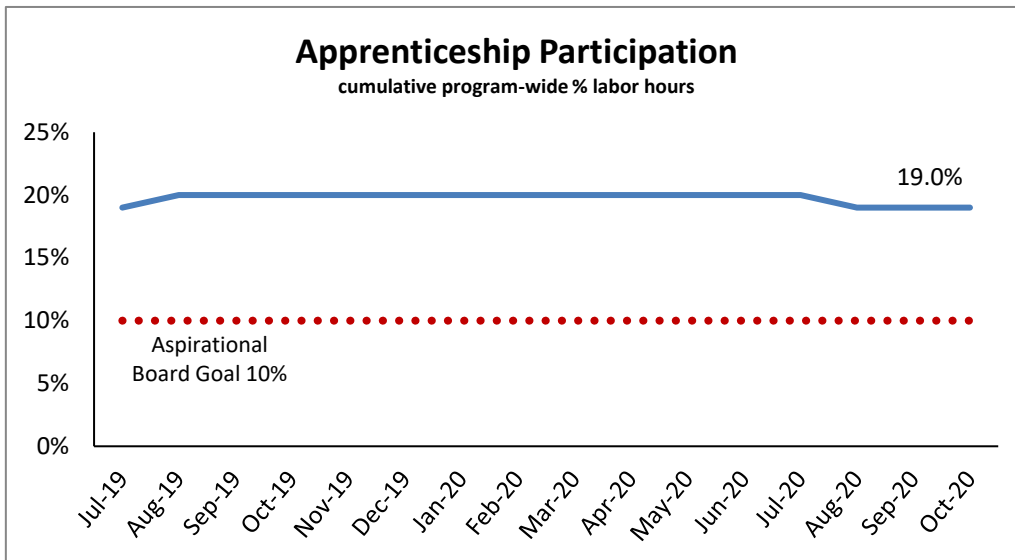
Equity Goals			
Participation	Target %	Current %	Change %
MWSDVE - Consultants	10.0%	17.3%	0.20%
MWSDVE - Contractors	10.0%	14.5%	No change
Apprenticeship	10.0%	19.0%	No change

2014 Construction Bond Program

Equity Performance October 2020 Report



*Minority, Women and Service Disabled Veteran Owned Enterprises



2014 Bond Program Financial Status Report

Financial Summary

Data as of October 31, 2020

Project List	Original Budget Allocations	Revised Approved Current Budget	September-20 Est @ Comp	October-20 Est @ Comp	Net Contingency Balance		Budget Summary Notes	
ACMA Replacement	\$ 28,300,000	\$ 37,570,155	\$ 37,570,155	\$ 37,570,155	\$ 2,127,052	6.0%		
AHS Title IX Compliance	\$ 2,000,000	\$ 3,453,433	\$ 3,453,433	\$ 3,453,433			Completed; Final Cost	
Capital Center Improvements & Data Center	\$ 5,000,000	\$ 12,820,187	\$ 12,820,187	\$ 12,820,187			Completed; Final Cost	
District-Wide ADA Compliance	\$ 2,000,000	\$ 2,000,000	\$ 1,604,693	\$ 1,604,693			Projects in Process; budget 15% complete	
District-Wide Communication System	\$ 7,200,000	\$ 5,282,072	\$ 5,282,072	\$ 5,282,072			Completed; Final Cost	
District-Wide Facility Repairs	\$ 98,000,000	\$ 107,298,325	\$ 121,098,325	\$ 121,098,325				
District-Wide HVAC Controls	\$ 800,000	\$ 800,000	\$ 800,000	\$ 800,000			Projects in Process; budget 33% complete	
Domestic / Fire Line Separation	\$ 800,000	\$ 977,120	\$ 977,120	\$ 977,120			Budget 0% complete	
Five Oaks MS Renovation & Expansion	\$ 21,100,000	\$ 28,576,419	\$ 28,576,419	\$ 28,576,419	\$ 19,632	0.1%		
Green Energy Technology	\$ 5,000,000	<i>(Budget Moved to Other Projects)</i>						Scope completed via new schools and rebuilds
Hazeldale K-5 Replacement	\$ 24,600,000	\$ 31,756,091	\$ 31,756,091	\$ 31,756,091	\$ 120,024		In Close-Out; Construction Completed 2018	
IT Data Center @ Capital Center	\$ 2,900,000	<i>(Budget Moved to CC Project)</i>						Scope completed via Capital Center Improvements
Kitchen Improvements	\$ 800,000	\$ 977,120	\$ 977,120	\$ 977,120			Projects in Process; budget 35% complete	
Land for new K-5 @ So. Cooper Mountain	\$ 3,000,000	\$ 7,800,000	\$ 7,800,000	\$ 7,800,000			In Close-Out; Purchase completed 2019	
Maintenance Facility Improvements Phase I	\$ 10,000,000	\$ 11,263,990	\$ 11,263,990	\$ 11,263,990	\$ 130,060	1.2%		
McKay ADA Improvements	\$ 400,000	\$ 634,540	\$ 634,540	\$ 634,540			Completed; Final Cost	
New HS: Mountainside	\$ 109,000,000	\$ 184,135,294	\$ 184,135,294	\$ 184,135,294	\$ 362,300		In Close-Out; Construction Completed 2017	
New ES: Sato K5	\$ 25,000,000	\$ 38,175,000	\$ 38,175,000	\$ 38,175,000	\$ 75,309		In Close-Out; Construction Completed 2017	
New MS @ Timberland	\$ 51,600,000	\$ 61,371,096	\$ 61,371,096	\$ 61,371,096	\$ 261,073		Construction completed 2016; remaining budget reserved for final outfitting	
Raleigh Hills K-8 Improvements	\$ 9,700,000	\$ 1,419,490	\$ 1,419,490	\$ 1,419,490			Completed; Final Cost	
Raleigh Hills K-8 Improvements (Funding Hold)	\$ -	\$ 11,821,753	\$ 11,821,753	\$ 11,821,753				
Security Upgrades	\$ 10,000,000	\$ 17,982,307	\$ 18,377,614	\$ 18,377,614			Projects in Process; 75% complete	
Seismic Upgrades	\$ 4,200,000	\$ 23,754,138	\$ 23,754,138	\$ 23,754,138			Projects in Process; 65% complete	

2014 Bond Program Financial Status Report

Financial Summary

Data as of October 31, 2020

Project List	Original Budget Allocations	Revised Approved Current Budget	September-20 Est @ Comp	October-20 Est @ Comp	Net Contingency Balance	Budget Summary Notes
SHS Title IX Compliance	\$ 2,000,000	\$ 4,285,317	\$ 4,285,317	\$ 4,285,317		Completed; Final Cost
Springville K-8 Improvements	\$ 2,000,000	\$ 510,016	\$ 510,016	\$ 510,016		Completed; Final Cost
Vose K-5 Replacement	\$ 24,800,000	\$ 33,846,280	\$ 33,846,280	\$ 33,846,280		Completed; Final Cost
William Walker K-5 Replacement	\$ 24,600,000	\$ 36,684,200	\$ 36,684,200	\$ 36,684,200	\$ 1,586,747	
Added Projects	\$ -	\$ 6,516,007	\$ 6,516,007	\$ 6,516,007		Projects in Process; 50% complete
Program Contingency	\$ 45,400,000					
Program Inflation	\$ 52,800,000					
Pre-Bond Expenditure Reimbursements	\$ 1,000,000	\$ 998,828	\$ 998,828	\$ 998,828		Completed; Final Cost
Bond Management Costs	\$ 20,000,000	\$ 30,990,506	\$ 30,990,506	\$ 30,990,506		
Bond Issuance Costs	\$ 6,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000		
Construction Subtotal	\$ 600,000,000	\$ 707,699,684	\$ 721,499,684	\$ 721,499,684	\$ 4,682,197	
Learning Technology	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000		
Critical Equipment	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000		
Tech & Equip Subtotal	\$ 80,000,000	\$ 80,000,000	\$ 80,000,000	\$ 80,000,000		
Grand Totals	\$ 680,000,000	\$ 787,699,684	\$ 801,499,684	\$ 801,499,684	\$ 4,682,197	Contingency Balance change of (\$8K)
Added Funding to Bond Program						
Bond Premium (First Bond Sale)	\$ 63,295,961					
Bond Premium (Second Bond Sale)	\$ 30,270,107					
Interest Earnings (First Bond Sale)	\$ 5,340,214					
Interest Earnings (Second Bond Sale)	\$ 13,236,261					
Other Additional Funding (see Tab)	\$ 15,238,307					
Grand Total Added Funding	\$ 127,380,850					
GRAND TOTAL 2014 BOND FUNDING	\$ 807,380,850					Total Funding increased by +\$32K
Program Reserve		\$ 19,681,166	\$ 5,881,166	\$ 5,881,166		Program Reserve increased by +\$32K
Program Reserve + Project Contingencies					\$ 24,363,363	Change of +\$24K

2014 Bond Program Financial Status Report
Additional Funding Allocations to Bond Program

Data as of October 31, 2020

Source	Funding	Assigned to Projects	Assigned to Program Reserve	Budget Summary Notes
Remaining 2006 Bond Savings	\$ 576,615	Mountainside HS	\$ -	
Capital Center Rent Revenue Balance	\$ 433,385	Mountainside HS	\$ -	
Construction Excise Tax Revenue	\$ 1,130,655	Capital Center	\$ -	
Construction Excise Tax Revenue forecasted to 2021	\$ 5,021,577		\$5,021,577	
THPRD reimb.	\$ 449,783		\$ 449,783	
SB 1149 reimb.	\$ 2,704,083	District-wide Repairs	\$ -	
ETO reimb.	\$ 1,394,702	District-wide Repairs	\$ 1,345,041	Increased by +\$32K (Five Oaks)
Facility grants	\$ 3,027,507		\$ 3,027,507	
Sato: TVWD Reimbursement	\$ 500,000	Sato K-5	\$ -	
TOTAL	\$15,238,307		\$9,843,908	

2014 Bond Program Financial Status Report
Added Projects

Data as of October 31, 2020

Added Projects	Approved by & Date	Original Budget	Revised Approved Current Budget	September-20 Est @ Comp	October-20 Est @ Comp	Net Contingency Balance	Budget Summary Notes
Seclusion Rooms Alterations	Safety Comm 5/19/14		\$ 99,368	\$ 99,368	\$ 99,368	\$ -	Completed; Final Cost
Portable Relocations 2014	Sr LT 5/20/14		\$ 591,685	\$ 591,685	\$ 591,685	\$ -	Completed; Final Cost
Portable Relocations 2015	Sr LT 3/2015		\$ 294,257	\$ 294,257	\$ 294,257	\$ -	Completed; Final Cost
Title IX Projects - Group II	Sr LT 3/2015		\$ 1,030,697	\$ 1,030,697	\$ 1,030,697	\$ -	Completed; Final Cost
Classroom Door Locks	SB 6/18/18		\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ -	Budget 69% complete; phase 2 work ongoing
Security Upgrades: Classroom Walls	SB 6/15/20		\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ -	Scheduled to begin 2021
Security Upgrades: Paging	SB 6/15/20		\$ 500,000	\$ 500,000	\$ 500,000	\$ -	Scheduled to begin 2021
Added Projects Total		\$ -	\$ 6,516,007	\$ 6,516,007	\$ 6,516,007		

2014 Bond Program Financial Status Report

Data as of October 31, 2020

District-Wide Repair Projects

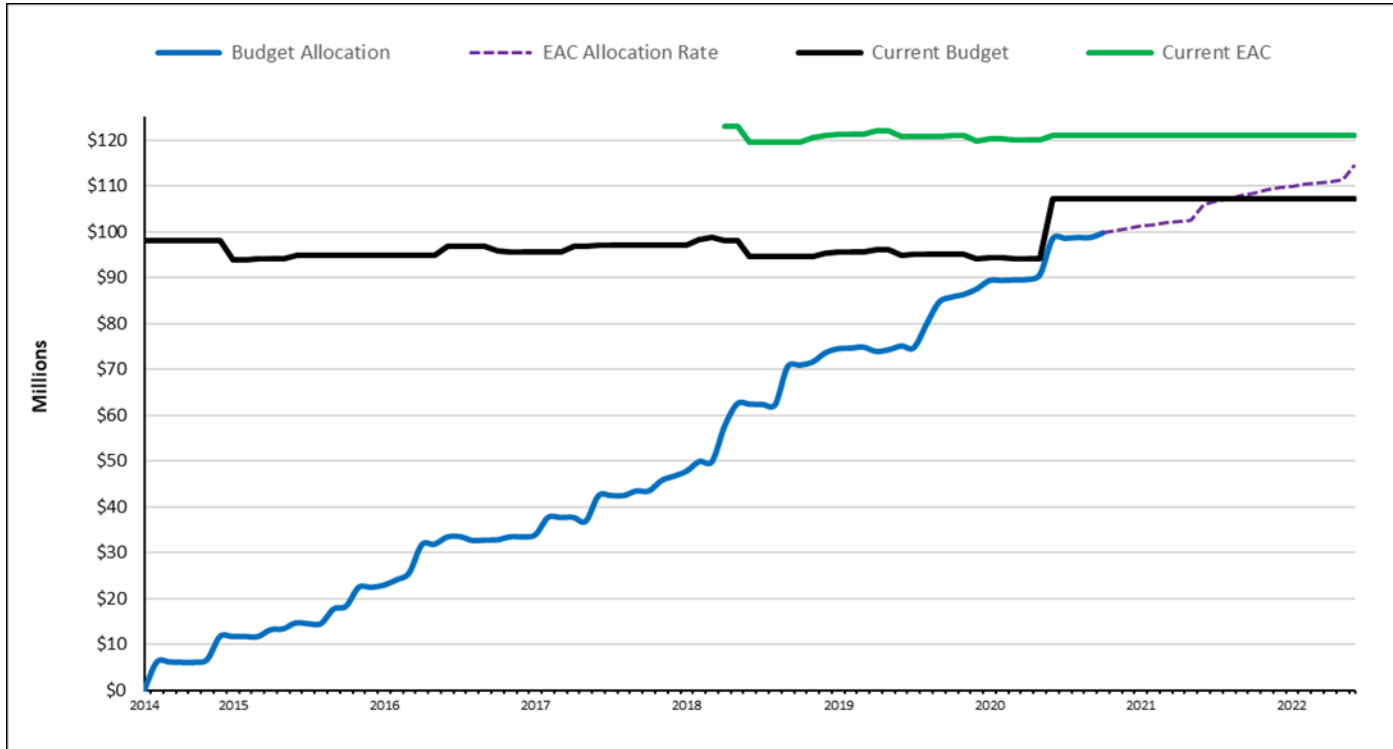
"The \$98M"

Project	Initial Budget	Revised Approved Current Budget	September-20 Est @ Comp	October-20 Est @ Comp	Net Contingency Balance	Budget Summary Notes
Completed Projects	\$ 24,993,905	\$ 51,256,479	\$ 51,256,480	\$ 51,256,480		Completed; Final Cost
Projects in Close-out	\$ 7,209,538	\$ 18,365,393	\$ 6,916,012	\$ 18,365,393	\$ 1,744,187 10.5%	
Highland Park & Whitford HVAC	\$ 1,402,000	\$ 11,008,407	\$ 11,008,407	\$ 11,008,407	\$ 263,473 2.5%	Current contingency decreased by (\$61K) due to replacement of damaged skylights and fan coil modifications
Barnes Roof	\$ 592,000	\$ 1,530,762	\$ 1,530,762	\$ 1,530,762	\$ 43,770 2.9%	
Chehalem Repipe	\$ -	\$ 500,000	\$ 500,000	\$ 500,000		Project added from Program Reserve; scheduled to begin 2021
McKinley Repipe	\$ -	\$ 500,000	\$ 500,000	\$ 500,000		Project added from Program Reserve; scheduled to begin 2021
2021 Roof Replacements	\$ 1,972,000	\$ 4,239,000	\$ 4,239,000	\$ 4,239,000	\$ 395,685 10.3%	Scheduled to begin 2021
Bethany Roof & HVAC	\$ 982,000	\$ 2,230,000	\$ 2,230,000	\$ 2,230,000	\$ 223,000 11.1%	Scheduled to begin 2021
Hiteon HVAC Controls Upgrade	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 10,500 5.5%	Scheduled to begin 2021
Nancy Ryles HVAC	\$ 487,000	\$ 487,000	\$ -	\$ 487,000	\$ 48,700 11.1%	Scheduled to begin 2021
Raleigh Park Sewer	\$ 47,000	\$ 250,000	\$ 250,000	\$ 250,000		Scheduled to begin 2021
Rock Creek Freezer	\$ 29,000	\$ 300,000	\$ -	\$ 300,000	\$ 26,900 9.8%	Scheduled to begin 2021
West TV Sewer	\$ 490,000	\$ 750,000	\$ -	\$ 750,000	\$ 31,500 4.4%	Scheduled to begin 2021
New Schools Post-Warranty Fund	\$ -	\$ 150,000	\$ 150,000	\$ 150,000		
Maint Dept Repair & Improvement Projects*	\$ 7,902,082	\$ 7,902,082	\$ 7,889,632	\$ 7,902,082		
Repair Projects Total	\$ 46,306,526	\$ 99,669,124	\$ 98,658,440	\$ 99,669,124		
Repair Program Balance Available	\$ 51,693,474	\$ 7,629,201	\$ 8,639,885	\$ 7,629,200		
Repair Program EAC Balance	\$ -	\$ -	\$ 13,800,000	\$ 13,800,000		
Repair Program Budget (Less Transfers In/Out)	\$ 98,000,000	\$ 107,298,325	\$ 121,098,325	\$ 121,098,325		
*Budget and Est @ Comp. will increase each month as additional Maintenance Dept. managed Repair Projects are scheduled.						
Transfer Tracking						
Initial Budget	\$ 98,000,000					
Previous Transfers	\$ (4,279,836)					
SB 1149 Reimbursements	\$ 2,704,083					
ETO Reimbursements	\$ 49,661					
Door Replacement(s) transferred to Security Upgrades	\$ (9,446)					
Transfer from contingencies for Post-Warranty Fund	\$ 150,000					
Cooper Mnt Roofing transferred to Cooper Mnt Seismic	\$ (128,000)					
Beaver Acres Roofing transferred to Beaver Acres Seismic	\$ (1,138,000)					
Additional Funding - Hiteon Flood Rebuild - Approved 7.24.19	\$ 105,000					
Beaver Acres Windows transferred to Beaver Acres Seismic	\$ (605,000)					
Beaver Acres Re-Pipe transferred to Beaver Acres Seismic	\$ (489,500)					
Additional Funding - AHS Fire Alarm - Approved 1.9.2020	\$ 150,000					
AHS Access Control transferred from Security Upgrades	\$ 39,363					
SRHS Vestibule Door(s) transferred to Security Upgrades	\$ (250,000)					
Additional Funding - Budget Increase - Approved 6.15.2020	\$ 12,000,000					
Additional Funding - Chehalem Repipe - Approved 6.15.2020	\$ 500,000					
Additional Funding - McKinley Repipe - Approved 6.15.2020	\$ 500,000					
Balance	\$ 107,298,325					

2014 Bond Program Financial Status Report

District-Wide Repair Projects Budget Allocation Rate

Data as of October 31, 2020



2014 Bond Program Financial Status Report
Seismic Projects

Data as of October 31, 2020

Seismic Projects	Original Budget	Revised Approved Current Budget	September-20 Est @ Comp	October-20 Est @ Comp	Net Contingency Balance	Budget Summary Notes	
A/E Scoping/Surveys	\$ -	\$ 222,058	\$ 222,058	\$ 222,058	\$ -	Completed; Final Cost	
Aloha HS	\$ 1,732,898	\$ 19,339,227	\$ 19,339,227	\$ 19,339,227	\$ 2,217,986	13.0%	
Beaver Acres ES	\$ 1,714,444	\$ 8,232,283	\$ 8,232,283	\$ 8,232,283	\$ 2,372,682	40.5%	
Beaverton HS	\$ 246,184	<i>(Budget Transferred to Seismic Program) (Budget Moved to Facility Repairs)</i>				Scope completed via BHS Gym Ceiling project	
Cedar Mill ES	\$ 144,771					Scope completed via Cedar Mill Roof & HVAC project	
Cooper Mt. ES	\$ 361,703	\$ 3,320,475	\$ 3,320,475	\$ 3,320,475	\$ 332,500	11.1%	Scheduled to begin 2021
(Projects Financially Complete)							
Seismic Projects Total	\$ 4,200,000	\$ 31,114,043	\$ 31,114,043	\$ 31,114,043			
TAPS Seismic Grant	\$ -	\$ (22,545)	\$ (22,545)	\$ (22,545)			
AHS Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)			
Beaver Acres Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)			
Cooper Mnt Seismic Rehabilitation Grant	\$ -	\$ (2,337,360)	\$ (2,337,360)	\$ (2,337,360)			
Seismic Program Bond Cost Balance	\$ 4,200,000	\$ 23,754,138	\$ 23,754,138	\$ 23,754,138			
Seismic Program Less Transfers In/Out	\$ 23,754,138						
Transfer Tracking							
Initial Budget	\$ 4,200,000						
Program Escalation	\$ 1,006,740						
AHS Roofing - From Facility Repairs	\$ 575,193						
Beaver Acres Roofing - From Facility Repairs	\$ 1,138,000						
AHS Roofing - Balance From Facility Repairs	\$ 3,477,807						
Program Reserve - Approved by School Board 6.18.18	\$ 5,450,000						
Transfer to Facility Repairs - Cedar Mill	\$ (166,052)						
Cooper Mnt Roofing - From Facility Repairs	\$ 128,000						
Program Reserve - Approved by School Board 10.28.19	\$ 6,849,950						
Beaver Acres Windows - From Facility Repairs	\$ 605,000						
Beaver Acres Re-pipe - From Facility Repairs	\$ 489,500						
Balance	\$ 23,754,138						

2014 Bond Program Learning Technology/Classroom Systems
and Critical Equipment Purchases
October 31, 2020

Data as of October 31, 2020

Learning Technology/Classroom Systems (\$56 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2020-21 Budget	2020-21 Expenditures as of 10/31/2020	Annual Description of Expenditures
Networking Upgrades	\$ 9,550,039	62%	\$ 5,885,210	\$ 2,617,044	\$ 423,940	Maintaining current wireless networking capacity and addressing areas of need. Outdoor wireless access at the high schools is complete and includes athletic fields, press boxes and concession stands. Construction of the Dark Fiber ring is complete and in production.
Digital Curriculum Development	\$ 5,316,951	76%	\$ 4,059,333	\$ 713,941	\$ 172,322	Salary to maintain five digital curriculum specialists. Digital Curriculum Specialists are responsible for curating and developing high quality digital curriculum and materials that align to our Standards Based Learning System. This team was a valuable resource last spring when we were pressed to provide additional resources for district teachers during the COVID 19 remote learning implementation.
Future Ready Schools	\$ 31,548,603	97%	\$ 30,704,204	\$ 6,993,971	\$ 6,149,571	18,000 chromebooks for elementary and middle school students have been ordered and received. We will be distributing the second round of bond funded elementary and middle school student devices in September 2020. The purchase concludes the Future Ready bond expenditures which provided 2 rounds of student devices through the life of the bond.
Technology Modernization	\$ 2,819,901	82%	\$ 2,325,926	\$ 435,553	\$ 141,578	Continued Business Continuity Plan (BCP) updates. For 2020, updates and Central Office Conference room technology refresh. Pilot classroom technology solutions for hybrid instruction.
Other Technology/Curriculum Projects	\$ 6,764,506	100%	\$ 6,764,506	\$	\$	Completed Technology/Curriculum Projects. Includes: student laptop replacements in 2014 15, high school science technology in 2015 16, positive change grants 2014 15 through 2016 17.
Learning Technology/ Classroom Systems Total	\$ 56,000,000	89%	\$ 49,739,179	\$ 10,760,509	\$ 6,887,411	

2014 Bond Program Learning Technology/Classroom Systems
and Critical Equipment Purchases
October 31, 2020

Data as of October 31, 2020

Critical Equipment (\$24 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2020-21 Budget	2020-21 Expenditures as of 10/31/2020	Annual Description of Expenditures
Buses	\$ 16,000,000	98%	\$ 15,720,388	\$ 279,612	\$	Approximately \$2 million/year over eight years. In first year, \$4.25 million will be spent and \$2million/year will be spent in years two through five. In year six, approximately \$3.75 million will be spent. \$0 will be spent in the eighth year. Received \$1500 in rebate for buses purchased in 2019 20.
Copiers	\$ 2,343,215	65%	\$ 1,527,770	\$ 300,000	\$	Approximately \$375,000/year over eight years.
Athletic Equipment	\$ 1,021,737	24%	\$ 243,247	\$ 827,675	\$ 49,184	Approximately \$100,000/year over three years beginning in year 2. \$75,970 was transferred in year 2 to the Scoreboard Replacements Project. An additional \$800,000 will be split over years six through eight.
Maintenance Equipment	\$ 2,289,219	44%	\$ 997,034	\$ 1,031,537	\$ 178,571	Approximately \$120,000/year over four years beginning in year 2. Year 2 will have \$185,000. An additional \$1.7 million will be split over the final three years of the bond, beginning in year six.
Early Learning Playground Equipment	\$ 27,366	34%	\$ 9,366	\$ 6,000	\$	Playground equipment for Early Learning program at seven elementary schools.
Other Equipment Purchases	\$ 2,318,463	100%	\$ 2,318,462	\$	\$	Other critical equipment purchases as needed. Purchase of \$15,000 towards new locker banks at Stoller in 14 15, \$250,000 towards new musical instruments in 14 15 and 15 16, \$184,050 for cafeteria table replacements in 15 16, \$1,397,733 for classroom furniture for full day kindergarten in 2015 16, \$344,973 for high school scoreboard replacements in 2015 16 and 2016 17, \$121,066 towards BSD's portion of shock pad installation at SW Quadrant Park with THPRD in 2016 17 and InTouch Printers in 2018.
Critical Equipment Total	\$ 24,000,000	87%	\$ 20,816,267	\$ 2,444,824	\$ 227,755	
Grand Total	\$ 80,000,000	88%	\$ 70,555,446	\$ 13,205,333	\$ 7,115,166	
Total Bond Funds Remaining	\$ 9,444,554					

BOND PROGRAM CASH FLOW

