



 AGENDA

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School Board Meeting Comments
June 21, 2021

Over the last 16 months, our community looked to our public schools for guidance and support during the covid-19 pandemic, with only the guidance from ODE and OHA as our roadmap. What schools accomplished this year is heroic - the innovation, dedication, and persistence of educators truly kept the institution of public education going in a time when it very well could have been ground to a halt.

I have such a profound appreciation for our members for continuing to show up through every conceivable challenge to provide the best possible educational experiences for BSD students. I'd like to take some time tonight for a few acknowledgements, starting with the teachers, counselors, school psychs, social workers, nurses, SLPs, TOSAs, and substitute educators who each made a difference in our students' lives this year. We are grateful for the principals and administrators who went above and beyond to support their staff and make things as manageable as possible, and of course for our classified colleagues who went through many twists and turns in the ways that they serve students, support families, and keep our schools clean and safe.

Thank you to the BSD School Board, and district leadership - while we may not always agree on every issue and every decision - there is no doubt that this has been a challenging year to serve in a school district leadership position. Your time and dedication to this huge responsibility is appreciated. I want to thank the BEA Vice President Lindsay Ray, who hopped into union leadership smack dab in the middle of a pandemic, as well as Lesly Muñoz, our OEA consultant, for her steady commitment to supporting educators. Thanks to the BEA Executive Board - the 12 members who lead our association and make sure that we are upholding our missions and values, as well as our Building Reps - the over 100 elected members who have been valiantly serving as the first point of contact for the members at each of our schools and worksites. The flow of critical information this year has been substantial, and I'm grateful for all their hard work and advocacy.

This year has proven that strong, equitable public schools are integral to our communities. We know that we have a monumental task ahead of us to re-engage students in school in the fall, and to engage in a frank and honest endeavor to fix the structural inequities that the pandemic laid bare.

But for now, we've reached the summer break that we've been waiting for - I hope that we can all maintain healthy boundaries with our time, and carve out the space we need to relax and recuperate. Our students will benefit from being greeted in the fall by educators and school staff who are well-rested and rejuvenated.

And to our community - please have a safe and healthy summer. Get vaccinated, wear a mask, travel safely...we all need to work together to make sure that we can return to school in the fall knowing that our community will be safe and healthy.

Thank you.



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 June 21, 2021 will be conducted online.

Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, June 17, 2021 through 12:00 p.m. on Monday, June 21, 2021.

The following comments followed all of the posted guidelines on the form and were submitted by Monday, June 21, 2021 at 12:00 p.m.

Leslie Wilda - Community Member - I am the owner of a school based yoga enrichment program that offers classes in approximately 50 Portland metro area schools. We have been offering our after school yoga classes to students in the Beaverton School District for over 10 years. We are no longer able to offer our classes in the district due to the prohibitive costs of renting the space combined with the lack of available permissible promotion to students/families. Families need and want after school enrichment and the district should do more to support enrichment programs.

Bryant Allard - Community Member - I run an after school program (M.U.S.E. Instrumental programs) which has been offering instrumental band in the Beaverton District for over 20 years. It had been a vibrant program reaching out to thousands of students over the years. Over the last few years there have been more restrictions placed upon us and, in addition to rent, we now are being charged for Monitor fees with a 2 hour minimum. In addition, we have NO access to students to share with them what we have to offer (usually done at lunch time) and distribution of promotional materials limited so our enrollments have plummeted. Without the ability to show the instruments available and to get them excited about joining, kids just don't sign up. With student numbers low, we don't have the money to pay all the fees. Many other programs have given up and have decided not to go back to the Beaverton District. This is a huge loss to the students. What can we do to make things better? Parents are extremely upset about all of this.

Jennifer Gabriel - Parent - Our family has been a part of Rachel Carson for nine years. Our youngest daughter, Lucy is a rising 8th grader. She is a student of color and is well supported at Rachel Carson. The integrity of Rachel Carson relies on the six teacher model. The students loop with the same three teachers over three years which is essential to strong academic and emotional growth. No IS class will reduce the quality and rigor of site visit follow up, environmental knowledge and awareness, and the depth and quality of 8th grade action projects. Please do not allow Rachel Carson to change during the transition to Cedar Park. Please keep the six teacher model with teacher looping through all three years, daily Integrated Studies class, multi-grade learning for all grades, and rigorous weekly experiential community learning intact. This is what our children applied to receive as an option school/program, not the common middle school experience. Sincerely, Jenn Gabriel

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Terri - Parent - In addition to being a parent of an Rachel Carson(RC) student(current and alumni), I am also the spouse of an RC teacher, and a public school teacher myself. For the past 14 years, I have seen first hand the uniqueness of this program. The teaching team is a group of DEDICATED, SKILLED, and CARING folks who work above and beyond to plan, integrate, and lift the bar of middle school educational experiences. My husband graduated with honors from his educational university, and was mentored by Dr. Sandra Stone, Professor Emeritus at Northern Arizona University and founder of the National Multi-age Institute. His passion and investment in multi-age education served him and his teaching team well for the many years he has been practicing this philosophy at RC. Having witnessed the discussions, and briefings that have been shared with the community about proposed changes for next year. I am disheartened to see the power in decision making being taken away from those who do the real work.

Molly washburn - Parent - I emphatically support the RC experience - 2 teams that loop for 3 years with a dedicated IS class. This is the best way for the RC experience to remain strong on both soft skills development (social-emotional learning) and STEM focus. Having RC students take the RC IS Class as their second elective allows RC to fully educate its students.

Andrew Washburn - BSD Student - I am a graduating 8th grader from RC. I applied to RC because I care about the Environment and wanted to have a focus on science. I think that we should have an IS in the RC schedule and community because it helps people be closer together and learn across there different classes. It is a lot of fun and I know that I am now prepared for high school because of current structure of RC. I feel like IS is a necessary class for all people to take. It would be fine for IS to count as an elective class.

Marianne McCanta - Parent - I am writing to ask that the Rachel Carson program be kept intact, with two tracks of students each looping with three teachers and keeping a dedicated IS. The entire structure and incredible success of this program are built upon these foundations with six teachers. IS is vital. IS provides a homeroom teacher for each of the two teams. The IS teacher is the students main contact and support throughout their middle school experience. It is where all of the community work, site visit preparation and assignments, 8th grade projects, and so much more are facilitated. Maintaining the six teachers and IS is the best way for the RC experience to remain strong on both soft skills development (social-emotional learning) and it's STEM focus. Dedicating IS as one of the two elective options for RC students is a fairly seamless way to accomplish this goal. This avenue should cause no net change in teacher headcount for BSD and would facilitate the full six staff on two teams.

Angie H. - Parent - We need to keep Integrated Studies in our RC program because the students are able to connect with one teacher and a smaller group of students for three years. They become so close and I know lots of them have made lifelong friends of the people in their IS class, while many of these relationships wouldn't be as developed if students weren't with the same small group of people for three years in a row. This class also allows the RC students to prepare for site visits and big events, which might not be as successful if this time opportunity was taken away.

Hannah Larsen - BSD Student - I understand that option schools are hard to take care of and that they can cost a lot of money. I also understand that both sides need to make compromises but I feel like RC is making more compromises than anyone else, we are giving up one of our best teachers and we are getting rid of I.S. Mrs. Silva is a big part of the RC community and it

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wouldn't be the same without her. Please just let us have these two things. -Thanks

Matt Larsen - Parent - I am a Dad of two Rachel Carson Students. My 8th grade daughter is just finishing up, and my 5th grade son will start in the Fall. Rachel Carson is a special school. My daughter has accomplished things in the last three years that would not have been possible at any other middle school. I have volunteered on numerous site visits, and in general Rachel Carson students are courteous, respectful, curious, and engaged with their community. Every measure should be taken keep the Rachel Carson program as whole as possible, so that other kids have the same opportunity to reach their potential. The Integrated Studies component of the program is essential to Rachel Carson. Without it, RC cannot be the same special school that it is today. I strongly urge you to approve the proposal to create a mandatory IS elective for Rachel Carson students and restore the 6th teacher so that the teams are whole. Thank you for your time.

Lauren McCartney - Staff - First, thank you to Tymchuk and Tyner for speaking to the importance of PD for the new S.Studies adoption! PD is vital to equity. Second, the District's silence around Pride is really loud. I saw the note on the website, but without visible support on social media or in other ways, I don't trust that leadership understands the LGBTQ+ community or the reality of the diverse queer identities that our students have. Whitford had a great Pride event. How can the District visibly support LGBTQ+ students and families in our District next year?

Robin Bousquet - Parent - My two sons go to Rachel Carson Environmental Middle School, one is currently in 8th, the other is in 6th. I have been impressed with the ability of this school to not only teach my kids about the academics of middle school but open their eyes to world problems enabling each of them to feel that they can make a difference, and they can! One of my son's has a severe learning disability, the other, Type 1 diabetes. Both have different challenges but love going to school because of the way these teachers and this program teaches kids. Having 2 teams, looping with dedicated IS classes, and getting outside and making a difference in the community with their minds and their hands. I ask, please keep our school intact. Please don't lose or change something that works so well and produces such high achieving kids in both academics and community achievements. Thank you for listening.

Abby Remund - Parent - Our family chose Rachel Carson EMS as a great fit for our son and he worked hard to be selected in their second consideration process to attend this school. The current model of this program with two teams, functioning with 6 staff members, that loop for 3 years and includes a dedicated IS class is what we signed up for. This program has historically operated on an early start schedule which allows students the ability to participate in extra-curricular activities at a high level while maintaining high marks in school. The change in start time, delayed by nearly 2 hours, will make it next to impossible to accomplish that. The success of this incredible program over the past two decades speaks for itself and should be used as a benchmark within the district. In effort to maintain the integrity of this amazing program it should NOT be changed, these changes are not necessary for an existing highly successful program. Thank you for your careful consideration.

Hope Bazzi - BSD Student - I am a former RC student, and just finished 10th grade at WHS. It is important to keep RC as it has been for 15 years. Having IS class with the same teacher and students for 3 years was helpful for learning how to work well with people. It's easier to work in groups when it's people you know. It's important to keep the same 3 teachers all 3 years because they learn who you are and how you learn and can better adapt to your needs making a

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better learning environment. I was more comfortable with my teachers and asking for help because I knew them and they knew me. RC helps kids that wouldn't be comfortable in groups or leader positions and helps them learn how to do both. I had an easier and more fun time learning in groups because of the community in the school. It's unique to RC and provides what certain students such as myself are looking for. RC helped me come out of my shell and was a fun place to learn while providing a good level of challenge.

Lorrie Lethco Bazzi - Parent - The Rachel Carson Program was designed to function as it currently does. Students chose to attend RC and accept that their middle school experience will differ from the neighborhood MS program. In lieu of other electives RC students chose a science focus that includes site visits. Another important part of the program is TEACHER looping. The significance is not just the students being together but the same IS teacher for 3 years. The continuity is valuable!! RC also emphasizes soft skills of leadership, community-building, empathy, self-advocacy, and respectful, responsible behavior. The student's behavior was complimented on almost every site visit I chaperoned. Hosts were impressed that MS students were so respectful and attentive.

JEANETTE G HANSEN - Parent - Please prioritize keeping the Rachel Carson program as it currently is. This requires 6 teachers on 2 teams (3 teachers on each team) who loop with the same group of students for 3 years. Please also maintain a dedicated IS class. Other important parts of Rachel Carson are mixed grade classrooms, regular site visits, and canines for classrooms. These are all essential elements of a wonderful, effective program. Students chose this program over CME experiences because of these elements and its environmental focus. This program creates changemakers who can help facilitate the efforts that need to be made to fight climate change. Incoming 6th graders chose this school based on the way it has been implemented successfully for many years, and not based on the major changes that have been proposed. ACMA, BASE, and ISB schools are maintaining their unique programs and curriculums and Rachel Carson should be the same. Option schools are an important and beneficial addition to the BSD.

Wendy Russell - Parent - Rachel Carson has been a sought after option school for many years and has been successful in combining a science based environmental focus with a high quality middle school education. Key components of this program are the site visits, the IS classes where they team build and collaborate on their site visit learnings, the team of teachers that stay with the kids all three years, and the multi aged classes. Moving to a new location for any reason should not reduce the ability for the program to continue doing what it does so well. Please hear our pleas, and do not disrupt these key components to the program. Parents and students applied to it BECAUSE of these components. This program and these teachers are full of heart and quality learning models that the district should be lifting up, not tearing down. Please don't take it away in pieces. Embrace this program for the amazing offering it is in it's entirety.

Eric Nordling - Community Member - The district's teaching of critical race theory has been the subject of countless articles with millions of views around the world. Many view this teaching as anti-white racism and as a pretense for race-based Marxism. To be clear, CRT replaces the social class terms of Marxism with racial terms. It smears white people as oppressors and everyone else as the oppressed. A few obvious questions arise such as... Does CRT violate anti-discrimination laws? Is the district tolerant of educators that do not wish to teach CRT content? Have there been any instances of bullying educators into teaching CRT? If so, how does the

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district prevent such bullying? Does teaching CRT district from the district's mission to teach knowledge and critical thinking skills to students? Will the leadership of the district make any effort to clarify what role CRT plays in the education of children? I look forward to your response. Thank you.

Amy Roskowski - Parent - Rachel Carson Environmental Studies Program is an amazing program and as the parent of a RC student, it has had a tremendous impact on my student's learning and development. I ask that you keep the RC experience unchanged from the successful program that is has historically been - 2 teams that loop for 3 years with dedicated IS class. This is the best way for the RC experience to remain strong on both soft skills development (social-emotional learning) and STEM focus.

Josh Guerra - Parent - Over the last few months I was fortunate to be a part of the Beaverton Equity Task Force. Unfortunately, I have come away from that experience feeling deeply concerned about the fruits of our labor. Specifically, the language used in the proposed mission statement is nothing short of an orthodox ideology that is divisive, insulting, and unprofessional. During our committee work, I tried numerous times to convey my deep concern with terms used which support the illiberal tenants of Critical Social Justice which is sometimes referred to as Intersectionality, or in common parlance, "Wokeness." Instead of crafting a uniting and inclusive statement which recognizes the universal worth of every person, it lays the groundwork for struggle sessions, cancel culture, and perpetuates a victim versus oppressor pedagogy. I strongly oppose this statement and urge you vote against it.

Kellee Hernandez - Parent - I have a 7th grader at Rachel Carson and I would like to plea with the board to keep the RC program intact. Our son went through second consideration to get into RC and has thrived within the program. He did not want a common middle school experience and that is why he worked so hard as a 5th grader to get into RC. RC families would like to forgo the CME to experience the RC program that they signed up for which includes a focus on STEM, leadership, community building, empathy, self-advocacy, responsible, and respectful behavior. RC students and families signed up for two teams that loop teachers/students for three years with a dedicated IS class. I respectfully ask for your help preserving this incredible program that has created phenomenal opportunities for students, BSD, and our community. Instead of looking for ways to make our middle schoolers "common" we need to look at ways to cultivate passionate students who are unique. Thank you for your consideration.

Ruby Buehler - BSD Student - RC transformed me into a community & environmental-justice leader. We need strong leaders to help us with the enormous task ahead of solving the climate crisis and long-standing social justice issues. The 6 teachers @ RC create a strong, safe, respectful, responsible community that fosters leadership skills in students while focusing on environmental science. As the school moves to Cedar Park, Ms. Sliva will be removed from the program prohibiting mixed-grade classes in all subjects and team/teacher looping. These are crucial aspects of what makes students coming into RC leave as leaders. STEM is a field of great promise but math & science class time @ RC will be cut w/ the CME plan. This is a critical time to strengthen STEM offerings, especially @ an environmental science-based school. Students who attend go for the strong community, leadership, & STEM opportunities. Please help the BSD community by allowing the RC teachers to keep their strong program intact for 2021-22. Thank you!

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Tomoko Brigham - Parent - RC is such a wonderful school and community and we have been so happy with this program. We respectfully urge the BSD board to please allow the following items to not change in the 2022 school year. Please keep the current math program intact. One math teacher is simply not enough for the student body. This was perhaps the most key element of the Environmental science program – a focus on math and science. Keeping one IS teacher for three years is so important. It allows students to form tight relationship with friends in the difficult age and student can feel secure and confident in their focused learning. This program has made our daughter interested in math and science. RC students want to learn and are enthusiastic in their studies. That is the most important goal of any program and we feel so grateful to be part of the RC community. Please do not make any major changes to our program.

Pauline Jacob, PhD Chemical Engineering - Parent - Pls keep Rachel Carson (RC) in its present format for the '21-22 school yr. The CME changes to RC degrade its ability to provide a rigorous education in environmental sciences/STEM and social/environmental justice. The CME schedule causes RC to lose nearly 36 hrs of STEM class time over the school yr, a significant loss of STEM learning for students who chose this focus as their MS option. This loss is at a time when institutes of higher education are accelerating their STEM focus(1). RC is also unique bc of its gradual development of the soft skills of community-building, leadership, self-advocacy, and empathy; a focus possible in its two-team structure w/ mixed 6-8th grade classes across the MS yrs. RC students chose this community emphasis over their local CME and can spread their community awareness skills as they fan out to their local BSD HS. With no teacher HC change for BSD, RC's teams can be kept intact(2). Pls prevent these STEM/community losses by exempting RC from the CME.

Frank Remund - Parent - As parents of three BSD students. We are sad to hear that Rachel Carson is changing its location, timing and teacher count. The district middle school boundary adjustment made no mention that by moving the Rachel Carson school it would completely change. All other option middle schools start early so why is Rachel Carson any different? I believe the changes being made will ultimately hurt this great program that should be shown as an example for how middle school should prepare kids for high school. I am very disheartened to say that private school may be the only option to go forward for my children.

Sharon Crowland - Parent - Request that you keep Rachel Carson (RC) in its present format for the '21-22 school year. Our family chose RC based on its format when we applied. The CME changes to RC degrade its ability to provide a the same education in environmental sciences/STEM and social/environmental justice. The CME schedule causes RC to lose many hours of STEM class time over the school yr, a significant loss of STEM learning for students who chose this focus as their MS option. RC is also unique because of its development of the skills of community-building, leadership, self-advocacy, and empathy; a focus possible in its two-team structure w/ mixed 6-8th grade classes across the MS yrs. RC students chose this community emphasis over their local CME and can spread their community awareness skills as they fan out to their local BSD HS. With no teacher change for BSD, RC's teams can be kept intact. Pls prevent these STEM/community losses by exempting RC from the CME.

Kendall - BSD Student - The way RC functions is with 6 teachers. We need this because without these 6 teachers our whole school changes. It seems like transferring one teacher should not be a big problem, but the system relies on these 6 and will drastically change without them. With the first thing being our classes and teams. Rachel Carson has two teams with three teachers each. With five teachers this will not work. We have one teacher for each grade and so there are

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two 6th grade classes, two 7th grade classes and two 8th grade classes. When you first come to RC you are put on a team with your I.S. teacher. With 5 teachers this team element we have will collapse. Back to the I.S. topic, I.S. which stands for integrated studies is a class that every RC student has. This is heartbreaking to hear about being erased.

Jon Hersen - BSD Student - Dear BSD Board, I am writing to express my absolute support for the Rachel Carson program, teachers, and support staff and to strongly encourage the continuation of the program in its current state. Changes to the program, as currently understood and described, will without a doubt, lessen the experience for both students and educators, and will negatively impact the effectiveness and success of the program. These changes are not necessary or desired by anyone associated with this wonderful program. I strongly encourage this board to recommend and act to keep the Rachel Carson program as it currently exists so that its longstanding tradition of excellence can continue uninterrupted. Thank you for your consideration. Sincerely, Jon Hersen, FACHE, MBA/MHA Parent of Rachel Carson Program Graduate and Current Rachel Carson Student
President, Legacy Salmon Creek Medical Center

Aubrey Chadwick - BSD Student - Being able to go to this school (not program) has been an honor and an amazing experience. For me a 7th grader I have learned so much just being in this community. They have got me ready for my later years. Not only have they made me a better student but also a better person. They have taught me so much and just to think about the changes that might be made makes me sad. The feeling that we might not have mixed classes or our teachers is a big deal to me and my school. This community is all about working together to make a difference together and some of these changes will make it so we can't work together and make a difference which is sad especially for the new coming 6th graders. For them not to have a great experience as we did would break my heart because they won't get to make all the same memories and fun that we had. Just for them to come out of middle school and not have a great time at this school is sad. I know for myself some of these changes won't make Rachel Carson the same

Harlene Buehler - BSD Student - Rachel Carson (RC) creates critical thinkers, activists & leaders that strive to resolve society's environmental & social injustices. RC achieves this with the use of site visits, teams & action projects. Site visits offer hands-on learning and instill leadership in students as they are held to high expectations regarding respectfulness and full engagement. Utilizing teams and integrated studies classes, RC fosters a community that allows students to feel comfortable to make mistakes and take risks. RC gives each student not just a community but a life-long family. Lastly, the 8th-grade action projects give students the confidence that they can fearlessly take action on priorities such as the climate crisis and social injustices. These unprecedented results come from deliberate, gradual efforts by the RC staff across 3 yrs. Pls allow RC to help BSD reach equity by keeping RC's current 2-team structure. Pls, let RC continue its beautiful work. They are changing the world.

James Lanford - Parent - Re: Equity-ABAR Work. I am strongly in support of the BSD's efforts. Our community and nation will be better if we engage with and understand our history, including the mistakes. I encourage BSD's staff and board to not be distracted by the hysterics around "CRT". I applaud the District's efforts towards equity. Re: Rachel Carson Environmental Middle School (RC). Please keep RC in its present format going forward. Changes have been announced which are harmful to RC and without a collaborative process. BSD did not engage with the RC community on CME during the years it was being developed; in some BSD Listening

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Sessions, parents were explicitly told that RC was not impacted by CME. Nor was the RC community engaged on the need for change since the move to Cedar Park was announced in November 2020. More importantly, the changes will alter RC from what the students expected when they applied. They will harm the school's ability to provide STEM learning and developing its unique community.

Joy Garcia - Parent - As a parent of a graduating 8th grader at Rachel Carson, I cannot stress enough how invaluable having an Integrated Studies class has been. This class has taught my daughter awareness of the world around her, outside of the school walls. It has given her a voice for not only herself, but to help others who are continuously marginalized in our society. It has provided her the opportunity to learn how to use her voice and actions to help others, not only locally, but in other, less fortunate places around the world. For her 8th grade project in this class, she chose to raise money to help those in a 3rd world country (Philippines) who are struggling due to a catastrophic typhoon + COVID. She was able to raise \$1500+ for this cause. It has taught her humility and how important it is to help other who are less fortunate. Ms. Silva was her teacher for IS, whom I've heard may be leaving, which would be a detriment to the school.

Becca Ypma - Parent - The changes that are still being proposed will significantly hamper RC's ability to achieve its mission of environmental science, community service and an integrated curriculum. RC needs a dedicated IS class and 2 full teams that loop for 3 years. Anyone that has experienced RC will tell you a dedicated IS class is VITAL for RC to be as successful as they have been. This time is used for many of the opportunities RC provides for our kids. 2 FULL teams that loop are also VITAL. Plz continue to provide 6 teachers so RC can continue to function successfully. RC is a very unique program that BSD should be extremely proud to offer and be trying to grow this program instead of making changes that will diminish it. We are honored to live in a district that provides a program so unique and important to our world's future. We hope BSD feels the same and will provide 6 teachers looping and an IS class. Thank U for taking us seriously and listening to the voices who know what makes RC successful.

Evelyn Buehler - BSD Student - I'm in 7th grade at Rachel Carson Environmental Science Middle School (RC). I urge you to please keep the RC format the same for many reasons. RC adds value to the students' lives, the community, the district, and the environment. The teachers cultivate a sense of community throughout the whole school by focusing on individual student development in the 2-team structure. It is a safe place where many long-lasting friendships are made and important leadership skills are developed. We learn about important social and environmental problems that are both local and global. One change to RC is transferring one of our beloved teachers, Ms. Silvia. Ms. Silvia is kindhearted, caring and cheerful. She knows how to make you smile and it's always a joy to see her. Transferring her would greatly affect RC. It would upset how math is taught, eliminate IS and the 2 team structure. IS is where we complete our 8th grade action projects. Our action projects directly impact the community in great ways.

Karen Rasor-Cohen - Parent - We are feeling disappointed in the timing and lack of transparency in regards to the changes that are being made to Rachel Carson with its move next fall. Please keep the Rachel Carson experience the way that it was intended to be and has been functioning as for the last 17 years while housed within a BSD Middle School. Keep its core integrity in tact, as this is what the community that the RC students and families signed up for, they did not sign up for the CME. Please keep the 2 teams that loop for 3 years with a dedicated IS class. This is of utmost importance, as it will maintain the rigorous environmental science/STEM, and social

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justice education that is at its core.

Shana Janae Price - Parent - Please use YOUR voice as a board member to represent MY voice as a parent of two RC students. My kids selected RC based on what RC offers currently & has offered in the past. Please keep the program intact & as explained to my kids: 2 teams of 3 teachers that remain with the kids throughout middle school, a STEM focus, & an Integrated Studies class that supports community service and STEM projects. My 6th-grader enjoys mixed-grade classes. As a parent, I am grateful for the leadership & growth that come naturally from mixed-grade classes. Please exempt RC from the CME, and resolve to preserve ALL of the unique aspects of RC. The late Toni Morrison said of education, "If you have some power, then your job is to empower somebody else." Please use your capacity as a board member to EMPOWER our kids on their journeys to become leaders and advocates in their schools, communities, & eventually in the world by providing & upholding the full RC experience.

Jo Salicos-Murphy – Parent - Rachel Carson School of Env. Sci. is an outstanding BSD. Students thrive in the multi-age, integrated curriculum. Families chose this school precisely because they wanted something different than CME. The announced changes for RC water down this program by reducing STEM hours and time spent developing soft skills such as leadership and social justice advocacy. RC program currently provides a solid foundation in values championed by BSD; to reduce the program works against the district's stated goals. RCs dual team approach is central to its culture and community. We are excited to be an integral part of the Cedar Park community, but this should not come by diminishing the program that is thriving, that our children were promised, and that generations to come need and deserve. Please restore the RC headcount to 6 so our valued program can continue. Provide staffing so our essential Integrated Studies continues as a stand-alone class. Exempt RC from CME. Thank you.

Mark Garcia - Parent - First off, I'd like to thank you all for the work and service you provide for our school district. However, I am saddened to hear the direction the Rachel Carson program is heading towards. I feel like it is dismantling such a great program. I am grateful that my daughter, Mira, was able to experience this and wish for others to have the same positive experience. The teachers, staff, students, and parents of the program has been tremendous in creating an environment for my daughter to thrive in. Having the Integrated Studies really helps create that bond in the students and teachers that I have not seen in any other schools. The IS program is what initially appeal to our family. Other schools should look at the RC program and learn from the benefits and excellence it provides to the students and community. Dismantling it will lose that opportunity. Thank you for taking the time to read and please don't hesitate to reach out to me discuss this matter further.

Jennifer Politsch - Parent - There are currently proposed changes to the RC program that will fundamentally change how the program is structured & the program which students chose to attend versus their local schools •Core teacher headcount from 6 to 5. Students will no longer able to stay as a group of students & teachers from 6-8 grades. This builds a unique psychologically safe environment. •RC required to adopt CME schedule will not allow Integrated Studies (IS)). IS covers targets from all core classes and supports student development for many projects. CME & multi-grade core classes without math makes scheduling complicated Please return RC 6 core teachers (roughly 3 teachers per 90 students). If RC is required to adopt the CME schedule, allow RC to use one of the electives for IS which is taught by the core teachers. Maintain multi-grade RC structure across all core classes. We request a discussion with Don Grotting, RC community, and BSD staff on this topic for truth/transparency for our

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students.

Katie Miranda - Community Member - Critical Race Theory, when taught to kids, divides them up by race, gender, religion and/or sexual orientation and assigns oppressor or victim status depending on their immutable characteristics. I believe it's harmful and divisive to tell kids they are oppressors or victims based on their skin color or gender or religion because that's not good for anyone's self-esteem. It leaves absolutely no room for nuance or individual circumstances. There's nothing to be gained from black kids being told that they will always be victims because of their skin color or from white kids feeling self-hatred or guilt because of their skin. Critical Race Theory also teaches people to assume the worst possible intent from interactions particularly between two people of different races or between men and women. I don't think this is a good lens under which to operate in the world because if you're trained to constantly look for sinister intent, problems, and harm, you will always find them.

Laura Umiger - Parent - This comment is from my perspective as both a BSD teacher and parent, and is regarding the proposal to purchase a new central office property. This is not the time to spend \$16 million on an unnecessary expense. We need staff to minimize class size and provide the needed support for students coming out of a pandemic. We must determine what will have the most direct impact for students and families, and this is not a new central office building. In addition, the optics of this would be terrible. With the loss of \$12 million just two years ago and so much contention surrounding public education in general, we need to make sure that every penny is spent to improve education for our students.

Kaleb Price - BSD Student - my name is Kaleb Price and I am a 6th grader at Rachel Carson environmental middle school. I chose Rachel Carson because of what they do as a school. They have so many amazing things. But me and all the 6th graders never got to experience them, and the 6th graders next year might never even get a small taste like I did. Rachel Carson will never be the same if it gets destroyed. Please stop this. Save our school.

Juniper Lanford - BSD Student - Hello, I am a student at Rachel Carson and my sister was also. The changes that will be made to our school next year when we move to Cedar Park are going to take away the things that make our school and community unique. They are the things me and others came to the school for. If it is possible to not have these changes (not all six teachers, possibility of no IS class, possibility of no longer having multi-grade classes) made, then I know the entire Rachel Carson community would greatly appreciate it. Thank you.

Lisa Alexander - BSD Student - As a parent, I am extremely opposed of the teachings of Critical Race Theory in our district. This subject matter is creating division and teaching kids to look at Race or the color of their skin. This should not matter! Children need to be taught that they can be successful simply with a goal, focus, perseverance and hard work. CRT are Marxist ideas that have no place in school!

Alina Pando Horrocks - Parent - I have 3 kids in elementary school. I appreciate that BSD claims to be committed to hearing all voices and serving all people. And I would hope that BSD teaches factual and unbiased history (including some of the country's darker moments). But, as CRT is a hot topic right now, I have some concerns: When BSD says "CRT is...a lens that teachers and students can use when discussing issues around race and racism", how exactly is that implemented? CRT is a THEORY - one that is worth exploring (maybe in high school) but I don't

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agree with all of it. It feels very political. How can I know what is being taught if there is no specific curriculum to review? BSD has made its health curriculum available to review and opt out of - can we expect the same for the social studies curriculums? If we truly are honoring EVERYONE'S beliefs and backgrounds, it is only fair to let parents review and opt out of the teaching of controversial political topics they might not agree with.

Claire Hansen - BSD Student - The RC program is structured to have six teachers. By taking away one of the teachers that also takes away our advisory class and the teams that we have at our school. When advisory is removed this limits the guided time to work on our 8th grade project which is a huge thing for us. 8th grade projects are a time for students to learn that they can actually make a difference in the world. If we get our sixth teacher back that would solve almost all the problems that have been brought up. Advisory and teams are also very important because over the three years at Rachel Carson you stay with the same group and they become like family. Advisory is an essential class for middle school students to grow and learn about social, racial issues as well which is very important. I hope you understand why these things are so important to our school. That is just the way our school is structured and we hope it will still be able to be that way.

Andrew Matto - Community Member - Why does the BSD offer option middle and high school programs? To provide a unique experience for our students, so why would the District plan to practically dismantle Rachel Carson Environmental Middle School; to give the "common middle school experience." Congresswoman Suzanne Bonamici visited the school in May 2018 and said: "I certainly support more choice within the public school system." "You can see how these students are thriving." (bit.ly/3wVOC60) Yet District administrators are keen on restricting RC to provide the fallacy of the "experience" that shouldn't apply to option middle schools. Some of the best parts of this school are the same teachers, mixed-grade classes, site visits, and 8th-grade projects that enhance student learning and community involvement. I know that community members, such as the Congresswoman and myself, would not want to see this program confined and ask the School Board to allow this program to run as usual and urge them to inquire about this issue.

Kyle Gogos - Parent - Please read every Public Comment, In whole, during the meeting. In person meetings would allow the public to be heard and not just "summarized". These comments deserve to be on the record and heard by all that attend (public).

George Erickson - Community Member - As the father of two bi-racial daughters who graduated several years ago from BHS, I'd like you to know that they often shared stories of the wonderful things they encountered day-to-day at school. They had great teachers, developed strong friendships, and acquired skills necessary to succeed in life. Recently, however, I was mortified by the national attention brought to Beaverton by Mr. Grotting's threatening comments that teachers who don't share his vision of "anti-racism" would not be welcome in the district. My sympathies go out to these teachers. I never saw evidence that any of them was racist. Is there anything they can do to keep their jobs short of declaring their allegiance to Marxist racial ideology?

Natalie C - BSD Student - We need to keep RC the same. It is so important to our community and it is wrong to change it.

Lindsey Burnham - Parent - I would like to ask the BSD Board to please consider allowing more

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after school enrichment programs access to K-5/K-8 schools, for example the M.U.S.E Instrumental Program offered by Bryant Allard. The limited time frame for access to the school buildings of only 50 minutes before doors are locked, the newly added cost of monitor fees, on top of the rent charged to the programs, and the extremely limited ways to get flyers and information about the programs to families, is an unnecessary hardship, that only serves to limit access to this and other incredible enrichment programs. This incredible program is at risk of closing without more access to our schools. I have put 2 kids through MUSE in 4th & 5th grades & they are in middle school, playing above grade level. I urge you to consider the benefits after school programs can have to enrich education and for you to please allow more programs to use our school buildings to access our community in a financially beneficial way. Thank you

Jennifer Politsch – Parent - The BSD Long Range Plan summary the projected enrollment for Stoller Middle School to greatly exceed the 90% capacity target success criteria required in the middle school boundary work completed in December 2020. Previously Stoller went for many years over the BSD middle school total student target & currently is projected to be over this target in 2021-22. This board meeting has a proposal to modify the Sato-Springville boundaries which should fix the projected overage at Sato defined in the LRP summary. How does an item get added to BSD agenda to address Stoller Middle School capacity issues? The only item I saw proposed for Stoller was capital \$ for PE facilities because they can't meet the state mandated requirement. When will capacity issues at Stoller be addressed and a workgroup started to fix this immediate issue? Over-crowding leads to student safety issues and crowded student spaces.

Nicolas - BSD Student - Hey there, I just wanted to say that I believe Rachel Carson Middle school should not lose IS class or Ms.Silva. IS classes are a great way for the grade of a team to all hangout and do homework together. Ms.Silva is a great math teacher for RC and has been there for a long time, and should only leave if she wants to. It is also not fair to have Mr.Quinn have to split his time between 2 subjects, he is a great science teacher and already does so much for the school, and shouldn't have to take on another class just because Ms.Silva is being moved.

John Keaton - Community Member - The U.S. is 37th in the world in education and this country's public education system is in deep trouble. Does the BSB support the Oregon legislatures decision that BSD students don't have to demonstrate they can write or do math to receive a diploma? The BSB needs to stay in their lane and focus more on the quality of education instead of CRT in order to properly prepare our kids and our country to be competitive. Our kids should not be taught that our country is inherently racist. You should be teaching inclusiveness, equality, and community values. Creating and pulling levers to supposedly control predictive outcome in of itself is racist. Education should be promoting assimilation of a student body of all races, backgrounds, creeds, and ideologies. A school system that encourages students to choose one characteristic to define themselves establishes tribalism and creates fragmentation and polarization of the student body.

Erin Herrick - Community Member - Dear BSD Board, I'm writing to oppose the SS curriculum for 2nd graders that teaches about socialist principles. These principles were highlighted in the video "How we can solve economic inequality." If you look at the 2019 tax data from Tax Foundation, one will see that 1. The U.S. has a progressive tax. The lowest quadrant pays an effective tax rate of 3%, while the top 1% had a tax rate of 29%. 2. Scandinavian countries have a regressive tax, which takes a higher % from those who earn less. An example is their VAT tax. The U.S. has something similar with the sales tax, which is not national like the VAT tax, but the

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consumption rate for Scandinavian countries is around 25% vs. 7.4% in the U.S. 3. Corporate tax in the U.S. is higher at 25.9% vs 22%. 4. SS taxes. U.S. pays 14.7%, Sweden at 29.2% and Norway at 18.8%. Children must be taught all the information to be able to compare/contrast and use their critical thinking skills to formulate an opinion. Thank you for your time.

Jeanette Schade - Community Member - In a meeting I had with Mr. McCreery last week with 5 other parents, he stated he has some thinking to do in regards to what he learned about Critical Theory in his college days and how it is being implemented in BSD schools and its affects on children after he listened to the heart wrenching stories from a diversity of parents and how CRT is negatively affecting their children as teachers teach about children being oppressors or being oppressed in their classrooms among other CRT ideas. With this being said, I urge the board to NOT vote on the new vision statement and equity policy as it is filled with Critical Race Theory language which IS DIVISIVE and will alienate many children, staff, parents, and community members as well as go against policy AC, ACB, JF/JFA, JB, INB, GBA, IGACA. The equity task force needs to go back to the drawing board and write the statements that will be INCLUSIVE of ALL students no matter their race, gender identity, religion, color, sexual orientation, etc.

Sabrina Fisher - Parent - Keep Critical Race Theory OUT of our K-12 schools. It is damaging to all students and faculty and is tantamount to teaching racism in action.

Andrea Nelson - BSD Student - Please keep politics out of school. No BLM, Pride flags, or Marxist Fist displays. Ask teachers to keep opinions to themselves. If my kids know who you voted for you shouldn't be teaching.

David Thomas - Parent - Father of 5 kids, all in BSD over 15 years. 2 graduated, 3 still in school. Last year my wife and I chose to homeschool one child due to the overly restrictive, non-science driven decisions to keep kids out of the classroom. That was a difficult decision because we have always supported public schools & appreciate what they provide for our community. I feel like I am facing the same decision again this year because of the divisive approach BSD has taken on controversial topics that in broader society are separating people into factions. Please take a strong, reasonable, level-headed, unity-focused approach instead of repeating buzz-words and jumping on the band-wagon of hot social topics. There are powerful forces in media & politics who get short-term money and power gains when we divide ourselves into camps. The words BSD staff use matter. For example, let's eradicate prejudice & racism by actually bringing groups together instead of just regurgitating polarizing language.

Lindsey Goldman - Parent - Hi there, I have a daughter going in to the 8th grade at Rachel Carson and had a son who is now at Westview go through the RC program as well. I would like to express my opinion to keep the RC program in place as is this next year when we move to Cedar Park. These students have endured a year of transitions, change and unexpected twists and turns. Changing schools and times next year will be yet another change for these students. To go beyond that to get rid of their daily IS classes and not guarantee the same teachers or teams that they have had these past few years will hurt our program, our teachers and students. We are asking BSD to please bring back Mrs. Silva to the RC program so that this successful program can continue on as it has in the past, inspiring our students to be change-makers in their school, community and world-wide. Thank you, Lindsey Goldman

Jonah - Parent - Please no CRT. We shouldn't be teaching our kids to look down on others or think of themselves as victims and lesser people purely because of their race. This is encouraging

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racism and prejudice against people due to their skin color.

Roberta Powell - Community Member - I am opposed to CRT for our children. The ideology behind it is based on Marxism and purposely divisive and it has no place in our schools. I have requested data to show that this approach produces better outcomes in graduation rates, reading writing, math, science and other skills students need to compete in a global economy and so far no one has made this data available. Beaverton is a diverse community with many students from different races and cultures. Many of these children are from families that have fled countries that are under Marxist leadership and are very concerned about this ideology being taught to their children. My children are no longer in the Beaverton Schools but if they were and CRT were being taught in the Beaverton schools, I would pull them out as other parents have done in school districts where this is being taught. As a taxpayer I do not want my tax money going toward this indoctrination of children.

Sara - Parent - I want to see our kids maskless for the next school year, kid can't go a whole day wearing one Kids needs to be kids and not scared of a virus that doesn't effect kids.

Candice Smith - Parent - I disapprove of any culturally relative teaching or equity-based teaching. There are many different different words for teaching the same meanings/ divisive ideologies of critical race Theory. This country was based on the values of equality. All people are created equal. We are very diverse. We should accept those diversities and treat people as equals. Equity Based Teaching does not support the values of America. I will not send my 2 children to any school where culturally relative teaching or equity-based teaching is approved. My mother is also choosing to pull her 2 kids from Beaverton School District pending the outcome of the Beaverton School Board as it relates to CRT. I also find the comprehensive sex education teacher training and supplemental materials disgusting. The Oregon Department of Education and Beaverton School District should be ashamed of the inappropriate materials they are introducing two children at extremely young ages.

Diana Fairhurst - Parent - Reasons why critical pedagogy has no place in K-12 education: CRT...believes racism is present in every aspect in life and therefore has its advocates look for it everywhere; relies upon interest convergence (white people only give black people opportunities & freedoms when it is also in their own interests) & therefore doesn't trust any attempt to make racism better; is against free societies & wants to dismantle them & replace them with something its advocates control; only treats race issues as socially constructed groups, so there are no individuals; rejects all potential alternatives, like colorblindness, as forms of racism, making itself the only allowable game in town (which is totalitarian); acts like anyone who disagrees with it must do so for racist reasons, even if those people are black (which is also totalitarian); cannot be satisfied, so it becomes a kind of activist black hole that threatens to destroy everything it is introduced into. We reject CRT.

Jeff Myers - Parent - Everyone deserves equal opportunity to succeed in our society. However, rather than adopting proven approaches to identifying & correcting biases we are seeing a push toward unproven approaches with critical race theory (CRT). THE CHILDREN AND EDUCATORS IN OUR COMMUNITY ARE NOT AND SHOULD NOT BE PART OF A SOCIAL EXPERIMENT. CRT and other critical theories involving gender identity, ableism, and sexuality are THEORIES. Their rise in pop culture does not replace the need for proof. Can you cite any scientific evidence of CRT improving any academic benchmarks? Can you cite any examples of school districts that have implemented these concepts and what the outcomes were? If you support CRT, will you provide

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the evidence you based this on? Please halt any application of CRT within public education (including policies, curriculum, staff training, etc.) until they have gone through the necessary study to show they are effective at addressing relevant issues we are facing. Thank you.

Tammie Stewart -Parent - Renaming equity-based Critical Race Theory to something other than Critical Race Theory does not change the disgusting ideologies the Beaverton School district is trying to promote. Teaching my children that being white is something they should feel guilty about or be ashamed of is wrong. People should not be grouped into categories based on skin color. People should not be labeled as victims, oppressors or enablers of oppressors. The Beaverton School District should teach equality not equity. The Beaverton School District should teach how to Value People based on their merits and character not based on the color of their skin. I also find your comprehensive sex education teacher training courses and supplemental materials extremely age inappropriate & religiously offensive to several religious groups.It seems the Beaverton School District vision of being Progressive and inclusive is misguided at best. For these reasons I will be pulling my two children out of the Beaverton School District.

Nancy Smith - Community Member - I'm so disgusted by your Comprehensive Sex Education curriculum that I am working on a beautiful, loving, wholesome, dignified "magazine" for parents to work on with their children at home. No one, especially NOT the government, should be telling our children these private, personal, spiritual values. That is the PARENTS' job. Your curriculum reminds me of the type of sexual grooming in which a sexual pervert would engage. STOP! My grandchildren deserve so much better.

Kimi Sloop - Parent - As a parent of 2 alums, I was extremely disappointed to learn that Rachel Carson is fundamentally changing with its relocation to Cedar Park. I believe that Rachel Carson exemplifies quality education in BSD. Rachel Carson is an excellent example of the District's pillars of learning. -We Expect Excellence: through in-person site visits, students learned knowledge & skills for our evolving world that is not possible with only guest speakers. -We Innovate: 8th grade project and science fair engaged students in challenging learning experiences. -We embrace equity: having 3 core teachers all 3 years provided support so every student succeeds. Teacher collaborated & could identify out of character behavior. -We collaborate: community partnerships to educate & serve students is the foundation of Rachel Carson. I'm very grateful that my children had the opportunity to be part of Rachel Carson, and I hope that the District finds a way to maintain the Program's integrity.

Tim Sippel - Community Member - The state's 2021 Social Science and Ethnic Studies standards are very concerning. I see a focus on indoctrinating our children with the divisive and harmful ideology of Critical Race Theory. Let's not spread progressophobia. Along with the problems in our past, we need to acknowledge the major progress that our country has produced. I see no good reason to give kids in the earliest grades a dark view of our country. Most concerning is the focus of identity politics. We need to treat everybody as an individual, who is not encumbered with baggage of sins of their ancestors. Students should not be made to feel they are oppressors or victims because of the color of their skin. Our students should be taught to be positive good citizens, not negative complainers. Let's focus on unity, rather than using a divisive lens of victims and oppressors. Instead of focusing on putting people down based on past history, let's look forward and focus on striving for excellence today.

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Superintendent's Report

Comprehensive Distance Learning/Limited In-Person Instruction/ Return to School Planning: I once again want to thank our students, families, staff, and school board for your efforts and flexibility in this incredibly difficult year. The Beaverton School District is planning on returning in the fall to full time instruction, and families and students will have the opportunity to enroll in our FLEX on-line comprehensive distance learning program if they choose. The district continues to follow guidance from the Oregon Health Authority and the Oregon Department of Education regarding social distancing, mask wearing, and other guidelines relating to COVID 19. We are currently working with ODE and other districts as requirements and guidance are being created and implemented to offer every student in Oregon the opportunity to return full time to school in the fall.

Activities and Athletics: We continue to follow OHA guidelines and work with OSAA to provide our students the ability to practice, condition, and compete when we can successfully adhere to the current rules and regulations set forth by OHA and OSAA. At this time plans are for participants and spectators to not wear masks at events. This could change depending on COVID 19 rates.

Budget: Tonight, our school board will consider adopting our 2021-2022 budget that was approved by our budget committee last month. Our district and other districts continue to advocate for a 9.6-billion-dollar funding level to meet our current service level. Our current budget was built on a 9.3-billion-dollar allocation which is being proposed by the legislature. Enrollment will be a key factor in future budget decisions. Special thanks to our budget committee and business department for their work in creating and engaging in the

Summer School: Beaverton's summer school application has been approved by the Oregon Department of Education. We are excited to be offering academic, social and emotional, and enrichment activities to our pre-k thru 12th grade students. If you have questions about these opportunities, students and families can contact their principal or visit our district website.

Preschool Promise Grant: The Beaverton School District was recently awarded a \$444,000 Preschool Promise Grant for a program to be located at Merlo Station. This grant will serve 37 students from Elmonica and Beaver Acres elementary schools. It will allow us to hire two teachers and 3 paraprofessionals. I want to thank Kayla Bell and her team for their leadership and our operations staff for their efforts with transportation, infrastructure, and welcoming early childhood.

Recognition of Out-going board members:

Donna Tyner
Anne Bryan
LeeAnn Larsen

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We measure life by the lives we touch, our deeds and the joy we bring to each other. Every teacher, district employee, student, parent and community member touched my life in so many positive ways through their actions, and dreams. I hope that I have I have done the same in return.

I leave you with some regrets. I wish some schools did not see an increase in the number of homeless and low-income students. I wish all teachers received restorative justice training and, that suspensions and expulsions still did not disproportionately affect our black and brown students. Yet, I know that there are people in the district who are tirelessly working to address these issues. I trust them and the new board, to provide appropriate supports to students where needed and to finally get it right.

I am proud of my role in the passage of the levy, bond, measure 98 and being a founding member of the Oregon School Board Members of Color Caucus. The levy is worth every penny. The levy insures the retention of 300 teachers. The bond built new facilities and improved others. Measure 98 expanded career and technology education for our high school students. We all can beam with pride in the passage of them and in our role to ensure access to exceptional educational opportunities for Beaverton Students.

There are two things I will miss the most:

First: Handing out diplomas. Seeing the smiles on the faces of the graduates plus the love and pride on their families faces gives me hope for the future.

Last, visiting the schools and seeing the dedication, love and passion of the teachers and staff. They care about our children and are dedicated to their education and welfare. Thank you teachers and staff especially for rising to the occasion this school year and demonstrating perseverance and resilience in meeting the needs of your students.

I remain optimistic that as long as we continue to talk and listen to each other, we can overcome any obstacle. I consider it a blessing to have talked to people who both agree and disagree with me because I know we have the best interest of the students at heart.

I appreciate the trust you have placed in me to oversee the personalized education of your children. Thank you for confirming that one of the best actions in my life is running for office and serving for 8 years as your school board member. Words cannot adequately express what I feel in this moment, but I can say, that it has been a pleasure, an honor and an experience I will always treasure.

WE EXPECT EXCELLENCE WE INNOVATE WE EMBRACE EQUITY WE COLLABORATE 

MONTHLY FINANCIAL UPDATE

POLICY ISSUE / SITUATION:

Michael Schofield will present the attached financial report as of June 21, 2021 reflecting:

- General Fund Activity and Forecast
- Summary of Revenue, Expenditures and Encumbrances for All Funds Except General Fund
- General Fund and Local Option Levy Allocations as of 05/31/2021
- Portfolio Management Summary
- Investments by Sector and Group
- Investments Summary by Fund

RECOMMENDATION:

It is recommended that the School Board receive and discuss this update.

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.

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
As of May 31, 2021
(\$ 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	285.8	-	285.8	285.8
Property Taxes	149.0	149.0	147.0	-	147.0	150.5
Common School Fund	4.0	4.0	2.3	-	2.3	4.5
County School Fund	0.8	0.8	0.8	-	0.8	1.1
Local Option Levy	35.3	35.3	35.0	-	35.0	35.7
Investment Earnings	1.6	1.6	-	-	-	0.6
NWRESD Appointment	11.8	11.8	10.1	-	10.1	11.2
Transfers In	-	-	-	-	-	-
Other	16.1	16.1	5.1	-	5.1	5.3
Total	\$ 536.4	\$ 536.4	\$ 542.5	\$ -	\$ 542.5	\$ 551.1
EXPENDITURES:						
Salaries	\$ 276.5	\$ 276.8	\$ 217.8	\$ -	\$ 217.8	\$ 262.5
Benefits	176.7	176.8	137.3	-	137.3	164.9
Purchased services	28.3	28.2	19.1	5.9	25.0	23.2
Supplies & materials	20.1	18.4	10.3	2.5	12.8	12.6
Capital outlay	0.8	0.4	0.3	0.1	0.4	0.8
Other	2.6	2.6	0.8	0.2	1.0	1.5
Transfers out	4.7	6.5	5.0	-	5.0	5.0
Contingency	26.7	26.7	-	-	-	26.7
Total	\$ 536.4	\$ 536.4	\$ 390.6	\$ 8.7	\$ 399.3	\$ 497.2

Projected Surplus / (Deficit) Balance	\$ 53.9
Projected Ending Fund Balance	\$ 80.6
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2021 *	14.6%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund		\$ 80.5	14.5%
Local Option Levy Fund		0.1	0.1%

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:						
Instruction	\$ 320.2	\$ 320.2	\$ 245.9	\$ 2.4	\$ 248.3	\$ 298.4
Support Services	182.8	181.0	139.4	6.2	145.6	165.4
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	6.3	8.1	5.3	0.1	5.4	6.3
Contingencies	26.7	26.7	-	-	-	26.7
Total	\$ 536.4	\$ 536.4	\$ 390.6	\$ 8.7	\$ 399.3	\$ 497.2

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of May 31, 2021

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	\$ 6,628,152	\$ 2,046,380	\$ 404,039	\$ 2,450,419	\$ (13,854,581)	15.03%	\$ 4,177,733
Special Purpose Fund	3,000,000	926,859	926,859	-	926,859	(2,073,141)	30.90%	-
Categorical	4,125,000	1,811,438	437,301	76,344	513,645	(3,611,355)	12.45%	1,297,793
Scholarship Fund	490,000	467,386	34,692	39,250	73,942	(416,058)	15.09%	393,444
Grant Fund	94,769,568	34,206,344	37,991,907	8,813,185	46,805,092	(47,964,476)	49.39%	(12,598,748)
Equipment Replacement Fund	4,570,000	4,426,008	1,655,258	1,544,628	3,199,886	(1,370,114)	70.02%	1,226,122
Sustainability Fund	3,823,243	3,846,447	-	-	-	(3,823,243)	0.00%	3,846,447
Nutrition Services Fund	19,812,622	10,180,031	8,506,435	1,647,797	10,154,232	(9,658,390)	51.25%	25,799
Debt Service Fund	91,206,599	89,334,063	72,490,319	-	72,490,319	(18,716,280)	79.48%	16,843,744
Capital Projects Fund	154,840,000	144,202,854	53,233,965	20,013,436	73,247,401	(81,592,599)	47.31%	70,955,453
Insurance Reserve Fund	9,453,790	8,550,366	6,203,053	1,206,328	7,409,381	(2,044,409)	78.37%	1,140,985
Workers' Compensation Fund	4,239,092	3,985,663	1,490,430	38,299	1,528,729	(2,710,363)	36.06%	2,456,934
Total	\$ 406,634,914	\$ 308,565,611	\$ 185,016,599	\$ 33,783,306	\$ 218,799,905	\$ (187,835,009)		\$ 89,765,706



**General Fund and Local Option Levy Allocations
As of 05/31/2021**

School	Budgeted Enrollment	9/30/2020 Enrollment	Enrollment Change	Budget		Actual		Increase
				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	39.3	
Barnes	569	526	(43)	20.5	25.5	20.1	25.1	
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	14.8	17.8	
Elmonica	527	466	(61)	18.5	23.5	18.0	23.0	
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	12.4	16.4	
Greenway	311	308	(3)	12.5	14.5	10.5	13.5	
Hazeldale	488	438	(50)	17.5	22.5	17.3	22.3	
Hiteon	646	553	(93)	22.5	27.5	21.2	25.8	
Jacob Wismer	723	658	(65)	23.5	29.5	22.5	28.5	
Kinnaman	602	550	(52)	22.5	28.5	22.8	27.6	
McKay	303	284	(19)	10.5	13.5	10.2	13.2	
McKinley	658	608	(50)	24.5	30.5	23.5	29.5	
Montclair	327	254	(73)	11.5	14.5	10.3	13.3	
Nancy Ryles	600	516	(84)	20.5	25.5	19.5	24.5	
Oak Hills	570	482	(88)	19.5	23.5	17.8	22.8	
Raleigh Hills (K-8)	500	448	(52)	16.5	21.5	15.5	20.5	
Raleigh Park	331	323	(8)	12.5	14.5	11.0	14.0	
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	17.8	21.8	
Springville (K-8)	928	856	(72)	30.5	37.5	29.9	36.9	
Terra Linda	367	306	(61)	10.5	14.5	10.7	13.7	
Vose	719	699	(20)	26.5	33.5	25.5	31.5	
West TV	322	275	(47)	11.5	13.5	9.5	12.5	
William Walker	527	473	(54)	20.5	25.5	20.6	25.6	
Elementary School Total	18,307	16,490	(1,817)	638.0	793.0	608.3	765.5	157.2



**General Fund and Local Option Levy Allocations
As of 05/31/2021**

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	28.8	33.8	
Conestoga	959	892	(67)	30.5	36.0	29.0	34.0	
Five Oaks	1,039	978	(61)	38.2	44.7	34.8	40.8	
Highland Park	777	705	(72)	25.0	29.5	25.4	30.4	
Meadow Park	864	821	(43)	31.2	36.7	30.0	35.0	
Mountain View	849	793	(56)	30.8	36.3	29.4	34.4	
Stoller	1,580	1,413	(167)	46.0	54.5	44.7	52.7	
Whitford	729	719	(10)	28.8	33.3	28.3	33.8	
Middle School Total	7,736	7,162	(574)	260.5	306.0	250.2	294.7	44.50
Aloha	1,728	1,768	40	66.4	77.0	61.0	71.8	
Beaverton	1,488	1,522	34	57.8	67.0	57.3	67.3	
Mountainside	1,860	1,717	(143)	62.4	72.6	60.1	69.9	
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	75.5	88.5	
High School Total	10,959	10,815	(144)	375.0	437.0	364.7	428.3	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	29.2	33.8	
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	129.7	152.7	23.05
Address Extreme Class Size K 12				25.0	25.0			
District Total	39,571	38,202	(1,369)	1,394.3	1,671.6	1,352.9	1,641.2	288.3

	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	35,600,000	34,960,480
Projected Expense:	35,300,000	36,440,828	30,364,616
Projected Fund Balance 6/30/21:	\$ -	\$ 216,351	\$ 5,653,043

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
May 31, 2021

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	25,000,000.00	25,159,250.00	24,807,908.65	9.44	102	2.601
Commercial Paper Disc. -At Cost	35,000,000.00	34,996,300.00	34,977,133.34	13.31	51	0.150
Federal Agency Disc. -At Cost	38,250,000.00	38,248,620.00	38,242,176.11	14.55	76	0.025
Treasury Coupon Securities	18,796,000.00	18,828,246.00	19,100,077.32	7.27	26	0.778
Treasury Discounts -At Cost	109,306,000.00	109,304,606.65	109,286,881.90	41.59	48	0.037
LGIP	36,373,518.19	36,373,518.19	36,373,518.19	13.84	1	0.600
Investments	262,725,518.19	262,910,540.84	262,787,695.51	100.00%	49	0.424

Total Earnings	May 31 Month Ending	Fiscal Year To Date
Current Year	122,476.38	1,916,130.19
Average Daily Balance	296,134,458.97	301,750,776.49
Effective Rate of Return	0.49%	0.69%

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
May 31, 2021

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Home Loan Bank								
313385GL4	11167	Federal Home Loan Bank	06/04/2021	4,250,000.00	4,242,895.42	4,250,000.00		1.61
313385HW9	11208	Federal Home Loan Bank	07/08/2021	11,000,000.00	10,999,660.83	11,000,000.00		4.18
313385LV6	11213	Federal Home Loan Bank	09/17/2021	23,000,000.00	22,999,619.86	22,998,620.00		8.75
			Subtotal	38,250,000.00	38,242,176.11	38,248,620.00	35.00	14.56
			Total	38,250,000.00	38,242,176.11	38,248,620.00	100.00	14.56
Corporate Indebtedness								
Australia & NZ Banking Grp NY								
05253JAQ4	11127	Aust & NZ Banking Grp NY	11/23/2021	5,000,000.00	5,076,400.80	5,058,450.00		1.90
			Subtotal	5,000,000.00	5,076,400.80	5,058,450.00	5.00	1.90
DCAT LLC								
24023GUS4	11211	DCAT LLC	07/26/2021	10,000,000.00	9,997,500.00	9,999,100.00		3.80
			Subtotal	10,000,000.00	9,997,500.00	9,999,100.00	5.00	3.81
Lloyds Bank PLC								
53943RW96	11210	Lloyds Bank PLC	09/09/2021	10,000,000.00	9,995,466.67	9,997,500.00		3.80
			Subtotal	10,000,000.00	9,995,466.67	9,997,500.00	5.00	3.81
Toronto Dominion Bank								
89114QBL1	11104	Toronto Dominion Bank	07/13/2021	5,000,000.00	4,864,400.00	5,009,550.00		1.90
89114QBL1	11126	Toronto Dominion Bank	07/13/2021	5,000,000.00	5,004,207.85	5,009,550.00		1.90
			Subtotal	10,000,000.00	9,868,607.85	10,019,100.00	5.00	3.81
Toyota Cap Corp								
8923A0TH6	11196	Toyota Cap Corp	06/17/2021	15,000,000.00	14,984,166.67	14,999,700.00		5.70
			Subtotal	15,000,000.00	14,984,166.67	14,999,700.00	5.00	5.71
US Bank								
90331HNX7	11089	US Bank	11/16/2021	5,000,000.00	5,034,650.00	5,061,650.00		1.90
			Subtotal	5,000,000.00	5,034,650.00	5,061,650.00	5.00	1.90
Westpac Banking Corp								
961214DA8	11090	Westpac Banking Corp	08/19/2021	5,000,000.00	4,828,250.00	5,020,050.00		1.90
			Subtotal	5,000,000.00	4,828,250.00	5,020,050.00	5.00	1.90
			Total	60,000,000.00	59,785,041.99	60,155,550.00	35.00	22.84

**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		35,143,176.62	35,143,176.62	35,143,176.62		13.37
LGIP 5173	FUND 300	LGIP		1,078,133.23	1,078,133.23	1,078,133.23		0.41
LGIP 4966	FUND 416	LGIP		86,971.84	86,971.84	86,971.84		0.03
LGIP 4972	FUND 417	LGIP		65,236.50	65,236.50	65,236.50		0.02
			Subtotal	36,373,518.19	36,373,518.19	36,373,518.19	100.00	13.84
			Total	36,373,518.19	36,373,518.19	36,373,518.19	100.00	13.84
US Treasuries								
US Treasuries								
912828WY2	11103	U.S. Treasury	07/31/2021	5,000,000.00	4,963,730.00	5,018,450.00		1.90
9128284T4	11166	U.S. Treasury	06/15/2021	13,796,000.00	14,136,347.32	13,809,796.00		5.25
9127963S6	11176	U.S. Treasury	07/15/2021	2,258,000.00	2,255,592.09	2,257,977.42		0.85
912796A41	11195	U.S. Treasury	06/03/2021	8,000,000.00	7,996,753.78	8,000,000.00		3.04
9127964B2	11200	U.S. Treasury	08/12/2021	401,000.00	400,830.80	400,987.97		0.15
9127963H0	11202	U.S. Treasury	06/17/2021	10,000,000.00	9,997,528.89	10,000,000.00		3.80
9127963S6	11203	U.S. Treasury	07/15/2021	20,000,000.00	19,994,247.78	19,999,800.00		7.61
912796D48	11205	U.S. Treasury	08/19/2021	25,000,000.00	24,996,354.17	24,999,500.00		9.51
912796A41	11206	U.S. Treasury	06/03/2021	10,689,000.00	10,688,431.70	10,689,000.00		4.06
912796B24	11207	U.S. Treasury	06/10/2021	11,000,000.00	10,999,873.19	11,000,000.00		4.18
912796F46	11209	U.S. Treasury	09/16/2021	10,201,000.00	10,200,586.29	10,200,693.97		3.88
9127964B2	11212	U.S. Treasury	08/12/2021	11,757,000.00	11,756,683.21	11,756,647.29		4.47
			Subtotal	128,102,000.00	128,386,959.22	128,132,852.65	100.00	48.76
			Total	128,102,000.00	128,386,959.22	128,132,852.65	100.00	48.76
			Grand Total	262,725,518.19	262,787,695.51	262,910,540.84		

Beaverton School District
Summary by Issuer
May 31, 2021
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	11	178,143,176.62	178,137,396.62	67.76	0.169	44
Fund: Debt Service Fund						
Subtotal	1	1,078,133.23	1,078,133.23	0.41	0.600	1
Fund: 2017 Non-Taxable Bond Issue						
Subtotal	7	42,532,971.84	42,642,319.13	16.23	1.414	62
Fund: 2017 Taxable Bond Issue Fund						
Subtotal	8	40,971,236.50	41,052,691.86	15.61	0.514	61
Total and Average	27	262,725,518.19	262,910,540.84	100.00	0.425	49



SITUATION:

OSBA has updated policy JHCD/JHCDA was revised in November 2019 and updated guidance for the administration of medications in schools. In particular the revised policy includes language regarding the ability for schools to administer Naloxone or any similar medication to rapidly reverse an overdose of an opioid drug. The revised policy is being brought to the school board for a first reading.

RECOMMENDATION:

It is recommended that the school board review the revised policy and move forward with the second reading of the policy at the next school board meeting.

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

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

OSBA Model Sample Policy

Code: JHCD/JHCDA

Adopted:

Medications**/*

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to them self, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis¹, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer to them self prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. *Annual training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE). When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.*

Current first-aid and CPR cards are strongly encouraged for designated personnel.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy or a need to manage asthma, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication. *A request to the district to administer or allow a student to self-administer prescription medication shall include a signed prescription and treatment plan from a prescriber².*

¹ Under proper notice given to the district by a student or student's parent or guardian.

² A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in

A request to the district to administer or allow a student to self-administer nonprescription that is not approved by the Food and Drug Administration (FDA) shall include *a written order from the student's prescriber that meets the requirements of law.*

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law³, is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district administrative regulations governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a backup prescribed autoinjectable epinephrine is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of *the administration, in good faith and pursuant to state law, of prescription and/or nonprescription medication.*

A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages *as a result of a student's self-administration of medication, as described in Oregon Revised Statute (ORS) 339.866, if that person in good faith and pursuant to state law, assisted the student in self-administration of the medication.*

A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages *as a result of the use of medication if that person in good faith administers autoinjectable epinephrine to a student or other individual with a*

another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

³ Subject to ORS 109.610, 109.640 and 109.675.

severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who that person believes in good faith is experiencing an overdose of an opioid drug.

The district and the members of the Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith, on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district, administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who the person believes in good faith is experiencing an overdose of an opioid drug.

The superintendent shall develop administrative regulations as needed to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal Reference(s):

<u>ORS 109.610</u>	<u>ORS 433.800 - 433.830</u>	<u>OAR 333-055-0000 -055-0115</u>
<u>ORS 109.640</u>	<u>ORS 475.005 - 475.285</u>	<u>OAR 581-021-0037</u>
<u>ORS 109.675</u>		<u>OAR 581-022-2220</u>
<u>ORS 332.107</u>	<u>OAR 166-400-0010(17)</u>	<u>OAR 851-047-0030</u>
<u>ORS 339.866 - 339.871</u>	<u>OAR 166-400-0060(29)</u>	<u>OAR 851-047-0040</u>

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.



EQUITABLE POLICIES TASK FORCE UPDATE

POLICY ISSUE/SITUATION:

A summary of the work of the Equitable Policies Task Force is being presented to the School Board of Directors in accordance with the Board directed efforts to develop and propose the following in recommendations and requirements of the Oregon Department of Education's *Every Student Belongs* Rule:

- The development of a district anti-racist vision;
- Development of a proposed revised Board Policy on Bias Incidents and Hate Speech (Policy ACB) and an accompanying proposal for a revised Reporting and Response protocol

BACKGROUND:

On October 12, 2020 the Beaverton School Board approved the Equitable Policies Task Force Proposal, which stated that the School Board's Equity Committee would work in partnership with the Office of Equity and Inclusion to form and facilitate an Equitable Policies Task Force. The proposal included the creation and enactment of the task force provided with a budget and necessary resources and following a timeline that will result in the following being achieved by July 1, 2021. The Office of Equity and Inclusion secured funding to contract with experts at Education Northwest to develop a plan of action, facilitate six Task Force meetings to achieve the stated recommendations and requirements of the *Every Student Belongs* Rule, and conduct focus groups to ensure the solicitation and inclusion of stakeholder feedback. That feedback is incorporated into the work of the Task Force, which is presented in summarized form as recommendations to the Board along with the Resolution on the Work of the Equitable Policies Task Force.

RECOMMENDATION:

It is recommended that the School Board of Directors accept the Resolution on the Work of the Equitable Policies Task Force in order to receive the recommended vision statement, policy revisions, and reporting and response protocol and to continue the work of the Task Force.

Antiracist Vision Statement: 5/26/2021

DRAFT

Every student and employee has the right to learn and work in a safe and inclusive school environment that honors their race, color, religion, gender identity, sexual orientation, disability, and national origin.

Beaverton School District perpetuates institutional racism and embodies a white supremacist culture that continues to create barriers and inequities for members of our community. Schools are critical in providing safe and creative opportunities for people to learn about different cultural and racial identities, have conversations about pressing issues, and correct injustice wherever it exists. We commit to eliminating the structures, policies, and practices that perpetuate inequities in our schools and in our community.

Beaverton School District will authentically engage each student, family, and staff member to build connection, uplift understanding, and truly value the diversity of our school communities. We will work to dismantle policies and systems that perpetuate white supremacy and barriers to education and other school-related activities. Students and families of color will see themselves represented in curriculum, materials, instruction, classrooms, and all school activities in our district. Our district will honor, respect, represent, engage with, and be accessible to students and adults from all communities.

Eliminating racism and all forms of bias is fundamental to our work—not just a part of our work. We commit to removing racism, white supremacy, hate speech, and all forms of bigotry from our schools and communities.

Our district will:

- Seek and incorporate student, family, educator, and administrator input in decision-making processes.
- Provide ongoing antibias and antiracist education to every staff member.
- Enforce Every Student Belongs procedures to prevent, interrupt, and stop racist and biased incidents among students and between staff and students or community members.
- Create an inclusive learning community that honors, respects, represents, engages, and is accessible to learners from all communities.
- Create permanent district funding and resources to promote equitable policies, structures, and practices for BIPOC students and other marginalized groups.
- Implement policies, procedures, and professional development to confront and eliminate conscious and unconscious racism, and review these policies and procedures regularly to ensure we are meeting our commitments.

Antiracist Vision Statement: Vote Count, Feedback and Dissent Statement

Vote Count

24 responses

- 18 votes of 2- "I support this statement"
- 5 votes of 1 = "I can live with this statement" --or-- "I don't support it but I won't block it"
- 1 vote of 0 = "I do not support it and want to block it"

Antiracist Vision Statement Feedback

- Is there a different way to say "BSD perpetuates .." I understand and support the intention of owning and admitting but I wonder if "We realize .." at the beginning will make it sound milder. Similar to how it says "we commit.." towards the end of the paragraph.
- This was a difficult task and I am impressed with the draft! Very thoughtful and inspiring!
- We'll written. The opening paragraph is powerful and will take education and context around "white supremacy"-some people will get caught up with this including members of cabinet. If we can't name it, we won't improve. Let me know how I can help.
- I am not a fan of "people of color." I am uncomfortable with it and feel like every time it is used, it diminishes me. I would hope we could find another way to say non-white. The phrase "people of color" is just rearranging "colored people."
- Amazing what collective members of our school communities (students, families, community members, staff, and admin) can do when we work together!
- Great work
- I think the beginning of the second paragraph is odd, "Beaverton School District perpetuates institutional racism and embodies a white supremacist culture that continues to create barriers and inequities for members of our community." Shouldn't this be in the past tense? "BSD perpetuated institutional racism...and embodied a white supremacist...that created barriers..." I guess, if this is a mission statement, keeping it in the present tense sounds to me like this behavior is intended to continue, which I gather is not the purpose of an anti-racism mission statement.
- I feel like this captures everything we've been working on the past few months. It's clear, it details what the district will be doing to honor the statement, and has a huge acknowledgement of the faults of the district. I truly appreciate the thought, detail, and heart that went into crafting this.
- BSD has a real opportunity to embrace a humanist perspective and become a truly inclusive school district. However, using the language and presuppositions in this statement, as it currently stands, will only increase resentment, distrust, and division in our community. It may also contribute to attrition of teachers, families, and administrators who oppose the tenants of Critical Social Justice. I strongly encourage you to remove the radical phrases and reorient our energy into a mission statement that recognizes the sovereignty and individual agency of our students, teachers, parents, and administrators. We can work to build a community based on respect for ourselves and others, or we can point the finger at each other. To conclude: "I have begun everything with the idea that I could succeed, and never had much patience with the multitudes of people who are always ready to explain why one cannot succeed." - Booker T. Washington
- It was an honor to be involved in this important work. I would like to continue to be involved if opportunities become available please consider me. Thank You!

- I can live with the statement but have one concern. The use of "white supremacist culture" in the vision statement. While I agree with the term and how it is used, I am concerned about spending unnecessary energy defending this one word. I don't want to give our distractors ammunition to draw us away from the important work that lies ahead. I propose we replace "white supremacist" with "dominant" culture.

Blocking Vote Dissent

From Task Force member Josh Guerra:

The language and phrases used in this statement are alarming, irresponsible, unfounded and divisive. The statement contains radical presuppositions about the apparent structural racism and perpetuation of "a white supremacist culture." These terms, when used in this context, are insulting to entire demographic groups within our community, and further perpetuate a radical racialization of our community members. The statement continues by committing to "dismantle policies and systems that perpetuate white supremacy" yet it fails to identify what policies and/or systems within the district actually perform this function or how the act of dismantling will be carried out. The statement further commits to "ongoing antibias and antiracist education to every staff member." In this statement alone one can infer that antibias trainings, which are offered by Diversity, Equity, and Inclusivity consultants, will be based on Critical Social Justice pedagogy. The vocabulary used in the overall statement is indicative of the ideological underpinnings of Critical Theory, Applied Postmodernism, and Intersectionality. In particular, trainings by many (not all) DEI consultants include tests which purport to measure bias of individuals and are based on the implicit bias (implicit association) test. However, there is considerable debate and doubt in the psychological community about the application of Implicit Bias testing and what it actually measures about individuals. In short, the commercial use of the IAT on staff and faculty is not scientifically rigorous and should be regarded with extreme caution. Other radical and racialized practices of DEI training have been known to use racial and gender segregation as a training method, along with racial essentialism, the primacy of power dynamics, a victim and oppressor (privileged) narrative, and structural (racial) determinism. Perhaps most alarming, given that BSD is concerned with education, is the notion in Critical Theory that standpoint epistemology, or more commonly referred to as "lived experience" is a more robust form of truth than objective truth or empirical data.

BSD Every Student Belongs Policy Recommended Revisions

ACB – EVERY STUDENT BELONGS

Code: ACB

Existing Policy Adopted: 12/14/20

All students are entitled to a high quality and safe educational experience that is free from discrimination or harassment based on an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, age, mental or physical disability, pregnancy, familial status, economic status, or because of a perceived or actual association with any other persons within these protected classes.

All adults and visitors are entitled to work or participate in an environment that is free from discrimination or harassment based on 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, veterans' status, or because of a perceived or actual association with any other persons within these protected classes.

The district prohibits the use or display of any symbols of hate on district property or in any district- or school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards. For the purposes of this policy, the following definitions will apply:

“Bias incident” means a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups. This applies to in-person, hybrid, or distance learning environments.

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, mental or physical disability, national or ethnic orientation including but, not limited to, the noose, swastika, or confederate flag⁴¹, and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or

2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The superintendent or designee is directed to develop procedures for addressing reports or complaints of bias incidents. These procedures must:

- Define persons impacted broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident;
- Require responding staff to prioritize the safety and well-being of all persons impacted;
- Require responding staff to recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm against persons impacted from taking place;
- Include in any redirection procedures educational components that address the history and impact of hate as well as procedural components to ensure the safety, healing, and agency of individual(s) impacted by the bias incident; accountability and transformation for the individual(s) who caused harm; and transformation of the conditions that perpetuated the harm;
- Include communication protocols that provide all persons impacted with information relating to the investigation including
 - Information provided to the persons at whom the behavior was directed and the person who committed the behavior must include that an investigation has been initiated, actions taken to prevent recurrences, findings of the investigation and the final determination based on those findings, to the extent allowed under state and federal law, the actions taken with respect to the person who committed the behavior to remedy the situation and, when applicable, a citation to the law prohibiting release of information and an explanation of how that law applies to the current situation.
 - Information provided to students in the community likely to be impacted by the incident must include that an investigation has been initiated and actions taken to prevent recurrences.
- Direct administrators and school personnel to consider whether the behavior also implicates other civil rights laws and, if so, to respond accordingly. The nature of the conduct must determine the process used, the rights and protections available to persons impacted, and the right to appeal to the Oregon Department of Education or the United States Department of Education Office of Civil Rights; and
- Require administrators to develop and implement instructional materials to make this policy and related practices including reporting procedures, educational processes, and possible consequences known to all school employees and students.

END OF POLICY

[1] While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982).

Legal Reference(s)

Legal Reference(s):

[ORS 659.850](#)

[ORS 659.852](#)

[OAR 581-002-0005](#)

[OAR 581-022-2312](#)

[OAR 581-022-2370](#)

Cross Reference(s):

AC - Nondiscrimination

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunity

JBB – Educational Equity

Additional Feedback on DRAFT BSD Every Student Belongs Policy

Suggest "disability" in first paragraph change to "ability"

Should the paragraph (2nd to last) starting with "Direct" also be one of the black bullet points in the above section?

Does mental ability include emotionally challenged individuals? How does the district specify students on the Austistic spectrum or students with Aspergers?

Will the second paragraph be located elsewhere as well? Volunteer handbook? Staff handbook? Student/Family handbooks?

I do believe that 2nd paragraph is replicated or at least very similar replicated in various other documents throughout the district. But where it differs from current language, adoption of the policy would then trigger promulgation throughout.

I really like the aspects of providing transparency of situations/actions to students and to the community

Absolutely amazing and thoughtful work group 1!

Yes! Thank you all for your dedication to this work. It's amazing how much you have done:)

"...on district property or in any district- or school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly" ← Does "on district property" include when others rent school buildings or fields? I assume we can't apply the ARs and I guess this isn't within the scope of this work but maybe something similar can be included in the rental agreement? I just feel the phrase "funded ..." makes it sound like we are ok as long as the event isn't funded by monies ... etc.

"Respond accordingly" in the 2nd to last paragraph...what does that mean. According to the current law in Beaverton?

Can we also include hate speech? I know that is a phrase that legal might have contention with, but how do we also include the prohibition of slurs written on graffiti on school property, or slurs or threats made against protected classes?

"Bias incident" means a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which

criminal investigation or prosecution is impossible or inappropriate.” ← I wonder if we could include language in addition to "hostile". How do we also describe bias incidents such as microaggressions that are harmful but may not be seen as hostile? I'm specifically thinking of teacher-student interactions where this has primarily occurred.

“This applies to both in-person, hybrid, or distance learning environments.” ← delete “both”

“All students are entitled to a high quality and safe educational experience that is free from discrimination or harassment based on an individual’s actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, age, mental or physical disability, pregnancy, familial status, economic status, or because of a perceived or actual association with any other persons within these protected classes.” ← add "culture"

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin...”
← add “...disability, national origin, or the intersection(s) of these identities of which...”

“Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.” ←can we add: "and by causing significant harm to students that interferes with their education."? The "denying them full access to services, activities, and opportunities offered by school" seems to put the burden on targets of hate to prove how hate symbols actually deny students access to services, activities, and opportunities offered by school"

DRAFT EVERY STUDENT BELONGS BIAS INCIDENT RESPONSE PROCEDURES

BSD is committed to providing a safe, respectful, and supportive learning environment for all students. The following definitions and procedures shall be used for reporting, investigating and responding to reports of bias incidents. :

Definitions

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other individual’s actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, age, mental or physical disability, pregnancy, familial status, economic status, or because of a perceived or actual association with any other persons within these protected classes, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups. This applies to both in-person, hybrid, or distance learning environments.

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, mental or physical disability, pregnancy, familial status, or economic status including but, not limited to, the noose, swastika, or confederate flag, and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

Incident Reporting

Notify on the day of the incident or report, the parent/guardian of the student(s) directly or indirectly affected.

1. Bias incident that targets a individual or individuals
 - a. Acknowledge within 24 hours of the incident or receipt of the incident report that an investigation has been initiated, the actions taken to prevent recurrence of the incident, and the timeline for the investigation.
 - b. Staff members who have a trusting relationship with the individual who was harmed should focus on supporting this individual.
 - c. Staff members who have a trusting relationship with the individual under investigation should not be part of the investigating team.
 - d. If the incident involves students, plan the parent notification process in consultation with the student, guidance staff, and trained personnel. The plan for notifying parents should be informed by an assessment of the student’s safety and resources that may be offered to support the student and their family. Notify the parents and/or legal guardians of the incident, actions taken, and the timeline for the investigation within 24 hours of the incident or receipt of the incident report.

- e. If the bias incident involves student(s) who identify as LGBTQ+, find out if the parents of individuals involved know of the LGBTQ+ status. If not, ensure student(s) LGBTQ+ status is not disclosed by the investigation if that is the student's choice.
 - f. Communicate the final determination of the investigation and to the extent allowed under state and federal law, the actions taken to remedy the situation and, when applicable, a citation of the law prohibiting release of information and an explanation of how that law applies to the current situation.
 - g. Provide translation of verbal and written communication to non-English speaking students and families.
2. Bias incident that involves acts of vandalism, graffiti, or other acts that will likely impact students and adults in the school community
 - a. Acknowledge and communicate to the school community that an investigation has been initiated, the actions taken to prevent recurrences of the incident, and the timeline for the investigation process within 24 hours of the incident or receipt of the incident report.
 - b. Provide translation of verbal and written communication to non-English speaking students and families.
 3. For all bias incidents, investigate the incident and make sure that due process rights are upheld. Consider whether the bias incident involves other civil rights laws and, if so, respond accordingly and appropriate authorities will be contacted. If the incident involves an employee, the Human Resources Department will investigate the incident and address the reported issue in accordance with (policy).

Ensure a record of the investigation includes the following information:

1. Record who reported the incident (e.g., student; staff; school counselor; school psychologist; school social worker; other mental health provider; school administrator; parent; school community member; SafeOregon Tip Line; or anonymous).
2. A summary of the incident that includes:
 - a. Date, time, and location where it occurred. Note that bias incidents may occur while on school grounds, traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district, while off campus, and in distance learning environments whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others.
 - b. List names of the individual or individuals impacted, including witnesses and others in the broader community, and their role in the incident.
 - c. If available, list race(s)/culture(s), primary spoken language if other than English, disability status of individuals involved. If the individual agrees, note if one or more individuals identify as LGBTQ2SIA+ status. Consider intersectionality in planning your approach and immediate actions steps, if applicable.
 - d. Summary of the investigation findings and responses or support plans for the
 - i. Individual or individuals who **were** harmed
 - ii. Individual or individuals who **caused** harm

Immediate Crisis Support to Individuals Impacted by the Bias Incident

1. Individuals who **were** harmed. Implement immediate actions to ensure the safety of the individual or individuals affected which could include moving to a safe room, counseling, and/or removal of the individual who **caused** harm from the environment.
 - a. Staff members who have a trusting relationship with the individual who was harmed should focus on supporting this individual.
 - b. Plan immediate crisis support for staff, witnesses to the event and/or members of the broader school community as needed.
 - c. Determine if the FLIGHT team should provide support to the individual or individuals were harmed.
2. Individuals **under investigation** for causing the harm. Plan immediate crisis supervision and support for the individual or individuals who **caused** the harm as needed.
 - a. Staff members who have a trusting relationship with the individual under investigation should not be part of the investigating team.
 - b. Determine if STAT procedures should be instituted to address the incident.

Short-term/Immediate Administrative Action

1. For the individual or individuals who **were** harmed, plan immediate actions to protect their physical and psychological safety as needed. This may include the individual or individuals directly impacted, staff, witnesses to the event and/or members of the broader school community. If needed, request FLIGHT team assistance to support the individual or individuals.
2. For the individual or individuals who are under investigation for **causing** the harm, plan immediate action steps to prevent recurrences of the bias incident. If there is a safety threat then STAT should be instituted.
3. Provide verbal notice to all individuals, including parents, that an investigation of the incident has started and, if needed, immediate steps taken to protect the safety of the individual(s) harmed within 24 hours of the incident or receipt of the incident report.
 - a. For student(s) who **were** harmed, plan the student(s)' parent notification process in consultation with the student, guidance staff, and trained personnel. The plan for notifying parents should be informed by an assessment of the student's safety and resources that may be offered to support the student(s) and their family.
 - b. Provide translation of verbal and written communication to non-English speaking students and families

Student/Staff Engagement in the Investigation

1. Implement action steps to protect the physical and psychological safety of the individual(s) impacted by the bias incident during the investigation process.
 - a. Develop a comprehensive plan for a healing-centered, trauma-informed, strengths-based, racial-equity information gathering process having trained staff onsite or dispatched within 24 hours
 - b. Identify a staff member who has a positive relationship with the individual(s) impacted and engage their support during the investigation process if the student agrees to their involvement.
 - c. Protect the privacy of all individuals throughout the investigation process.

- d. If the bias incident involves student(s) who identify as LGBTQ+, find out if the parents of individuals involved know of the LGBTQ+ status. If not, ensure student(s) LGBTQ+ status is not disclosed by the investigation if that is the student's choice.
2. Designate a trained staff member to lead the investigation. Convene a multidisciplinary team to gather information to:
 - a. Consider actual or perceived race, color, culture, language, sex, sexual orientation, gender identity, gender expression, religion, national or ethnic origin, age, mental or physical disability, pregnancy, familial status, economic status, intersectionality, or because of a perceived or actual association with any other individuals within these protected classes to determine how the investigation is conducted.
 - b. Preserve evidence by taking photos of the hate symbols and saving texts, images, or other evidence. If law enforcement is called, do not disturb the scene.
 - c. Interview individuals directly involved in the bias incident and all witnesses separately. Collect written accounts of the bias incident.
 - d. Be objective during the investigation.
 - When talking to the individual under investigation, focus on learning their perspective, ways to restore relationships, and not blame.
 - When talking to the individual who was harmed, focus on learning the impact of the incident first and ensure the individual feels safe before asking questions about contributing factors. Do not ask questions that suggest they are to blame for the incident. Make sure that you provide the individual or individuals time, space, and support as needed.
 - Seek information on the incident from multiple sources to reduce the burden of the entire investigation on the individual or individuals targeted during the bias incident.
3. Publicly denounce bias/hate incidents and firmly support the individual or individuals impacted, the targeted student population, and the larger community represented by the individuals targeted by the incident.

Investigation Findings & Communication

1. Summarize the investigation findings. Determine if the claim against the individual under investigation is founded, unfounded, or if there is not enough evidence to make such a determination.
2. Provide written communication of the date that the investigation was completed and the findings of the investigation to all parties in accordance with district policies and procedures. If any of this information cannot be shared, provide a citation of the law prohibiting release of information and an explanation of how that law applies to the current situation.
3. Continue to validate the individual who reported the bias incident.

Safety/Support Planning

1. For the student or students who **were** harmed, implement action steps to ensure their safety and the safety of students. Consider using a Restorative Conference as an opportunity for the individual to be heard, seek accountability, and move forward.

2. For the student or students who **caused** the harm, implement actions steps that include an educational component that teaches the history and impact of the bias incident on others. Consider using a Restorative Conference to identify ways the student can remedy the situation and restore relationships. If a Restorative Conference is not possible, consider alternatives that include ; how the student will help remedy the situation; and strategies to prevent reoccurrence of the bias behavior.
3. For students who commit repeated bias incidents, prioritize the safety and well-being of the individual or individuals impacted by the bias incident when determining actions steps. Consider the student's age, developmental level, circumstances of the incident, and past pattern of behavior when determining if the student should be
 - Subject to disciplinary consequences in accordance with the code of conduct
 - Placed on a safety plan to prevent future occurrences of the bias behavior
4. Consider whether STAT procedures or the FLIGHT should be initiated to address the safety and support needs of students and/or adults.

Additional Suggestions and Guidance

Work Group 3 and 4 suggested including these questions in the investigation (Michigan)

1. Was the individual who was harmed called any names? What were they?
2. Were there any pictures or symbols involved in the incident drawn, left around, talked about that could be considered hateful or intimidating?
3. Did the individual who caused harm admit their conduct was motivated by prejudice or that they selected the individuals who were harmed based on their race, ethnicity, religion, disability, gender, sex, sexual orientation or other identity factors?
4. What does the individual who was harmed believe the incident was motivated by?
5. Did the individual(s) who were harmed openly engage in activities related to their race, ethnicity or other identity characteristics e.g., a peaceful protest, participation with a student identity affinity group, or membership in a gay-straight alliance?
6. Is the individual who was harmed part of any group of students that is considered less welcome in the school? What makes the group different? Why are they considered less welcome?
7. Is the student who made the threat/caused the incident part of a group that feels the same way about any student who shares an identity with the individual who was harmed?
8. Was this incident unusual or have students who share the targeted identity characteristics of the individual who was harmed been having similar experiences over time? For how long?

Work Group 4 suggested including guidance on conducting Restorative Conferences

- Determine who will be doing Conference pre-work (calls and meetings with all parties involved, reviewing questions that will be asked, structure of the conference, determining who their support person will be (for both parties,)) Prep work should include talking to family members and any community members involved.
- Determine who will facilitate (should be neutral party trained in Restorative Conferencing) the Conference and use Conference Pre-Work to prep and schedule. Conduct Restorative Conference This could be a team approach, and all people planning the conference should have participated in Restorative Practices Training and have the resources (planning docs, scripts, etc)
- Each person involved needs to be called or met with to go over the Conference process, questions, who will be involved, the time it will take, who will facilitate (considerations of the facilitator: is there a need for a culturally specific process and culturally specific facilitator themselves). Planning for languages spoken should also be included.
- If there are parties who are not ready or who do not want to engage in a Restorative Conference plans need to be made for an alternative (alternative could include letter writing, education for person who caused the harm--based on what accountability steps are desired by the person harmed and/or community members involved, conference for person harmed with only their support system in attendance where they can fully share the impact of the incident and what needs to happen to make things right.

Draft Every Student Belongs Reporting Form

Do the best you can filling out this information. Turn this form into the school office or a safe adult at your school.

This form will be responded to within 24 hours.

If you are in immediate danger or in an unsafe location, contact the office#, let an adult know, and/or call SAFE OREGON

This form will be processed by [Name of school administrator]

Is this report concerning an administrator? YES NO

Today's date: _____

Date of Incident(s): _____

1. Name: _____

You are: student(s) a staff member a community member a parent/caregiver other I don't want to say who I am.

Who is causing the harm?: _____

student(s) a staff member a community member a parent/caregiver other

2. Name one adult you trust in our school. _____

If possible, would you like the above person with you when talking about this incident?: Yes or No

3. Where did it happen? (example: classroom, instagram, off campus): _____

4. Who saw/heard this happen? (or other people involved): _____

5. Were there adults or teachers who saw the incident?

6. Has this happened before? Yes (give us some details below if applicable) or No

(Use the additional paper if you need more room)

7. Tell what happened? Why do you think the incident happened? (Use the additional paper if you need more room)

8. Is it safe to talk to your parents about this incident? Yes No

If so, what should we know before we contact your parent/guardian?

9. What else should we know?

(Use the additional paper if you need more room)

Thank you for letting us know. Please call SafeOregon if you are in immediate danger or feel unsafe. We value you and will respond within 24 hours.

Students – DO NOT WRITE ON THE BACK .

Staff – Return this form to the school administrator. If the administrator is being accused of wrongdoing, return to the superintendent's office

This side of the form is to be filled out by an administrator. Store these forms in a folder in the admin office.

Date received (Initial contact should be within 24 hours.): _____ **CASE ID #** _____

Date student was met with: _____

Name of school personnel supporting in this resolution: _____

Area of concern (mark all those that apply):

- Teasing **Assault** **Bullying/Harassment** Name calling
- Gossip/Rumor spreading Cyberbullying (social media) Intimidating Self-harm
- Sexual Harassment** Sexual assault **Disorderly/Disrupting Conduct** **Fighting**
- Physical Altercation Minor** **Recklessly Endangering** **Secret Societies/Gangs** **Technology Misuse**
- Threats/Menacing/Hate Lists**
- Other (please describe): _____

Does the issue/situation target the person's actual or perceived: race, color, religion, sex, sexual orientation, gender identity or expression, national origin, marital status, familial status, source of income or disability?

Yes, describe or No

Admin Steps:

Immediate Crisis Support

- Ensure the safety and well-being of person(s) impacted and confirm that they are in a safe location.
- Provide for immediate crisis or trauma support for people involved in the incident if needed. This may include the person(s) impacted, staff, the person(s) who caused harm, witnesses to the event and/or members of the broader school community. Determine if the FLIGHT team should be contacted.
- Determine if the student would feel safer if there was someone of their gender identity and/or cultural identity present. *Contact staff person who needs to be in the room to support the student.*
- Determine if the student suffered this kind of incident before? Who responded in that incident and what was the outcome/resolution and why?
- Implement action steps to prevent recurrence of the incident. Determine if STAT procedures should be implemented. Refer to the applicable policies, rules and/or code of conduct (For example: JBA/GBA-AR Sexual Harassment, JFCF Harassment, Intimidation, Bullying, Cyberbullying, Hazing, Teen Dating Violence and Domestic Violence)
- Refer to the incident protocols found in the Student Rights and Responsibilities handbook.

Next steps:

Short-term/ Immediate Administrative Action

- Provide verbal and written notice to all involved person(s), including parents consistent with district policy, that you are investigating the incident. Ensure that documents are translated for non-English speaking families.
- Complete a safety plan for all appropriate parties).

SOME SAFETY OPTIONS:

- Change in Schedule bus safety hall safety playground/cafeteria bathroom safety/locker room safety
- student can access designated safe space at at any time ___ ___ ___ ___

- Consult your ESD Safety Assessment team.
- Follow policy regarding any legal violations or required disciplinary actions based on the severity of the incident.

Student/Staff Engagement

- Convene a multidisciplinary team to engage in information gathering or support planning.
- Consulted with appropriate staff if needed to determine how the investigation will be conducted giving consideration to the student’s race, culture, language, sex, gender identity, disability status and intersectionality.
- Identify the staff member who is closest to the person(s) impacted and engage their support in this process.

Next Steps	Date Initiated	Date to be Completed by

--	--	--

What is your plan for following up/check-in with the student/adult who was harmed in a few weeks?

OUTCOMES:

Does the student(s) or adult filling out this form feel the situation has been resolved? Why or why not? How do you know?

Date parent was contacted:_____ Method of contact: _____

- Response from parent (explain) or**
- Parent not contacted due to student safety concern (explain):**

SECONDARY

Do the best you can filling out this information.

Turn this form into the school office or a safe adult at your school.

This form will be responded to in 24 hours.

If you are in immediate danger or in an unsafe location, contact the office#, let an adult know, and/or call SAFE OREGON

This form will be processed by [Name of school administrator]

Is this report concerning an administrator? YES NO

Today's date: _____

Date of Incident(s): _____

STEP 1. Name(s) of the person(s) reporting harm: _____

student(s) staff member community member Parent/caregiver other

I would like to remain anonymous

Name of person (s) who is being reported as causing the harm: _____

student(s) staff member community member Parent/caregiver other

STEP 2. Name of Teacher/Counselor/Advisor who supports you (if applicable): _____

If possible, would you like the above person with you when talking to administration about this incident?: Yes or No

STEP 3. Describe what is happening or has happened:

(Use the additional paper if you need more room)

STEP 4. Anything else you would like us to know?

(Use the additional paper if you need more room)

STEP 5. Location of incident (example: classroom, instagram, off campus): _____

STEP 6. Names of witness(es)(or other people involved): _____

STEP 7: Has this type of behavior happened before?

Yes (give us some details if applicable) or No



EQUITABLE POLICIES RESOLUTION

POLICY ISSUE/SITUATION:

A summary of the work of the Equitable Policies Task Force is being presented to the School Board of Directors in accordance with the Board directed efforts to develop and propose the following in recommendations and requirements of the Oregon Department of Education's *Every Student Belongs* Rule:

- The development of a district anti-racist vision;
- Development of a proposed revised Board Policy on Bias Incidents and Hate Speech (Policy ACB) and an accompanying proposal for a revised Reporting and Response protocol

RECOMMENDATION:

It is recommended that the School Board of Directors consider the update when the Equitable Policies Task Force Resolution is presented later in tonight's agenda as an Action Item by members of the School Board Equity Committee. Task Force recommendations are attached to the Resolution agenda item.

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.



WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

Resolution on the Work of the Equitable Policies Task Force

WHEREAS, in October the Beaverton School District Board of Directors directed the creation of an equitable policies task force that was charged with the creation of an Anti-bias and Antiracist Vision Statement and the review and proposal of recommendations for Board Policy ACB and accompanying reporting and response procedures to be presented to the School Board; and,

WHEREAS, the task force has been working throughout the last four months to review the requirements of the Every Student Belongs rule from the State Board of Education; and,

WHEREAS, the Board views the work of the Equitable Policies Task Force as ongoing and critical to the success of the district's equity pillar, but that the work of the task force to date provides an opportunity for the Board to review and take action on a number of items; and,

WHEREAS, it is important to receive the work of the task force, provide it to the appropriate areas of the district, and reaffirm our commitment to an ongoing focus on dismantling implicit bias within the Beaverton School District and continuing to work towards becoming an antiracist and anti-bias district;

NOW, THEREFORE BE IT RESOLVED that

1. The Beaverton School Board acknowledges receipt of the current work of the task force in the form of the following:
 1. Draft Antiracist Vision Statement
 2. Draft proposed changes to board policy ACB: All Students Belong
 3. Draft proposed anti-bias reporting system and response protocol.
2. Further, the Board forwards to the Superintendent the draft proposed anti-bias reporting system and response protocol for review, amendment, and possible adoption by the district, and requests that the Superintendent report back to the Board by DATE, on said review, amendment, and/or possible adoption.
3. Further, the Board commits to reviewing the draft antiracist vision statement and draft proposed changes to board policy ACB, and will place these items for discussion at the August DATE work session for possible amendment and/or adoption.

Approved by the Beaverton School District Board of Directors this day, June 21, 2021.

Thank you students, parents, community and staff on the Equitable Policies Task Force for your hard work and dedication in the development of the drafts presented to the school board tonight. Your work demonstrates looking beyond the status quo to building an inclusive culture. I am here tonight to support this work and to encourage my fellow school board members to vote yes on the resolution.

We have four actions tonight with the passage of the resolution:

First, acknowledge receipt of the current work of the task force in the form of the following:

- The draft Antiracist Vision Statement
- The draft proposed changes to board policy ACB: All Students Belong
- The draft proposed anti-bias reporting system and response protocol.

Second, we are forwarding the draft proposing the anti-bias reporting system and response protocol for review and amendment by the district to Don

Third, we are asking Don to report to the Board by a date (yet to be determined) on the progress of amending, and/or adopting the reporting system and response protocol

Lastly, we are committing as a Board to review the draft antiracist vision statement and draft proposed changes to board policy ACB, at the August work session and determine at the session if we amend and/or adopt the work.

Why is this work important? I have always wanted a bold space for students to unpack the mental and emotional baggage they carry after hearing certain words, phrases or having certain experiences. I wish I had this space when I was in school and that my sons had it too. Now there will be a process to report the incident, guidance on how to support students after a negative encounter, plus investigation and follow up protocols.

Why are we using the term "white supremacy" in the vision statement that some members in the community find offensive? We are using the term because it reflects 189-year history of inequality. Years where practices, laws and actions placed restrictions on the movement and lives of people for color. My timeline begins from 1776 until the passage of the Voting Rights Act of 1965. For the record I think the term, is used correctly, but I am concerned about spending unnecessary energy defending its use. I prefer we focus on the actions we can take to make students feel included and supported instead. "Dominant culture" may be a good substitute. Regardless of my opinion, the new school board will determine the language.

The work of the Task Force goes a long way towards promoting student learning. I believe it will have a positive effect on the manner in which students and their peers, teachers and staff interact. A yes vote is a vote of support for students and the tools used to foster inclusion.

Now I turn to Tom for his comments.



**ADOPTION OF 2021-22 BUDGET,
 MAKING APPROPRIATIONS, IMPOSING TAXES**

POLICY ISSUE / SITUATION:

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board needs to adopt the 2021-22 Budget, make appropriations and impose and categorize taxes prior to July 1, 2021.

BACKGROUND INFORMATION:

The Budget Committee approved the District's 2021-22 Budget on May 17, 2021. Subsequent to this meeting, the District identified a portion of the Transportation Grant within the State School Fund was incorrectly recorded in the General Fund. Per ORS 327.033, the portion of the Transportation Grant related to the depreciation of buses and garages should be accounted for separately in a Special Revenue fund. The District has made this adjustment to the 2021-22 budget as reflected in the summary below.

After a public hearing, the School Board may adopt the budget as amended by the School Board in compliance with Oregon Revised Statutes. The Beaverton School District School Board must appropriate legally adopted budget amounts for 2021-22 prior to making expenditures or transfers, in accordance with ORS 294.456

2021-22 BUDGET SUMMARY

	<u>General Fund</u>	<u>All Other Funds</u>	<u>Total All Funds</u>
Revenue Approved by Budget Committee:	\$ 580,557,172	\$ 443,197,794	\$ 1,023,754,966
Adjustments:			
1. Reclassify Transportation Grant revenue to Categorical Fund	<u>(129,161)</u>	<u>129,161</u>	<u>-</u>
Adopted Revenue Budget	<u>\$ 580,428,011</u>	<u>\$ 443,326,955</u>	<u>\$ 1,023,754,966</u>
Expenditures Approved by Budget Committee:	\$ 580,557,172	\$ 443,197,794	\$ 1,023,754,966
Adjustments:			
1. Reduce General Fund Transfer to Debt Service	<u>(129,161)</u>	<u>-</u>	<u>(129,161)</u>
2. Increase Categorical Fund Transfer to Debt Service	<u>-</u>	<u>129,161</u>	<u>129,161</u>
Adopted Expenditures Budget	<u>\$ 580,428,011</u>	<u>\$ 443,326,955</u>	<u>\$ 1,023,754,966</u>

RECOMMENDATION:

It is recommended that the School Board approve the attached resolution:

RESOLUTION (21-621A) ADOPTING THE BUDGET, MAKING APPROPRIATIONS AND IMPOSING TAXES

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.

**RESOLUTION NO. 21-0621A
ADOPTION OF 2021-22 BUDGET,
MAKING APPROPRIATIONS, IMPOSING TAXES**

BE IT RESOLVED that the Board of Directors of Beaverton School District hereby adopts the budget for the 2021-22 fiscal year in the total of \$1,023,754,966 now on file at the District's Office of the Associate Superintendent for Business Services, located at 16550 SW Merlo Road, Beaverton, Oregon 97003.

RESOLUTION MAKING APPROPRIATIONS

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2021, and for the purposes shown below are hereby appropriated:

General Fund

Instruction	\$ 319,122,087
Support Services	186,996,851
Enterprise and Community Services	250,000
Facilities Acquisition & Construction	100,000
Long-Term Debt Service	1,654,352
Transfers of Funds	3,033,212
Contingency	69,271,509
Total	\$ 580,428,011

Student Body & Special Purpose Fund

Instruction	\$ 10,802,753
Support Services	1,282,247
Enterprise and Community Services	350,000
Facilities Acquisition & Construction	2,000,000
Transfers of Funds	15,000
Total	\$ 14,450,000

Categorical Fund

Instruction	\$ 118,477
Support Services	5,528,523
Facilities Acquisition & Construction	2,525,000
Transfers of Funds	129,161
Total Appropriation	\$ 8,301,161

Scholarship Fund

Enterprise and Community Services	\$ 515,000
Total	\$ 515,000

Grant Fund

Instruction	\$ 84,214,689
Support Services	64,181,086
Enterprise & Community Services	5,287,027
Facilities Acquisition & Construction	26,620,383
Total	\$ 180,303,185

Long-Term Planning Fund

Transfers of Funds	\$ 3,187,000
Contingency	10,273,243
Total	\$ 13,460,243

Nutrition Services Fund

Support Services	\$ 20,883
Enterprise and Community Services	17,426,276
Transfers of Funds	4,000
Total	\$ 17,451,159

Debt Service Fund

Long-Term Debt Service	\$ 93,757,250
Total	\$ 93,757,250

Capital Projects Fund

Support Services	\$ 3,013,157
Facilities Acquisition & Construction	97,676,054
Transfers of Funds	1,209,289
Total	\$ 101,898,500

Insurance Reserve Fund

Support Services	\$ 6,506,129
Facilities Acquisition & Construction	160,308
Contingency	1,086,832
Total	\$ 7,753,269

Workers' Compensation Fund

Support Services	\$ 3,510,584
Contingency	1,926,604
Total	\$ 5,437,188

Total All Funds

Total All Funds	\$ 1,023,754,966
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RESOLUTION IMPOSING THE TAX

BE IT RESOLVED that the following ad valorem property taxes are hereby imposed for tax year 2021-22 upon the assessed value of all taxable property within the district:

- (1) At the rate per \$1,000 of assessed value of \$4.6930 for permanent rate tax;
- (2) At the rate per \$1,000 of assessed value of \$1.25 for local option tax;
- (3) In the amount of \$72,045,323 for debt service for general obligation bonds;

RESOLUTION CATEGORIZING THE TAX

BE IT RESOLVED that the taxes imposed are hereby categorized for purposes of Article XI section 11b of the Oregon Constitution as:

	<u>Education Limitation</u>	<u>Excluded from Limitation</u>
Permanent Rate Limit	\$4.6930/\$1,000	
Local Option Tax	\$1.25/\$1,000	
General Obligation Debt Service		\$72,045,323

The above resolution statements were approved and declared adopted on this twenty first day of June 2021.

X _____
Board Chair

X _____
Recording Secretary



2022-23 BUDGET CALENDAR

POLICY ISSUE/SITUATION

The recommendation for the District’s Budget Calendar for 2022-23 is presented for School Board approval.

RECOMMENDATION:

BE IT RESOLVED it is recommended that the School Board approve the following Budget Calendar for 2022-23.

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

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



BUDGET CALENDAR 2022-23

August 30, 2021 Monday	<i>School Board Meeting - 6:00 pm</i> <ul style="list-style-type: none"> • Budget Committee openings • Application process discussion 	<i>Administration Center</i>
December 13, 2021 Monday	<i>School Board Meeting - 6:00 pm</i> <ul style="list-style-type: none"> • Appoint Budget Committee members to fill vacancies 	<i>Administration Center</i>
March 7, 2022 Monday	<i>Budget 101 - 6:30 pm</i> <ul style="list-style-type: none"> • Provide up-to-date budget information prior to budget proposal • Budget Committee to ask questions about process and significant factors influencing the budget 	<i>Administration Center</i>
May 9, 2022 Monday	<i>Budget Committee Meeting - 6:30 pm</i> <ul style="list-style-type: none"> • Superintendent proposes the budget and delivers the budget message • Elect Budget Committee officers • Public testimony 	<i>Administration Center</i>
May 18, 2022 Wednesday	<i>Budget Committee Meeting - 6:30 pm</i> <ul style="list-style-type: none"> • Budget Committee discussion • Approval of budget and tax levies 	<i>Administration Center</i>
June 20, 2022 Monday	<i>School Board Meeting - 6:00 pm</i> <ul style="list-style-type: none"> • Budget public hearing • Board makes appropriations • Adopt budget and tax levies 	<i>Administration Center</i>

District Contacts

Don Grotting, Superintendent

Michael Schofield, Associate Superintendent for Business Services

Jessica Jones, Budget Manager

Marcie Davis, Assistant to Associate Superintendent for Business Services

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 meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired, or for other accommodations for persons with disabilities, should be made at least 48 hours in advance of the meeting. Please contact Community Involvement Office at 503-356-4360.



UTILIZATION OF PROGRAM RESERVE TO FUND THREE (3) ADDED PROJECTS TO THE 2014 CAPITAL IMPROVEMENT BOND

POLICY ISSUE/SITUATION

The 2014 capital improvement bond currently has a program reserve of **\$7,269,112.00**. These funds are unbudgeted and available to use to increase current project budgets or add new projects. In January 2020, district staff created a procedure and scoring criteria for adding projects to the bond. District staff are requesting the school board to use the remaining program reserve to fund three (3) added projects.

The criteria to select added projects was requested by the Bond Accountability Committee (BAC) in 2018. District staff presented a draft at the May 14, 2018 BAC meeting, but due to budget uncertainty with existing projects it was determined too early to discuss adding new projects to the bond program. District staff revisited the criteria in the fall of 2019 and discussed with the BAC to refine the process. The final criteria and process was unanimously approved at the BAC meeting on January 29, 2020.

The evaluation procedure and scoring for added projects includes three categories: 1) safety and security [reduce risk to life and safety] 2) operational impact [necessary for effective operations of school facilities], and 3) community [percentage of free and reduced lunch students]. Each category is scored with either a 5, 3, or 0, and projects with a score of 15 will have the highest priority.

The criteria was first used in June 2020, when district staff requested the approval of five (5) added projects to the bond program. These five projects each had a total score of 15, and were unanimously approved by the school board at the June 15, 2020 meeting.

The bond program is financially stable as all major projects have been completely bid and nearing substantial completion. Since the approval of the budget increase to the District-Wide Facility Repair project at the School Board meeting on March 15, 2021, the current budget of the bond program equals its estimate at completion. As a result of this and nearing the end of this bond program in 2022, district staff recommend an allocation of most of the remaining program reserve of \$7,269,112.00.

BACKGROUND INFORMATION

At this time, staff recommend an allocation of **\$6.25M** in the program reserve to three (3) added projects in the bond program. These projects include:

Elmonica Elementary School (ES) repipe; estimate is \$500K. Approximately half of Elmonica ES has outdated piping that needs to be replaced to ensure the school continues to have high quality water. The repipe projects for Chehalem ES and McKinley ES are comparable projects that were previously approved by the school board as added projects funded by the bond program reserve. These projects have not been completed and in the planning stages for contract execution. If the project to repipe Elmonica ES was approved, district staff would explore if there are efficiencies in completing all three projects together. The current cost estimate for the Elmonica ES repipe is \$500K and this is based on estimates for repipe projects at Chehalem ES and McKinley ES.

Security upgrades - site fencing; estimate is \$1.70M. As part of the planning for a new capital improvement bond, district staff surveyed all school principals and asked for their priority needs at their schools. Many ES principals said additional fencing was their highest priority for the safety and security of students and staff. Fencing has been a district priority; however, there was a higher priority placed on building access control and the current bond has only provided for partial fencing improvements at the high schools. Current security needs outweigh available bond funds; therefore, district staff will create a prioritized list of schools and work down the list until the budget is spent. District staff has performed survey work as part of the existing security upgrades project. Any schools not addressed in this bond will be targeted in a potential future bond. District staff estimate \$1.7M is needed to address the highest site fencing needs. Priority schools include: Beaver Acres ES, Greenway ES, Hiteon ES, Montclair ES, Oak Hills ES, Rock Creek ES, and Terra Linda ES.

Vose ES classrooms addition; estimate is \$4.05M. Vose ES was one of the new replacement schools included in the 2014 capital improvement bond. Due to increased teacher allocations from the Student Success Act, the school has an immediate need for additional classrooms. The need for additional classrooms was presented to the school board at the August 10, 2020 meeting. At that time, the school board requested district staff to come back after the 2020-2021 enrollment numbers were complete. District staff presented the enrollment numbers at the September 29, 2020 meeting, and requested approval to begin design on the project by using Construction Excise Tax funds, which are separate from the capital improvement bond. The school board

unanimously voted approval to begin the design for the Vose ES classrooms addition.

Design and cost estimates for the addition are complete and district staff submitted a land use application to the City of Beaverton. In order to begin planning for the summer of 2022, funds for the project need to be available for the contractor solicitation process to begin. Based on completed cost estimates, the project will require \$4.05M from the program reserve.

The new estimate of \$4M is \$2M greater than the one presented to the school board in September 2020. The original estimate did not include an additional bathroom and plumbing needs for the classrooms, and there has also been significant material escalation due to impacts from COVID-19. The \$4M budget also includes \$500K in contingency.

On March 31, 2021, district staff gave a presentation to the BAC on the current projections for the program reserve as well as a refresh on the project selection criteria. At the April 28, 2021 BAC meeting, district staff presented a proposal to use program reserve to fund three projects: Elmonica ES repipe, security upgrades for site fencing, and the Vose ES classrooms addition. The BAC voted unanimously to recommend allocating funds from the bond program Reserve in order to complete those projects. The above information, along with the BAC's recommendation, were presented to the school board for discussion at their May 24, 2021 meeting.

District staff want to reiterate the bond program is in good financial condition and staff have used good judgement to ensure there is enough contingency or program reserve in place to complete existing projects.

RECOMMENDATION

Recommend that the school board approve the use and transfer of **\$6.25M** from the bond program reserve to fund three (3) added projects: \$500K for Elmonica ES repipe, \$1.70M for security upgrades for site fencing, and \$4.05M for the Vose ES classrooms addition.



2021 LONG RANGE FACILITIES PLAN

POLICY ISSUE / SITUATION:

School Board Policy FB requires the District to regularly update its Long Range Facilities Plan. Staff and the district’s consultant team have completed a draft Long Range Facility Plan for the Beaverton School District. The proposed LRFP is recommended by staff to replace the current Long Range Facilities Plan that was adopted in 2010. Board action is required to adopt the Long Range Facilities Plan

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 presented several updates on the Long Range Facilities Plan to the Board in the past year. The Board conducted a public discussion on the Long Range Facilities Plan at the May 24, 2021 Board meeting. The final draft of the Long Range Facilities Plan is attached to this report.

RECOMMENDATION

Recommend adopt the Long Range Facility Plan and direct staff to forward the Long Range Facilities Plan to permitting agencies for inclusion in their Comprehensive Plans.

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 with in these protected classes."

LONG-RANGE FACILITY PLAN

BEAVERTON SCHOOL DISTRICT | BEAVERTON, OREGON

26 MAY 2021



PORTLAND, OREGON | SEATTLE, WASHINGTON | MAHLUM.COM



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F ENROLLMENT FORECAST REPORT

G FUTURES STUDY (MAIN DOCUMENT)

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The planning team would like to thank everyone who gave their time, energy, and ideas to develop this Long-Range Facility Plan.

The contributions of many diverse individuals from across the community, including District leadership, parents, business owners, and other community members, helped create a plan that reflects the needs and aspirations of the Beaverton School District and its community.



SECTION 01

EXECUTIVE SUMMARY

PURPOSE & PROCESS

In July of 2020, the Beaverton School District (the District) undertook an effort to develop an updated Long-Range Facility Plan (LRFP). The combined team of Mahlum and Angelo Planning Group was selected to facilitate this process and assist with preparation of the plan.

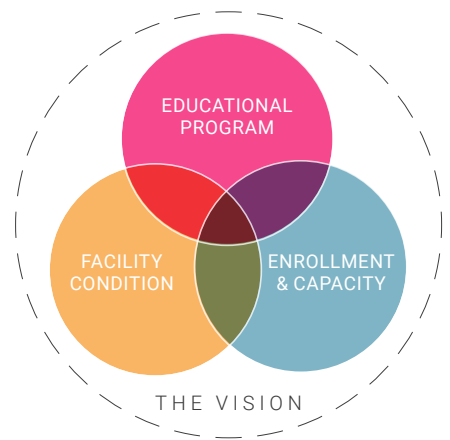
The core planning process included two groups, a District Leadership Team and a community Focus Group. Information developed with these groups was later shared with the broader community through a variety of outreach methods. In addition, periodic updates were presented to the Board of Directors during Board meetings throughout the planning process. This document represents the collaborative effort of the District Leadership Team, Focus Group, Board of Directors, and the planning team.

The primary purpose of the LRFP is to evaluate the adequacy of existing educational facilities within the context of current educational objectives, plan for future capital improvements

for those facilities as needed, and address how student populations will be accommodated over the next 10 years. The Plan provides a strategic framework for management of Beaverton School District’s facilities over time, such that they continually support the ongoing success of District students, staff, and community.

The Long-Range Facility Plan results from a synthesis of three primary considerations: educational program (evaluating the adequacy of existing educational facilities within the context of current educational objectives), enrollment and capacity (understanding how student populations will be accommodated over the next 10 years), and facility condition (considering deferred maintenance, modernization, and replacement of existing buildings and sites).

Plan proposals that address these primary considerations are guided by a strategic vision established by the District and informed by input from the broader District community.



REGULATORY CONTEXT

The plan also addresses the requirements of OAR 581-027-0040, Long-Range Facility Plan Requirements, and Section 5 of ORS 195.110, School Facility Plan for Large School Districts. In doing so, bond plan options are proposed for a 10-year capital improvement plan that addresses prioritized need, reflects community values, and targets alignment with community capital support. These requirements and other regulatory information is discussed in Section 03 – Regulatory Context.

VISION & GOALS

The vision for the Long-Range Facility Plan is rooted in the District’s goal of empowering all students to achieve post-high school success and aligns with the District Strategic Plan and Equity Guides.

GUIDING PRINCIPLES

The following guiding principles were developed by the District Leadership Team to establish goals for the planning process and outcome. They are organized around the four pillars of the District’s Strategic Plan.

WE Expect Excellence

- > Strategically plan for the maintenance, modernization and replacement of facilities.
- > Plan for facility needs to meet all state regulatory requirements.
- > Maintain investment in current facilities by addressing unfunded maintenance needs.
- > Where significant investment is required to renovate and upgrade existing facilities (greater than 75% replacement cost) consider the cost / benefits of replacement.
- > Address all addition and expansion needs in existing facilities throughout the District.

WE Innovate

- > Update educational specifications to reflect the evolving needs of pedagogical practices.
- > Provide flexible school facilities that foster creativity in teaching and support the evolution of high-quality education.
- > Incorporate sustainability, energy efficiency and maintenance into the facility planning process.

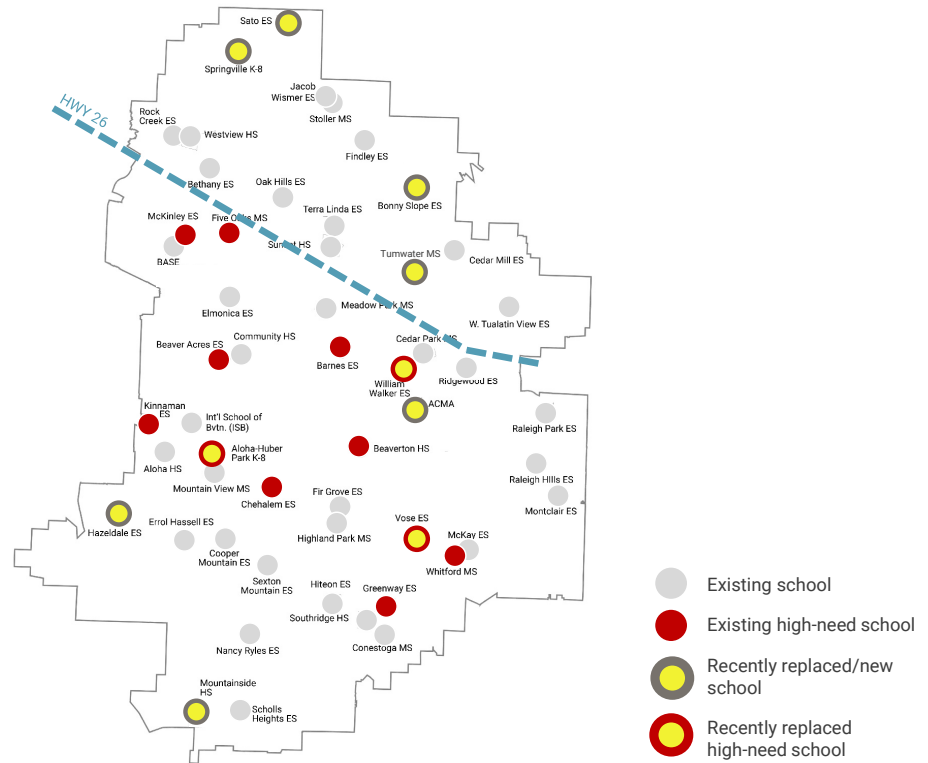
WE Embrace Equity

- > Consider facility planning decisions through an equity lens.
- > Create greater parity across facilities.
- > Plan for upgrades / improvements.

WE Collaborate

- > Collaboratively plan for future facility needs driven by community, demographic and pedagogical change.

DIAGRAM:
Equity Mapping of School Replacement Projects Since 2000



- > Provide community amenities and support partnerships with other local agencies and service providers.

LRFP GOALS & IMPLEMENTATION ACTIONS

Six LRFP goals were developed by the District in alignment with the Strategic Plan and Guiding Principles. Each goal has specific actions for implementation that are described in Section 04 – Vision and Goals.

Goal 1: Utilize the 2020 Facility Condition Assessment (FCA) to prioritize building investments and decrease deferred maintenance.

Goal 2: Invest in seismic improvements such that all schools meet collapse prevention performance on or before December 2032 and as directed by Oregon Revised Statute (ORS) 455.400.

Goal 3: Implement security improvements on or before December 2028. These projects include but are not limited to fencing, camera, key card installations, isolation rooms, and vestibules.

Goal 4: Maintain high standards for design and construction of new and renovated facilities and aligned to the Educational Specifications.

Goal 5: Invest in new energy efficient building system and technology to ensure long-term operational performance and utility savings specifically evaluated on true life-cycle cost analysis versus first-cost of construction.

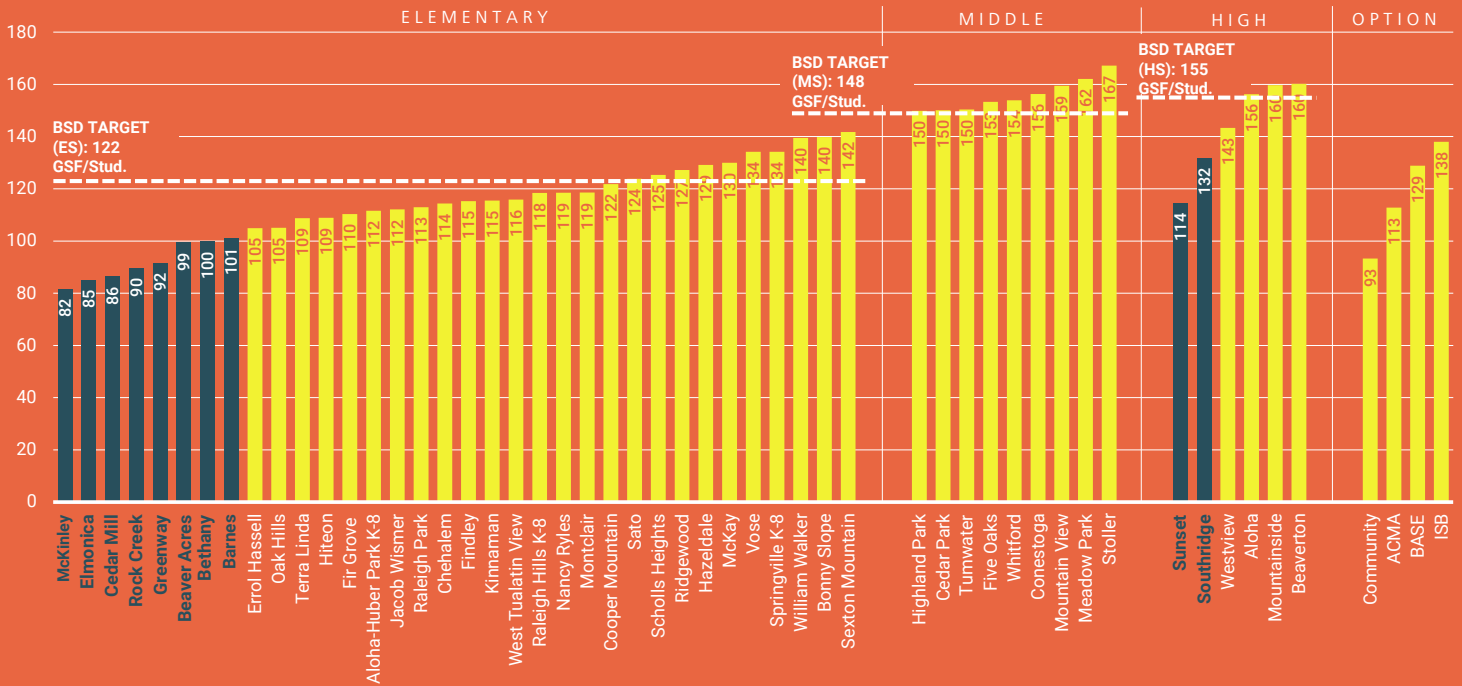
Goal 6: Balance school capacity with current and projected enrollment levels.

EQUITY LENS

In order to break the predictive link between student demographics and student success, the District applies the principle of equity to all aspects of their schools and programs.

The planning team evaluated specific equity metrics to inform the planning process. Using District data for individual schools, the team looked at socio-economic equity, racial equity, and language equity, providing metrics that were used to inform planning decisions throughout the process.

AREA PER STUDENT



Additional information regarding LRFP vision and goals can be found in Section 04 – Vision and Goals.

EDUCATIONAL PROGRAM

Ensuring that the District builds modern, student-centered learning environments to accommodate the variety of ways that students learn is essential to fulfilling the Long-Range Facility Plan’s purpose. The Plan addresses changing needs for educational program delivery and how facilities can support these requirements.

EDUCATIONAL ADEQUACY

Gross square footage per student (GSF/student) is one metric that can be used to compare educational adequacy in school facilities. The District’s area per student targets are 122 GSF/per student for elementary schools, 148 GSF/student for middle schools, and 155 GSF/student for high schools, based on the current Educational Specifications and evaluation of recently completed school facilities.

Of the District’s 34 elementary schools, eight schools fall more than 20 GSF/student below the District target, as shown in the chart above. Ranging from 80 to 101 GSF/student, these schools are typically older facilities that are

not configured for modern learning. These schools are identified as having a potential opportunity to improve the learning environment if replaced or added onto. In addition, two of the District’s six comprehensive high schools are more than 20 GSF/student below the District target.

SPECIFIC PROGRAM NEEDS

The following list summarizes goals for specific District educational programs that could require and/or benefit from modification of existing facilities within the 10-year time frame of the Long-Range Facility Plan. Educational goals and needs for the LRFP have been defined for those programs that have clarity regarding facility support needs.

- > Provide one prekindergarten classroom at every elementary school with Title I status.
- > Provide adequate and equitable special education facilities at all schools (classrooms and support).
- > Provide a new stand-alone special education school to serve approximately 120 to 130 students for whom the District cannot currently accommodate their educational needs.
- > Provide space to meet State PE requirements at all District facilities (elementary and middle schools).

- > Provide adequate administrative support space to accommodate the District’s educational programs and goals.

Additional information regarding educational program need can be found in Section 05 – Educational Program.

FACILITY CONDITION

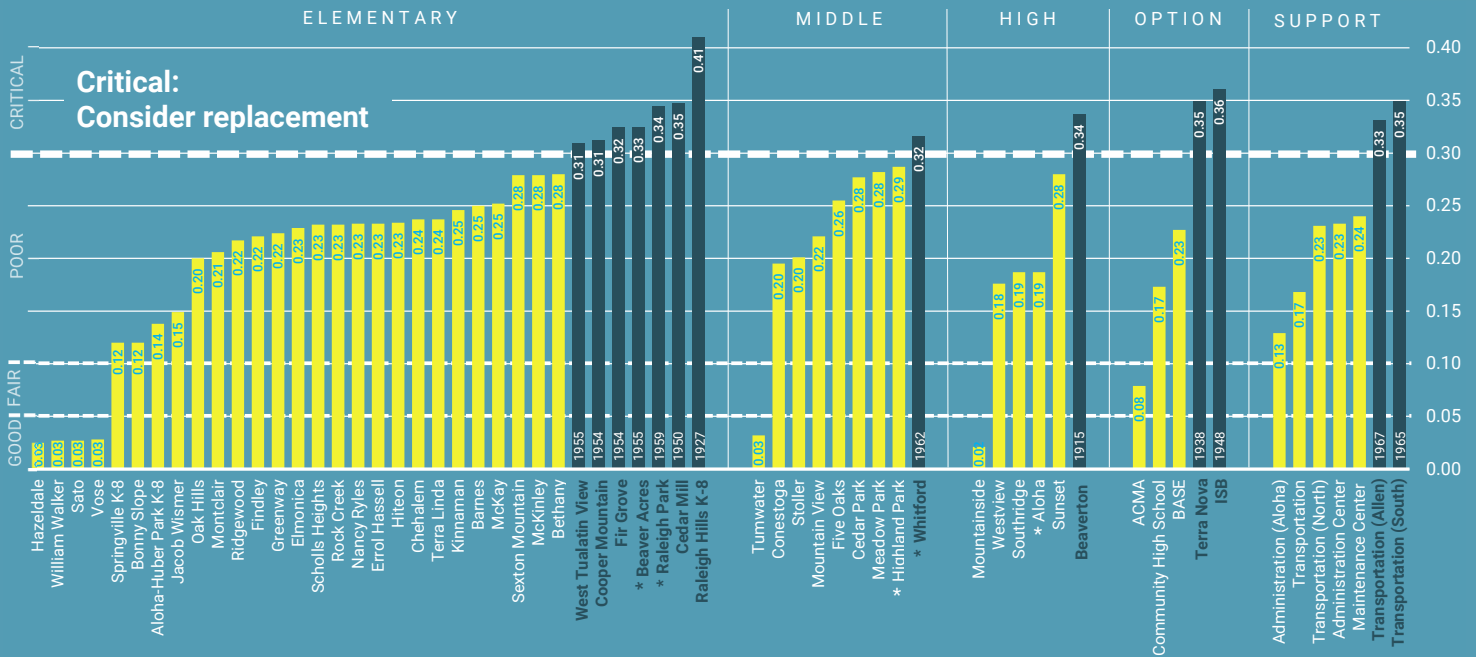
The District owns and operates over 5.7 million square feet of facility space on over 800 acres of land. This includes 34 elementary schools, nine middle schools, six high schools, and five option/alternative schools, as well as several administrative and support facilities.

FACILITY AGE

District educational facilities vary significantly in age, with original construction dates as early as 1915 and as recent as 2021. Although facility age does not solely determine building condition, it is a significant factor that should be considered. The District has five facilities that are more than 75 years old, including:

- > Beaverton High School (105 years old)
- > Raleigh Hills K-8 (93 years old)
- > Barnes Elementary (93 years old)
- > McKay Elementary (91 years old)
- > Terra Nova (82 years old)

FACILITY CONDITION ASSESSMENT (FCI SCORE)



There are also seven additional facilities that will exceed the 75 year life span of facilities during the next 10 years.

FACILITY CONDITION

In 2019, the District hired an outside consultant to complete a facility condition assessment (FCA) of District facilities in alignment with Oregon Department of Education (ODE) assessment requirements. The FCA evaluated the physical condition of exterior and interior building systems and site elements, and resulted in an facility condition index (FCI) score that is used to compare the relative condition of each facility.

As shown in the chart above, 13 District facilities were evaluated as being in critical condition and should be considered for possible replacement.

SEISMIC CONDITION

Although new facilities are built to meet the current seismic codes at the time of construction, many District buildings are more than 30 years old and have had little or no earthquake resistance built into their original designs. Seismic evaluation can be used to prioritize future seismic improvements within the District and work toward meeting the goal of the 2017 Oregon Revised Statute (ORS) 455.400 which notes: "Subject to available funding,

all seismic rehabilitations or other actions to reduce seismic risk must be completed before January 1, 2032." ORS 455.400 is included in Appendix A for reference.

A seismic evaluation of all District facilities was completed in 2019, and provided scores indicating how each facility would likely perform during a seismic event, based on the American Society of Civil Engineers (ASCE) 41-13 performance objectives. The performance level target established by the District is the Damage Control Range, which is between Life Safety and Immediate Occupancy.

The District's 10 newest facilities meet or exceed the District target for seismic condition, while the majority of other District facilities fall into the Collapse Prevention range. However, there are 11 District facilities that were evaluated in the Less than Collapse Prevention range, including five elementary schools, four middle schools, one high school, and one option school. Seismic condition at these schools should be addressed as soon as possible.

DEFERRED MAINTENANCE

Although the District continually addresses maintenance issues, there are still considerable facility and site

improvement needs throughout the District. As is typical for many school districts, there is more need than the District's allotted operations budget can accommodate, as all facilities continuously wear over time and need to be maintained.

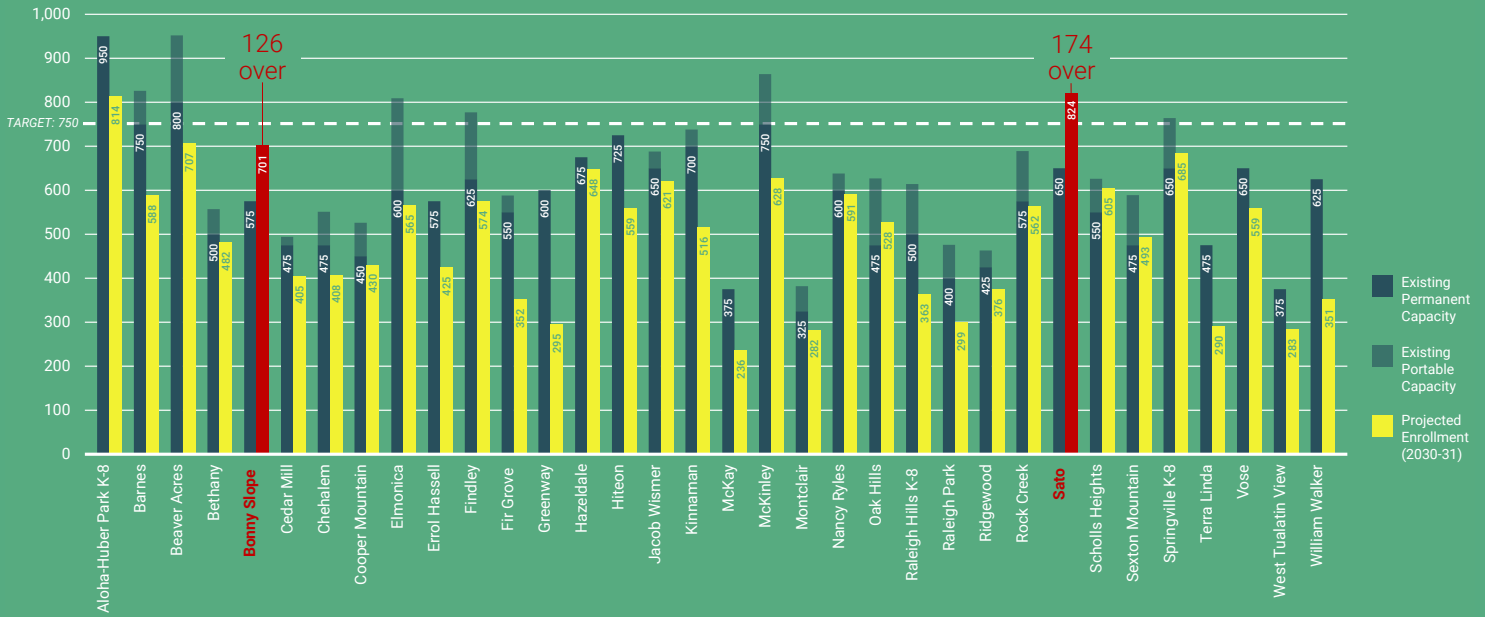
As part of the FCA, deferred maintenance costs were developed for each facility. The District's total 10-year deferred maintenance need was determined to be \$610.1 million and includes improvements at all District facilities. Seismic work identified in the 2019 seismic evaluation was incorporated into the deferred maintenance costs. Costs are escalated and include soft costs.

Additional information regarding facility condition can be found in Section 06 – Facility Condition.

ENROLLMENT & CAPACITY

Beaverton School District currently serves almost 40,000 students in kindergarten through 12th grade. The success of the District's educational programs is fostered in part by the ability of each school to house the students, teachers, and spaces needed for effective teaching and learning.

EXISTING CAPACITY & PROJECTED 2030-31 ENROLLMENT: ELEMENTARY SCHOOLS



EXISTING CAPACITY

Each school facility has an established capacity, based on the number of teaching stations, target number of students per classroom, and a scheduling utilization factor. Methodologies for determining capacity vary between districts and also between grade levels.

The District currently has a total permanent capacity of 41,652 students in grades K-12, including 19,550 at the elementary level (including K-8 schools), 7,660 at the middle school level, 11,852 at the high school level, and 2,590 for option/alternative schools. Facility capacity will be updated by the District as buildings are altered or as uses change.

ENROLLMENT FORECAST

Enrollment forecasts are used, in part, to determine whether the District will need to add or modify facility space to meet school program or configuration needs. The District received student enrollment forecasts in 2019. The 10-year enrollment forecast integrates district enrollment trends with local area population, housing, and economic trends.

District adjustments were made to the PSU Population Research Center’s (PRC) 2028-29 enrollment forecast to accommodate boundary changes, grade configuration changes, and the opening of a new middle school that occurred

after the PRC forecast was completed. In addition, the planning team provided a “straightline” extension to the enrollment forecast, extending the forecast by two years to 2030-31 and providing a 10-year forecast from the date of this LRFP.

The adjusted enrollment forecast indicates an overall decline in districtwide enrollment of 4.9 percent over the 10-year forecast period, a reduction of approximately 1,900 total students in kindergarten through twelfth grade. This includes a six percent decline at the elementary level, a three percent decline at the middle school level, and a 5.9 percent decline at the high school level. Growth rates vary greatly between schools within each level.

The majority of District schools are projected to see enrollment declines, however a few schools are still expected to have enrollment growth. At the elementary level, this includes Hazeldale, with projected enrollment growth of 38.7 percent; Sato, with projected enrollment growth of 26.9 percent; and four other schools with projected growth of less than 10 percent. Whitford is the only middle school that is anticipated to see an enrollment increase over the next 10 years, of approximately five percent. At the high school level, enrollment increases of less than 10 percent are expected at Mountainside and Westview.

FACILITY UTILIZATION

For the purposes of long-range planning, school utilization is defined as the portion of the building assigned to students, or more specifically, the number of students enrolled in a school divided by the student capacity of the school. Analysis of school utilization in this plan uses the adjusted enrollment projections to 2030-31.

Understanding school utilization is necessary to provide effective learning environments for all students. Planning for the effective utilization of schools requires an understanding of space needs for the range of academic programs offered in a school, as well as classroom and common spaces available for current and projected student use. The charts above and on the following page compare existing capacity with existing and projected enrollment by school.

Elementary

The projected elementary enrollment of 17,043 students in 2030-31 leaves more than 2,500 remaining available permanent seats, resulting in an expected utilization of approximately 87 percent districtwide. When looking at total capacity (permanent capacity plus portable capacity), over 4,000 seats remain available (79 percent utilization).

EXISTING CAPACITY & PROJECTED 2030-31 ENROLLMENT: MIDDLE, HIGH & OPTION SCHOOLS



Since enrollment accommodation within individual school boundaries minimizes the need for boundary adjustments, it is important to evaluate individual school utilization as well. Six elementary schools are projected to have enrollment at or above their existing permanent capacity (100% utilization or more) by 2030-31, including two that will be significantly over their existing capacity: Bonny Slope (126 over) and Sato (174 over).

Middle

At the middle school level, the projected districtwide enrollment of 7,423 is lower than both the permanent and total existing capacity. Individually, three middle schools are projected to be over their permanent capacity, including Stoller, which will also be significantly over its total capacity (300 over).

High School

The projected enrollment of 10,106 at the high school level is less than existing permanent capacity by more than 1,700 students, resulting in an expected districtwide utilization of approximately 85 percent. When looking at total existing capacity, over 2,100 seats remain available (82 percent utilization).

Individually, all of the District’s high schools are expected to be well below their permanent capacities through 2030-

31, with the exception of Westview High School. Westview’s projected enrollment is expected to be 588 students (30 percent) over its permanent capacity and 283 students (12 percent) over its total capacity. Looking at individual school capacities at option schools, ACMA, BASE, and the International School of Beaverton (ISB) are all expected to be at or over capacity, with ISB being the most significantly over its permanent capacity (314 over).

Additional information regarding enrollment and capacity, including geographical analysis and capacity accommodation strategies, can be found in Section 07 – Enrollment & Capacity.

SITE OPPORTUNITIES

The Long-Range Facility Plan assesses current school sites to determine if there are adequate sites within the District to meet long-term enrollment needs and whether these sites are adequate in size and distribution to accommodate long-term forecasts.

EFFICIENT USE OF SCHOOL SITES

As land within the District has been developed to accommodate growth in Beaverton and Washington County, it has become more difficult to find suitable

property for new District facilities. In order to accommodate new school facilities, the District has taken steps to use existing school properties more efficiently.

Strategies include the use of modular classrooms, multistory buildings, shared parking, partnerships, and expansion on existing sites. Other possible strategies include limiting space allocated to non-educational uses, co-location with existing district facilities, and replacement of small schools.

ANALYSIS OF LAND REQUIREMENTS

The District currently owns 63 active facility sites covering approximately 825 acres, as well as three undeveloped sites. Based on the adjusted enrollment projections to 2030-31, it appears that no additional school sites will need to be purchased as part of the District’s 10-year Long-Range Facility Plan. The District’s undeveloped sites, combined with opportunities for added capacity at some existing operational sites, appear to offer adequate opportunity to increase capacity to meet enrollment and program demand for the foreseeable future.

Additional site-related information can be found in Section 08 – Site Opportunities.

CAPITAL FINANCING

FINANCING TOOLS FOR CAPITAL PROJECTS

An array of financing tools are available to the District. For Oregon school districts, general obligation (GO) bonds are the primary tool for financing school facility needs. GO bonds are a municipal debt security issued by the District. They are used to finance capital expenditures and are supported by a voter-approved property tax levy.

Historically, Beaverton School District has used this method of financing for most of its capital construction. GO bonds can be issued for land acquisition, construction, new schools, renovation or improvement of school facilities, and equipment intrinsic to the facility.

The District is currently significantly below its maximum allowable level of indebtedness. However, the real maximum level of indebtedness is the one for which the District can get voter approval. There is a legal maximum debt capacity of 7.95% of real market value, and the District has remaining capacity of \$2.38 billion.

The real limitation is the capacity made available by the voting patrons of the District. In 2021, the District's levy rate is estimated to be \$2.05 per \$1,000 of assessed value and will drop to roughly \$1.60 in 2023. Historically, when a tax rate step-down occurs, it is potentially a good time for the District to return to voters with a bond issue. The last two significant bond programs were approved by District voters in 2006 (\$196 million) and 2014 (\$680 million), when a step-down in the tax rate occurred.

2014 SCHOOL BOND SUCCESSES

The most recent successful school bond program occurred when District voters approved the \$680 million capital bond measure in May 2014. Bond funds have been used to address repairs, provide new capacity and relieve overcrowding, modernize and renovate facilities,

improve safety, and replace outdated learning technology, curriculum, and equipment over an eight-year period.

The District, through good financial stewardship and management, has been able to take advantage of favorable interest rates and available bond premiums from bond sales to leverage the \$680 million bond into an \$807 million construction program.

ALTERNATIVES TO NEW CONSTRUCTION

There are a number of ways to accommodate growth in programs and/or enrollment that do not necessitate new construction or renovation. Strategies that address program need, growth, and condition can provide additional capacity and may influence the extent of major modernizations and/or new construction.

Whenever possible, it is important for the District to explore options for increasing the amount of school capacity without having to make major capital investments. These strategies are identified as potential ideas to be considered, and will not necessarily be implemented by the District.

Strategies that address program need:

- > Repurpose existing space for other uses when possible
- > Utilize public / private partnerships
- > Develop online education programs to reduce enrollment demand
- > Locate alternative programs in non-traditional facilities

Strategies that address growth:

- > Increase class sizes
- > Re-activate vacant / repurposed buildings
- > Adjust attendance boundaries to maximize occupancy at underutilized schools
- > Allow or maintain enrollment above target capacities **76**

- > Add capacity with modular classrooms (typically funded through operational dollars rather than capital funds)

Strategies that address condition:

- > Close schools in the poorest condition and consolidate if enrollment / capacity allow
- > Address the most critical issues using annual maintenance dollars when possible

10-YEAR CAPITAL PLAN

BOND PLAN DEVELOPMENT

Over the course of 10 months of meetings with the District Leadership Team, three meetings with the Focus Group, and three community open houses, two preliminary capital bond proposals were developed. The District Leadership Team identified potential projects for the proposals based on the District's Strategic Plan, the LRFP guiding principles, goals, and action items, and a detailed understanding of the identified need in the District.

Project needs were balanced with a recognition of community support levels, resulting in the development of two bond plan options: a smaller plan that would result in little or no tax rate increase and a larger plan that more adequately addresses District need and would result in a small tax rate increase.

Bond plan options received feedback from the Focus Group and the broader community, and were then revised by the District Leadership Team based on that input. The final adjusted plans reflect incorporation of selected input.

CAPITAL BOND PROPOSALS

The two capital bond proposals, summarized in the table on the following page, incorporate community input and intend to strike a balance between community support for funding and current District need. Either proposal can serve as the basis for a potential capital measure, at the discretion of the

Board. The chosen proposal may be adjusted prior to a capital measure, due to changes in District need, economic conditions, and/or additional community input.

The capital bond proposals represent one phase of work in an ongoing process of addressing District need. Projects that were identified during the planning process and have not been prioritized for inclusion in this phase of the Long-Range Facility Plan will continue to be tracked and addressed in later phases of the Plan.

Bond Option 1, estimated at \$325.1 million, is a smaller plan that would allow a refill of the current bond and result in little or no tax rate increase. This plan includes a limited amount of educational program improvements, replacement of Raleigh Hills Elementary School and the Allen Street Transportation facility, and limited amounts of modernization, capacity and enrollment, and other district support funding.

Bond Option 2 is a larger plan, estimated at \$722.6 million. This option is anticipated to result in a refill of the current bond and a tax rate increase of \$0.25 per \$1,000 of assessed property value. Option 2 includes everything that is in Option 1, in addition to the full replacement of Beaverton High School and larger funding amounts for educational program, modernization, capacity and enrollment, and other district support.

Of the two proposals, Bond Option 2 received the most support from Focus Group members and the broader community, based on discussion comments and polling results.

Costs associated with the capital bond proposals were developed by the District Leadership Team. They are rough-order-of-magnitude (ROM) project cost estimates that include soft costs of 12 to 20 percent, depending on project scope. Construction projects

TABLE:
Capital Bond Proposals

Project	BOND OPTION 1: No Tax Rate Increase	BOND OPTION 2: \$0.25 Tax Rate Increase
EDUCATIONAL PROGRAM		
Special Education Improvements	\$2.0M	\$2.0M
Prekindergarten Modifications	\$1.0M	\$1.0M
Outdoor Learning Improvements	-	\$5.0M
Physical Education / Athletics Additions	\$5.6M	\$13.0M
FACILITY CONDITION: REPLACEMENT		
Raleigh Hills Elementary Replacement	\$44.0M ¹	\$44.0M ¹
Beaverton High School Replacement	\$15.0M ²	\$230.0M
Allen St. Transportation Replacement	\$11.0M	\$11.0M
FACILITY CONDITION: MODERNIZATION		
Deferred Maintenance	\$110.0M	\$138.0M
School Modernization	\$12.0M	\$36.0M
Seismic Upgrades	\$20.0M	\$40.0M
Security Upgrades	\$6.0M	\$15.0M
Nutrition Services Upgrades	\$5.0M	\$5.0M
CAPACITY & ENROLLMENT		
Classroom Additions	\$7.5M	\$10.0M
OTHER SUPPORT		
Technology	\$27.0M	\$53.0M
School Office Relocation	\$10.0M	\$10.0M
Bus Replacement	\$8.0M	\$10.0M
Critical Equipment	\$4.0M	\$7.0M
Subtotal	\$288.1M	\$630.0M
Bond Fee / Management Cost (8%)	\$23.0M	\$50.4M
Contingency (10%)	\$13.9M ³	\$42.2M ³
Total	\$325.1M	\$722.6M

¹ Assumes additional \$11.8M from 2014 bond funds
² Planning and design only
³ Excludes Deferred Maint., Technology, Bus Repl., and Critical Equip.

are escalated to the estimated midpoint of construction at three percent per year, with an additional two percent market escalation factor on most projects. Costs may be revisited prior to the bond due to changing market conditions.

Bond options also include a separate bond fee / management cost allocation of eight percent, as well as

a contingency allocation of at least 10 percent on most projects (excluding deferred maintenance, technology, bus replacement, and critical equipment).

Additional bond proposal information, including project descriptions and implementation, are included in Section 10 – 10-Year Capital Plan.

BEYOND 10 YEARS

FUTURES STUDY CONTEXT

In 2016, the Beaverton School District worked with a multidisciplinary consultant team to explore how District services and facilities might evolve over the next 50 years.

The main purpose of this study was to understand how long-range change might influence actions being considered by the District, including programs, policies, and investments. Findings were documented in a Futures Study Report, published in the Fall of 2017.

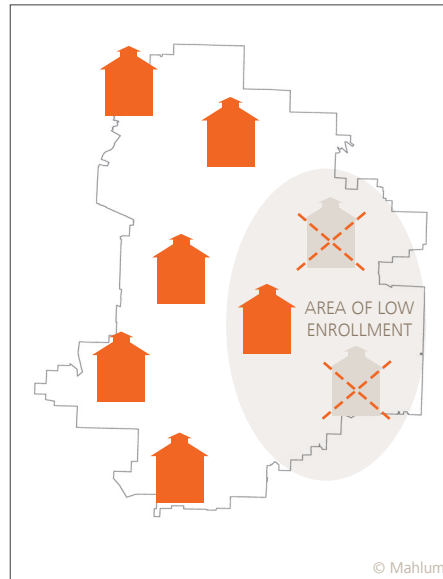
RELATIONSHIP TO THE LONG-RANGE FACILITY PLAN

Key questions and strategic approaches explored by the Futures Study correlate with the three primary areas of facility related need identified in the Long-Range Facility Plan: alignment of capacity and enrollment, support for educational programs, and addressing facility condition. This alignment facilitates the District’s ability to track development of the Long-Range Facility Plan against Futures Study scenarios to determine which facility management strategies might be considered in the 10-year plan.

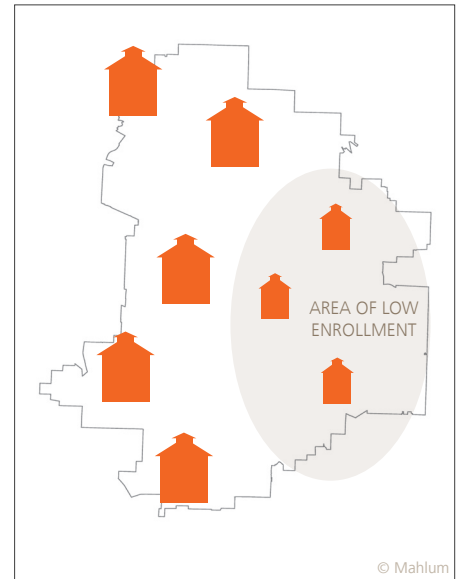
While variation exists between supporting data used for the Futures Study and that used for development of the Long-Range Facility Plan, particularly in the area of enrollment projections, plan proposals incorporate a number of the strategic facility management approaches outlined by the Futures Study. Two example approaches are shown above, and additional strategies are included in Section 11 – Beyond 10 Years.

The application of these strategies is most closely related to the two major replacement projects that have been identified in the capital bond proposals: Raleigh Hills Elementary School and Beaverton High School.

FUTURES STUDY APPROACH A: Replace at Target Size & Consolidate Schools



FUTURES STUDY APPROACH B: Replace at Appropriate Size to Meet Enrollment Need



LONG-RANGE FACILITY PLAN UPDATES

Enrollment forecasts associated with the Long-Range Facility Plan suggest that the District will, when viewed districtwide, benefit from the availability of surplus capacity through the next 10 years (2031), and possibly through the next 20 years and beyond. Therefore, it is expected that adding additional capacity will not necessarily be a component of future long-range facility plans.

With this in mind, the District may, however, elect to increase the capacity specific sites (to their target capacity) as part of future replacement projects. The decision to implement this approach would allow higher utilization of school sites, and improve the site’s ability to accommodate a wider variety of future conditions. In this scenario, added capacity would likely be paired with other facility management strategies outlined in the Futures Study, such as boundary adjustment or consolidation.

With reference to facility management strategies outlined in the Futures Study, and in view of current enrollment forecasts, future long-range facility plans may focus on other areas of facility need, such as the accommodation of changing education programs and addressing

the deteriorating condition of existing facilities, rather than capacity.

A more detailed description of the Futures Study, its relationship to the 2021 Long-Range Facility Plan, and future plans can be found in Section 11 – Beyond 10 Years.

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SECTION 02

PURPOSE & PROCESS

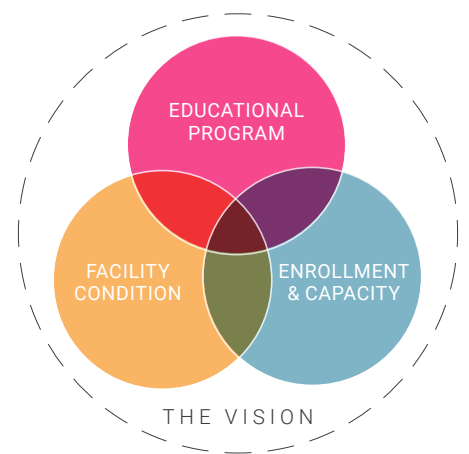
The primary purpose of the Long-Range Facility Plan is to evaluate the adequacy of existing educational facilities within the context of current educational objectives, plan for future capital improvements for those facilities as needed, and address how student populations will be accommodated over the next 10 years.

PURPOSE

The Long-Range Facility Plan (LRFP) provides a strategic framework for the management of Beaverton School District’s (the District) facilities over time, such that they continually support the ongoing success of District students, staff, and community.

The Long-Range Facility Plan results from a synthesis of three primary considerations:

- > Educational Program: evaluating the adequacy of existing educational facilities within the context of current educational objectives
- > Enrollment & Capacity: understanding how student populations will be accommodated over the next 10 years
- > Facility Condition: considering deferred maintenance, modernization, and replacement of existing buildings and sites



Plan proposals that address these primary considerations are guided by a strategic vision established by the District and informed by input from the broader District community.

The District has adopted the following goal for its students:

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

This goal is further defined through the four Pillars of Learning that guide District

decisions, which are described in Section 04 – Vision and Goals.

- > WE Innovate
- > WE Expect Excellence
- > WE Embrace Equity
- > WE Collaborate

Providing the physical space, facilities and environment to support educational programming is a critical step toward achieving Innovation, Excellence, Equity and Collaboration. This LRFP provides an overall understanding of District facilities, conditions, capacity, and improvement needs.

The plan also addresses the requirements of OAR 581-027-0040, Long-Range Facility Plan Requirements, and Section 5 of ORS 195.110, School Facility Plan for Large School Districts. In doing so, options are proposed for a 10-year capital improvement plan that addresses prioritized need, reflects community values, and targets alignment with community capital support. The OAR 581-027-0040 requirements are included in Appendix A – Regulatory Information.

BACKGROUND

The Beaverton School District is the third largest school district in Oregon. It is responsible for the education of almost 40,000 students and has over five million square feet of building space under its ownership and control. Coupled with the 860 acres it owns, the District is one of the largest building and property owners in the Portland region.

District facilities include school buildings, transportation facilities, athletic fields, food services and administrative facilities. The District has a large responsibility to maintain existing facilities and provide new facilities to meet educational needs.

The District is continually monitoring the condition of existing facilities and planning for future facility needs. While most of this effort is under the umbrella

of good stewardship and property management, the State of Oregon has statutory and administrative rule requirements that direct school districts to prepare long-range facility plans.

This document is the Beaverton School District 2021 Long-Range Facility Plan and represents an update of previous LRFPs, the most recent of which was prepared in 2010. The State's interest in long-range facility planning for school districts is expressed in two legislative actions, listed below.

- > The Oregon Revised Statute (ORS) 195.110 is the state statute that requires school districts to prepare facility plans and prescribes the elements of those plans. Originally enacted in 1993, the law underwent amendments in 2001 and 2007.
- > The State Department of Education enacted Oregon Administrative Rule (OAR) 581-027. This OAR provides guidance for local school districts to receive state matching funds for facility improvements. Included in the OAR 581-027 is the requirement that requests for state matching funds be based on a long-range school facility plan.

LRFP & BOND HISTORY

The District originally adopted an LRFP in June 1994, in compliance with ORS 195.110. The District later updated the plan in June 2002. Following adoption of this LRFP, the District successfully passed a construction bond for \$195 million in 2006, to provide needed school facilities to respond to student enrollment growth.

In 2007, the Legislature amended ORS 195.110. At the same time, the District was completing the renovations to existing school facilities and new school facilities approved in the 2006 bond. Following the amendments to ORS 195.110, the District decided to update its 2002 LRFP to incorporate its recent facility improvements, address new facility and enrollment information, and maintain compliance with the

amended requirements of ORS 195.110. The resulting document was the 2010 LRFP, which was adopted by the District in June 2010. Following adoption of the 2010 LRFP, the District once again successfully passed a construction bond in 2014– this time for \$680 million– to provide a wide range of school renovations and new school facilities.

The significant construction program associated with the renovations and new school facilities approved in the 2014 bond is nearing completion. Following past practices, the District undertook an effort to update the 2010 LRFP, which has led to the recommendations included in this 2021 LRFP. This plan includes two alternative construction bond programs for the School Board to consider, to place before District voters in 2022.

The previous LRFPs were prepared for the District during periods of high student enrollment growth, as new residential development in Washington County and Beaverton filled in vacant areas within the District's boundary. However, the District is now becoming largely built-out as developable land becomes scarce within its boundary. While population growth will continue, school enrollment is forecasted to grow at a slower pace than historic patterns.

WHY NOW?

Given the current uncertainty created by the COVID 19 pandemic in 2020/21 and the impact on in-school learning, a reasonable question to ask would be – why update the LRFP now? Even in this environment, the District's facility responsibilities continue. The following points emphasize why this is an appropriate time to update the 2010 LRFP:

- > The District needs to be ready with school facilities when the pandemic is behind us and students return to in-classroom learning.
- > ORS 195.110 requires a 10-year plan for statutory compliance. The last Beaverton School District LRFP was adopted in 2010.

- > OAR 581-027 ties state funding opportunities for capital projects to local school districts having an adopted current LRFP.
- > While student enrollment growth has flattened, there’s an opportunity to review facility needs in light of recently completed capital projects and school capacity/student demands in specific areas of the District.
- > The District needs to add an equity lens to school facility planning.
- > The District needs to plan ahead for new capital programs as current school bonds expire.
- > District facilities continue to age. The LRFP will address schools that are too old to be efficiently maintained.
- > Maintenance and modernization needs continue to grow.
- > Identify opportunities for efficiencies in District facilities.

LONG-RANGE FACILITY PLANNING PROCESS

In July of 2020, the District undertook an effort to develop an updated Long-Range Facility Plan. The combined team of Mahlum and Angelo Planning Group was selected to facilitate this process and assist with preparation of the plan.

The core planning process included two groups, a District Leadership Team (DLT) and a community Focus Group. Information developed with these groups was later shared with the broader community through a variety of outreach methods. In addition, periodic updates were presented to the Board of Directors during Board meetings throughout the planning process.

This document represents the collaborative effort of the District Leadership Team, Focus Group, Board of Directors, and the planning team.

DISTRICT LEADERSHIP TEAM

The District Leadership Team, comprised of key District leadership, was assembled to provide input and develop plan options. Team members included four staff representing planning, enrollment, and facilities, as well as input from staff representing educational programming.

The planning team worked with the DLT consistently throughout the 10-month process, to identify District goals and needs and develop a long-range facility plan to address those goals and needs. Information from the District’s Teaching and Learning Department and other key groups was incorporated into the facility need determination.

FOCUS GROUP

A 12-member Focus Group was formed in Fall 2020 to provide input on the LRFP. The group was comprised of community members, neighborhood association representatives, and local businesses, as well as local jurisdiction representatives from the City of Beaverton and Washington County.

The role and purpose of the Focus Group was established as follows:

- > Consistently attend meetings and actively participate
- > Work with the “big picture”
- > Express point of view and be open to other viewpoints
- > Provide input regarding long-range facility plan options as proposed by the District Steering Committee
- > Provide insight into public support for capital funding, and at what level
- > Offer recommendations to the District and Board
- > Serve as ambassadors for the process and the proposed plan

However, it was not the group’s role to make final decisions regarding capital expenditures and facilities or to establish District policy.

The Focus Group met three times between November 2020 and March 2021. They reviewed information on the various elements of school facility planning prescribed in ORS 195.110 and OAR 581-027, including enrollment trends, facility condition, educational programming, school capital financing, and capital improvement needs.

The Focus Group provided valuable input regarding District need and plan development. The DLT used this input to refine the Long-Range Facility Plan options and then presented revised plans to the Focus Group at the third meeting.

Meeting minutes and presentations from Focus Group meetings were made available on the District website and are included in Appendix C – Focus Group Meetings.

COMMUNITY OUTREACH

Community input is a critical component of a long-range facility plan. It is important to understand the needs of the District’s community, so that they are adequately represented in the plan. Community support is also critical for successful implementation of a long-range facility plan.

Multiple outreach strategies were implemented by the District as a part of the planning process, in order to garner as much input as possible from a wide range of community constituents. In addition to working with a community Focus Group, outreach efforts included presenting at a variety of community group meetings, holding public open houses, and conducting an online survey.

Outreach efforts were limited by the constraints of the Covid-19 pandemic quarantine that was in place during the planning time frame, requiring all outreach to occur virtually via a digital platform rather than in person.

COMMUNITY GROUP PRESENTATIONS

Members of the DLT presented Long-Range Facility Plan information to over 40 community groups during February and March of 2021. Groups included Community Planning Organizations (CPOs), Neighborhood Association Committees (NACs), Parent-Teacher Organizations (PTOs), and other neighborhood groups.

Presentations included a description of District needs and the preliminary proposed capital bond plan options, as well as time for questions and feedback from the community. Community input from these meetings was brought back to the DLT and used to inform plan development.

PUBLIC OPEN HOUSES

As part of the long-range facility plan process, the District held three open house sessions in February 2021 to garner input from the broader community. Sessions were facilitated by the planning team, with participation from a number of District representatives.

The primary goals of the open houses were to:

- > Provide an understanding of the District’s facility-related goals and needs
- > Present preliminary capital bond proposal options and rationale
- > Hear community feedback regarding District need and bond plan options

The public open houses were held virtually, with two evening sessions and one afternoon session. Each two-hour meeting included an informational presentation, open discussion time for questions and feedback, and a short real-time poll related to the two proposed capital bond plan options.

Participants’ questions and comments, spanning a number of topics and

diverse perspectives, are summarized in the Community Outreach Summary included in Appendix B – Supplemental Information.

ONLINE SURVEY & VIDEOS

The District facilitated an online survey regarding the Long-Range Facility Plan to gather additional input from constituents who may not have been able to have their voice heard through other avenues. The survey was sent to all District families, with links to two informational videos that described District needs and the proposed capital bond options.

Approximately 1,000 responses were submitted in response to the District’s survey. Approximately 260 written comments were also submitted from community members, parents, staff, and students in response to the survey.



SECTION 03

REGULATORY CONTEXT

The regulatory context for the Long-Range Facility Plan is primarily established by the Oregon Revised Statutes (ORS) and Oregon Administrative Rules (OAR), in addition to any applicable city and county ordinances.

Changes to the regulatory environment in the State of Oregon since the previous LRFP was completed in 2010 include the recent development of the School Construction Matching Program by the Oregon Department of Education and revisions to the physical education requirements.

ORS 195.110 REQUIREMENTS

Much of the regulatory context addressed in the 2021 LRFP remains unchanged since the 2010 LRFP update. As noted, ORS 195.110: School Facility Plan for Large School Districts is the statute that prescribes what elements the State of Oregon is looking for in a LRFP. Subsection (5)(a) includes the specific topics the LRFP must include:

The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

- (A) Population projections by school age group.
- (B) Identification by the city or county and by the large school district of desirable school sites.
- (C) Descriptions of physical improvements needed in existing schools to meet the minimum standards of the large school district.

- (D) Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met.
- (E) An analysis of:
 - (i) The alternatives to new school construction and major renovation; and
 - (ii) Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.
- (F) Ten-year capital improvement plans.
- (G) Site acquisition schedules and programs.

The 2021 LRFP has been reviewed and updated as needed to meet the specific requirements of ORS 195.110.

ORS 195.110: School Facility Plan for Large School Districts is included for reference in Appendix A – Regulatory Information.

OAR 581- 027 REQUIREMENTS

The Oregon Administrative Rules are created by most agencies and some boards and commissions to implement and interpret their statutory authority. The OARs are the official compilation of rules and regulations having the force of law in the state of Oregon, and are the regulatory and administrative corollary to the Oregon Revised Statutes. The OARs are published pursuant to ORS 183.360 (3).

Chapter 581 of the OAR encompasses the rules and regulations of the Oregon Department of Education (ODE). Division 27 within this chapter covers the School Construction Matching Program and defines requirements for facility assessment, seismic assessment, and long-range facility plans. Adoption of this LRFP will satisfy the current requirements of the applicable OARs.

OAR 581-027-0040: Long-Range Facility Plan Requirements is included for reference in Appendix A – Regulatory Information.

SCHOOL CONSTRUCTION MATCHING PROGRAM

The State of Oregon provides matching grants to school districts from designated resources in the Oregon School Capital Improvement Matching (OSCIM) account. The State determines and apportions the amount of available resources to districts among the funding cycles in each biennium.

The total amount of State matching grant funds available and awarded varies during each funding cycle. In order to qualify for an OSCIM program matching grant, Districts must submit a long-range facility plan and facility assessment as part of their OSCIM program application. Failure to submit these documents will disqualify the District from participation in the OSCIM program application for that funding cycle.

Section 581-027-0023 (Submission of Long-Range Facility Plans and Facility

Assessment as part of Oregon School Capital Improvement Matching Program Grant Application) prescribes the elements of the LRFP that a district must submit to be eligible for matching funds:

- (8) The Long-Range Facility Plan must meet the following requirements:
 - (a) Comply with the standards set forth in OAR 581-027-0040; and
 - (b) Demonstrate how the new buildings proposed to be built are integrated into the Long-Range Facility Plan.
- (9) The Facility Assessment must meet the following requirements:
 - (a) Comply with the standards set forth in OAR 581-027-0035;
 - (b) Cover buildings that will be included in the OSCIM program grant application. A district may include facility assessments for more buildings than would be improved using OSCIM program funds;
 - (c) Cover a District's current buildings even if the District is applying for the OSCIM program only for the construction of a new building.
- (10) Districts are not required to use a Certified Contractor to complete the Long-Range Facility Plan or the Facility Assessment.
- (11) A District may use the same Facility Assessment and Long-Range Facility Plan as a basis for an OSCIM program application for four years from the year in which the plan was completed.

The 2021 LRFP provides the information needed to comply with the specific elements of OAR 581-027.

PHYSICAL EDUCATION REQUIREMENTS

In 2007, the Oregon Legislature enacted House Bill 3141 (ORS 329.496), which calls for a minimum of 150 minutes of weekly physical activity for students in kindergarten through fifth grade, and 225

minutes of weekly physical activity for students in sixth through eighth grades. Senate Bill 4 (SB4) was enacted in 2017, with new provisions and amendments.

School districts are required to provide students with the specified amount of physical activity starting in the 2017-18 school year, with full compliance required by the 2022-23 school year.

Based on preliminary evaluations completed by the District as part of this planning process, several schools may need additional physical education (PE) teaching stations in order to meet this requirement through the 2030-31 school year (the capital plan horizon). A more detailed analysis will be required to confirm specific space needs. The District will also need to assess the availability of PE instructors and supporting budget, which is not included in a capital plan.

ORS 329.496: Physical Education Participation is included for reference in Appendix A – Regulatory Information.

URBAN AND RURAL RESERVES

Urban and Rural Reserves, including Urban Reserve Areas (URAs), were adopted by Metro and the region in 2010. Development of the URAs in the vicinity of North Bethany and Cooper Mountain has most directly affected Beaverton School District student enrollment. The District participates in the community planning for the Reserve areas and the District's enrollment forecasts include the planned residential densities and committed development in these areas.

NORTH BETHANY

The North Bethany URA was subsequently included in the regional Urban Growth Boundary (UGB) and, following that action, significant residential development has occurred. This development resulted in enrollment increases in the northern portion of the school district boundary and led to attendance boundary adjustments for

certain schools. The District’s enrollment forecasts consider the new and committed developments in this area.

Most of the North Bethany area has either been built-out or is committed to development. The District owns a 10-acre site for a future elementary school in the North Bethany area. However, there are no plans for constructing a new school in this area within the time frame of this Long-Range Facility Plan, as it is not expected to be needed.

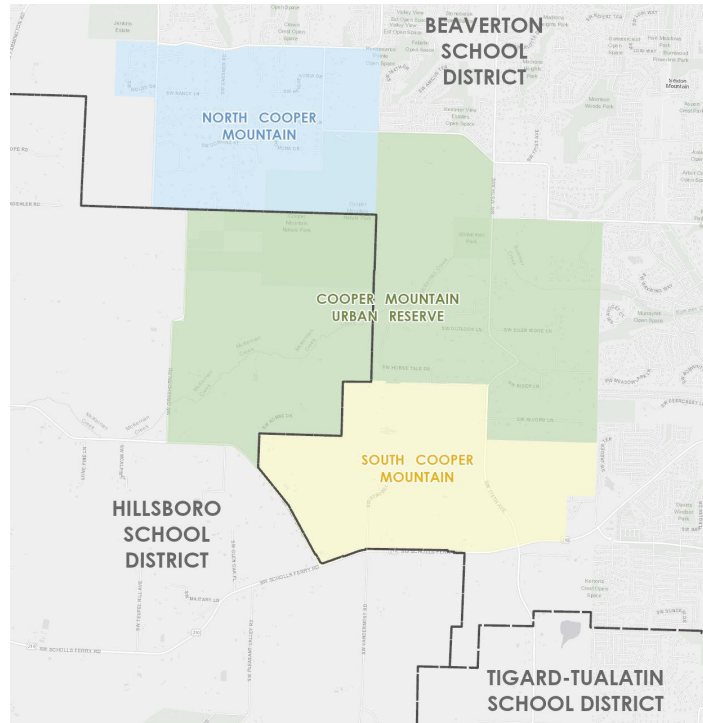
SOUTH COOPER MOUNTAIN

South Cooper Mountain (544 acres located at the southwest edge of Beaverton) was added to the UGB in 2011 and annexed by the City of Beaverton in 2013. The South Cooper Mountain Community Plan was adopted in 2015. Much of this area has been developed or is committed to development. The new Mountainside High School is located with the South Cooper Mountain planning area. In addition, the District owns property for a future elementary school within this planning area.

The Cooper Mountain area is located in the southwest corner of Beaverton inside the Metro UGB and adjacent to the existing city limits. It is bordered by Grabhorn Road to the west, Tile Flat Road to the south, Kemmer Road and Weir Road to the north, and the existing city limits to the east. The area is largely undeveloped but includes existing residences, as well as Cooper Mountain Nature Park, Winkelman Park, and Tualatin Valley Fire & Rescue (TVF&R) Station 69.

The Cooper Mountain Community Plan area is made up of 179 properties totaling 1,232 acres. A concept plan for the Cooper Mountain area is currently being developed by the City of Beaverton in advance of the property annexing to the City. Roughly half of this area is located within the Beaverton School District boundary. The other half of the planning area is located within the Hillsboro School District boundary.

DIAGRAM:
South Cooper Mountain URA



LOCAL COMPREHENSIVE PLANS

Following adoption of the LRFP by the School Board, the Plan will be presented to the City of Beaverton and Washington County for adoption into their respective local comprehensive plans.

In accordance with ORS 195.110 (2)(a):

- (2) A city or county containing a large school district shall:
 - (a) Include as an element of its comprehensive plan a school facility plan prepared by the district in consultation with the affected city or county.

Upon adoption the local jurisdiction may use the LRFP to evaluate whether a plan or land use regulation amendment proposed within the jurisdiction will significantly impact school capacity. If significant impacts are identified, the large school district may request that the city or county implement a coordinated process with the district to identify methods to address the projected impacts.

The cities of Tigard, Hillsboro, and Portland also have area served by the Beaverton School District. However, with limited area, these cities will not need to adopt the LRFP into their comprehensive plans.

HISTORIC CONSERVATION

State statute ORS 358.653 requires school districts that have buildings of historic significance in their facility portfolio to coordinate with the State Historic Preservation Office to protect buildings from inadvertently being transferred, sold, demolished, substantially altered, or allowed to deteriorate by work being performed on the buildings.

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SECTION 04

VISION & GOALS

The vision for the Long-Range Facility Plan is rooted in the District’s goal of empowering all students to achieve post-high school success and aligns with the District Strategic Plan and Equity Guides.

DISTRICT STRATEGIC PLAN

The Beaverton School District Strategic Plan, shown at right, emphasizes excellence, innovation, equity, and collaboration. Developed by the School Board in 2014, these broad goals form the framework for detailed strategic measures and ongoing assessment in a variety of areas. They were also used as the foundation for developing specific facility-related guiding principles for the Long-Range Facility Plan.



WE EXPECT EXCELLENCE

WE teach students knowledge and skills for our evolving world.

WE seek, support, and recognize world-class employees.



WE INNOVATE

WE engage students with a variety of relevant and challenging learning experiences.

WE create learning environments that promote student achievement.



WE EMBRACE EQUITY

WE build honest, safe, and inclusive relationships with our diverse students and their families.

WE provide needed support so that every student succeeds.



WE COLLABORATE

WE work and learn in teams to understand student needs and improve learning outcomes.

WE partner with our community to educate and serve students.

GUIDING PRINCIPLES

The following guiding principles were developed by the District Leadership Team to establish goals for the planning process and outcome. They are organized around the four pillars of the District's Strategic Plan.

WE EXPECT EXCELLENCE

- > Strategically plan for the maintenance, modernization, and replacement of facilities.
- > Plan for facility needs to meet all state regulatory requirements.
- > Maintain investment in current facilities by addressing unfunded maintenance needs.
- > Where significant investment is required to renovate and upgrade existing facilities (greater than 75% replacement cost), consider the cost / benefits of replacement.
- > Address all addition and expansion needs in existing facilities throughout the District.

WE INNOVATE

- > Update the Educational Specifications to reflect the evolving needs of pedagogical practices.
- > Provide flexible school facilities that foster creativity in teaching and support the evolution of high-quality education.
- > Incorporate sustainability, energy efficiency, and maintenance into the facility planning process.

WE EMBRACE EQUITY

- > Consider facility planning decisions through an equity lens.
- > Create greater parity across facilities.
- > Plan for upgrades / improvements.

WE COLLABORATE

- > Collaboratively plan for future facility needs driven by community, demographics, and pedagogical change.
- > Provide community amenities and support partnerships with other local agencies and service providers.

LRFP GOALS & IMPLEMENTATION ACTIONS

The following LRFP goals and actions for implementation were developed by the District as part of the planning process, and in alignment with the Strategic Plan and Guiding Principles.

GOAL 1: UTILIZE THE 2020 FACILITY CONDITION ASSESSMENT (FCA) TO PRIORITIZE BUILDING INVESTMENTS AND DECREASE DEFERRED MAINTENANCE.

1A: Prioritize deferred maintenance work using Facility Condition Assessment (FCA) data.

1B: Update FCA data annually to reflect changes based on completed repairs, completed replacement/construction, or continued deferred maintenance.

1C: Assess current Maintenance Department resources and a gap analysis for needed maintenance productivity.

1D: Provide a yearly report to the School Board on the status of deferred maintenance.

1E: Hire needed positions in the Maintenance Department to provide a preventive and corrective maintenance program.

GOAL 2: INVEST IN SEISMIC IMPROVEMENTS SUCH THAT ALL SCHOOLS MEET COLLAPSE PREVENTION PERFORMANCE ON OR BEFORE DECEMBER 2032 AND AS DIRECTED BY OREGON REVISED STATUTE (ORS) 455.400.

2A: Prioritize seismic rehabilitation work based on buildings with the lowest structural score and availability of funding resources and/or targets of opportunity with scheduled repair work.

2B: Apply every funding cycle for state seismic rehabilitation grants.

GOAL 3: IMPLEMENT SECURITY IMPROVEMENTS ON OR BEFORE DECEMBER 2028. THESE PROJECTS INCLUDE BUT ARE NOT LIMITED TO FENCING, CAMERA, KEY CARD INSTALLATIONS, ISOLATION ROOMS, AND VESTIBULES.

3A: Ensure schools at a minimum have a key card access system and security cameras by December 2023.

GOAL 4: MAINTAIN HIGH STANDARDS FOR DESIGN AND CONSTRUCTION OF NEW AND RENOVATED FACILITIES AND ALIGNED TO THE EDUCATIONAL SPECIFICATIONS.

4A: Establish a level of service standard for lighting, fresh air exchange, heating/cooling, technology, teaching stations, and storage in classrooms and other teaching and learning spaces.

4B: Develop a plan to improve deficient spaces, in coordination with annual facility improvements and maintenance.

4C: Regularly review and update the Educational Specifications to reflect best practices and lessons learned from completed projects.

GOAL 5: INVEST IN NEW ENERGY EFFICIENT BUILDING SYSTEM AND TECHNOLOGY TO ENSURE LONG-TERM OPERATIONAL PERFORMANCE AND UTILITY SAVINGS SPECIFICALLY EVALUATED ON TRUE LIFE-CYCLE COST ANALYSIS VERSUS FIRST- COST OF CONSTRUCTION.

5A: All new construction buildings shall meet all of the following energy efficiency program metrics:

- > Enroll in the Energy Trust of Oregon's (ETO) New Building Program Whole Buildings Offering.
- > Meet Oregon's 1.5 Percent Green Energy Technology (GET) requirement, which stipulates public entities spend

1.5 percent of public building capital construction costs on specified renewable energy systems.

> Meet or exceed Oregon Department of Energy (ODOE) SB1149 EUI (Energy Usage Index) target guidelines:

- Elementary / Middle Schools: 29 kBtu/SF/Yr
- High Schools: 37 kBtu/SF/Yr

> Eligible for EPA ENERGY STAR Certification with a score of 75 or higher. ENERGY STAR certified buildings save energy, save money, and help protect the environment by generating fewer greenhouse gas emissions than typical buildings. To be eligible for ENERGY STAR certification, a building must earn an ENERGY STAR score of 75 or higher on EPA's 1 – 100 scale, indicating that it performs better than at least 75 percent of similar buildings nationwide.

> Require ENERGY STAR appliances throughout.

5B: All existing buildings shall meet the following energy efficiency program metrics by 2040:

> Meet or exceed Oregon Department of Energy (ODOE) SB1149 EUI (Energy Usage Index) Target Guidelines:

- Elementary / Middle Schools: 29 kBtu/SF/Yr
- High Schools: 37 kBtu/SF/Yr, and

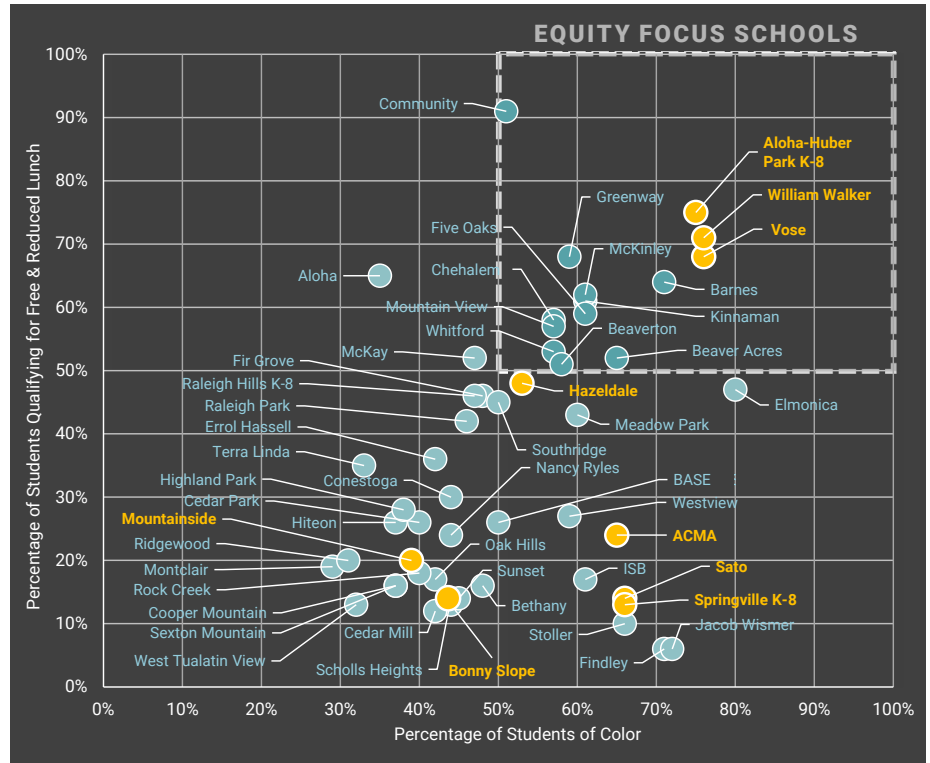
> EPA ENERGY STAR certified with a score of 75 or higher.

**GOAL 6:
BALANCE SCHOOL CAPACITY
WITH CURRENT AND PROJECTED
ENROLLMENT LEVELS.**

6A: Regularly review and adjust attendance boundaries to respond to enrollment growth, decline and the capacity/quality of school buildings.

6B: Maintain transparent and collaborative decision-making practices in attendance boundary adjustments.

**CHART:
Equity Focus Schools**



EQUITY LENS

Beaverton School District is a diverse community of learners. 53.9 percent are students of color, 34.8 percent qualify for free-and-reduced lunch, and 12.5 percent are English language learners, with 94 different languages spoken in student homes.

In order to break the predictive link between student demographics and student success, the District applies the principle of equity to all aspects of their schools and programs and aspires to have the five “P”s listed below:

PARTNERSHIP elevates multiple perspectives from historically underserved communities

PEOPLE reflect the diversity of our student body

PLACE is safe, inclusive, and affirming for historically underserved students and their families

POLICY articulates a vision for equity

PRACTICE eliminates gaps in access, opportunity, and expectation

DISTRICT EQUITY GUIDES

The following list includes the equity guides that the District has adopted. They are questions that the District asks itself when considering any decision.

- > Whose voice is and is not represented in this decision?
- > Who does this decision benefit or burden?
- > Is this decision in alignment with the BSD Equity Policy
- > Does this decision close or widen the access, opportunity, and expectation gaps?

**USING THE EQUITY LENS IN A
PLANNING CONTEXT**

In addition to being mindful of the equity guides throughout the long-range planning effort, the planning team also evaluated specific equity metrics related to historically underserved groups to inform the planning process. Using District data for individual schools, the team looked at socioeconomics, race, and language spoken.

Recognition of which schools have enrolled students with a high level of socio-economic need, a high level of racial diversity, and a high percentage of English-language learners informed planning decisions throughout the process, within the context of many other factors.

Equity Focus Schools

The chart on the previous page shows where schools fall in terms of their percentage of enrolled students qualifying for free and reduced lunch and the percentage of students of color. Schools in the upper right quadrant have more than 50 percent of enrolled students in both of these categories, identifying them for equity focus. Schools in this category include nine elementary schools, three middle schools, one high school, and one option school.

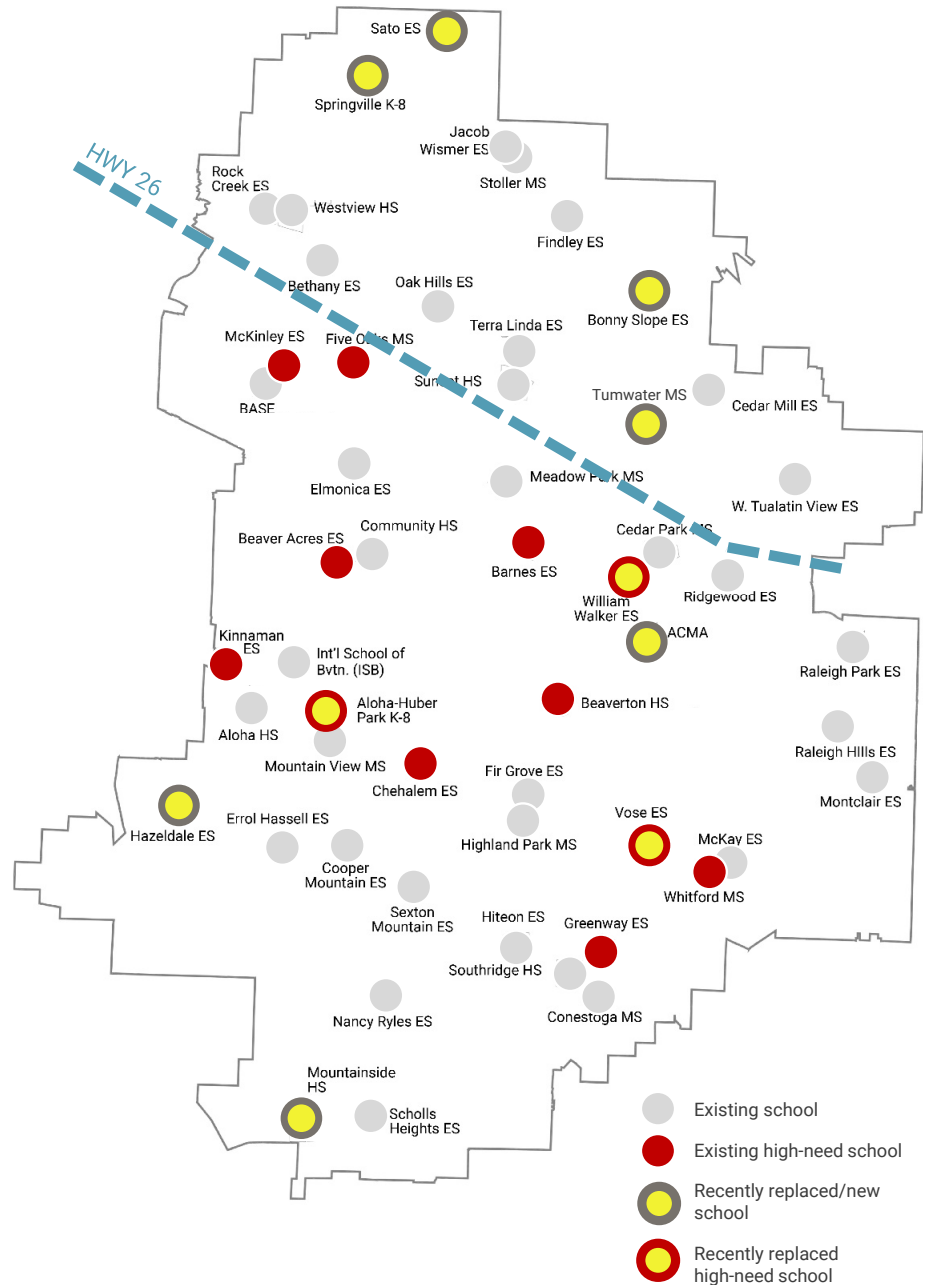
Recently constructed schools (after 2000) are also identified in orange (with the exception of Tumwater Middle School, which is not yet open as a middle school and did not have student data). Almost one-quarter of the schools in the equity focus category have been recently replaced, including Aloha Park K-8 (2005), Vose Elementary School (2017), and William Walker Elementary School (2018). Five Oaks Middle School was not replaced, but received a major modernization and addition as part of the 2014 bond. This work reflects the District’s ongoing commitment to equity.

Geographic Equity

Looking at school equity from a geographic perspective, as shown in the graphic at right, provides another metric for consideration. When viewed through a lens of greater than 50 percent free-and-reduced lunch, greater than 50 percent students of color, and greater than 15 percent English-language learners, the following schools emerge (shown in red):

- > Aloha Park K-8
- > Barnes Elementary School

DIAGRAM:
Equity Mapping of School Replacement Projects Since 2000



- > Beaver Acres Elementary School
- > Chehalem Elementary School
- > Greenway Elementary School
- > Kinnaman Elementary School
- > McKinley Elementary School
- > Vose Elementary School
- > William Walker Elementary School
- > Five Oaks Middle School
- > Whitford Middle School
- > Beaverton High School

All of these schools are located to the south of Highway 26, primarily in the central, older parts of the District. As illustrated in the diagram, three of these schools have been replaced.



SECTION 05

EDUCATIONAL PROGRAM

The purpose of a long-range facility plan is to develop a “road map” outlining strategic management of district facilities that offer high-quality, effective, and adaptable learning environments for students. Over the last few decades, education has changed dramatically to incorporate a new understanding of how individuals learn.

MODERN LEARNING ENVIRONMENTS

Ensuring that the District builds modern, student-centered learning environments to accommodate the variety of ways that students learn is essential to fulfilling the Long-Range Facility Plan’s purpose. The LRFP addresses changing needs for educational program delivery and how facilities can support these requirements.

Many of the District’s existing facilities are dated and may not support these aspirations or reflect the cultural norms of the community. Education facilities have historically been designed in a “one-size-fits-all” manner. Older building configurations were designed to support one teacher with a group of 30 students, limiting flexibility for team-teaching, variety in student group sizes, and typically with no space outside the classroom for instruction.

BACKGROUND

There have been enormous strides in our understanding of how the brain functions

and how children learn. We know that individuals learn in a variety of ways, requiring information to be provided in a variety of formats.

This knowledge has given rise to new approaches towards more effective teaching and learning, such as project-based learning, student-managed learning, small group work, independent research, and presentation. While the realities of our modern world continue to change and evolve, many older school buildings are still configured as they were 80 years ago (designed as factories for learning—with repetitive classrooms, sized for 30 students in a double-loaded corridor configuration).

Today’s learners are citizens of the world. They are connected through media and technology to a greater network of information than ever before. They need to be able to sift through vast quantities of information and evaluate it rather than memorize it. They must be more creative, innovative, and work in a more collaborative way. As global community members, students need to understand



and relate to different cultures and languages. They live in a rapidly changing world, which requires flexibility to meet the needs of the future.

In order to meet the nation’s needs for the twenty-first century, the U.S. Department of Education offers the following guidelines regarding the design of learning environments:

- > Enhance teaching and learning and accommodate the needs of all learners
- > Serve as centers of the community
- > Result from a planning and design process involving all stakeholders
- > Provide for health, safety, and security
- > Effectively use adaptable resources
- > Allow for flexibility and adaptability to changing needs

FACILITY PLANNING IMPLICATIONS

Increasingly, insightful teams of administrators, educators, and parents are collaborating with architects to re-imagine the schoolhouse. The goal is to create buildings that will engage students, welcome the community, and adapt to shifts in population and pedagogy.

Modern learning environments are student-centered and integrate innovative teaching methods, such as hands-on

learning and collaborative project-based work, with effective learning environments that are flexible, adaptable and technology-rich. Modern learning environments accommodate and encourage different students, of varying ages, abilities, and interests, to learn different things from different people in different places, in different ways, and at different times.

Modern learning environments engage students, welcome the community and adapt to shifts in student population. They are flexible, connected, collaborative, culturally relevant, multisensory, and multipurpose; with provisions for small study spaces and shared group space.

Learning Everywhere

Learning can take place anywhere. Spaces that support multiple uses are places that provide space for a wide range of learning styles. Additionally, they are spaces that can take a variety of forms depending on the school’s social and cultural context, students’ ages and abilities, educational philosophies, curriculum and pedagogies. Multipurpose learning spaces must be flexible. They should be able to serve a variety of learning communities within the school, as well as the community surrounding the school.

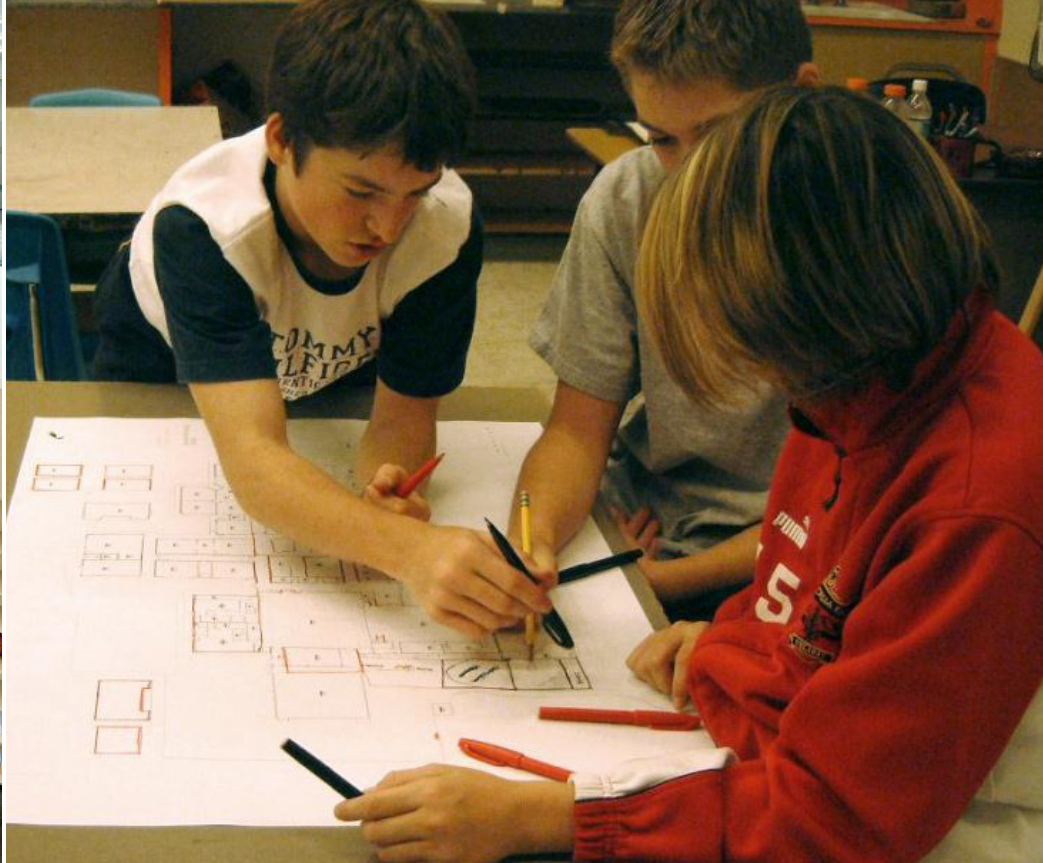
Design Patterns

School facility design contributes to creating successful learning environments. Types of teaching and learning, such as independent study, peer tutoring, project-based learning, student-managed learning, mentoring, and distance learning, create the need for different types of space.

Environmental Responsibility

Teachers and students perform best in facilities that meet their needs. Facilities must be well-ventilated, comfortable environments that are free of hazards and irritants, while also minimizing energy and resource use. Access to daylight and good acoustics are also key elements of a healthy environment.

School buildings can be designed to go beyond sustainability, in terms of energy use, and employ the building as a teacher of environmental stewardship and a laboratory for learning about natural processes and building technologies. There is increasing national concern about the buildings and spaces in which students learn, and how these might affect both health and achievement.



EDUCATIONAL ADEQUACY

Educational adequacy addresses the following question:

How well does the facility create a successful environment for learning, inspiring, and building community?

Although educational adequacy can be difficult to quantify, facilities can be evaluated in a number of different ways, including area per student comparison and elements of successful learning environments.

AREA PER STUDENT

Gross square footage per student (GSF/student) is one metric that can be used to compare educational adequacy in school facilities. GSF/student is determined by taking the total gross square footage of a facility and dividing it by the permanent student capacity of the building. It is important to note that this metric is not necessarily a reflection of classroom size, as it takes into account all spaces within the building and provides the average amount of total space per student.

Beaverton School District's area per student targets are 122 GSF/student for

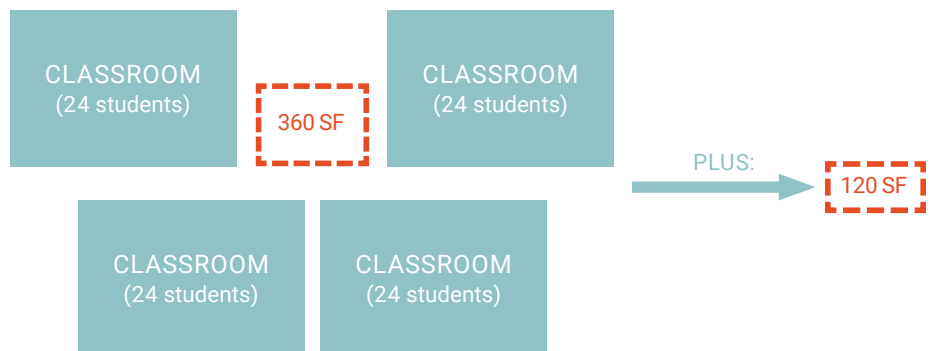
elementary schools, 148 GSF/student for middle schools, and 155 GSF/student for high schools. These targets are based on the District's Educational Specifications and evaluation of recently completed school facilities. The District is typical of most school districts, in that its school facilities vary widely in terms of area per student.

A small amount of difference in area per student can have a big impact on the amount of space in a facility and how it is used. For example, the difference between Montclair Elementary (119

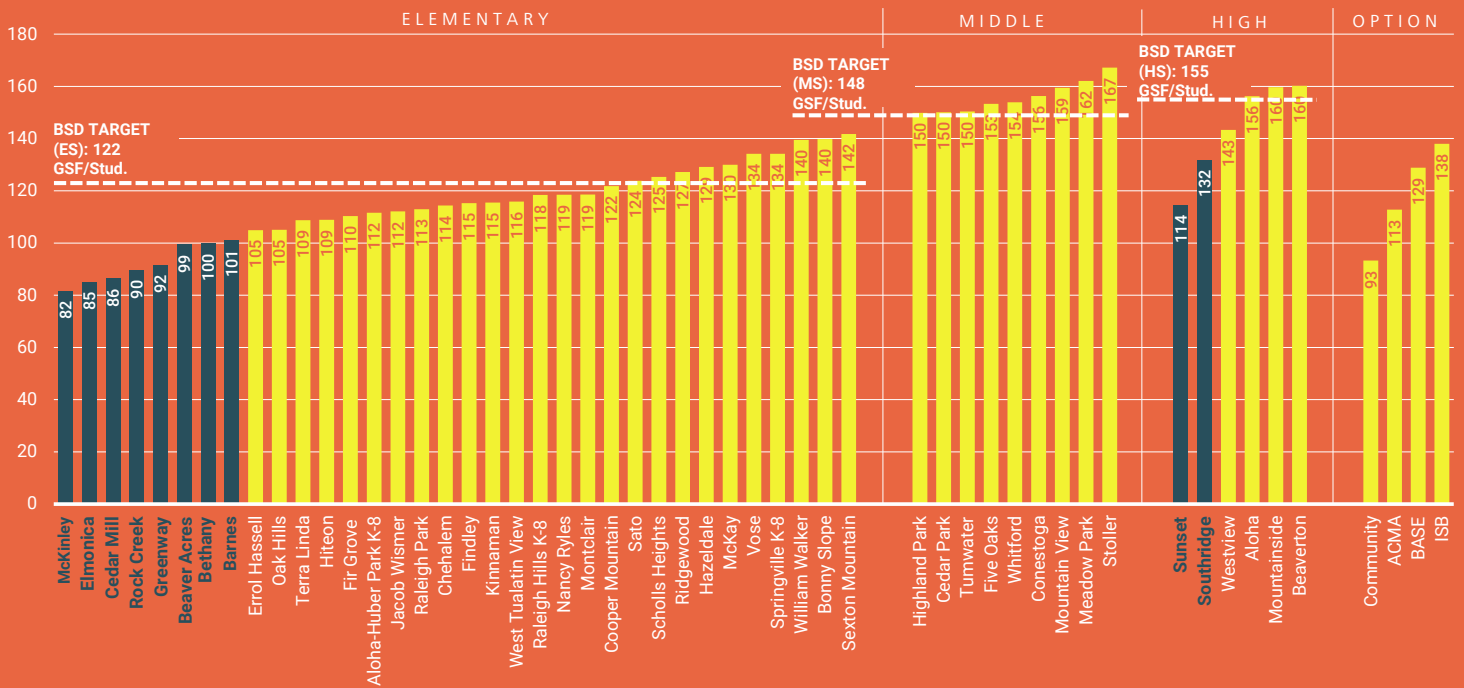
GSF/student) and Sato Elementary (124 GSF/student) is only five square feet per student. However, when this is multiplied by the number of students per classroom (25), it equates to an additional 125 square feet per classroom, or an additional 500 square feet of space for a cluster of four classrooms.

This additional space is enough to provide break-out areas and/or other types of teaching and support space for the classrooms that a school with a lower area per student would not be able to have, as shown in the diagram below.

Impact of Five Square Feet Per Student:



AREA PER STUDENT



Distribution and configuration of space is also important to consider. Adding onto an existing school can increase the area per student, but does not always provide the desired types and relationships of spaces, such as break-out spaces adjacent to classrooms.

A comparison of area per student in the District’s school facilities is shown in the chart above.

Elementary School Level

Of the District’s 34 elementary schools, eight schools fall more than 20 GSF/student below the District target. Ranging from 80 to 101 GSF/student, these schools are typically older facilities that are not configured for modern learning. These schools are identified as having a potential opportunity to improve the learning environment if replaced or added onto.

At the other end of the spectrum, 11 elementary schools are at or above the target area per student, including all of the District’s most recently constructed schools.

Middle & High School Level

All of the District’s nine middle schools are at or above the District’s target area per student.

Two of the District’s six comprehensive high schools, Sunset and Southridge, are more than 20 GSF/student below the District target, while three are above the target.

The District’s four alternative school facilities, which house middle school and/or high school students, all fall below the middle school and high school targets. This is typical for non-traditional programs that may not include all of the facility components of a comprehensive neighborhood school facility. The District does not have a target area per student for alternative programs, as the programs and facilities vary greatly.

ELEMENTS OF SUCCESSFUL LEARNING ENVIRONMENTS

- > Facilitate learning everywhere
- > Support multiple modes of delivery
- > Offer opportunities for social learning
- > Integrate technology throughout
- > Maximize connections to community
- > Seek educational partnerships and joint use
- > Embrace sustainable design
- > Inspire!

Shared Learning

Modern learning environments tend to offer several options that support large group, small group, and individual learning needs. Currently, two options exist in many of the District’s older schools, including the general classroom environment and the hallway.

Existing facility considerations related to shared learning include:

- > Limited or no shared learning areas in older schools
- > Limited or no space for one-on-one, group projects, etc.
- > Limited ability for outside of classroom supervision
- > Disruption caused by use of learning space as a thoroughfare

Classrooms

Existing facility considerations related to classroom suitability include:

- > Classrooms do not allow for flexible learning
- > Limited or no connection to other learning areas
- > Functionally limiting



Natural Light

Access to daylight is a key element of a healthy learning environment. Research over the last two decades has shown that lighting impacts physical health, psychological well-being, and academic performance. Characteristics related to the level and quality of natural light and educational suitability include:

- > Little or no opportunity for visual relief
- > Spaces that are dark and uninviting

Wayfinding / Character / Community

Supervision and wayfinding are important considerations in modern learning environments. Characteristics that can impact the educational suitability of a facility include:

- > Spatially constrictive
- > Difficult wayfinding
- > Restricted observation of students
- > Unwelcoming environment
- > Limited or poorly configured spaces for community use

MODULAR CLASSROOMS

Modular classrooms, or portables, are located at many District schools to meet capacity needs. Although these classrooms provide the basic facilities for learning, they are not ideal learning environments due to a number of factors.

Issues include their remote location and disconnectedness, as well as related supervision and security concerns. Modular classrooms also may not have materials, systems, and amenities that are commensurate with permanent building space, resulting in limited display and storage areas, limited natural light, and/or suboptimal heating ventilation systems.

The District recognizes the limitations of modular classrooms and has set a goal to remove and/or limit the use of portables wherever possible. However, it is recognized that there are situations where their use is necessary due to budget, site, or other constraints.

AREAS OF EDUCATIONAL PROGRAM NEED

The following information summarizes specific District educational programs that could require and/or benefit from modification of existing facilities within the 10-year time frame of the Long-Range Facility Plan.

Educational goals and needs for the LRFP have been defined for those programs that have priority regarding facility support needs. Not all of the

District's educational programs are included. Of those shown, it is yet to be determined what, if any, changes may be made. Some programs were determined to not require action as part of the Long-Range Facility Plan, and are included for informational purposes only.

EARLY CHILDHOOD EDUCATION EXPAND PRESCHOOL PROGRAM

Goal

Provide one prekindergarten classroom at every elementary school with Title I status.

Existing Condition

15 Title I elementary schools are identified within the District for the 2020-21 school year and six Title I schools currently have prekindergarten programs.

Need

Implement a preschool program in the remaining nine Title I elementary schools by adding a prekindergarten classroom and associated support, including a required outdoor play area. (Although the specific plan approach, either new construction or modernization, will be determined on a school-by-school basis, new construction is assumed for the purposes of the Long-Range Facility Plan.)

Elementary schools that need to add a preschool program include:

- > Beaver Acres
- > Chehalem
- > Elmonica
- > Flr Grove
- > Hazeldale
- > Kinnaman
- > McKinley
- > Raleigh Hills
- > Raleigh Park

SPECIAL EDUCATION

NEIGHBORHOOD SCHOOL IMPROVEMENTS

Goal

Provide adequate and equitable special education facilities at all schools (classrooms and support), so the majority of students needing special education can be served in their home attendance area.

Existing Condition

21 elementary, two middle, and three high schools currently have adequate special education facilities.

Need

Provide additional space and/or improvements to existing space at the remaining 13 elementary, seven middle, and three high schools that have inadequate special education facilities.

Special education program space requirements vary between grade levels and are determined by the District’s educational specifications. A revised version of the education specification for special education was developed by the District during the planning process and was used in planning the size requirements at each grade level.

SPECIALIZED PROGRAM FACILITY

Goal

Provide a new stand-alone special education school to serve approximately 120 to 130 students for whom the

District cannot currently accommodate their educational needs.

Existing Condition

Students are currently transported to non-District facilities, resulting in long transportation times and additional expense.

Need

Provide a stand-alone special education school for these students, either in a new or modernized facility. The estimated size for this facility is approximately 36,000 gross square feet and includes 15 classrooms, four safe rooms, offices, and support space.

PHYSICAL EDUCATION

MEET STATE PHYSICAL EDUCATION REQUIREMENTS

Goal

Provide space to accommodate State physical education (PE) requirements at all District facilities (elementary schools and middle schools).

Existing Condition

The number of PE spaces in existing District elementary and middle school facilities may not be adequate to meet State requirements at all schools.

Need

Additional gymnasiums or other PE teaching stations may be needed at some elementary and middle schools (to be determined). An analysis of existing PE spaces was completed as part of this planning process and indicated a need for additional PE teaching stations as many schools (14 elementary, two middle, and one option school).

However, as this analysis was based on a number of assumed factors and because there are also programmatic strategies to address this need, such as adjusting class sizes, scheduling, and utilization rates, the District determined not to include specific PE facility need as part of the LRFP.

One exception to this is Stoller Middle School. Due to its large enrollment and limited PE facilities, it is unlikely that programmatic changes will be enough to fulfill State requirements.

Other schools that may have a significant need for additional PE teaching stations include: Bonny Slope Elementary, Jacob Wismer Elementary, McKinley Elementary, and Conestoga Middle School. Further evaluation will be needed to determine PE facility need at these and all other District elementary and middle schools.

EDUCATIONAL SUPPORT

ADMINISTRATION & SUPPORT FACILITY IMPROVEMENTS

Goal

Provide adequate administration and support space to accommodate the District’s educational programs and goals.

Existing Condition

There is a need for additional administrative support space in the District. The current Central Office building was built in 1970 when the enrollment size of the District was half of its current enrollment and there were fewer districtwide administrative services provided. Since then, districtwide administrative services have grown substantially and the current structure is inadequate for current operations.

Due to space limitations at the Central Office facility, some districtwide services are currently housed in locations separate from the Central Office, such as the Multilingual Department, Nutrition Services, and Special Education. Ideally, all districtwide administrative services would be in one location to improve community access.

Need

Expand the District’s Central Office facility to accommodate all districtwide administration programs in one location.



SECTION 06

FACILITY CONDITION

Beaverton School District is the third largest school district in Oregon, educating almost 40,000 students each year. The District is located to the west of Portland and encompasses an area of approximately 57 square miles in Washington County.

EXISTING DISTRICT FACILITIES

Beaverton School District owns and operates over 5.7 million square feet of facility space on over 800 acres of land throughout the District. This includes 34 elementary schools, nine middle schools, six high schools, and five option schools, as well as several administrative and support facilities. The two area charter schools are not owned or operated by the District and are not included as part of this LRFP.

Three additional school facilities that were funded in the 2014 bond have recently been constructed, adding to the District’s facility inventory. Recent projects include a new elementary school, a new middle school, and a new high school.

Many District schools have one or more modular classrooms, or “portables,” on site to provide additional student capacity. The square footage and capacity of portables is calculated separately from permanent facility space.

ELEMENTARY SCHOOLS

The majority of the District’s elementary schools house students in kindergarten through fifth grade, with the exception of three K-8 schools: Aloha-Huber Park, Raleigh Hills, and Springville. Both Raleigh Hills and Springville are in the process of transitioning to K-5 schools by 2022-23, and are considered as such for the purposes of this LRFP. Aloha-Huber is anticipated to remain a K-8 facility through the time frame of this Plan.

The 31 K-5 elementary schools range in size from approximately 41,100 square feet to as much as 87,200 square feet at the newest elementary schools in the District. The K-8 facilities are larger, ranging from approximately 59,200 square feet to 106,000 square feet. Currently, 22 elementary schools have modular classrooms on site.

MIDDLE SCHOOLS

The District’s nine middle schools house students in sixth through eighth grades. They range in size from approximately 116,700 square feet up to 165,500 square

feet at Tumwater, the newest middle school. Currently, six middle schools have modular classrooms on site.

HIGH SCHOOLS

The six high schools in the District range in size from approximately 254,000 square feet to 342,000 square feet at Mountainside, the District’s newest high school. Two existing high schools have modular classrooms on site.

OPTION SCHOOLS

The District’s five option school facilities vary in program, grade levels and size. All option schools accommodate high school students, with several schools accommodating middle school students as well. The District has a total of approximately 320,000 square feet of facility space allocated for option schools. Facility sizes range from 51,125 square feet to over 105,000 square feet. Two options schools have modular classrooms on site.

Most option school facilities are housed on their own sites. Exceptions include the International School of Beaverton (ISB), which is co-located with the District’s branch administrative facility, and BASE, which is co-located with other District support offices at the Capital Center.

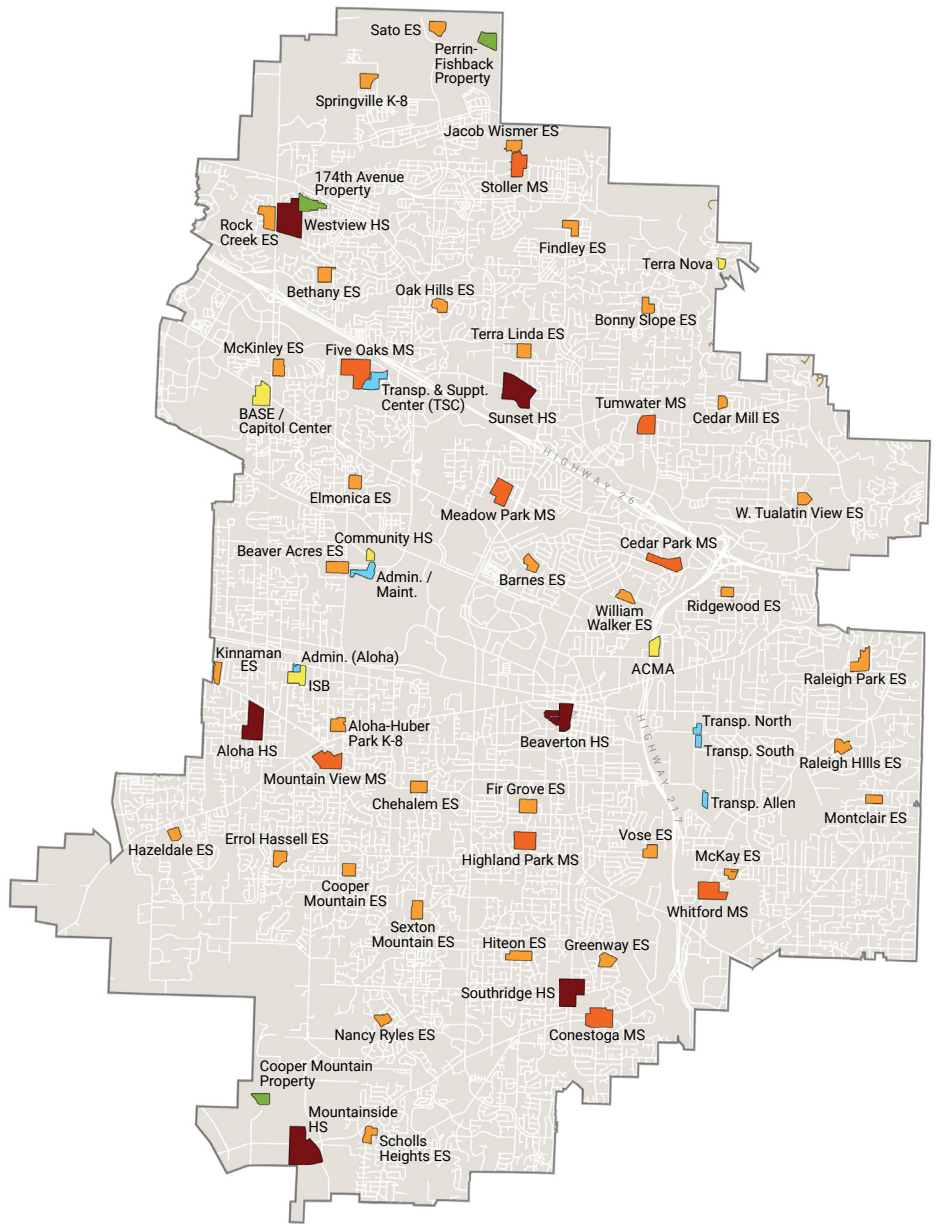
SUPPORT FACILITIES

The majority of the District’s support facilities are housed on one main campus, which has an administration building, several portables, and five maintenance buildings. There is also a small administrative branch facility, as well as four transportation and support facilities located throughout the District. There are approximately 253,000 square feet of support facilities in the District.

UNDEVELOPED PROPERTY

The District currently owns three parcels of undeveloped property. Two properties are located in the northern part of the District. The 174th Avenue property is located directly east of Westview High School and includes four tax lots. It is

DIAGRAM:
Existing District Facilities



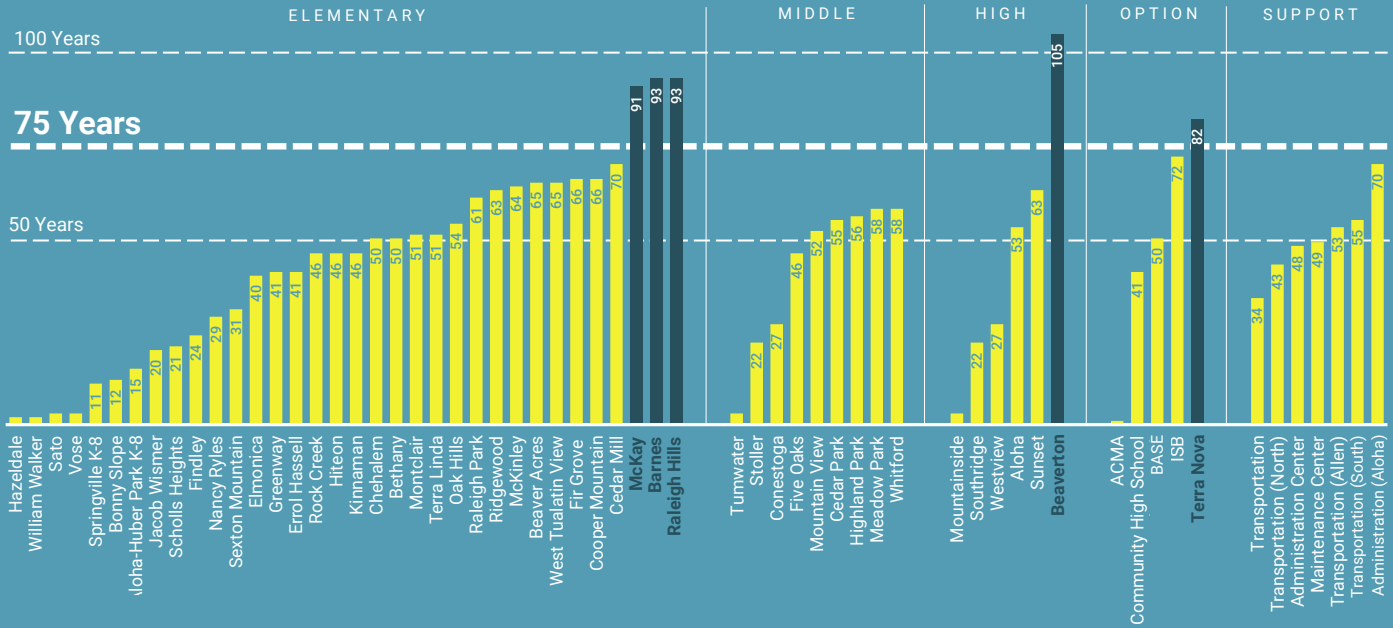
14.8 acres in size, with about 11.6 acres of developable land, due to the presence of wetlands in the northern portion of the site. The Perrin-Fishback property is located at the northern edge of the District, near Sato Elementary School, and is approximately 10.0 acres in size.

The most recently acquired South Cooper Mountain property is located on the southern edge of the District, near Mountainside High School. It is approximately 11.0 acres in size.

FACILITY TYPE

- Elementary School
- Middle School
- High School
- Option School
- District Support
- Undeveloped Property

FACILITY AGE



FACILITY AGE

District educational facilities vary significantly in age, with original construction dates as early as 1915 and as recent as 2021. Although facility age does not solely determine building condition, it is a significant factor that should be considered. The chart above illustrates the age of all District facilities.

Original construction dates were used for all buildings, although many District facilities have received modernizations and additions since their initial construction. This is because major building systems and components, such as foundations, structure and exterior materials, continue to degrade over time and eventually require replacement, regardless of subsequent work that has been done in the building.

Facilities built 75 or more years ago (before 1946), shown in blue above, are identified as candidates for potential replacement, due to both physical condition and program accommodation issues.

In addition to age-related degradation, older school facilities were generally not designed to accommodate current models of teaching and learning. Building configurations were typically designed to support one teacher with a group of 20-30 students, providing limited flexibility

for team-teaching or convening a variety of student group sizes. Older schools commonly have no space outside of the traditional classroom for private conversations, individualized instruction, or group project work. Shared facilities, such as cafeterias, gymnasiums, restrooms, and administration areas are also often undersized for current functions and needs.

ELEMENTARY SCHOOLS

The majority of the District's elementary schools (31 schools) are less than 75 years old, including four schools that have been constructed within the last five years.

Three of the District's elementary school facilities are over 75 years old, including McKay, Barnes, and Raleigh Hills. The age of these facilities may be a contributing factor in their consideration for replacement, along with other factors such as condition, capacity, and educational adequacy. There are also five elementary schools that will exceed the 75 year life span of facilities during the next 10 years, including Beaver Acres, West Tualatin View, Fir Grove, Cooper Mountain, and Cedar Mill.

MIDDLE SCHOOLS

All of the District's middle schools are less than 75 years old, however five of

the District's middle schools were built in the 1960's and are now over 50 years old. Although they will not be in need of replacement due to age within the time frame of this LRFP, it should be noted that they will likely be reaching the end of their useful life around the same time. The newest middle school, Tumwater, was completed in 2017.

HIGH SCHOOLS

The oldest comprehensive high school, and oldest facility in the District, is Beaverton High School, with the majority of the facility being constructed in 1915. At 105 years old, it should be considered as a candidate for replacement based on its age. Newer portions of the facility, such as the cafeteria, do not need to be replaced due to age.

Two other high schools, Sunset and Aloha, are over 50 years old, with the Sunset facility exceeding 75 years within the next 10 years. Mountainside High School, the newest high school in the District, was completed in 2017.

OPTION SCHOOLS

The facilities that house the District's option schools are all over 40 years old. The Terra Nova facility is currently over 75 years old, and the ISB facility will exceed a 75-year life span within the next 10 years.

SUPPORT FACILITIES

All of the District’s support facilities are less than 75 years old, although the Administration - Aloha facility is nearing that age and will exceed a 75-year life span within the next 10 years.

STRATEGIC REPLACEMENT

Due to the number of facilities with similar dates of original construction, these facilities can be expected to reach the end of their useful life around the same period of time. While immediate replacement may not be warranted, incremental replacement implemented over the course of several decades should be considered. This proactive approach may be used to ensure that the District is not faced with the burden of replacing a large number of facilities within a short period of time.

HISTORIC BUILDINGS

The Merle Davies building, which is part of the Beaverton High School campus, is identified as part of the City of Beaverton Inventory of Historic Resources and is classified as a significant landmark.

FACILITY CONDITION

FACILITY ASSESSMENT PROCESS

In 2019, the District hired an outside consultant to complete a facility condition assessment (FCA) of District facilities in alignment with Oregon Department of Education (ODE) assessment requirements. The assessment covered 63 District facilities including schools, administration, and support buildings. The FCA report is included in Appendix D.

The FCA evaluates the physical condition of site elements, exterior and interior building systems, and incorporates the recommendations from the 2019 Seismic Assessment, described on pages 30-31 and included in Appendix E.

The assessment team reviewed available information such as previous reports, energy use, drawings, operations and maintenance reports, capital project history, and maintenance practices

provided by the District. In addition, interviews were conducted with District maintenance staff and others to gather critical information on historic performance and known deficiencies. On-site information was gathered by visual inspection only; no tools were used and no destructive testing was performed.

Building systems were evaluated in the following categories:

- > Fire and Life Safety– alarm panels, emergency generators, security systems, and fire suppression systems
- > Heating System– boilers, furnaces, unit ventilators, terminal units, and other major equipment
- > Ventilation System
- > Air Conditioning System– cooling towers, chillers, and major labeled equipment
- > Roofing System– roof type, reported age, drainage, or any unusual roofing conditions
- > Electrical System– electrical service provided and distribution system, including switchgear, transformers, emergency generators, and main distribution panels
- > Plumbing– domestic water supply, domestic water heaters, sanitary sewer, and any special or unusual plumbing systems (such as fuel systems and gas systems)
- > Vertical Transportation
- > Building Envelope– walls, doors, windows, and fire escapes, including curtain-wall systems, glazing, exterior sealant, exterior balconies, and stairways
- > Structural Components– footings, foundations, slabs, columns, floor framing system, and roof framing system (no structural testing)
- > Furnishings– fixed furnishings (cabinets, casework, etc.)
- > Site Paving– site paving and/or site components including pavement, curbs, drains, and sidewalks

- > Kitchen Equipment– walk-in freezers and refrigerators, dishwashers, ovens, stoves, broilers, grills, fryers, and ice makers
- > Site and Other– playgrounds, synthetic turf fields, sports and ground facilities, natural fields, auditoriums, tracks, outbuildings, and stadiums

FACILITY CONDITION INDEX

Building condition evaluations yielded Facility Condition Index (FCI) scores for each District facility. An FCI score is generally intended to reflect the amount of capital required to address deferred maintenance items. It represents the cost to repair deficiencies as a percentage of the cost to fully replace the existing facility “as-is.” It does not necessarily bring the facility up to current code and is not intended to represent improvements required to make the building equivalent to a new facility (a building with an approximate 75-year lifespan and modern learning environments).

The State facility assessment is a tool used to help the ODE understand the relative condition of various districts’ facilities across Oregon. It can also be used as a tool to help school districts and their communities understand the relative condition of facilities within their district, and make decisions regarding the modernization and replacement of aging facilities. However, the FCI score does not represent total facility need, and the comparison of cost to repair deficiencies relative to replacement cost does not represent the same finished product as a fully modernized or new building.

FCI scores are defined with the following “rules of thumb” in the FCA report:

0.05 or Below: Good Condition

Continue predictive and preventive maintenance

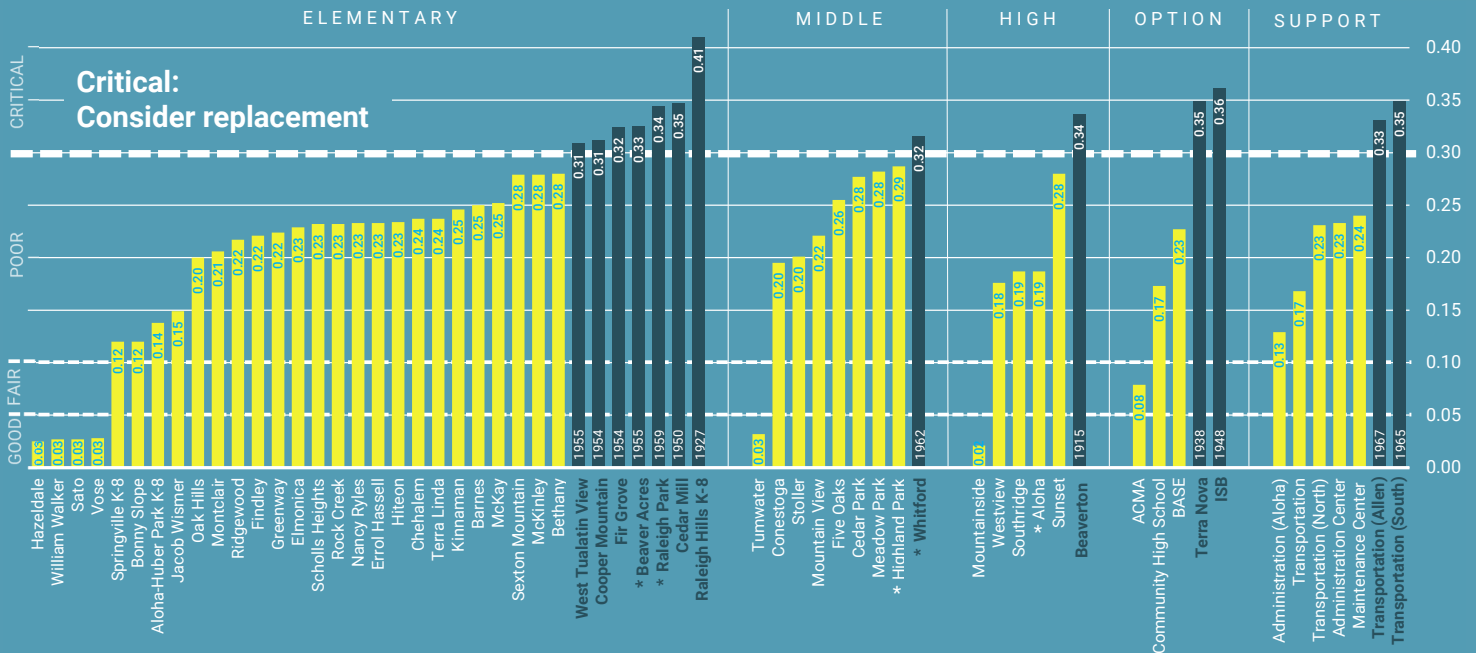
0.05 – 0.10: Fair Condition

Continue maintenance with capital renewal

0.10 or Above: Poor Condition

Consider whole building replacement or renovation versus repair

FACILITY CONDITION ASSESSMENT (FCI SCORE)



The FCA report recommends that the District should target having a majority of their buildings below the 0.10 score if planning to continue to operate in the building.

FCI scores for all District facilities are shown in the chart above, and in the table at the end of this section. As illustrated, all but seven District buildings were assessed as being in the Poor Condition category (0.10 or above). Therefore, a fourth category, Critical Condition, was defined for the purposes of this planning effort.

The Critical Condition category identifies buildings with FCI scores of 0.30 or more. It serves as a mechanism to allow the District Leadership Team and Focus Group to easily identify the worst-case building conditions for discussion and planning prioritization. 13 District facilities fall into the Critical Condition category.

ELEMENTARY SCHOOLS

Seven of the District’s elementary schools have an FCI score above 0.30, indicating they were evaluated as being in critical condition. Two schools, Beaver Acres and Raleigh Park, received significant facility improvements after the assessment was completed, and therefore have effectively lower (better) FCI scores than shown.

Of the remaining five schools in critical condition, Raleigh Hills is in the worst condition, with a score of 0.41, followed by Cedar Mill, Fir Grove, Cooper Mountain, and West Tualatin View.

The District’s four newest elementary schools have FCI scores in the “good condition” range. All other elementary schools fall into the “poor condition” range, with FCI scores between 0.22 and 0.28.

MIDDLE SCHOOLS

One District middle school, Whitford, was evaluated to be in critical condition, however this facility received significant facility improvements after the assessment was completed, and therefore has an effectively lower (better) FCI score than shown.

All other District middle schools scored in the “poor condition” category with scores between 0.20 and 0.29, with the exception of the recently completed Tumwater Middle School, which is in good condition.

HIGH SCHOOLS

Beaverton High School is the District’s only high school that was evaluated to be in critical condition. With an FCI score of 0.34, it has one of the worst scores in the District.

Other District high schools fall into the “poor condition” category, with the exception of the recently completed Mountainside High School, which is in good condition.

OPTIONS SCHOOLS

Of the District’s five option school facilities, two have been evaluated to be in critical condition, including the ISB and Terra Nova facilities, with scores of 0.36 and 0.35 respectively.

Other option schools range from fair to poor condition. The “fair” score for ACMA reflects that the facility includes a portion of the original building.

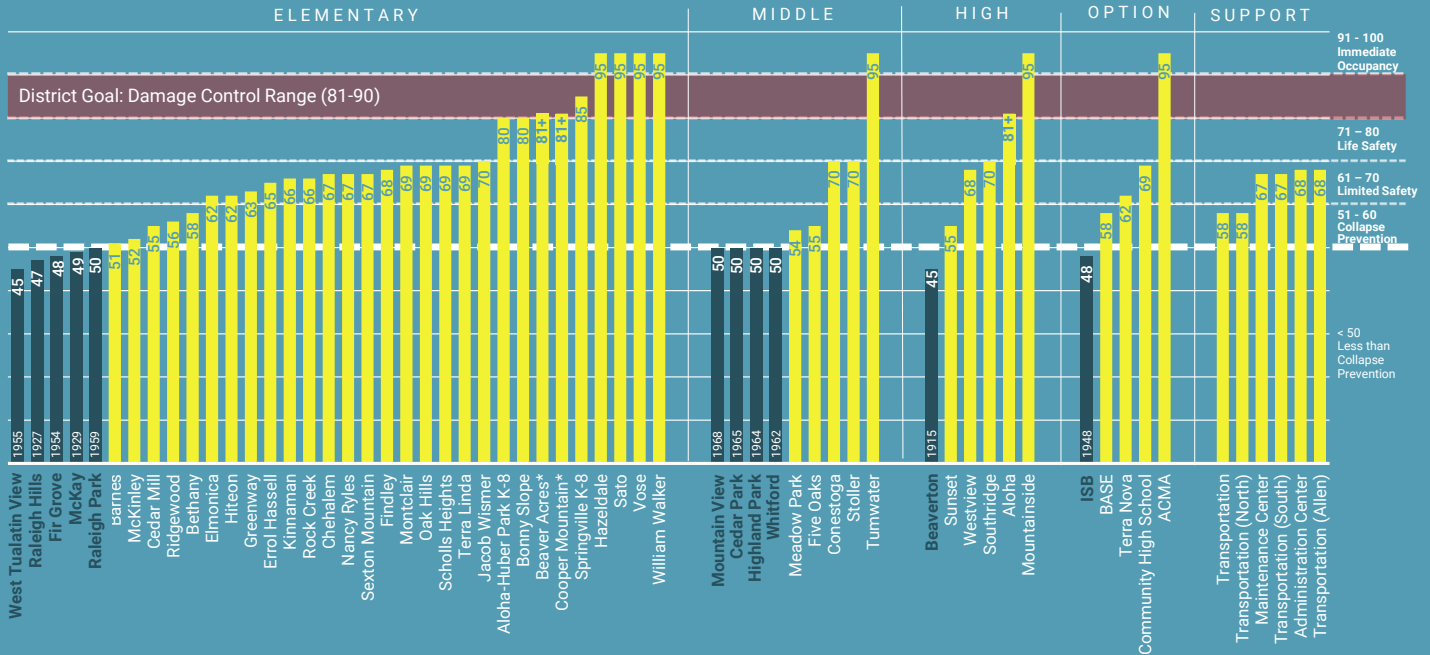
SUPPORT FACILITIES

Two District support facilities, the Allen and South transportation facilities, have FCI scores in the critical condition range. All other support facilities were evaluated to be in poor condition, with scores between 0.13 and 0.24.

SEISMIC CONDITION

Although new facilities are built to meet the current seismic codes at the time of construction, many District buildings are more than 30 years old and have had little or no earthquake resistance built into their original designs.

SEISMIC CONDITION



Seismic condition should be considered in the context of “rolling compliance.” New codes are typically issued every few years and adjustments related to seismic requirements occur each time. The first seismic code was developed in 1976 and it has evolved over time with each new code, changing zones from low to moderate to high.

SEISMIC EVALUATION

Seismic evaluation can be used to prioritize future seismic improvements within the District and work toward meeting the goal of the 2017 Oregon Revised Statute (ORS) 455.400 which notes:

“Subject to available funding, all seismic rehabilitations or other actions to reduce seismic risk must be completed before January 1, 2032.”

In 2019, the District hired a structural engineering firm to evaluate all District facilities (except the Aloha Administration facility). The resulting report provides an updated summary of how each campus is expected to perform during a seismic event, according to American Society of Civil Engineers (ASCE) 41-13. (Although ASCE 41-17 has since been released, it is not expected to significantly change the findings.) The full seismic report is included in Appendix E.

ASSESSMENT PROCESS

Seismic assessments included a review of available structural drawings, building walk-throughs, and preliminary seismic evaluations to determine likely seismic deficiencies.

The Tier 1 checklists from ASCE 41-13 were used as a guide for all seismic assessments. These checklists assist in identifying seismic deficiencies of a structure. A full Tier 1 evaluation was not completed for each school, as this was a higher-level review.

SCORING

Each campus was given a score based on its seismic vulnerabilities. This score indicates how it would likely perform during a seismic event based on the ASCE 41-13 performance objectives. The scoring ranges are:

- > **Immediate Occupancy (91-100)**
Very limited structural damage and continued use of the building will not be limited by its structural condition.
- > **Damage Control Range (81-90)**
Halfway between Immediate Occupancy and Life Safety.
- > **Life Safety (71-80)**
Significant damage to the structure will occur but with margin against partial or total collapse. Although damaged

structure may not be an imminent collapse risk, it would be prudent to implement structural repairs or install temporary bracing before re-occupancy.

- > **Limited Safety Range (61-70)**
Halfway between Life Safety and Collapse Prevention.
- > **Collapse Prevention (51-60)**
Little to no lateral strength or stiffness to resist lateral loads. Structural collapse possible in aftershock events, thus not safe to occupy after an event.
- > **Less than Collapse Prevention (41-50)**
Possible partial or full collapse of structure.

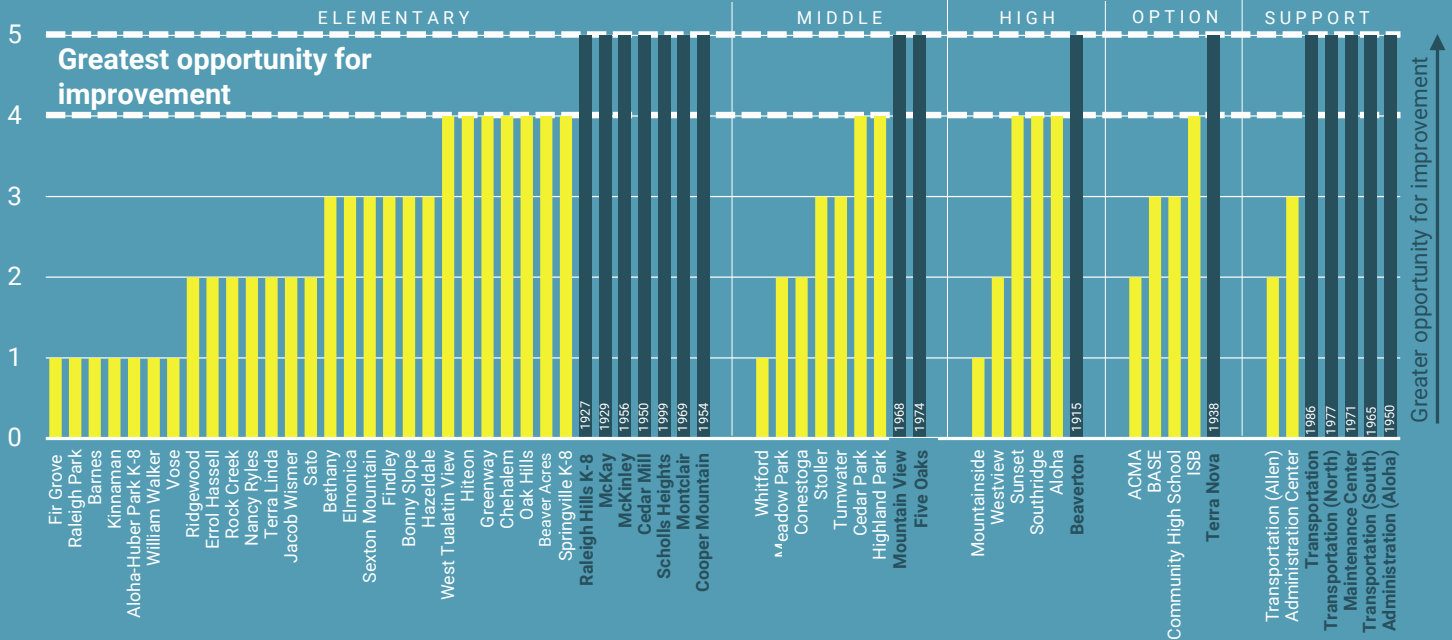
DISTRICT TARGET

The Damage Control Range, between Life Safety and Immediate Occupancy, is the performance level target for Beaverton School District. The intent of the Damage Control performance level is to limit damage to the building beyond what would be expected for the Life Safety performance level. Damage Control is the recommended performance level for Risk Category III buildings, the code required risk category for new school buildings.

EXISTING CONDITIONS

The District’s 10 newest facilities meet or exceed the District target for seismic condition. In addition, seismic

ENERGY USE INTENSITY (EUI)



improvements were completed at three schools after the seismic evaluation was done, including Beaver Acres Elementary School, Cooper Mountain Elementary School, and Aloha High School. Seismic scores have been adjusted at these schools to reflect that they are now assumed to be within the targeted Damage Control Range, although their exact score has not been recalculated.

The majority of other District facilities fall into the Collapse Prevention range. However, there are 11 District facilities that were evaluated to be in the Less than Collapse Prevention range, including:

- > Fir Grove Elementary School
- > McKay Elementary School
- > Raleigh Hills Elementary School
- > Raleigh Park Elementary School
- > West Tualatin View Elementary School
- > Cedar Park Middle School
- > Highland Park Middle School
- > Mountain View Middle School
- > Whitford Middle School
- > Beaverton Middle School
- > ISB

Seismic condition at these schools should be addressed as soon as possible. This

can be accomplished through seismic improvements or facility replacement, depending on a variety of other factors.

IMPROVEMENT COSTS

The seismic evaluation included rough-order of magnitude estimates of probably cost for completing seismic improvements at each District facility. These estimates were based on previous seismic rehabilitation studies of similar building construction types and ages. They include an allotment for repairing architectural finishes, but do not include other mechanical/electrical/plumbing or architectural upgrades that might occur during a seismic rehabilitation project. Costs do not include soft costs or escalation and are therefore not equivalent with other costs shown in this LRFP. They are included for reference only.

The probable construction cost to bring all schools in the District up to the target seismic range is estimated in the report at \$139.9 million, in 2019 dollars.

Upgrades to the schools in each scoring range break out as follows:

- > Less Than Collapse Prevention: \$48.7M
- > Limited Safety & Collapse Prevention: \$89.8M
- > Life Safety: \$1.4M

ENERGY USE

Energy Use Intensity (EUI) is a metric that evaluates which facilities will provide the most return on investment in terms of energy improvement. Modernizations at the most poorly performing schools will yield the highest return.

EUI evaluation and scoring was completed by an outside consultant as part of the 2019-20 facility condition assessment. Facilities are scored on a scale of one to five, with higher scores indicating greater opportunity for improvement.

- > Score of 1: Energy performance in top 20% of buildings
- > Score of 2: Energy performance in top 20-40% of buildings
- > Score of 3: Energy performance in middle 40-60% of buildings
- > Score of 4: Energy performance in bottom 20-40% of buildings
- > Score of 5: Energy performance in bottom 20% of buildings

As shown in the chart above, many District facilities fall into the highest category, including seven elementary schools, two middle schools, one high school, one option school, and five of the District's seven support facilities.

DEFERRED MAINTENANCE

The initial construction cost of a school accounts for only 10 percent of its lifetime cost, according to School Construction News. Districts often struggle to fund the ongoing facility maintenance, and general operating funds are typically not budgeted to handle major repairs such as roof or mechanical system replacements. A building's life cycle may be 75 years or more, but many building components, including roofs, typically only last 20 years or less.

Although the District continually addresses maintenance issues, there are still considerable facility and site improvement needs throughout the District. As is typical for many school districts, there is more need than the District's allotted operations budget can accommodate, as all facilities continuously wear over time and need to be maintained.

Deferred maintenance needs include:

- > Upgrades and/or replacements to structural, mechanical, and electrical systems
- > Exterior enclosure improvements
- > Interior finishes improvements
- > Upgrades and/or replacements to commercial equipment and conveyance systems
- > Fire and life safety improvements
- > Site work

As part of the FCA, deferred maintenance costs were developed for each facility. The District's total 10-year deferred maintenance need was determined to be \$610.1 million and includes improvements at all District facilities. The chart on the following page illustrates the total estimated deferred maintenance need for each facility, including seismic work identified in the 2019 seismic evaluation. Costs shown are escalated project costs.

ELEMENTARY

The total deferred maintenance need at the elementary level is approximately \$233 million. Four facilities have been assessed as having over \$10 million each in deferred maintenance needs. These schools include Beaver Acres, Fir Grove, Kinnaman, and Raleigh Hills K-8.

Major repair or replacement items at these facilities include roof and window replacements, significant mechanical, electrical and plumbing work, lighting, fire protection, interior finishes, and fixed furnishings. Maintenance items vary between individual facilities.

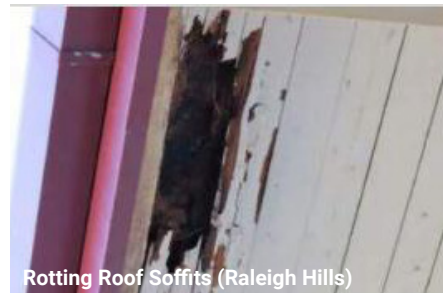
Examples of documented conditions at District elementary schools are shown below. More information regarding deferred maintenance needs for all District facilities can be found in the Facility Assessment Report, included in Appendix D.



Aged Electrical Panels (West Tualatin View)



Leaking Drain Damage (Findley)



Rotting Roof Soffits (Raleigh Hills)



Roof Drainage Issues (Hiteon)



Corroded Plumbing (Chehalis)

MIDDLE SCHOOLS

The total deferred maintenance need at the middle school level is approximately \$139 million. All District middle schools, except the newest Tumwater facility, have been assessed with between \$13 and \$20 million each in deferred maintenance need over the next 10 years.

Five Oaks and Whitford have the greatest need, at \$19.5 million and \$19.7 million respectively. The major cost at Five Oaks is for a roof replacement, which was outside of the scope and timeline of the recent bond project work completed at this facility. Examples of documented conditions at District middle schools are shown below.

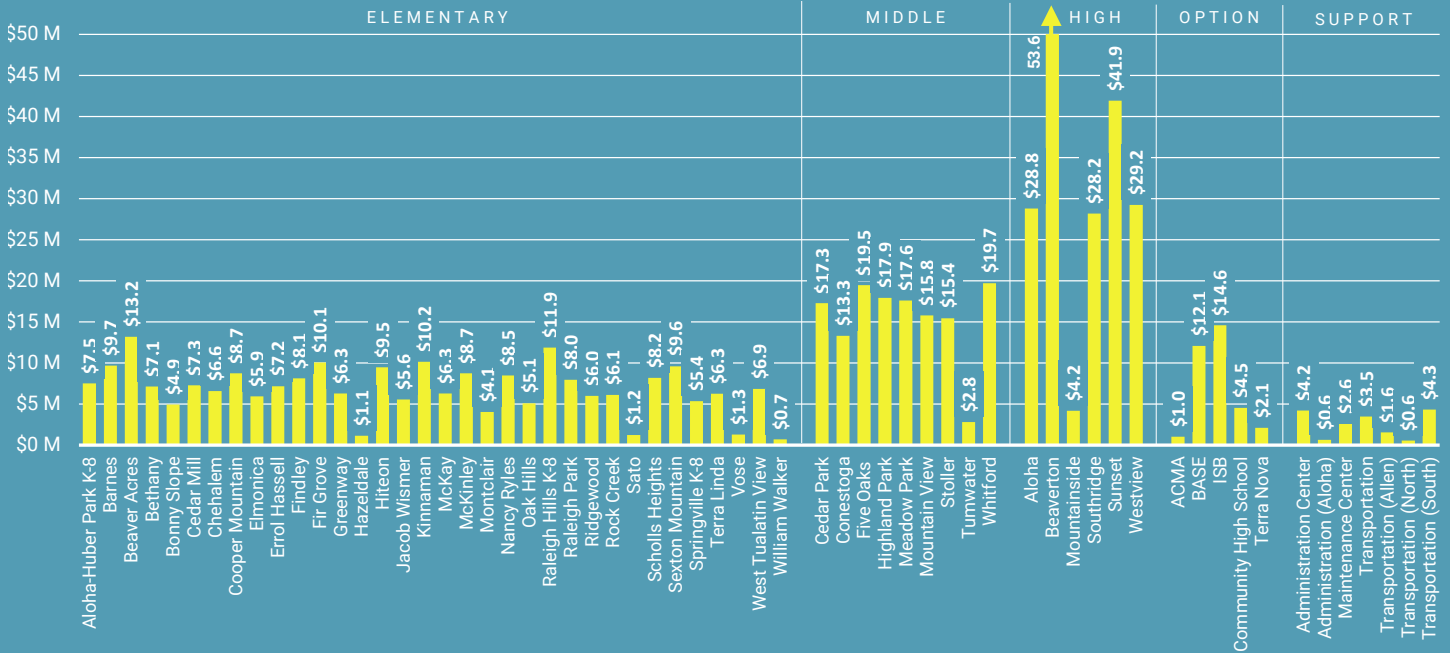


Water Damaged Ceiling (Highland Park)



Damaged Paving (Meadow Park)

10-YEAR DEFERRED MAINTENANCE



HIGH SCHOOLS

At the high school level, the total deferred maintenance need is approximately \$186 million. All of the District’s high schools, with the exception of Mountainside, have significant deferred maintenance needs of over \$20 million each. High school facilities are much larger and therefore typically have significantly higher maintenance costs.

Beaverton High School, assessed with \$56.3 million of deferred maintenance, has the greatest amount of need of any facility in the District and is also the oldest facility. Sunset High School, with \$41.9 million of deferred maintenance, has the second greatest need in the District. Examples of documented conditions at District high schools are shown below.



Exterior Brick Damage (Sunset)



Corroded Pump (Aloha)

the largest facilities, ISB and BASE, also have the greatest need, at \$14.6 million and \$11.4 million respectively.



Roof Moss & Bubbling (ISB)



Old Pneumatic Controls (Beaverton)



Aged Rooftop Units (Southridge)

SUPPORT FACILITIES

District support facilities have all been assessed as having relatively low deferred maintenance needs, with a combined total of approximately \$17 million. Need at each facility ranges between \$0.6 million and \$4.3 million.

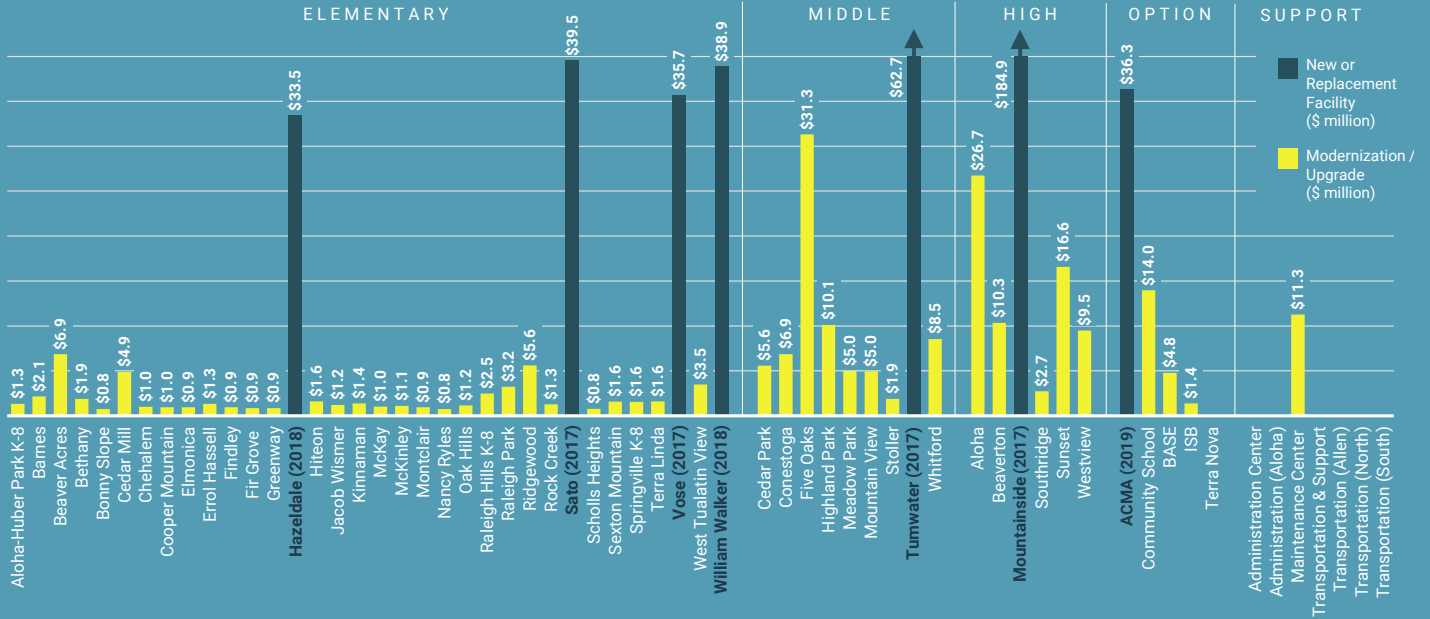


Moisture in Windows (Maintenance Center)

OPTION SCHOOLS

Option school facilities have a combined deferred maintenance need of approximately \$34 million, with varying degrees of need at each facility. Two of

RECENT CAPITAL EXPENDITURES (2014 BOND)



RECENT CAPITAL EXPENDITURES

Understanding the relative amount of recent investment in District facilities can help in determining and prioritizing planning approaches for a long-range facility plan. Beaverton School District has completed a number of improvements to existing facilities over the last 10 years, in addition to constructing several new and replacement schools.

The District’s capital expenditures at each facility from the most recent bond, in 2014, are illustrated in the chart above. New or replacement facilities are shown in blue, and facilities that received modernizations or upgrades are shown in yellow. (Note: The two largest expenditures, for Tumwater and Mountainside, are greater than the amount included the chart above and are therefore not shown proportionally.)

Facilities that have received significant recent capital investment may be less likely to be considered for replacement in the near term.

SUMMARY TABLE

The table on the following pages summarizes basic building condition information for all District facilities, including the facility condition data discussed in this section.

TABLE:
Facility Condition Summary

Facility	FACILITY SIZE		FACILITY CONDITION				RECENT EXP.	DEF. MAINT.
	Building Area (Perm. GSF)	Site Area (Acres)	Constr. Date	FCI Score	Seismic Score	EUI Score	2014 Bond	10-Year Need
ELEMENTARY SCHOOLS								
Aloha-Huber Park K-8	106,046	9.95	2005	0.14	80	1	\$1.33 M	\$7.50 M
Barnes	75,900	8.20	1927	0.25	51	1	\$2.15 M	\$9.69 M
Beaver Acres	79,507	13.60	1955	0.33	71+	4	\$6.85 M	\$13.19 M
Bethany	49,913	10.69	1970	0.28	58	3	\$1.89 M	\$7.15 M
Bonny Slope	80,405	8.34	2008	0.12	80	3	\$0.75 M	\$4.93 M
Cedar Mill	41,055	5.62	1950	0.35	55	5	\$4.89 M	\$7.28 M
Chehalem	54,316	10.00	1970	0.24	67	4	\$1.00 M	\$6.59 M
Cooper Mountain	54,821	8.07	1954	0.31	71+	5	\$0.95 M	\$8.74 M
Elmonica	51,063	8.76	1980	0.23	62	3	\$0.95 M	\$5.94 M
Errol Hassell	60,345	9.20	1979	0.23	65	2	\$1.34 M	\$7.18 M
Findley	72,052	9.96	1996	0.22	68	3	\$0.95 M	\$8.14 M
Fir Grove	60,666	12.00	1954	0.32	48	1	\$0.86 M	\$10.06 M
Greenway	54,991	9.45	1979	0.22	63	4	\$0.86 M	\$6.29 M
Hazeldale	87,200	7.20	2018	0.03	95	3	\$33.46 M	\$1.14 M
Hiteon	78,972	12.00	1974	0.23	62	4	\$1.62 M	\$9.46 M
Jacob Wismer	72,863	8.39	2000	0.15	70	2	\$1.22 M	\$5.56 M
Kinnaman	80,837	7.86	1974	0.25	66	1	\$1.38 M	\$10.15 M
McKay	48,736	5.44	1929	0.25	49	5	\$1.02 M	\$6.29 M
McKinley	61,265	10.02	1956	0.28	52	5	\$1.10 M	\$8.74 M
Montclair	38,526	7.20	1969	0.21	69	5	\$0.94 M	\$4.05 M
Nancy Ryles	71,119	7.00	1991	0.23	67	2	\$0.76 M	\$8.47 M
Oak Hills	49,890	9.02	1966	0.20	69	4	\$1.16 M	\$5.10 M
Raleigh Hills K-8	59,197	10.00	1927	0.41	47	5	\$2.48 M	\$11.88 M
Raleigh Park	45,166	15.50	1959	0.34	50	1	\$3.24 M	\$7.95 M
Ridgewood	54,059	7.00	1957	0.22	56	2	\$5.62 M	\$5.99 M
Rock Creek	51,505	17.37	1974	0.23	66	2	\$1.29 M	\$6.10 M
Sato	80,500	9.87	2017	0.03	95	2	\$39.53 M	\$1.24 M
Scholls Heights	68,941	8.50	1999	0.23	69	5	\$0.78 M	\$8.18 M
Sexton Mountain	67,318	10.83	1989	0.28	67	3	\$1.59 M	\$9.60 M
Springville K-8	87,206	10.02	2009	0.12	85	4	\$1.56 M	\$5.36 M
Terra Linda	51,636	10.44	1969	0.24	69	2	\$1.61 M	\$6.26 M
Vose	87,200	8.80	2017	0.03	95	1	\$35.71 M	\$1.28 M
West Tualatin View	43,447	7.05	1955	0.31	45	4	\$3.49 M	\$6.86 M
William Walker	87,200	9.20	2018	0.03	95	1	\$38.86 M	\$0.69 M
Subtotal: Elementary Schools	2,213,863	322.55					\$203.17 M	\$233.05 M

Notes:

Building areas, site areas, construction dates, and 2014 bond expenditures were provided by Beaverton School District.

FCI scores, EUI scores, and deferred maintenance 10-year needs are taken from the 2020 Facility Condition Assessment (McKinstry).

Seismic scores are taken from the 2019 Seismic Assessment Report (KPFF).

TABLE:
Facility Condition Summary, Continued

Facility	FACILITY SIZE		FACILITY CONDITION				RECENT EXP.	DEF. MAINT.
	Building Area (Perm. GSF)	Site Area (Acres)	Constr. Date	FCI Score	Seismic Score	EUI Score	2014 Bond	10-Year Need
MIDDLE SCHOOLS								
Cedar Park	117,054	16.80	1965	0.28	50	4	\$5.58 M	\$17.28 M
Conestoga	128,179	25.01	1993	0.20	70	2	\$6.85 M	\$13.32 M
Five Oaks	153,277	32.23	1974	0.26	55	5	\$31.31 M	\$19.47 M
Highland Park	116,892	19.00	1964	0.29	50	4	\$10.11 M	\$17.94 M
Meadow Park	116,682	19.39	1962	0.28	54	2	\$4.99 M	\$17.60 M
Mountain View	133,942	23.81	1968	0.22	50	5	\$4.95 M	\$15.79 M
Stoller	143,788	16.89	1998	0.20	70	3	\$1.88 M	\$15.45 M
Tumwater	165,455	16.30	2017	0.03	95	3	\$62.72 M	\$2.82 M
Whitford	116,962	23.41	1962	0.32	50	1	\$8.54 M	\$19.72 M
Subtotal: Middle Schools	1,192,231	192.84					\$136.95 M	\$139.39 M
HIGH SCHOOLS								
Aloha	260,677	31.31	1967	0.19	71+	4	\$26.74 M	\$28.81 M
Beaverton	303,158	26.23	1915	0.34	45	5	\$10.35 M	\$53.63 M
Mountainside	342,000	46.15	2017	0.02	95	1	\$184.85 M	\$4.20 M
Southridge	256,070	32.39	1998	0.19	70	4	\$2.74 M	\$28.17 M
Sunset	253,727	38.06	1957	0.28	55	4	\$16.58 M	\$41.91 M
Westview	281,183	44.65	1993	0.18	68	2	\$9.49 M	\$29.25 M
Subtotal: High Schools	1,696,815	218.79					\$250.74 M	\$185.97 M
OPTION SCHOOLS								
ACMA	75,856	8.94	2021	0.08	95	2	\$36.31 M	\$1.03 M
BASE	105,883	18.55	1970	0.23	58	3	\$13.97 M	\$12.09 M
Community	51,125	4.20	1979	0.17	69	3	\$4.78 M	\$4.53 M
ISB	75,585	15.45	1948	0.36	48	4	\$1.38 M	\$14.58 M
Terra Nova	11,800	3.83	1938	0.35	62	5	-	\$2.10 M
Subtotal: Option Schools	320,249	50.97					\$56.44 M	\$34.34 M
SUPPORT FACILITIES								
Administration Center	35,995	3.27	1972	0.23	68	5	-	\$4.22 M
Administration (Aloha)	4,929	2.86	1950	0.13	-	3	-	\$0.65 M
Maintenance Center	34,428	7.93	1971	0.24	67	5	\$11.26 M	\$2.59 M
Transportation & Support	53,390	13.70	1986	0.17	67	5	-	\$3.50 M
Transportation (Allen)	9,779	5.40	1967	0.33	58	5	-	\$1.55 M
Transportation (North)	5,139	3.40	1977	0.23	68	2	-	\$0.57 M
Transportation (South)	25,800	2.90	1965	0.35	58	5	-	\$4.32 M
Capital Center	83,358	<i>incl. above</i>	1970	0.23	58	3	-	<i>incl. w/ BASE</i>
Subtotal: Support Facilities	252,818	39.46					\$11.26 M	\$17.39 M

Notes:
See notes on previous page.



SECTION 07

ENROLLMENT & CAPACITY

One of the tasks of the Long-Range Facility Plan is to ensure adequate space and capacity for the expected number of students in the District's desired programs, so that every student has access to a high-quality education regardless of race, class, gender, or ability.

PLANNING PARAMETERS

SPACE FOR ALL STUDENTS

School utilization planning is necessary to provide effective learning environments for all students. Well-utilized schools have ample learning spaces for all students in attendance, as well as sufficient common spaces to support educational programs and enrollment.

School facility plans include forecasts of future facility capacity requirements. For large districts such as Beaverton School District, this analysis may translate into future new construction needs – either through expansion of existing facilities or construction of new facilities.

One of the necessary inputs to this work is an estimate of the student capacity of existing school buildings. This same factor is important in the scoping of future new capacity construction projects.

REGULATORY REQUIREMENTS

State law (ORS 195.110) requires large school districts with K-12 enrollment of more than 2,500 students to develop long-range facility plans. School facility plans must contain "objective criteria to be used by an affected city or county to determine whether adequate capacity exists to accommodate projected development." Once a large school district's long-range facility plan is adopted into a local jurisdiction's comprehensive plan, the local jurisdiction has the ability to limit or deny application for new residential development, if the school district identifies the lack of student capacity based on a student capacity formula and the local jurisdiction has considered options to address school capacity.

The determination of school capacity is important for both short-term and long-term school facility planning. In the short term, the District works closely with the cities of Beaverton, Hillsboro, Portland, and Tigard, as well as Washington and Multnomah Counties, to monitor residential development that may impact school facilities.

DISTRICT CAPACITY

DETERMINING EXISTING CAPACITY

Facility capacity is a planning metric that reflects the number of students that can be accommodated in a particular building. It does not take into account specific variations in classroom sizes and configurations, and also does not signify the maximum number of students that can be accommodated in a school. The number of students actually enrolled at a school may be higher or lower than its capacity.

Facility capacity can be determined in a variety of ways. The previous District model for capacity calculation, adopted with the 2002 LRFP, determined available school capacity based on square footage per student factors for each school level. However, this method did not accommodate for variations in the size and amount of support spaces in a building. For example, two schools with the same number of classrooms could have very different capacities, if one had a very large gymnasium and cafeteria or wider hallways. Newer schools were particularly out of alignment, due to the increased amount of space required to accommodate modern learning environments.

Therefore, it was recommended that the District consider switching to a classroom count method, which calculates capacity based on the actual number of classrooms or teaching stations in a school, multiplied by the target number of students per classroom and a target classroom utilization factor.

This provides a capacity calculation that is in closer alignment with the actual building capacity, and is more consistent across schools of different ages, configurations, and program components. Similar to the previous capacity calculation, special program areas, including dedicated special education spaces, are not included in the calculation.

Changing the way capacity is calculated in the District results in capacity adjustments at many schools, with some having higher capacities and some having lower capacities. Changing the capacity calculation model resulted in a districtwide capacity reduction of approximately 2,200 seats, which more accurately reflects actual District capacity.

CAPACITY FORMULA

For purposes of the Long-Range Facility Plan, capacity is determined as follows:

Number of general classrooms (elementary schools)
or
Number of teaching stations (middle and high schools)
X
Target number of students per classroom
X
Classroom utilization factor

Classrooms / Teaching Stations

General classrooms at the elementary level include grade-level classrooms, but do not include specialized teaching spaces such as music rooms, gymnasiums, and special education classrooms. At the middle and high school levels, all scheduled teaching stations are included when determining capacity, with the exception of dedicated special education classrooms.

Target Students per Classroom

The target number of students per classroom is a planning parameter that reflects an “ideal” class size target for a given grade level. Actual class sizes vary, and may be larger or smaller than the targets, depending on many operational factors.

For Beaverton School District, permanent facility capacities are based on the following class size targets, in alignment with the District’s most recent Education Specifications:

- > Elementary: 25 students per classroom
- > Middle: 25 students per classroom
- > High: 30 students per classroom
- > Option / Alternative: 30 students per classroom

Target classroom capacities will continue to be evaluated, and may be revised in the future, based on the findings of this Long-Range Facility Plan or other developments in the District. They do not represent District policy, actual student count, or an absolute cap.

For portable, or modular, classrooms, capacities are based on reduced class size targets, as follows:

- > Elementary: 19 students per classroom
- > Middle: 21 students per classroom
- > High: 23 students per classroom
- > Option / Alternative: 23 students per classroom

Classroom Utilization Factor

A classroom utilization factor is applied, to reflect for the amount of time classrooms can be used for teaching each day. Target classroom utilization factors vary between districts and grade levels, depending a number of factors, including the number of periods in the school day and whether teachers use their classrooms for planning. It is not possible to achieve 100% utilization at the middle and high school levels, due to a variety of factors, including scheduling conflicts, the need for specialized rooms for some programs, and the need for teachers to have space to work during planning periods.

Lower utilization factors indicate that classrooms are unused for one or more periods of the day, due to teacher planning time and/or scheduling requirements, which is typical for most middle and high schools. For example, 80 percent classroom utilization reflects classroom

usage for four out of five periods a day.

For Beaverton School District, the classroom utilization factors used in determining capacity are as follows:

- > Elementary: 100 percent utilization
- > Middle: 80 percent utilization
- > High: 83 percent utilization
- > Option / Alternative: 83 percent utilization

These utilization factors are intended to reflect an average “snapshot” of classroom utilization at each level, and will continue to be evaluated. The District’s classroom utilization factors are all within typical planning ranges for each grade level.

EXISTING FACILITY CAPACITY

Permanent Capacity

The District has a total permanent capacity of 41,652 students in grades K-12, including all elementary, middle, high school, and option/alternative facilities.

The existing permanent capacity at the elementary level, which includes 31 K-5 and three K-8 neighborhood schools, is 19,550 students. Two K-8 schools, Raleigh Hills and Springville, are in the process of transitioning to K-5 schools by 2022-23, and are considered as such for the purposes of this Long-Range Facility Plan. Capacities vary greatly between elementary schools, ranging from 325 students at Montclair Elementary to 950 students at Aloha-Huber K-8, but have an average capacity of 575 students.

The existing permanent capacity at the middle school level, which includes nine neighborhood schools housing grades 6-8, is 7,660 students. District middle schools range in capacity from 760 at Whitford Middle School to 1,100 students at the new Tumwater Middle School, with an average capacity of 851 students.

The existing permanent capacity at the high school level (grades 9-12) is 11,852 students, including the District’s six comprehensive high schools. They range in capacity from 1,743 to 2,291 students,

with an average of 1,975 students.

The District’s four option / alternative schools have a combined capacity of 2,590 students. These programs vary in capacity, from 548 to 822 students, and may include grades 6-12 or 9-12. Capacity is not included for the Terra Nova facility, as it is a partial day program with no dedicated enrollment, or the Rachel Carson School of Environmental Science, as it is housed at a neighborhood middle school.

Portable Capacity

Many District schools have modular classrooms on site. They have been added over time to provide additional capacity at existing schools and accommodate the significant enrollment growth that has occurred in recent years.

The District has a total portable capacity of 3,245 students, including 1,938 at the elementary level, 638 at the middle school level, 401 at the high school level, and 267 at option / alternative schools.

Because of the temporary nature of modular facilities, portable capacity is typically not considered when determining future capacity need in a long-range facility plan.

Capacity Updates

The District will continue to update facility capacity as buildings are altered or as uses change. It is important to check with District facilities staff for the most current capacity figures.

TARGET CAPACITY

DETERMINING TARGET CAPACITY

While actual school building capacities are often a reflection of the educational models in place at the time a school was constructed, school capacity targets are based on current thinking regarding the number of students needed to meet a district’s program goals and provide an optimal learning environment.

Facility capacity targets are intended to provide guidelines for planning purposes.

They may vary through the years, as educational program models and funding levels change.

The District has established the following target capacities for educational facilities, as described in the District’s education specifications:

- > Elementary (K-5): 750 students
- > Middle (6-8): 1,100 students
- > High (9-12): 2,200 students

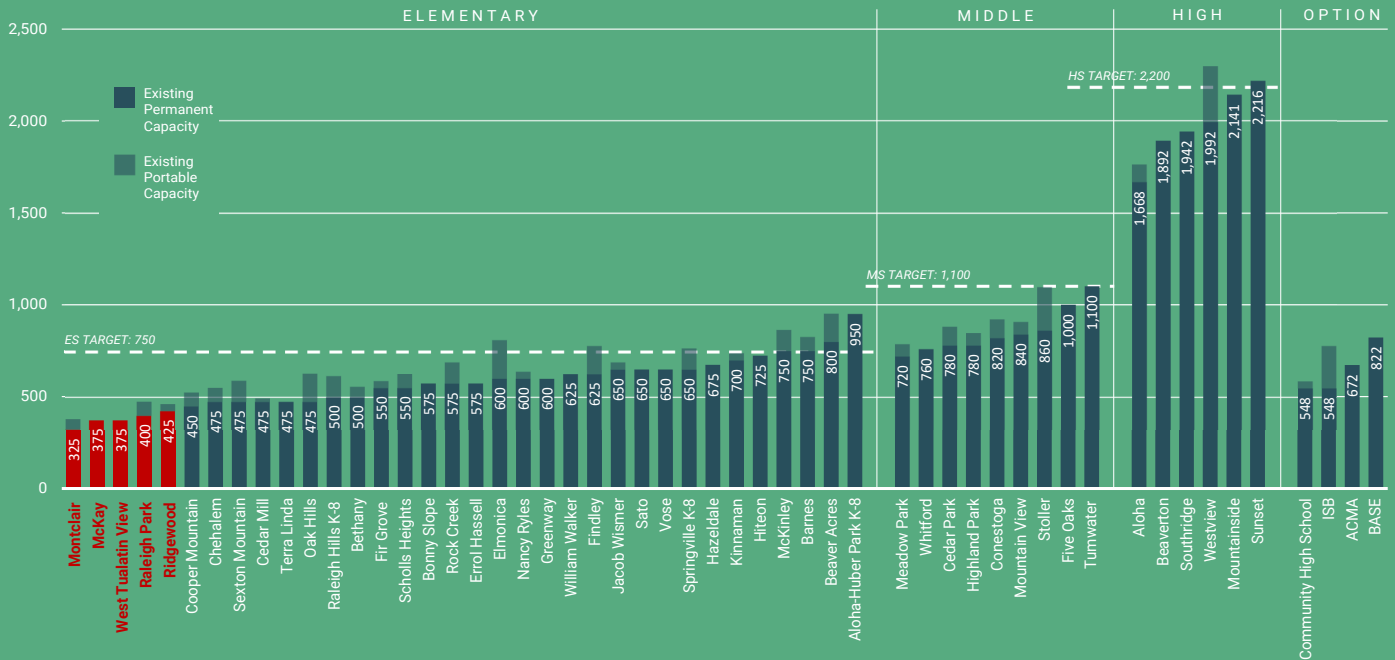
The District’s school size targets for elementary and middle school are higher than many other school districts in the region. The Portland, Hillsboro, David Douglas, and Gresham school districts have an elementary school size target size of 600 students, while North Clackamas, Forest Grove, and Newberg are between 500 and 550. Middle school targets typically range from 675 to 900.

School size targets at other regional districts vary widely at the high school level. North Clackamas and Hillsboro have a target capacity of 1,800 students, while Forest Grove’s is 2,500 students. Smaller districts may have much higher (effectively unlimited) targets because they only have one high school.

Districts may also establish target ‘floor’ and ‘ceiling’ sizes for different types of facilities. A target floor represents the minimum capacity a facility can have and still provide an appropriate learning environment and efficient operations. A target ceiling is the maximum facility capacity that can still allow for an appropriate learning environment.

It is typical for districts to have a wide variety of existing school capacities, as building stock is constructed over a long period of time and reflects the educational models and capital constraints of the time. It is generally assumed that schools that are near the target capacity are able to provide a full academic program. Schools with capacity that is significantly below the target may not be able to offer a full program without supplemental funding.

EXISTING & TARGET SCHOOL CAPACITY



EXISTING CONDITIONS

As illustrated in the comparative chart above, more than half of the District's schools have facility capacities that are below the established target capacities. This indicates a potential opportunity to increase capacity in the District in the future on sites currently owned by the District.

Elementary Schools

At the elementary level, five schools (shown in red above) have permanent capacities that are less than 60 percent of the target capacity of 750, or less than 450 students, indicating that there is a potential opportunity to increase the capacity and efficiency of these sites in the future. These schools include Montclair, McKay, West Tualatin View, Raleigh Park, and Ridgewood. Many of these schools are older facilities, built at a time when school sizes were typically smaller.

Two elementary schools have permanent capacities greater than the District target. However, the only school that is more than 50 students above the target is Aloha Huber, a K-8 school. Although specific targets have not been defined by the District for K-8 schools, it is expected that these facilities will be larger than traditional K-5 elementary schools, due to the additional grade levels that must be accommodated.

Middle Schools

With the exception of recently-constructed Tumwater, all District middle schools are below the target capacity of 1,100 students. None of the middle schools are below 60 percent of target capacity, however five schools fall below 75 percent of target capacity. These sites may provide opportunities to add capacity in the future as needed. No middle schools in the District are above the target capacity.

High Schools

The District's smallest high school, Aloha, has a permanent capacity of 1,668, approximately 75 percent of the target capacity of 2,200 students. None of the high schools are significantly above target capacity, with only Sunset High School being slightly above capacity at 2,216 students. When including portable capacity, Westview is also above target capacity, at 2,297 students.

Option/Alternative Schools

Because of the diverse nature of these facilities, in terms of program, grade levels, and enrollment, capacity targets have not been set for option/alternative schools. All of the option/alternative schools in the District have capacities well below the District targets for traditional facilities at the same grade levels, which is typical for this type of facility.

OTHER PROGRAM CONSIDERATIONS

Like many school districts, Beaverton offers programs and special services beyond K-12 general education instruction, to support students whose needs are not met in traditional school settings. The District currently provides alternative education options, as well as special services including special education, early learning programs, and English language programs.

These programs typically have space and facility requirements that were not anticipated during the design and construction era of most district facilities. It is clear that the success and increased demand for these programs fosters space needs that must be designed and integrated districtwide into the overall program delivery for each school.

SPECIAL EDUCATION

In 2019, approximately 12.3 percent of District students were eligible for special education services districtwide. Of these students, approximately 20 percent received their special education services and a portion of their core instruction in a specialized classroom, two percent received special education services and all core instruction in separate special schools operated by other agencies,

and 78 percent received their special education services with in the resource room setting and core instruction in the general education classroom.

Every school in the District has a resource room. At the elementary level, this includes one to two designated rooms where students receive special education services. At the middle school and high school levels, the special education teachers require a classroom space similar to their general education colleagues.

Some schools have specialized classrooms that are designed for the specific needs of students with disabilities. These classrooms are District supported and include students from across the District. In 2019, there were 1,081 District students who were placed in a specialized program. Elementary schools may have one to three specialized classrooms, middle schools may have two to three specialized classrooms, and high schools may have two to four specialized classrooms. Resource rooms and dedicated specialized classrooms are not counted as a part of a school's total available capacity.

The District also has two specialized programs that are separate from the District's comprehensive schools. These facilities have relatively small enrollments and are not included in capacity calculations. The District also contracts with outside agencies for approximately 100 students to attend separate special schools that support students with significant behavioral, social emotional, and life skills supports and training.

OPTION / ALTERNATIVE EDUCATION

The District has four stand-alone Option schools: Arts and Communication Magnet Academy (ACMA), International School of Beaverton (ISB), Community High School, and the newly combined Health & Science School / School of Science & Technology, now known as BASE.

Currently, the space available in District Options schools and programs does not accommodate student demand. In 2019, over 1,800 students applied for the 1,063 available Option program slots. The demand for Option schools and programs is expected to continue to increase over the next ten years. Because option / alternative program enrollments are set by the District, enrollment projections for these facilities may not necessarily reflect the actual need or demand.

ONLINE LEARNING

The District opened a new online school in Fall 2020, called BSD FLEX. This program offers online courses for District students at all grade levels who need a flexible learning option due to special circumstances. For the 2020-21 school year, the program has approximately 1,000 students in grades K-12, due to the increased need for remote learning due to the Covid-19 pandemic. However, in the long term, the anticipated enrollment is 500 students.

As BSD FLEX students may also be taking in-person classes at various other District schools, online enrollment is not assumed to result in a decreased enrollment elsewhere.

ENGLISH LANGUAGE LEARNERS / ENGLISH LANGUAGE DEVELOPMENT

Although the District has historically had dedicated pull-out classrooms for English Language Learners (ELL) and English Language Development (ELD) programs, it is moving toward a pull-in/ inclusion model where ELL programming will be taught in existing classrooms. Therefore, school capacities include ELL classrooms as general classrooms.

KINDERGARTEN

All District schools currently provide full-day kindergarten and will continue to do so. Full-day kindergarten was implemented districtwide in 2015-16. Kindergarten classrooms are included in school capacities as general classrooms.

PREKINDERGARTEN

While not government-mandated, prekindergarten programs are currently offered at seven elementary schools in the District, including Aloha Huber Park, Barnes, Bonny Slope, Greenway, McKay, Vose, and William Walker. Most of these facilities are Title 1 schools that fund prekindergarten programs as needed with General Fund allocations.

The District anticipates providing prekindergarten programs at all Title 1 schools by 2030-31. Based on current Title 1 status, this would include adding a prekindergarten program at nine additional elementary schools. Existing prekindergarten classrooms are not counted as part of a school's available capacity.

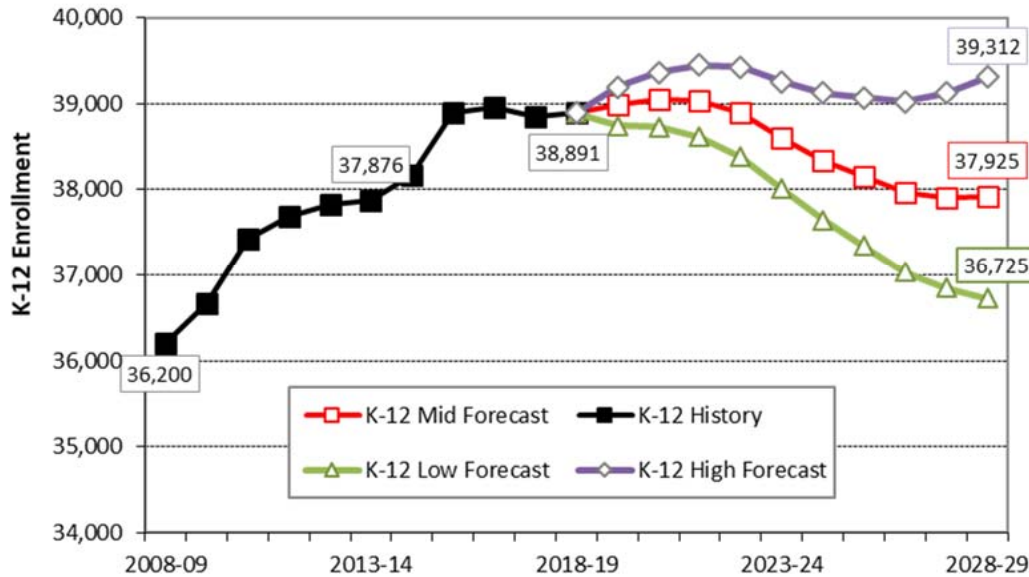
EARLY INTERVENTION (EARLY CHILDHOOD SPECIAL EDUCATION)

The Early Intervention (EI) program offers special education and support services for children from birth to school age. The program is operated by the Northwest Regional Education Service District (NWRESA), however the District is responsible for providing transport services for all preschool aged children with disabilities living within its attendance boundaries. As such, the District provides instruction space to NWRESA programs when possible to reduce transportation expenses. EI program needs are not specifically accommodated in the Long-Range Facility Plan, as the District is not mandated to provide capacity for these services.

PARTNER PROGRAMS

Head Start, before- and after-school care, school-based health clinics, and other partner programs are not specifically accommodated in the Long-Range Facility Plan, in terms of capacity. The District will look at adding additional programs as opportunities present themselves, and as partners and facility space are available.

CHART:
K-12 Enrollment History & Forecast, PSU PRC Enrollment Forecast Report



ENROLLMENT FORECAST

Enrollment forecasts are used, in part, to determine whether a school district will need to add or modify facility space to meet school program or configuration needs. Student enrollment forecasts, combined with a methodology for determining student capacity in each school, provide a framework for facility needs to better serve student achievement. As such, student enrollment forecasts comprise an important component of the Long-Range Facility Plan.

PRC FORECAST

The District received student enrollment forecasts from the Population Research Center (PRC) at Portland State University (PSU) in May 2019. The 10-year enrollment forecast, using historic enrollment through the 2018-19 school year, integrates District enrollment trends with local area population, housing, and economic trends. Information sources that inform the forecast include the US Census Bureau, birth data from the Oregon Center for Health Statistics, city and county population estimates produced by PRC, and housing development data from relevant cities and counties.

Key takeaways from the study include the following.

Population, Housing & Employment Trends

- > There were 3,103 births to District residents in 2017, the smallest annual total since 1996, and 19 percent fewer than the peak in 2007.
- > From 2014 to 2018, permits were issued in the District for over 3,300 single family homes and nearly 2,400 apartment units, not including senior housing and accessory dwelling units.
- > The Portland Metropolitan area’s seasonally adjusted unemployment rate was 3.8 percent in March 2019, matching the national rate.
- > Employment in the Portland tri-county area (Multnomah, Washington and Clackamas counties) is projected to grow by 12.7 percent from 2017 to 2027.

Districtwide Enrollment Trends

- > The District enrolled 38,891 student in Fall 2018, an increase of 38 students (0.1 percent) from Fall 2017.
- > K-12 enrollment grew by 2,694 students (seven percent) over the seven years from 2008-09 to 2015-16. However, small increases in 2016-17 and 2018-19 and a one year decline in 2017-18 amounted to a K-12 loss of three students in the most recent three years.

- > Elementary (K-5) enrollment reached a peak of 18,350 students in 2015-16. Annual losses in the subsequent three years resulted in a decline of 678 students (3.7 percent), with districtwide K-5 enrollment in 2018-19 falling to the lowest total since 2009-10.

Forecast Range

The PRC study presents three forecasts (“Middle,” “Low,” and “High”) for a 10-year horizon from 2019-20 to 2028-29, as shown in the chart above. PRC considers the middle forecast as most likely to occur. The low forecast considers the effect of less robust local area population growth than anticipated during the forecast period, and the high forecast assumes stronger than anticipated growth.

For the purposes of the Long-Range Facility Plan, the middle series forecast is used.

Enrollment forecasts are typically updated annually to incorporate new enrollment data, as well as newly released birth and housing data. For reference, the 2019 PRC enrollment forecast report can be found in Appendix F of this report.

FORECAST ADJUSTMENTS

District Adjustments

District adjustments were made to the PRC forecast to accommodate boundary changes, grade configuration changes, and the opening of a new middle school that will occur after the PRC forecast was completed.

- > Enrollment adjustments to accommodate boundary shifts were made at Elmonica, McKinley, and Beaver Acres elementary schools, and at all middle schools.
- > Enrollment adjustments to accommodate a planned shift from K-8 to K-5 grade levels were made at Springville and Raleigh Hills.
- > Middle school enrollments were redistributed to incorporate Tumwater Middle School, which has been used as a swing school for several years and is planned to open as a middle school in Fall 2021.
- > Actual 2019-20 enrollment numbers were used instead of PSU forecast numbers for that year at all grade levels.

Time Frame Extension

In order to meet the requirements of OAR 581-027-0040 and ORS 195.110, the enrollment forecast was extended by two years out to 2030-31, to provide a 10-year forecast from the date of this LRFP.

This was accomplished using a “straight-line” methodology, extrapolating growth at each facility for two additional years based on the growth rates established in the PRC forecast. This is an estimate used for planning purposes only, and does not take into the account any possible changes in population, housing, and employment that may occur beyond the PRC forecast horizon.

PROJECTED DISTRICT ENROLLMENT

The adjusted enrollment forecast indicates an overall decline in districtwide enrollment of 4.9 percent

over the 10-year forecast period, a reduction of approximately 1,900 total students in kindergarten through twelfth grade.

Elementary School Enrollment

Districtwide, a six percent decline is projected at the elementary level, a reduction of 1,086 students. Growth rates vary greatly between schools. The majority of the District’s elementary schools are projected to see enrollment declines, with eight schools expected to have greater than 10 percent enrollment declines.

Two schools are expected to have significant growth in the next 10 years, including Hazeldale with projected enrollment growth of 38.7 percent, and Sato, with projected enrollment growth of 26.9 percent. Four other elementary schools, located at the north and south ends of the District, are expected to have a lower level of growth, with enrollment increases of less than 10 percent.

Middle School Enrollment

Middle school enrollment is projected to decline by three percent (233 students) across the District as a whole. Enrollments at individual middle schools are declining more than their original PRC forecast rates, due to enrollment shifting into the new Tumwater Middle School. This is particularly true for two adjacent middle schools, Cedar Park and Five Oaks, which are both projected to have enrollment reductions of over 25 percent.

Whitford is the only middle school that is anticipated to see an enrollment increase over the next 10 years, of approximately five percent.

High School Enrollment

At the high school level, enrollment is projected to decline by 5.9 percent (634 students) districtwide. This includes enrollment declines at four high schools (Aloha, Beaverton, Southridge, and Sunset) and increases at two high schools (Mountainside and Westview).

Option / Alternative School Enrollment

Three of the District’s four option schools (BASE, Community High School, and ISB) are projected to have enrollment increases of less than 10 percent. The exception is ACMA, which is projected to have an enrollment decline of 3.9 percent. This is considered a forecasting anomaly, as this program is always oversubscribed. ACMA is expected to be utilized at full capacity.

The Rachel Carson, Summa, and Terra Nova option school programs do not have dedicated enrollment. These students are included in the enrollment at their neighborhood schools.

GEOGRAPHIC ANALYSIS

The map diagrams on the following pages illustrate projected enrollment growth rate through 2030-31 at each school facility.

DIAGRAM:
Projected Enrollment Growth Rate 2019-20 to 2030-31: Elementary School Level

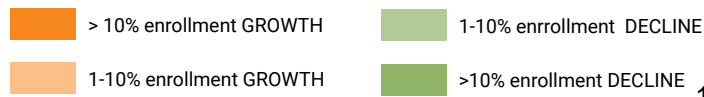
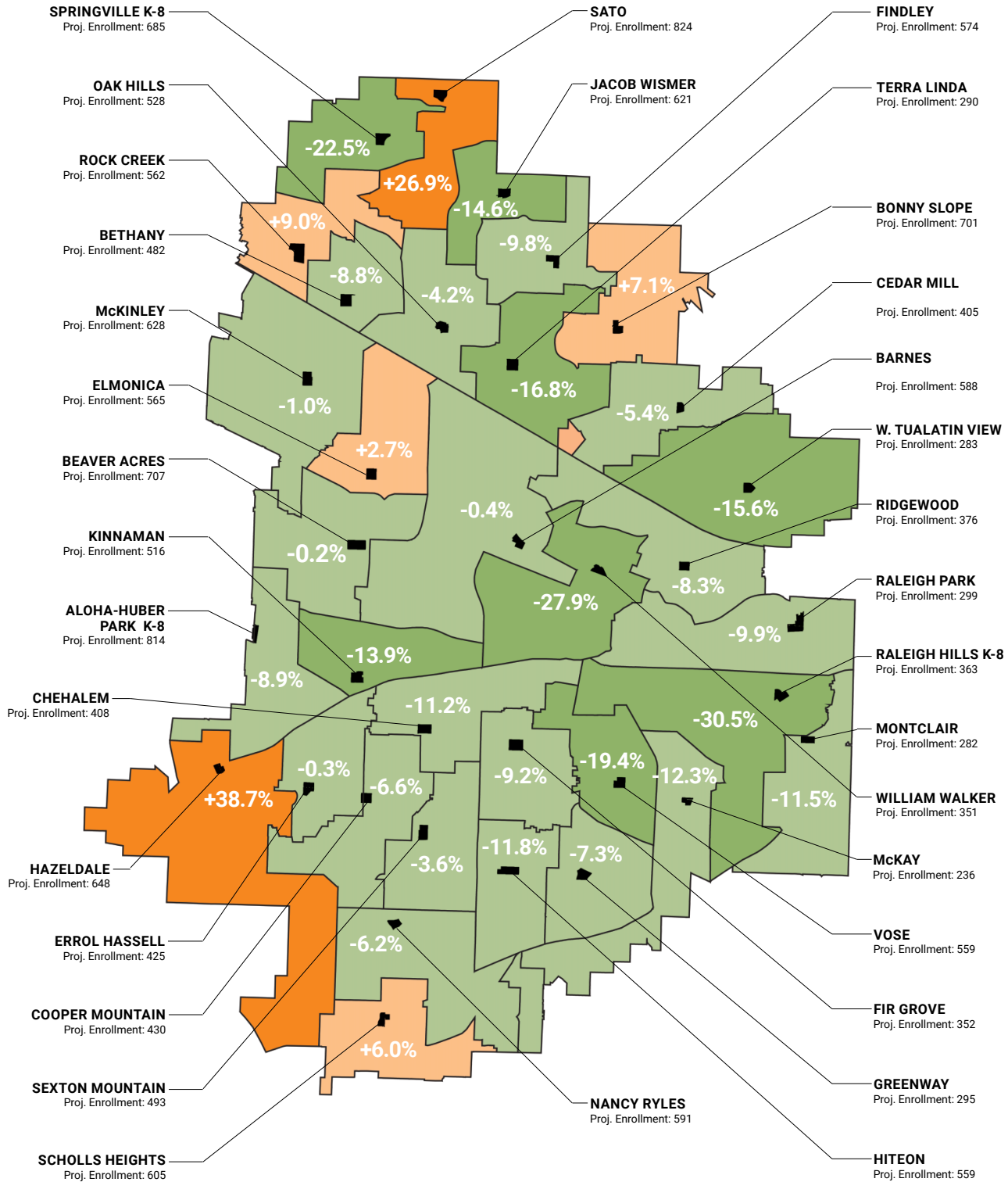
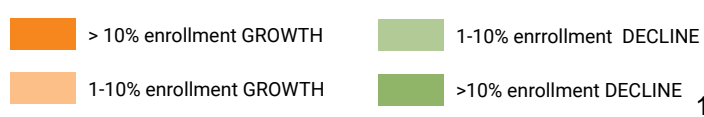
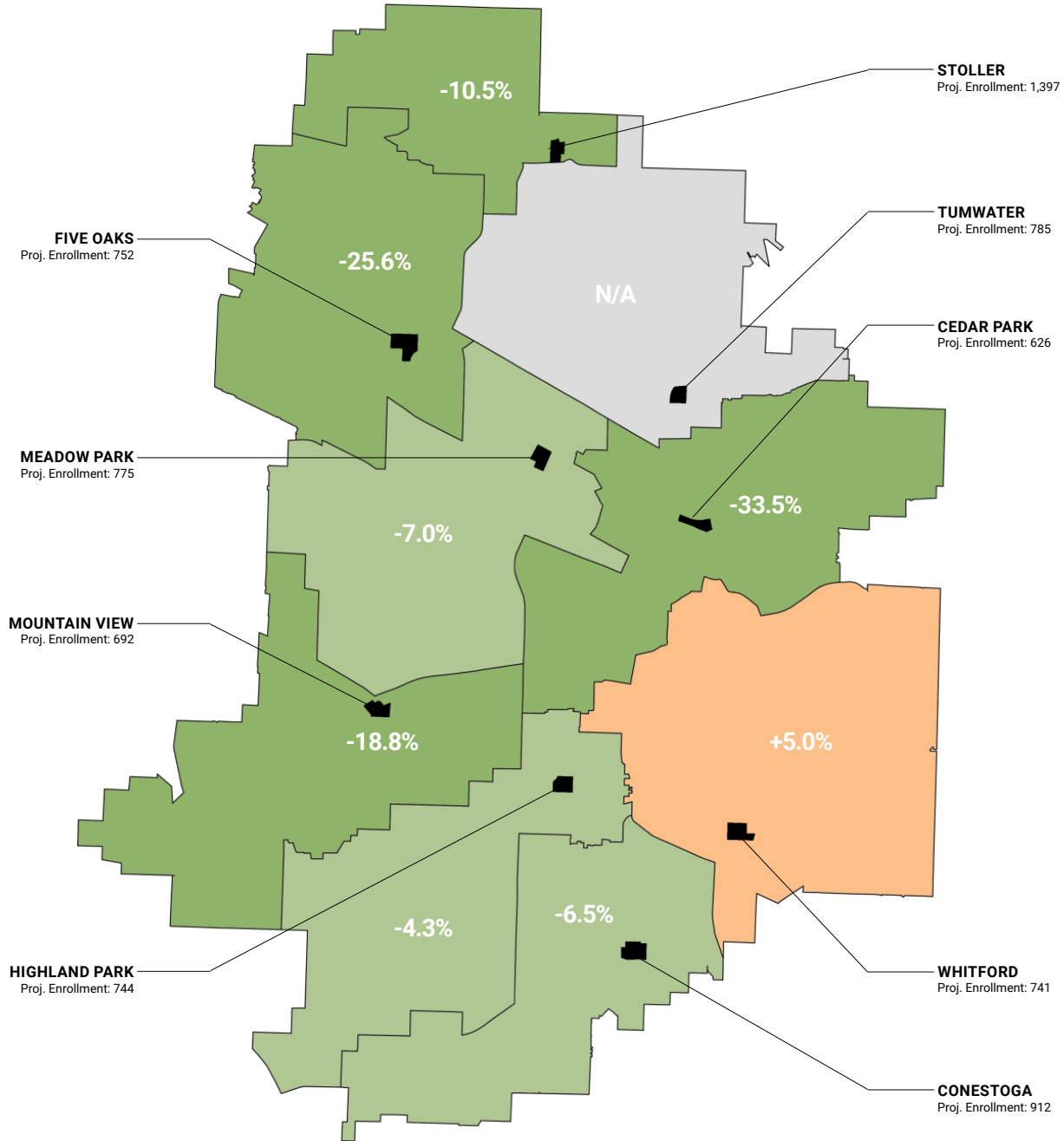
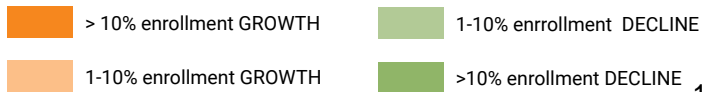
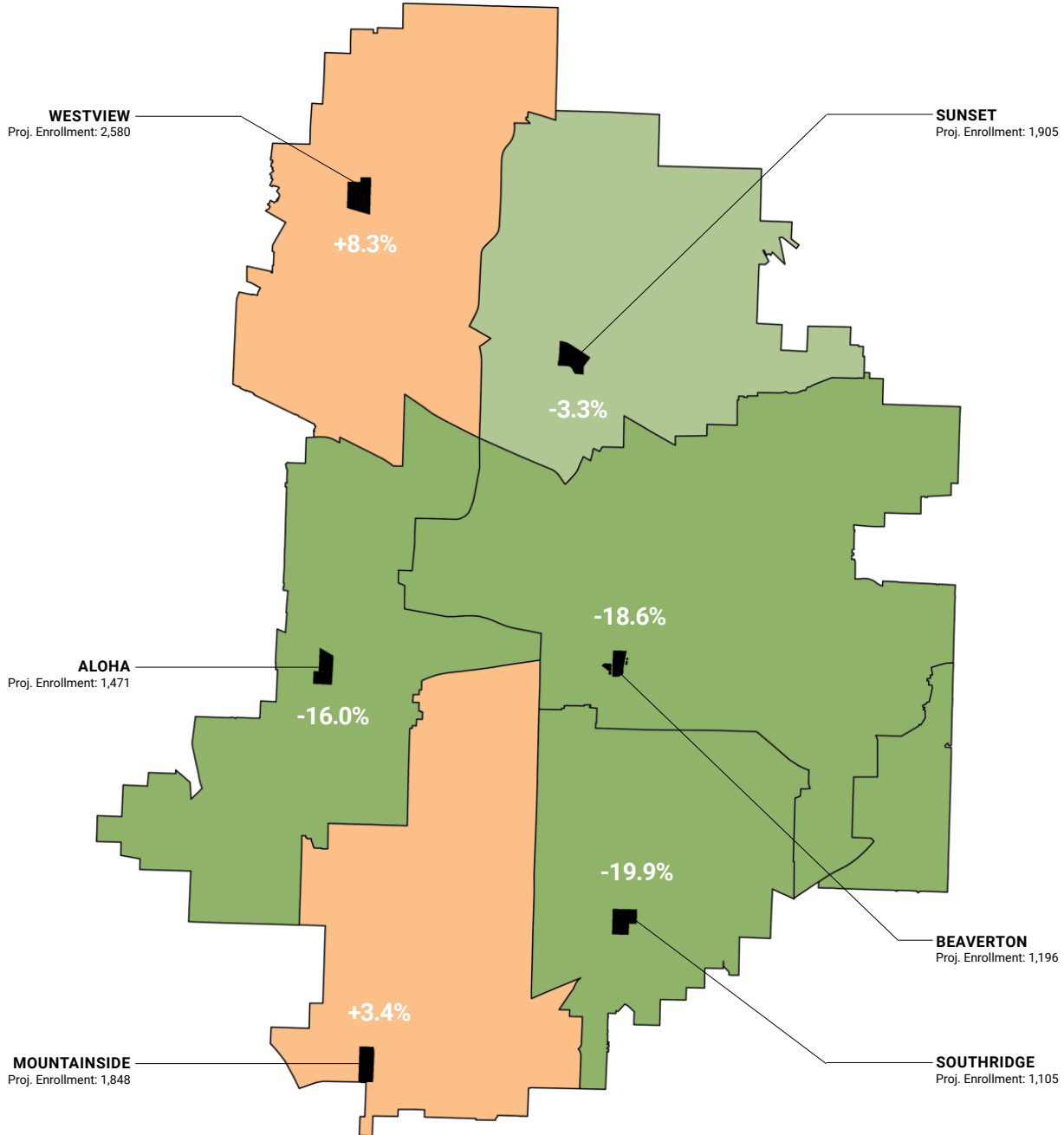


DIAGRAM:
Projected Enrollment Growth Rate 2019-20 to 2030-31: Middle School Level

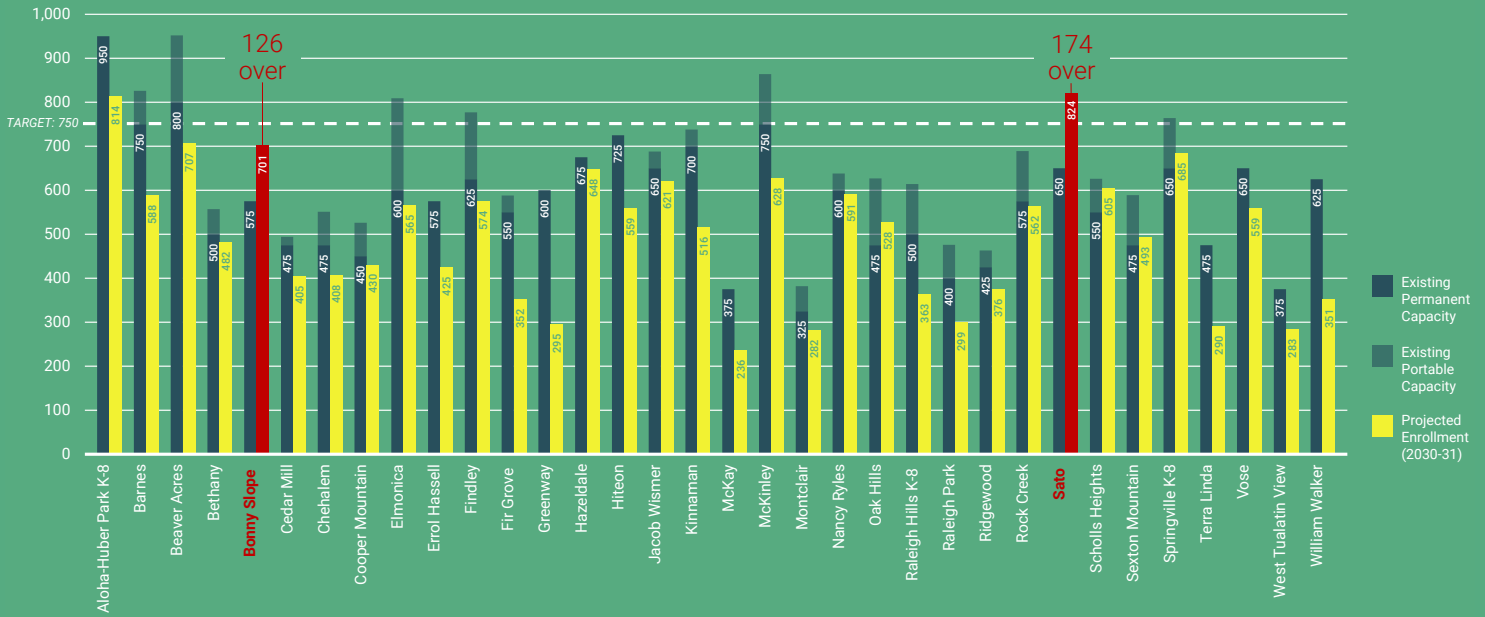


* Middle school boundaries shown reflect proposed boundary adjustments from the 2020 adjustment process and may differ slightly from final boundaries.
 ** Tumwater does not show a growth rate because it will not have any middle school enrollment until Fall 2021.

DIAGRAM:
Projected Enrollment Growth Rate 2019-20 to 2030-31: High School Level



EXISTING CAPACITY & PROJECTED 2030-31 ENROLLMENT: ELEMENTARY SCHOOLS



FACILITY UTILIZATION

Understanding school utilization is necessary to provide effective learning environments for all students. Planning for the effective utilization of schools requires an understanding of space needs for the range of academic programs offered in a school, as well as classroom and common spaces available for current and projected student use.

UTILIZATION

For the purposes of long-range planning, school utilization is defined as the portion of the building assigned to students, or more specifically, the number of students enrolled in a school divided by the student capacity of the school. For example, a school with 500 students and 500 classroom seats would be operating at 100% utilization, while the same building with only 400 students would be operating at 80% utilization. Analysis of school utilization in this plan uses the adjusted enrollment projections to 2030-31, described previously on pages 44-45.

The charts above and on the following page compare existing capacity and projected enrollment for each school in the District. Strategies to improve utilization are described on page 53 and are also discussed in Section 09, beginning on page 65, as alternatives to new construction.

Elementary Schools

Existing districtwide permanent capacity at the elementary level is 19,500 students, including K-8 facilities. This is greater than the projected 2030-31 enrollment of 17,043 by over 2,500 students, resulting in an expected utilization of approximately 87 percent.

Existing districtwide total capacity (permanent capacity plus portable capacity) at the elementary level is 21,488 students, providing over 4,000 seats more than the projected enrollment (79 percent utilization).

Since enrollment accommodation within their individual school boundaries minimizes the need for boundary adjustments, it is important to evaluate individual school utilization as well. Several elementary schools are projected to have enrollment at or above their existing permanent capacity (100% utilization or more) by 2030-31. These facilities include:

- > Bonny Slope Elementary
- > Oak Hills Elementary
- > Sato Elementary
- > Scholls Heights Elementary
- > Sexton Mountain Elementary
- > Springville K-8 120

Two of these schools, shown in red above, are projected to be significantly over their existing capacity: Bonny Slope (126 over) and Sato (174 over).

When portable capacity is considered, Bonny Slope and Sato remain over capacity, as they do not have any modular classrooms. The remaining schools can accommodate projected enrollments when including their portable capacity.

In contrast, many of the District's elementary schools have projected enrollments that are well below their permanent capacities. Schools that are expected to have lower than 70 percent utilization by 2030-31 include: Greenway Elementary, McKay Elementary, Terra Linda Elementary, and William Walker Elementary.

Low utilization can be an indicator of inefficient facility operation, as well as potentially limiting delivery of a robust education program due to low student population. The District may want to consider approaches which improve the utilization of existing facilities in the future. Potential strategies to address low utilization could include school consolidation, co-location with other programs, and/or grade reconfiguration, as discussed on pages 53 and 65-66.

EXISTING CAPACITY & PROJECTED 2030-31 ENROLLMENT: MIDDLE, HIGH & OPTION SCHOOLS



Middle Schools

At the middle school level, both the existing permanent capacity of 7,660 and the existing total capacity of 8,298 exceed the projected districtwide enrollment of 7,423. (Existing middle school capacity includes Tumwater, which is slated to house middle schoolers beginning Fall 2021.)

Looking at individual school facilities, there are three middle schools that are projected to exceed their permanent capacity:

- > Conestoga Middle School
- > Meadow Park Middle School
- > Stoller Middle School

Of these, Stoller has the highest overage, with a projected enrollment that exceeds capacity by over 500 students (over 300 students when including portables). Capacity accommodation strategies are discussed on pages 53 and 65-66.

Conestoga and Meadow Park can both accommodate their projected enrollments with their existing portables. None of the District’s middle schools are projected to have significantly low utilization.

High Schools

Existing districtwide permanent capacity at the high school level is 11,852 seats, not including option / alternative schools. This is greater than the projected 2030-31 enrollment of 10,106 by more than 1,700 students, resulting in an expected districtwide utilization of approximately 85 percent.

Total capacity (permanent capacity plus portable capacity) at the high school level is 12,253 seats, providing about 2,100 seats more than the projected enrollment (82 percent utilization).

As shown above, all of the District’s high schools are expected to be well below their permanent capacities through 2030-31, with the exception of Westview High School. Westview’s projected enrollment is expected to be 588 students (30 percent) over permanent capacity and 283 students (12 percent) over total capacity.

Both Beaverton and Southridge high schools are projected to have very low utilization by 2030-31. Beaverton is projected to be 696 students (37 percent) below capacity, while Southridge is projected to be 837 students (43 percent) below capacity.

Capacity accommodation and utilization improvement strategies are discussed on pages 53 and 65-66.

Option / Alternative Schools

The District’s option / alternative school facilities have a combined permanent capacity of 2,590 and total capacity of 2,857. The projected enrollment of 2,619 students is just over the permanent capacity and 200 students below the total capacity. (Note: Summa and Rachel Carson enrollments are included with the neighborhood schools they are housed in, and Terra Nova’s capacity is not included because the facility is used for a partial-day program for students who are enrolled at other District high schools).

Looking at individual school capacities, ACMA, BASE, and ISB are all expected to be at or over capacity. Community High School, with a projected enrollment of 139, is anticipated to be at only 25 percent of its full capacity.

GEOGRAPHIC ANALYSIS

The map diagrams on the following pages illustrate projected 2030-31 utilization rates at each school facility.

DIAGRAM:

Projected Utilization: Elementary Schools (2030-31 Enrollment & Existing Capacity)

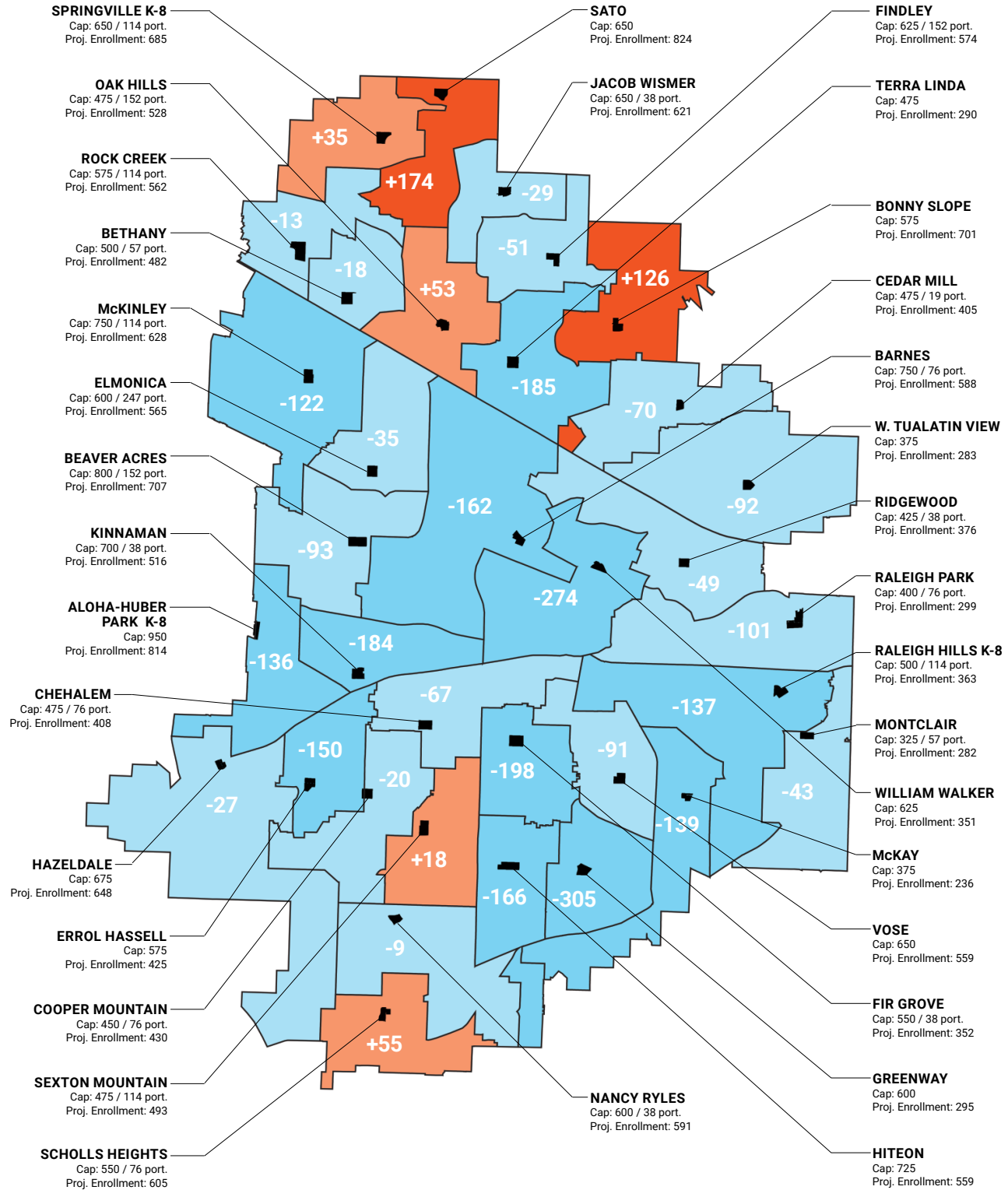
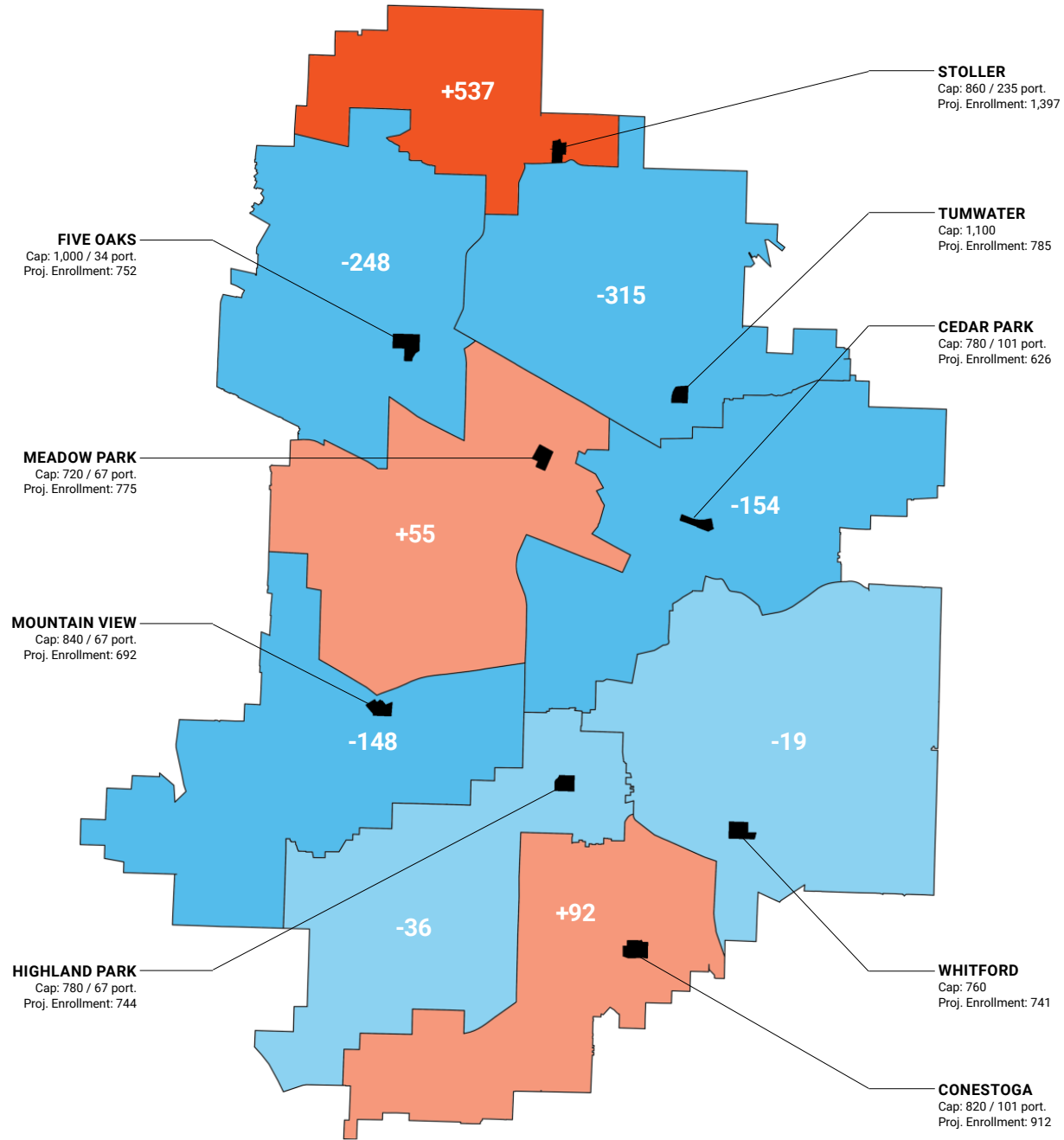


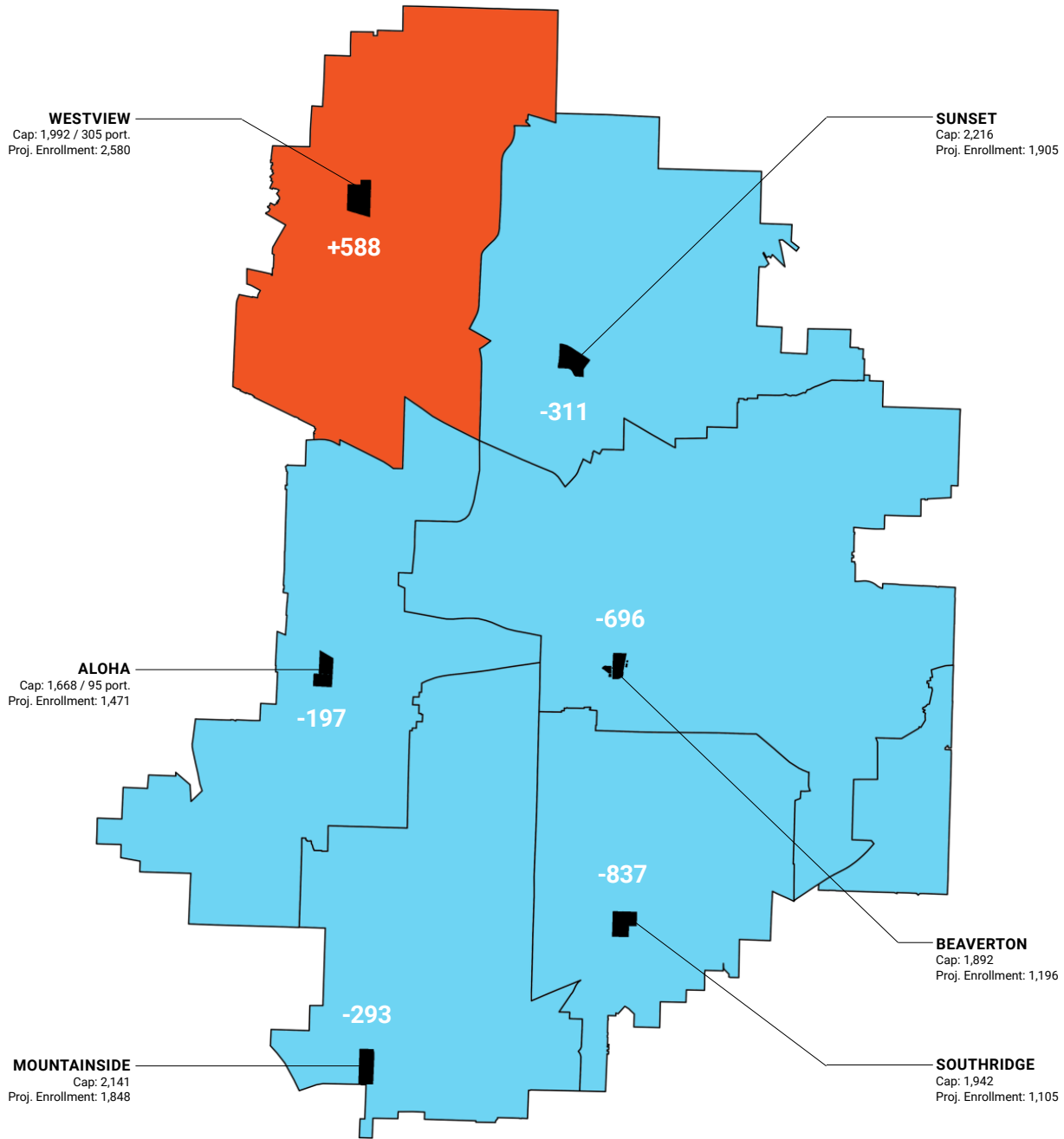
DIAGRAM:
Projected Utilization: Middle Schools (2030-31 Enrollment & Existing Capacity)



- > 100 OVER permanent capacity
- 1-100 OVER permanent capacity
- 1-100 UNDER permanent capacity
- >100 UNDER permanent capacity

* Middle school boundaries shown reflect proposed boundary adjustments from the 2020 adjustment process and may differ slightly from final boundaries.

DIAGRAM:
Projected Utilization: High Schools (2030-31 Enrollment & Existing Capacity)



CAPACITY ACCOMMODATION STRATEGIES

Space utilization percentages can be treated as the beginning of a conversation about capacity. These numbers act as a flag, indicating the location and severity of utilization issues. However, significantly high or low percentages of space utilization at one or more schools do not automatically indicate a need for construction of new school facilities or school closures.

The District has a number of possible strategies that can be considered to address schools that are over capacity. However, it cannot request local jurisdictions to halt residential growth through a development moratorium.

While the District can participate and comment on new residential developments that may impact school capacity, the District is obligated to consider other measures to address capacity and utilization needs, including the measures that follow. Additionally, the strategies and other alternatives to new construction that are discussed in greater detail in Section 09: Capital Financing, would be considered.

The following strategies can address the need for additional capacity and/or improve utilization.

OPEN ENROLLMENT

Open enrollment allows students to transfer to a school with available capacity outside of their attendance area. The District provides a list of schools offering open enrollment each winter, for enrollment the following fall. A student attending a school on open enrollment is guaranteed enrollment at that school for the duration of his or her time at that school level.

If a school that has been offering open enrollment were to reach a significant level of space utilization, the District would likely terminate open enrollment at that school to relieve overcrowding.

ADMINISTRATIVE TRANSFER

Administrative transfer allows a student to transfer to a school outside of their attendance area at any time during a school year. Transfer requests are reviewed by building administrators and approved or denied on a case-by-case basis, for one year only. An excessive number of administrative transfers to one building could result in space utilization issues for that building.

MODULAR CLASSROOMS

The use of modular classrooms (portables) can provide additional capacity at existing school sites. Where there are no site conditions prohibiting their use (e.g. site size, environmental constraints, or local zoning and development standards), they are a flexible means of responding to capacity needs.

BOUNDARY ADJUSTMENTS

Adjustments of attendance boundaries can be very emotionally charged, contentious, and complex. However, they do not require capital investment. Boundary adjustments can shift students from crowded schools to others with more capacity. These efforts typically require extensive work with the community, and must be planned a significant amount of time prior to the implementation date.

ADDITION / EXPANSION OF EXISTING SCHOOLS

Expanding existing building space to provide additional capacity is an option when capital construction monies are available. Permanent construction costs more than providing portables and requires confidence that the growth and enrollment levels at schools in that area will be increased or sustained in the long term.

NEW SCHOOL CONSTRUCTION

Construction of new schools is the most costly of these options, as it typically requires the purchase of land. However, when demand is high and sustained,

and enrollment projections support the investment, a new school offers a high quality teaching and learning environment, and can address significant space utilization issues.

A determination that a school is reaching a significant level of space utilization based on the school capacity formula can serve as the beginning of a conversation with local jurisdictions regarding a proposed residential application. The District can discuss potential solutions to the issue with the jurisdictions and evaluate options such as those described above.

SCHOOL CONSOLIDATION

Consolidating smaller schools that have very low utilization (enrollment well below the existing capacity) can improve utilization and increase operational efficiency, as well as helping to align schools with the District's target capacity. However, school closure has a significant impact on the surrounding community, and many other issues should be considered, such as the potential for increased transportation times, available space in nearby schools, continuation of site-specific programs and activities, and the impact of neighborhood schools in a community.

SUMMARY TABLE

The table on the following pages summarizes permanent and portable capacity, historic and projected enrollment, and utilization rates for all District school facilities, as described in this section.

TABLE:
Capacity, Enrollment & Utilization Summary: Elementary Schools

Facility	CAPACITY			ENROLLMENT			UTILIZATION			
	Permanent Capacity (2020-21)	Portable Capacity (2020-21)	Total Capacity	Historic Enrollmnt (2019-20)	Projected Enrollmnt (2030-31)	Percent Change	Over/Under Perm. Capacity	Facility Util. (Perm.)	Over/Under Total Capacity	Facility Util. (Total)
ELEMENTARY SCHOOLS										
Aloha-Huber Park K-8	950	0	950	893	814	-8.9%	-136	86%	-136	86%
Barnes	750	76	826	590	588	-0.4%	-162	78%	-238	71%
Beaver Acres	800	152	952	708	707	-0.2%	-93	88%	-245	74%
Bethany	500	57	557	528	482	-8.8%	-18	96%	-75	86%
Bonny Slope	575	0	575	655	701	7.1%	126	122%	126	122%
Cedar Mill	475	19	494	428	405	-5.4%	-70	85%	-89	82%
Chehalem	475	76	551	459	408	-11.2%	-67	86%	-143	74%
Cooper Mountain	450	76	526	461	430	-6.6%	-20	96%	-96	82%
Elmonica	600	209	809	550	565	2.7%	-35	94%	-244	70%
Errol Hassell	575	0	575	426	425	-0.3%	-150	74%	-150	74%
Findley	625	152	777	636	574	-9.8%	-51	92%	-203	74%
Fir Grove	550	38	588	387	352	-9.2%	-198	64%	-236	60%
Greenway	600	0	600	318	295	-7.3%	-305	49%	-305	49%
Hazeldale	675	0	675	467	648	38.7%	-27	96%	-27	96%
Hiteon	725	0	725	634	559	-11.8%	-166	77%	-166	77%
Jacob Wismer	650	38	688	727	621	-14.6%	-29	95%	-67	90%
Kinnaman	700	38	738	599	516	-13.9%	-184	74%	-222	70%
McKay	375	0	375	269	236	-12.3%	-139	63%	-139	63%
McKinley	750	114	864	634	628	-1.0%	-122	84%	-236	73%
Montclair	325	57	382	319	282	-11.5%	-43	87%	-100	74%
Nancy Ryles	600	38	638	630	591	-6.2%	-9	98%	-47	93%
Oak Hills	475	152	627	551	528	-4.2%	53	111%	-99	84%
Raleigh Hills K-8	500	114	614	522	363 ¹	-30.5%	-137	73%	-251	59%
Raleigh Park	400	76	476	332	299	-9.9%	-101	75%	-177	63%
Ridgewood	425	38	463	410	376	-8.3%	-49	88%	-87	81%
Rock Creek	575	114	689	516	562	9.0%	-13	98%	-127	82%
Sato	650	0	650	649	824	26.9%	174	127%	174	127%
Scholls Heights	550	76	626	571	605	6.0%	55	110%	-21	97%
Sexton Mountain	475	114	589	511	493	-3.6%	18	104%	-96	84%
Springville K-8	650	114	764	884	685 ¹	-22.5%	35	105%	-79	90%
Terra Linda	475	0	475	349	290	-16.8%	-185	61%	-185	61%
Vose	650	0	650	693	559	-19.4%	-91	86%	-91	86%
West Tualatin View	375	0	375	336	283	-15.6%	-92	76%	-92	76%
William Walker	625	0	625	487	351	-27.9%	-274	56%	-274	56%
Subtotal: Elementary Schools	19,550	1,938	21,488	18,129	17,043	-6.0%	-2,507	87.2%	-4,445	79.3%

Notes:

Capacities listed are effective as of March 1, 2021. The District will continue to update facility capacity as buildings are altered or as uses change. It is important to check with District facilities staff for the most current capacity figures.

Capacity is based on District planning targets and classroom count and does not include self-contained specialized programs, such as special education, prekindergarten, or ELL (MS and HS level only).

Enrollment projections are based on the BSD Enrollment Forecast (PSU PRC, 2019) with District adjustments and a straight-line extension to 2030-31.

¹ Reflects shift to K-5 enrollment by 2022-23.

² Includes Summa program enrollment.

³ Tumwater will not be used as a middle school until Fall 2021.

⁴ Includes Rachel Carson School of Environmental Science enrollment.

TABLE:
Capacity, Enrollment & Utilization Summary: Middle, High & Option Schools

Facility	CAPACITY			ENROLLMENT			UTILIZATION			
	Permanent Capacity (2020-21)	Portable Capacity (2020-21)	Total Capacity	Historic Enrollmnt (2019-20)	Projected Enrollmnt (2030-31)	Percent Change	Over/Under Perm. Capacity	Facility Util. (Perm.)	Over/Under Total Capacity	Facility Util. (Total)
MIDDLE SCHOOLS										
Cedar Park	780	101	881	941 ²	626 ⁴	-33.5%	-154	80%	-255	71%
Conestoga	820	101	921	975	912	-6.5%	92	111%	-9	99%
Five Oaks	1,000	0	1,000	1,010 ⁴	752	-25.6%	-248	75%	-248	75%
Highland Park	780	67	847	777 ²	744	-4.3%	-36	95%	-103	88%
Meadow Park	720	67	787	834 ²	775 ²	-7.0%	55	108%	-12	99%
Mountain View	840	67	907	853	692	-18.8%	-148	82%	-215	76%
Stoller	860	235	1,095	1,560 ²	1,397 ²	-10.5%	537	162%	301	128%
Tumwater	1,100	0	1,100	- ³	785	n/a	-315	71%	-315	71%
Whitford	760	0	760	706 ²	741 ²	5.0%	-19	98%	-19	98%
Subtotal: Middle Schools	7,660	638	8,298	7,656	7,423	-3.0%	-237	96.9%	-875	89.5%
HIGH SCHOOLS										
Aloha	1,668	95	1,764	1,751	1,471	-16.0%	-197	88%	-293	83%
Beaverton	1,892	0	1,892	1,469	1,196	-18.6%	-696	63%	-696	63%
Mountainside	2,141	0	2,141	1,787	1,848	3.4%	-293	86%	-293	86%
Southridge	1,942	0	1,942	1,380	1,105	-19.9%	-837	57%	-837	57%
Sunset	2,216	0	2,216	1,971	1,905	-3.3%	-311	86%	-311	86%
Westview	1,992	305	2,297	2,382	2,580	8.3%	588	130%	283	112%
Subtotal: High Schools	11,852	401	12,253	10,740	10,106	-5.9%	-1,747	85.3%	-2,148	82.5%
OPTION SCHOOLS										
ACMA	672	0	672	706	679	-3.8%	7	101%	7	101%
BASE	822	0	822	881	940	6.7%	118	114%	118	114%
Community	548	38	586	128	139	8.6%	-409	25%	-447	24%
ISB	548	229	777	847	862	1.7%	314	157%	85	111%
Terra Nova	N/A (Partial day program)			N/A (Partial day program)			N/A (Partial day program)			
Subtotal: Option Schools	2,590	267	2,857	2,562	2,619	2.2%	30	101.2%	-237	91.7%

Notes:

Capacities listed are effective as of March 1, 2021. The District will continue to update facility capacity as buildings are altered or as uses change. It is important to check with District facilities staff for the most current capacity figures.

Capacity is based on District planning targets and classroom count and does not include self-contained specialized programs, such as special education, prekindergarten, or ELL (MS and HS level only).

Enrollment projections are based on the BSD Enrollment Forecast (PSU PRC, 2019) with District adjustments and a straight-line extension to 2030-31.

¹ Reflects shift to K-5 enrollment by 2022-23.

² Includes Summa program enrollment.

³ Tumwater will not be used as a middle school until Fall 2021.

⁴ Includes Rachel Carson School of Environmental Science enrollment.



SECTION 08

SITE OPPORTUNITIES

In addition to estimating the student capacity of each school, a long-range facility plan assesses current school sites to determine if there are adequate sites within the district to meet long-term enrollment needs and whether these sites are adequate in size and distribution to meet long-term forecasts.

This evaluation provides assurance that there is a sufficient inventory of properties relative to enrollment demands, and that they are being used effectively to address school needs.

EFFICIENT USE OF SCHOOL SITES

As land within the District has developed to accommodate growth in Beaverton and Washington County, it has become more difficult to find suitable property for new District facilities. In order to accommodate new school facilities, the District has taken steps to use existing school properties more efficiently.

The best example of this is how new and rebuilt schools approved in the 2014 Capital Bond Program were constructed. Four out of the seven “new” schools were provided by first, removing the existing school and second, rebuilding a new, more modern school on the same site. The four schools where this efficient approach occurred were ACMA, Hazeldale Elementary School, Vose Elementary School, and William Walker Elementary School.

The other three new schools (Mountainside High School, Tumwater Middle School, and Sato Elementary School) were built on vacant sites that the District owns. From a sequencing

perspective, Tumwater was the first new school constructed and, once finished, it operated as the “swing school” where students from the four schools attended during the school year their home school was being reconstructed.

There are several ways in which the District makes efficient use of its school sites, including using modular (portable) classrooms, building multistory schools, sharing use of school sites for other District uses and with other public agencies, locating schools on smaller sites, and alternative parking arrangements.

However, the District must consider specific site conditions and the values and demands of the families in the District when evaluating these options. Site conditions, such as environmental features like steep slopes and wetlands and development code regulations that establish use standards for school buildings and portable classrooms and setback requirements. Community values may include providing enough parking for volunteers, connected and safe walking, biking, and transit access,

providing fields for sports, extracurricular activities and shared uses with Tualatin Hills Parks and Recreation (THPRD) and other community service providers, and making facilities and educational quality equitable between schools.

ORS 195.110 includes the requirement for school districts to consider “Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.” The statute requires consideration of measures to efficiently use school sites and provides examples of such measures – multistory buildings and multiple uses of school sites – but does not more precisely define them. This leaves the District discretion in determining what efficiency measures to consider. This section describes some of the measures the District has used and can consider in arranging more efficient future use of its school facility sites.

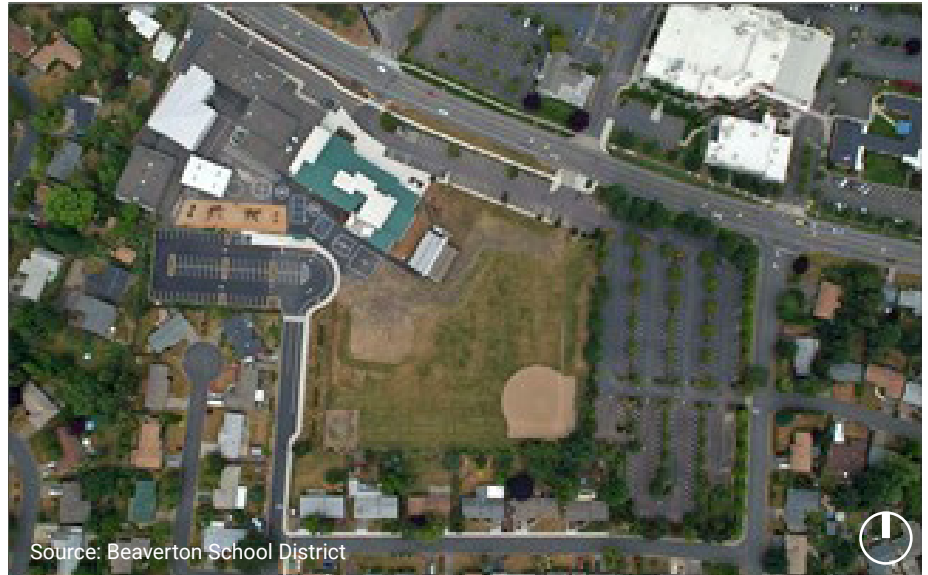
MODULAR CLASSROOMS

Modular, or portable, classrooms are an affordable and flexible method for responding to fluctuations in school enrollment and increasing efficient use of a school site. The modular classrooms used by the District typically consist of two classrooms, each about 900 square feet. Portables often make the difference between a school being below or over capacity. The portables used in the District range between being temporary to semi-permanent.

The use of modular classrooms must be balanced with site considerations and issues of educational quality and equity between schools. The following site conditions must be considered:

- > Environmental constraints/conditions – steep or changing slopes; streams, wetlands, or other sensitive lands
- > School features – parking, play areas and fields
- > Development code – how portables are classified and regulated according to zoning code; building setbacks from lot lines required by the code

IMAGE:
Barnes Elementary School



Source: Beaverton School District

- > Fire safety – access roads and proximity to hydrants
- > Core facilities – including the lack of restroom facilities in portables

Other issues to consider when making decisions about using portables include educational quality and equity. There is a growing body of research indicating a positive relationship between the quality of a school facility and student achievement.

It cannot necessarily be assumed that permanent classrooms are always better quality than portable classrooms, but because portables are designed to be temporary and uniform, they lack some of the architectural quality and special features or amenities that permanent classrooms have. These differences may impact student achievement. When some schools have more portables than others, there is the potential to foster inequity between schools, possibly resulting in lower performance and achievement.

MULTISTORY BUILDINGS

Multistory buildings are typically more expensive to construct than single-story buildings. Local building codes used to prohibit younger students from being taught on floors above or below the main

floor. However, these codes have been revised to remove this restriction. At the same time, multistory buildings provide significantly more student capacity using the same footprint as a single-story building. As land costs increase, multistory buildings become more cost-effective to build and operate.

Land costs in Beaverton School District have risen significantly in the last 30 years. The District has made it a practice to construct multistory buildings when new schools are built. Recent examples of this include:

- > Aloha Huber Park K-8 (2005)
- > Bonny Slope Elementary School (2008)
- > Springville K-8 (2009)
- > Sato Elementary School (2017)
- > Vose Elementary School (2017)
- > Tumwater Middle School (2017)
- > Mountainside High School (2017)
- > Hazeldale Elementary School (2018)
- > William Walker Elementary School (2018)
- > ACMA (2021)

SHARED USE & PARTNERSHIPS

Another effective way of maximizing the use of a site is to share the use with other organizations. It was found during

IMAGE:
Hiteon Elementary School



the school facility design workshops held during previous facility planning efforts that community members in particular support the partnership between the District and THPRD, for the use of outdoor and indoor space. This shares not only the use of a site, but the costs associated with fields and outdoor recreation space and operating the facility's indoor recreational and instructional space.

There are other shared use partnerships that the District can enter into and develop. Some natural pairings include those with other educational and community service providers, such as Portland Community College.

SHARED PARKING

Required vehicle parking standards are a local zoning code issue that can add to the need for larger school sites. For example, given the number of full-time employees at the Hiteon Elementary School, 80 minimum and 120 maximum parking spaces are required pursuant to City of Beaverton code. The school site, which was recently expanded, now has 114 parking spaces that occupy approximate 34,000 square feet or about 0.8 acres. The school sits on a 12.2-acre site, so parking accounts for about 6.5 percent of the total site area.

Shared parking arrangements most directly affect the amount of the school site being dedicated to parking. Shared parking arrangements require nearby organizations with ample parking and compatible use schedules (i.e. not conflicting), which may not be available at all school sites.

Barnes Elementary School has a parking agreement with the Foursquare Church adjacent to its site. The image on the previous page shows the location of the shared parking area (immediately to the east of the ball fields). Church parking spaces are available during the week for school activities. Conversely, the parking spaces at Barnes Elementary School are available for church parking on Sundays and during activities which may require additional parking. Additional agreements like these could be pursued in the future where opportunities exist to reduce land needs (and costs).

EXPANSION ON EXISTING SITES

Expanding school facilities on existing sites is another way of using existing sites more efficiently. There are several school sites where the District has done this. Hiteon Elementary School, shown above, offers a good example of how the District has worked to maximize its school sites.

IMAGE:
Rock Creek Elementary School



The District expanded buildings, parking, and fields on Hiteon's 12.2-acre site in 2008/2009. The building area was expanded by 42 percent for a total of 78,972 square feet. This means that building area makes up almost 20 percent of the lot area. As for the rest of the site, 61 percent of the lot is landscaped or associated with recreational uses, about a quarter of which is Hiteon Park, almost three acres managed by THPRD.

Conversely, Rock Creek Elementary School, shown above, offers an example of a land-rich school site. Its building area comprises only about six percent of the 17.6-acre lot area. The site, therefore, offers possibilities of redevelopment and co-location of schools in the future.

The site could potentially accommodate both an elementary school and middle school, or the site could be converted to a middle school site if there were a need for additional middle school capacity in this portion of the District. While neither option has been proposed or evaluated, the large Rock Creek school site does appear to provide the District with options for future expansion.

LIMIT SPACE FOR NON-EDUCATIONAL USES

There are several options to reduce the space on a school site dedicated to

non-educational uses, such as athletic facilities or parking. However, the following factors should be considered:

- > Good walking, biking, and transit access should be available to reduce the demand for vehicle parking.
- > Sufficient parking is an issue for parents and others who volunteer at schools during the daytime. As schools have come to rely more on volunteers in times of operating budget shortfalls, this is an important consideration.
- > School sports and extracurricular activities have consistently been highly regarded by District families. Unless there are convenient alternatives to providing space for these activities, very careful consideration should be taken when evaluating whether to reduce this space on a school site.

CO-LOCATION WITH EXISTING DISTRICT FACILITIES

In some cases, a district’s existing facilities may be located on sites that are large enough to accommodate co-location with another facility in the future, if the need arises. This option may be considered in particular for smaller non-neighborhood facilities, such as an alternative program or special education facility. However, it will be important to assess program compatibility before considering co-location, as well as other factors outside the scope of this study, such as setbacks, easements, site access, and the presence of wetlands.

Based on a high-level analysis that included comparison with District site size targets, general topography, site configuration, and location in the District, a few of the District’s school sites appear to offer opportunities for co-location with another future facility in their existing configuration, beyond the shared use that is already occurring with adjacent District sites.

As District facilities continue to age and require replacement, it is recommended

that the District consider the possibility of co-location in the future, and plan replacement facilities on larger sites with this potential strategy in mind.

REPLACE SMALL SCHOOLS TO MAXIMIZE SITE UTILIZATION

School facilities vary in size and capacity for many reasons, including the educational goals and budget parameters at the time of constructions. Districts can maximize the utilization of their existing sites by replacing or adding onto schools that are well below their target capacities. This can significantly increase district capacity without the need for additional sites.

The District has implemented this strategy with the recent replacements of three elementary schools: Hazeldale, Vose, and William Walker. The original facilities for all three schools had capacities of under 500 students each, and were replaced on the same site with larger capacity schools.

INTERIM LOCATION

Because of the extensive work often required to upgrade schools to achieve modern learning environments, entire schools may need to temporarily relocate into different facilities while construction is completed. These facilities that will temporarily house displaced students are called “interim relocation sites.” In some instances, vacant school buildings might serve this purpose.

Any school recommended for replacement or major alteration that might require student displacement will require an analysis of the site and its relationship to the neighborhood in order to determine the feasibility to work on-site around the existing buildings.

Some of the District’s existing facilities appear to have sites that will likely accommodate replacement on site while maintaining operations in the current facility, but will have to be verified on a site-by-site basis.

Currently the District does not have any vacant facilities that can be used as “swing” sites for temporary relocation. Tumwater was used as a swing site for many of the replacement projects completed as part of the 2014 bond, but will become a neighborhood middle school in the upcoming school year.

ANALYSIS OF LAND REQUIREMENTS

Based on the adjusted enrollment projections to 2030-31, it appears that no additional school sites will need to be purchased as part of the District’s 10-year Long-Range Facility Plan.

The District’s three undeveloped sites, combined with opportunities for added capacity at some existing operational sites, appear to offer adequate opportunity to increase capacity to meet enrollment and program demand for the foreseeable future.

DISTRICT-OWNED ACTIVE FACILITY SITES

The District currently owns 63 active facility sites and serves an 55.8-square-mile area in Washington County that primarily includes the city of Beaverton. The District’s active facility sites total over 800 acres and include 55 school sites in operation and eight administrative and support sites.

The following chart summarizes the combined area of each site type and the percentage of total District site area.

Type of Site	Area (Acres)	%
Elementary School	323.6	39%
Middle School	192.8	23%
High School	218.8	27%
Option School	51.0	6%
District Support	39.5	5%
Total Site Area	824.6 acres	

DIAGRAM:
District-Owned Reserve Sites

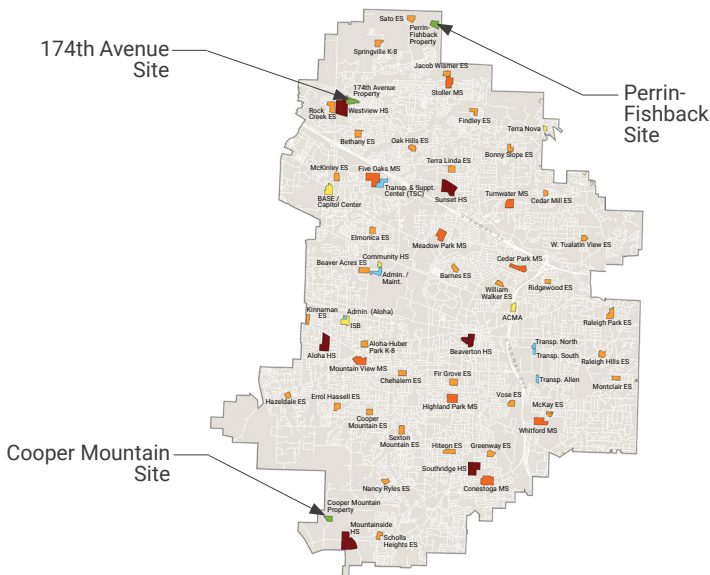


IMAGE:
174th Avenue Site



Currently, the District’s active school sites fall into the following size ranges:

- > Elementary school site range in size from approximately five to 17 acres, however the majority are within the seven to 10 acre target range
- > Middle school sites range from approximately 16 to 32 acres in size
- > High school sites range from approximately 26 to 46 acres in size

DISTRICT-OWNED RESERVE SITES

The District currently owns three vacant properties that could be used for the construction of new school facilities, shown above and on the following page.

Two of the sites are located north of Sunset Highway:

- > 174th Avenue site (east of Westview High School)
- > Perrin-Fishback site

The third site is located in the Cooper Mountain planning area in the southern area of the District:

- > Cooper Mountain site

All three sites are suitable from a size perspective for an elementary school. The 174th Avenue site, also known as the Westview property, is 14.8 acres in

size, with an estimated 11.6 acres of developable land. The Perrin-Fishback site is approximately 10 acres in size. The Cooper Mountain site, also known as the Horse Barn site, is 11.0 acres.

Both the Perrin-Fishback and Cooper Mountain sites are located in areas where the District can expect new residential growth (and, therefore, enrollment growth) to occur.

Location-wise, the 174th Avenue site is less desirable because of access constraints. None of these sites currently have capital construction funds available to provide new school facilities.

IDENTIFYING FUTURE SCHOOL SITES

One component of a long-range facility plan is to identify desirable sites that may be needed for future use as District enrollment increases over time. Although the District does not have an immediate need to purchase more land and the availability of vacant sites within the District is very limited, it is still important to understand the criteria for site selection that may be used for future land acquisition.

CRITERIA FOR SITE SELECTION

Each parcel of land identified as a potential school site should be thoroughly examined to determine its suitability in terms of educational plan, accessibility, cost, size and environmental impact. Each site and the surrounding property should be evaluated on both its present and possible future uses. The following are general site criteria for all educational facilities.

Site Size

Minimum site sizes have been established by the District for each educational level. These basic guidelines are based on the District’s education specification criteria (such as number and type of play fields, number of building floors, and parking and bus requirements).

- > Elementary site size target of 7-10 acres
- > Middle schools site size target of 15-20 acres
- > High school site size target of 35-40 acres

These parameters are target sizes that are used for guidance and comparison. Existing school sites vary in size due to a number of factors.

IMAGE:

Perrin-Fishback Site



IMAGE:

Cooper Mountain Site



Site Characteristics

- > Usable size and shape
- > Ability to support the educational program
- > Ability to support future expansion
- > Usable topography and soil conditions
- > Presence of trees and other vegetation

Infrastructure

- > Availability of water, sewer and energy sources (electricity, natural gas)
- > Potential for alternative energy use and/or shared use
- > Availability of telecommunications

Legal Requirements

- > Appropriate zoning (will variance or re-zone be required)
- > Ability to comply with state rules and regulations (disabled access, etc.)
- > Not a hazardous area (flood plain, etc.)
- > Available and free of encumbrances

Location

- > Convenient location for majority of students
- > Relationship to existing educational facilities
- > Proximity to other community services (library, parks, museums)

- > Zoning potential development of surrounding land
- > Potential for shared use (parks, etc.)
- > Appropriate location for open space in the community
- > Aesthetically pleasing environment

Vehicular Access

- > Accessible for service vehicles
- > Suitable surrounding roads and traffic patterns
- > Multiple points of access to the site

Health and Safety

- > Safe environment
- > Healthy air quality
- > Free of industrial and traffic noise
- > Served by public agencies (police, fire, public transit, etc.)

Pedestrian & Bicycle Access

In accordance with ORS 195.115, city and county governing bodies shall work with school district personnel to identify barriers and hazards to children walking or bicycling to and from school. The cities, counties and districts may develop a plan for the funding of improvements designed to reduce the barriers and hazards identified. 133



SECTION 09

CAPITAL FINANCING

ORS 195.110(5)(a)(D) requires that school districts include in their Long-Range Facility Plan:

“Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met.”

FINANCING TOOLS FOR CAPITAL PROJECTS

This section provides a discussion of the financing tools available to the Beaverton School District and its capacity for generating capital resources. The following represents the array of financing tools that are at the District’s disposal.

CONSTRUCTION EXCISE TAX (CET)

The 2007 State Legislature passed Senate Bill 1036, allowing school districts to impose a CET on improvements to real property that result in a new structure or additional square footage in an existing structure.

The District is collecting \$1.00 per square foot of new residential construction and \$0.50 per square foot of new nonresidential construction. These funds can be used for land acquisition, construction, renovation or improvement of school facilities, costs to purchase and install equipment and

furnishings or other tangible property that has a useful life of more than one year, and architectural, engineering, legal or similar costs related to capital improvements. The District continues to renew the agreement every year to collect these funds.

STATE FACILITIES GRANT

The 1997 Legislature established the facility grant program (OAR 581-027), but delayed implementation until 1999/2000. The grant is for costs to equip and furnish a facility and cannot be used for construction costs. This was partly in response to the 1996 Measure 47 (included in Measure 50), which limited construction costs that could be bonded to those that are intrinsic to the structure.

The District could receive up to eight percent of the construction cost of a new school, excluding land. The actual revenue limitations have shown this grant to be more in the three to four percent range of project cost.

GENERAL OBLIGATION (GO) BONDS

GO Bonds are a municipal debt security issued by the District and backed by the full faith and credit of the Beaverton School District. They are used to finance capital expenditures and are supported by a voter-approved property tax levy.

For Oregon school districts, bonds are the primary tool for financing school facility needs. Historically, Beaverton School District has used this method of financing for most of its capital construction. GO bonds can be issued for land acquisition, construction, new schools, renovation or improvement of school facilities, and equipment intrinsic to the facility.

The District is currently significantly below its maximum allowable level of indebtedness. However, the real maximum level of indebtedness is the one for which the District can get voter approval. There is a legal maximum debt capacity of 7.95 percent of real market value, and the District has remaining capacity of \$2.38 billion.

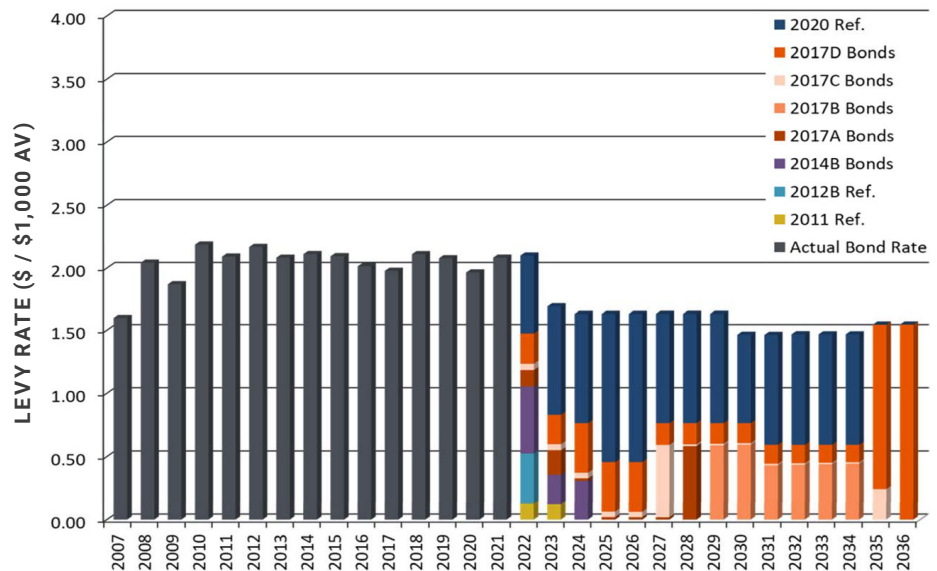
The real limitation is the capacity made available by the voting patrons of the District. In 2021, the District’s levy rate is estimated to be \$2.05 per \$1,000 of assessed value and will drop to roughly \$1.60 in 2023. As shown in the chart above, a step-down in the tax rate occurs in 2023.

Historically, when a tax rate step-down occurs, it is potentially a good time for the District to return to voters with a bond issue. The last two significant bond programs were approved by District voters in 2006 (\$196 million) and 2014 (\$680 million), when a step-down in the tax rate occurred.

FULL FAITH AND CREDIT OBLIGATION BOND (FFCO)

Similar to a GO Bond, the District can issue a municipal debt security by authorization from the School Board. The debt is repaid using resources other than a tax levy.

CHART:
Outstanding General Obligation Bonds - Actual and Projected Rates, Piper Sandler



CERTIFICATE OF PARTICIPATION BOND (COP)

COP’s are a financial obligation the District can use to finance essential capital improvements. Like a GO bond, a COP is a loan from investors to the District. Unlike GO bonds, however, COP’s are not backed by the full faith and credit of the District, rather, the repayment of the debt service on the COP’s is subject to annual appropriation by the District.

QUALIFIED ZONE ACADEMY BONDS (QZABS)

QZABs are noninterest-bearing bonds, and the borrowing school district pays the principal back in 15 years. QZABs are part of an annual \$400 million federal program, appropriated by Congress and is administered by the Oregon Department of Education. The money can only be used for qualifying schools where 35 percent or more of students are eligible for free or reduced-price school meals.

A 10 percent match is required from a business or nonprofit partner which can be in cash or in-kind donations. The funds can be used for renovation and repairs, energy efficiency and renewable energy, equipment and technology.

LOCAL OPTION LEVY (LOL)

The Measure 50 property tax limit (1997) is usually less than the Measure 5 tax limit (1990), and the difference is generally referred to as the tax “gap.” The 1997 Legislature approved school use of the gap for a voter approved local option property tax. Districts may use a LOL for operating and capital expenditures.

GENERAL FUND

The General Fund is the primary fund of the District that provides resources necessary to operate day-to-day activities of the District.

DONATIONS & GRANTS

The District receives donations given by a person or foundation for charitable purposes to benefit the education of Beaverton students. An example would be the Nike School Innovation Fund, which has donated to the District.

The District pursues federal and state grant opportunities as they are available. Having a currently-adopted LRFP is a typical criterion for grant applications.

IMAGES:

Examples of 2014 Bond Projects



Tumwater Middle School



Mountainside High School



Hazeldale Elementary School



Sato Elementary School



ACMA

2014 SCHOOL BOND SUCCESSES

The most recent successful school bond program occurred when District voters approved the \$680 million capital bond measure in May 2014. Bond funds have been used to address repairs, provide new capacity and relieve overcrowding, modernize and renovate facilities, improve safety, and replace outdated learning technology, curriculum, and equipment over an eight-year period.

The District, through good financial stewardship and management, has been able to take advantage of favorable interest rates and available bond premiums from bond sales to leverage the \$680 million bond into an \$807 million construction program (per the July 2020 Bond Accountability Committee Project Summary).

The following is a list of projects constructed through the 2014 bond program:

- > ACMA Replacement
- > Aloha High School Title IX Compliance
- > Capital Center Improvements & Data Center
- > Districtwide ADA Compliance
- > Districtwide Communication System
- > Districtwide Facility Repairs
- > Districtwide HVAC Controls
- > Domestic / Fire Line Separation
- > Five Oaks Middle School Renovation & Expansion
- > Green Energy Technology
- > Hazeldale K-5 Replacement
- > IT Data Center at Capital Center
- > Kitchen Improvements
- > Land for a new K-5 school in South Cooper Mountain
- > Maintenance Facility Improvements
- > McKay Elementary School ADA Improvements
- > New High School: Mountainside
- > New Elementary School: Sato
- > New Middle School: Tumwater
- > Security Upgrades
- > Seismic Upgrades
- > Sunset High School Title IX Compliance
- > Springville K-8 Improvements
- > Vose K-5 Replacement
- > William Walker K-5 Replacement

ALTERNATIVES TO NEW CONSTRUCTION

There are a number of ways to accommodate growth in programs and/or enrollment that do not necessitate new construction or renovation. Strategies that address program need, growth, and facility condition can provide additional capacity and may influence the extent of major modernizations and/or new construction.

Whenever possible, it is important for the District to explore options for increasing the amount of school capacity without having to make major capital investments. These strategies, some of which are also discussed on page 53, are identified as potential ideas to be considered and will not necessarily be implemented by the District.

Strategies that address program:

- > Repurpose existing space for other uses when possible
- > Utilize public / private partnerships
- > Develop online education programs to reduce enrollment demand
- > Locate alternative programs in nontraditional facilities

Strategies that address growth:

- > Increase class sizes
- > Reactivate vacant / repurposed buildings
- > Adjust attendance boundaries to maximize occupancy at underutilized schools
- > Allow or maintain enrollment above target capacities
- > Add capacity with modular classrooms (typically funded through operational dollars rather than capital funds)

Strategies that address condition:

- > Close schools in the poorest condition and consolidate if enrollment / capacity allow
- > Address the most critical issues using annual maintenance dollars when possible

STRATEGIES THAT ADDRESS PROGRAM

Repurpose Existing Space

The District has historically reviewed program alternatives and considered a variety of changes that schools could institute to potentially increase the capacity of existing school facilities to serve projected enrollment.

Implement Public / Private Partnerships

There may be opportunities for public / private partnerships to support District programs, in lieu of new construction or major renovations. In general, lease arrangements are made on a case-by-case basis to support educational program objectives.

In particular, there is opportunity for career and technical education programs to have robust partnerships with industry, both within school facilities and with internships at industry partner sites.

Develop Online Education Programs

Providing a robust online school program can help districts manage enrollment to a limited extent, as well as fill a need for students with particular learning styles and needs. However, this option is typically only used by a small percentage of students.

The District currently has an online education program, the FLEX Online School. It is a tuition-free option school within the District that provides curriculum and support services for grades K–12 in an fully online format.

Although the current year is an exception due to distance learning requirements that resulted from the Covid-19 pandemic, the District anticipates the that fully online learning will not be used by a large number of students in the future. Therefore, it is not expected to provide a significant reduction in enrollment at traditional school facilities.

Locate Alternative Programs in Nontraditional Facilities

Small, specifically tailored educational programs can be located in facilities other than traditional school buildings, allowing districts to utilize other types of building stock they may own, or lease commercial or retail space.

The ability to house some students outside of traditional school facilities can reduce enrollment demand. This strategy is most appropriate for high school students and potentially middle school students as well.

STRATEGIES THAT ADDRESS GROWTH

Increase Class Size

The District could choose to increase the target class size to accommodate growth, however, this approach is impractical to meet long-term needs. All districts have natural fluctuations in class size, both between grade levels and within a given year, however there is a limit to the number of students that can be accommodated within a given space, determined by the size of existing classrooms. Large class sizes may also compromise instruction.

In addition, existing facilities have support spaces, such as a cafeterias and restrooms, that are sized to accommodate a certain number of students. Increasing class sizes beyond what the building was designed for may impact the viability of these support functions.

Reactivate Vacant and Leased buildings

The District fully utilizes its existing building stock and does not currently own any vacant or leased facilities. However, this strategy should be kept in mind when replacing facilities in the future. If the District has the opportunity to take buildings offline rather than demolish them, it can provide flexibility for future use, as well as potential swing space during construction periods.

Offline facilities may provide an opportunity to address growth in the future. However, their location in relation to areas of capacity need must be considered, as well as the significant capital costs associated with maintenance and improvement. Leasing facilities may offset some costs.

Adjust Attendance Boundaries

Adjusting attendance boundaries within the District can help compensate for enrollment growth in individual schools, particularly if growth is concentrated in specific areas. However, this process is complex and can cause significant disruption for schools and families. This approach can also lead to increased busing requirements and associated costs.

Allow Enrollment over Targeted Capacities

Allowing enrollment over targeted capacities is another way to compensate for enrollment growth in concentrated areas.

The District has two elementary schools with projected 2030-31 enrollments over the stated targeted capacity of 750, including Sato and Bonny Slope. At the middle school level, Stoller is the only school projected to have enrollment over the District target of 1,100 students, and at the high school level, Westview is projected to have enrollment over the target of 2,500. Two schools also have existing permanent capacities that are greater than the target capacity, including Aloha Huber K-8 and Beaver Acres Elementary School.

It was determined by the District that increasing enrollment above the target capacity as a planning strategy does not align with the District's vision and goals, and will not provide the best educational environment for students. However, it is understood that enrollments fluctuate over time due to a number of factors and cannot always be managed to stay under established targets.

Add Capacity with Modular Classrooms

Modular classroom buildings offer solutions both for making more efficient use of a school site and providing a substitute to constructing new permanent buildings. Modular buildings offer flexibility in responding to changes in enrollment and cost less than permanent buildings to purchase and operate.

Modular classroom buildings lack some of the architectural quality and special features or amenities that permanent classrooms have. It is these differences that may make a difference in student achievement. Further, while adding to a school's enrollment, they do not expand the existing shared common areas such as cafeterias, gymnasiums, media centers and restrooms. Finally, as discussed in the previous chapter, it is important to note that the addition of modular classrooms may create security concerns and place additional stress on already underfunded operational budgets.

The District currently has many school facilities that have portable classrooms on site. Some are used as regularly scheduled classrooms and others are used only on an intermittent, as-needed basis, or for storage.

There is a desire to eliminate modular buildings whenever possible, therefore the Long-Range Facility Plan is primarily based on permanent capacity only.

STRATEGIES THAT ADDRESS CONDITION

Close Schools and Consolidate

Closing or repurposing schools that are in the poorest condition can alleviate the need for modernization, if these students can be accommodated at neighboring schools.

The District's projected excess capacity of more than 2,500 seats at the elementary level and 1,700 seats at the high school level by 2030-31 could allow for the closure of one or more

small schools in the District, with these students being absorbed into nearby existing or replacement schools.

Several elementary schools are well below the District's target size of 750, including, but not limited to, McKay Elementary (375), Montclair Elementary (325), and West Tualatin View Elementary (375). In addition to being small, these schools are also some of the oldest schools in the District and have significant maintenance and operational needs, making them possible candidates for closure.

Older schools at the secondary level are also subject to review for potential consolidation and closure. Enrollment forecasts will factor into such reviews at all school levels.

However, school closure has a significant impact on the surrounding community, and many other issues should be considered, such as the potential for increased transportation times, available space in nearby schools, continuation of site-specific programs and activities, and the impact of neighborhood schools in a community.

Therefore, closing or repurposing school facilities, or declaring such facilities as surplus, should be carefully considered by the District in the future. Ideal candidates would be facilities that are in very poor condition, have capacity significantly below District targets, have low enrollment forecasts, and/or do not adequately accommodate educational programs.

Use Maintenance Funding for Critical Issues

It may be possible to allocate some operational funds to fix immediate needs in some facilities. As noted previously, this is not a viable long-term strategy and may impact the District's ability to meet operational needs. Currently, the District's maintenance budget does not have capacity for additional projects beyond basic maintenance needs.

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SECTION 10

10-YEAR CAPITAL PLAN

The 10-year capital plan identifies funding strategies for addressing the facility needs of the District that have been identified in Sections 01 through 09 of the Long-Range Facility Plan.

SUMMARY OF NEED

The 10-year capital plan addresses identified need in alignment with District goals and programs. The total District need is estimated at \$1.3 billion (escalated project cost), in the areas of educational program, facility condition, enrollment and capacity, and District support. As plan proposals were considered, the total identified District need in these areas included the following components:

EDUCATIONAL PROGRAM NEED: \$523.9 M

Estimated need includes the following categories, as described in Section 05 - Educational Program:

- > Early Childhood Education
- > Special Education
- > Physical Education
- > Remove Portable Classrooms
- > Districtwide Educational Adequacy

FACILITY CONDITION NEED: \$666.1 M

Estimated need includes 10-year deferred maintenance costs established by the FCA and includes estimated costs

associated with building condition, site condition, and seismic improvements districtwide. It also incorporates lump sum amounts determined by the District for specific projects, including school modernization, security upgrades, and nutrition services upgrades.

ENROLLMENT AND CAPACITY NEED: \$60.2 M

Districtwide, there is currently adequate existing capacity to address enrollment projections over the next 10 years, if strategies such as boundary adjustments are implemented to accomplish this. However, some individual school boundaries have significant identified need which, if left unaddressed through other means, would result in capacity-related need at these facilities. Estimated costs assume enrollment is met through permanent capacity.

These schools include:

- > Bonny Slope Elementary School
- > Sato Elementary School
- > Stoller Middle School
- > Westview High School

DISTRICT SUPPORT: \$80.0 M

In addition to the three primary areas of need described above, the District also identified several support projects that will be needed in the next 10 years. Categories include:

- > Technology
- > School Office Relocation
- > Bus Replacement
- > Critical Equipment

PLAN DEVELOPMENT

Over the course of 10 months of meetings with the District Leadership Team, three meetings with the Focus Group, and three community open houses, two preliminary capital bond proposals were developed. The District Leadership Team identified potential projects for the proposals based on the District Strategic Plan, the LRFP guiding principles, goals, and action items, and a detailed understanding of the identified need in the District.

Project needs were balanced with a recognition of community support levels, resulting in the development of two bond plan options: a smaller plan that would result in little or no tax rate increase and a larger plan that more adequately addresses District need and would result in a small tax rate increase.

Bond plan options received feedback from the Focus Group and the broader community, and were then revised by the District Leadership Team based on that input. The final adjusted plans reflect incorporation of selected input.

FOCUS GROUP INPUT

The Focus Group provided feedback on the two capital bond proposals, which was a critical outcome of the LRFP process. Focus Group input is summarized below. More detailed information regarding this input can be found in Appendix C – Focus Group Meetings.

Prioritization

- > Prioritize educational program needs, particularly early childhood education and a special needs facility.
- > Prioritize seismic upgrades, including a strategy to meet State seismic requirements.
- > Prioritize critical security and facility maintenance items.

Utilization

- > School consolidation may potentially be controversial, creates many logistical questions, and may negatively impact the bond measure. Should it be done? If so, where?
- > Boundary adjustments should be considered as an alternative to increasing capacity through building replacements or classroom additions.

Distribution

- > Equity is a priority, including a focus on improving Title 1 schools.
- > Projects should be distributed throughout the District to the greatest extent possible.

Focus Group members prioritized the proposed projects in the following order:

1. Beaverton High School Replacement
2. Deferred Maintenance & Modernization
3. Raleigh Hills Elementary School Replacement
4. Seismic & Security Upgrades
5. Educational Program Improvements

BROADER COMMUNITY INPUT

Community input from the open house sessions regarding the two capital bond proposals is summarized below. A more detailed Community Outreach Summary is included in Appendix B – Supplemental Information.

Prioritization

- > Prioritize safety and seismic upgrades.
- > Provide more learning options for general students, not just special communities.

Utilization

- > Adjust attendance boundaries to resolve capacity issues.
- > Overcapacity at Stoller Middle School is an issue.

Distribution

- > Prioritize equity for disadvantaged schools.
- > Provide clearer descriptions of how a bond would touch each community.

Survey respondents prioritized the proposed projects in the following order:

1. Beaverton High School Replacement
2. Raleigh Hills Elementary School Replacement
3. Seismic & Security Upgrades
4. Deferred Maintenance & Modernization
5. Educational Program Improvements

CAPITAL BOND PROPOSALS

The two capital bond proposals developed by the District and are summarized on the following page. The bond proposals incorporate community input and intend to strike a balance between community support for funding and current District need.

Either of the proposals shown can serve as the basis for a potential capital measure, at the discretion of the Board. The chosen proposal may be adjusted prior to a capital measure, due to changes in District need, economic conditions, and/or additional community input.

The proposed bond plans represent one phase of work in an ongoing process of addressing District need. Projects that were identified during the planning process and have not been prioritized for inclusion in this phase of the Long-Range Facility Plan will continue to be tracked and addressed in later phases of the Plan. This is discussed further in Section 11 – Beyond 10 Years.

TABLE:
Capital Bond Proposals

BOND OPTION 1

Bond Option 1, estimated at \$325.1 million, is a smaller plan that would allow a refill of the current bond and result in little or no tax rate increase.

This plan includes a limited amount of educational program improvements, replacement of Raleigh Hills Elementary School and the Allen Street Transportation facility, and limited amounts of facility maintenance and modernization, capacity and enrollment accommodations, and other District support funding.

BOND OPTION 2

Bond Option 2 is a larger plan, estimated at \$722.6 million. This option is anticipated to result in a refill of the current bond and a tax rate increase of \$0.25 per \$1,000 of assessed property value.

Bond Option 2 includes everything that is in Bond Option 1, in addition to the replacement of Beaverton High School and larger funding amounts for educational program improvements, facility maintenance and modernization, capacity and enrollment accommodations, and other District support.

PREFERRED OPTION

Of the two proposals, Bond Option 2 received the most support from Focus Group members and the broader community, based on discussion comments and polling results.

Focus Group members' reasons cited for this support included:

- > Voters in the region understand that school districts need significant investments in capital infrastructure.
- > Option 1 is too small for the challenges that the District is facing, and defers investments into the future.
- > The District can make a compelling case for a large investment around priorities that are broadly supported by the community.

Project	BOND OPTION 1: No Tax Rate Increase	BOND OPTION 2: \$0.25 Tax Rate Increase
EDUCATIONAL PROGRAM		
Special Education Improvements	\$2.0M	\$2.0M
Prekindergarten Modifications	\$1.0M	\$1.0M
Outdoor Learning Improvements	-	\$5.0M
Physical Education / Athletics Additions	\$5.6M	\$13.0M
FACILITY CONDITION: REPLACEMENT		
Raleigh Hills Elementary Replacement	\$44.0M ¹	\$44.0M ¹
Beaverton High School Replacement	\$15.0M ²	\$230.0M
Allen St. Transportation Replacement	\$11.0M	\$11.0M
FACILITY CONDITION: MODERNIZATION		
Deferred Maintenance	\$110.0M	\$138.0M
School Modernization	\$12.0M	\$36.0M
Seismic Upgrades	\$20.0M	\$40.0M
Security Upgrades	\$6.0M	\$15.0M
Nutrition Services Upgrades	\$5.0M	\$5.0M
CAPACITY & ENROLLMENT		
Classroom Additions	\$7.5M	\$10.0M
OTHER SUPPORT		
Technology	\$27.0M	\$53.0M
School Office Relocation	\$10.0M	\$10.0M
Bus Replacement	\$8.0M	\$10.0M
Critical Equipment	\$4.0M	\$7.0M
Subtotal	\$288.1M	\$630.0M
Bond Fee / Management Cost (8%)	\$23.0M	\$50.4M
Contingency (10%)	\$13.9M ³	\$42.2M ³
Total	\$325.1M	\$722.6M

¹ Assumes additional \$11.8M from 2014 bond funds

² Planning and design only

³ Excludes Deferred Maint., Technology, Bus Repl., and Critical Equip.

- > It makes sense to address the significant needs in the District comprehensively, and Option 1 does not go far enough.
- > The replacement of Beaverton High School is important. With the redevelopment happening in downtown Beaverton, it has the added benefit of supporting housing in the downtown.

- > Option 2 will have greater benefit in the long run.
- > The majority of voters in this area prioritize investments in projects that address equity issues in facilities and programming.

Although there was limited public participation in the community open houses, likely due to pandemic

constraints, polling results illustrated clear support for the larger of the two bond options (75 percent). Reasons for this support cited by members of the broader community included:

- > The safety of students, teachers and staff is most important, and make school replacement necessary.
- > Bringing schools up to current seismic code is critical.
- > The projects are essential and must be dealt with. Continuing to defer these projects will only exacerbate the problem and be more costly in the long run.
- > Beaverton High School has significant facilities and educational needs.

PROJECT COSTS

Costs associated with the capital bond proposals were developed by the District Leadership Team. They are rough-order-of-magnitude (ROM) project cost estimates that include soft costs of 12 to 20 percent, depending on project scope. Construction projects are escalated to the estimated midpoint of construction at three percent per year, with an additional two percent market escalation factor on most projects. Costs may be revisited prior to the bond due to changing market conditions.

Bond options also include a separate bond fee / management cost allocation of eight percent, as well as a contingency allocation of at least 10 percent on most projects (excluding deferred maintenance, technology, bus replacement, and critical equipment).

PROJECT DESCRIPTIONS

Preliminary project scope was defined for projects included in the Long-Range Facility Plan options in order to establish estimated costs, with the understanding that adjustments may be made as projects continue to evolve.

Projects are categorized in the three primary areas of District need: educational program, facility condition, and enrollment and capacity. A fourth

category was added to accommodate District support projects. Budget amounts listed for each project are for both plan options (one cost listed) or separate (Option 1 cost / Option 2 cost).

EDUCATIONAL PROGRAM PROJECTS

Special Education Improvements: \$2.0 M

Adapt existing special education spaces to be more suitable for their current use and support student needs, such as creating larger/additional classroom spaces and adding adaptive equipment, kitchen facilities, office space, built-in cabinets, accessible restrooms, accessible playground equipment, and other modifications.

Prekindergarten Modifications: \$1.0 M

In alignment with the District’s prioritization of early childhood education, upgrade existing prekindergarten spaces to meet the unique needs of young learners, including redesign to be more inclusive of current learning practices and purchasing appropriate materials and furniture.

Outdoor Learning Improvements: \$5.0 M

Expand outdoor covered play areas at elementary schools across the District.

- > Currently, several schools do not have covered play areas, and many more do not have ones that are adequately sized.
- > These are highly flexible areas that allow for an outdoor extension of learning and play, and provide gathering and queuing areas that protect children from the rain.

Physical Education / Athletics Additions: \$5.6 M / \$13.0 M

Build a new gymnasium at Stoller Middle School and Barnes ES (Option 2 only), and provide some improvements to other District athletic facilities (Option 2 only), including an outdoor restroom/storage facility at Westview High School.

- > The current space at Stoller is not adequate to support current or future enrollment.

- > The current gymnasium and cafeteria at Barnes are inadequate to support the school and need to be replaced.

FACILITY CONDITION: REPLACEMENT PROJECTS

Raleigh Hills K-8 Replacement: \$44.0 M*

Replace existing Raleigh Hills K-8 with new K-5 elementary school for 750 students.

Addresses facility condition need:

- > Worst FCI score in the District (0.41 – Critical Condition)
- > One of the oldest facilities in the District (93 years old)
- > One of four elementary schools with a seismic rating below Collapse Prevention

Addresses educational program need:

- > Provides state-of-the-art modern learning environments for up to 1,500 District high school students
- > Provides special education and other specialized spaces in alignment with current District standards

Improves equity:

- > More than 45 percent of students are eligible for free/reduced lunch
- > Previously identified as the next priority in the 2014 bond plan

Adds capacity:

- > Existing school capacity is 250 below the District target of 750 (new school will add 250 seats)

Operational and capital efficiency:

- > EUI score of 5, indicating the greatest opportunity to improve energy efficiency
- > Eliminates approximately \$12M of deferred maintenance need at the existing facility

*The total replacement cost for Raleigh Hills Elementary is estimated at \$55.8 million, however \$11.8 million remaining from the previous 2014 bond is also allocated for this project.

Beaverton High School Replacement: \$230.0 M*

Replace existing Beaverton High School with a new high school for 1,500 students on the current site (Option 2 only).

- Addresses facility condition need:
- > One of the worst FCI scores in the District (0.34 – Critical Condition)
 - > Oldest facility in the District (the majority of the existing building is 105 years old)
 - > Only high school with a seismic rating below Collapse Prevention

- Addresses educational program need:
- > Provides state-of-the-art modern learning environments for up to 1,500 District high school students
 - > Provides special education and other specialized spaces in alignment with current District standards

- Improves equity:
- > 51 percent of students are eligible for free/reduced lunch

- Operational and capital efficiency:
- > EUI score of 5, indicating the greatest opportunity to improve energy efficiency
 - > Eliminates approximately \$53M of deferred maintenance need at the existing facility

The planned replacement capacity for Beaverton High School is lower than the District’s target capacity of 2,200 students and the existing facility capacity, because enrollment is projected to drop significantly at this school as well as across the District at the high school level. The planned capacity of 1,500 students accommodates the projected enrollment with a buffer for additional students or programs, and is large enough to provide the amenities of a full comprehensive high school.

The design of a new Beaverton High School facility will include design options for enlarging the facility to meet the District’s target capacity of 2,200 students.

The District is very conscious of investments that have already been made at the Beaverton High School campus, such as the 2002 cafeteria and the recent concessions / restroom building. The District has a goal of maintaining these areas if at all possible and the preliminary plan ideas that have been explored so far intend to keep them.

*Bond Option 1 includes design and planning only for \$15.0 M.

Allen Street Transportation Facility Replacement: \$11.0 M

Replace existing Allen Street Transportation facility.

- Addresses facility condition need:
- > One of the worst FCI scores in the District (0.33 – Critical Condition)
 - > Existing facility is more than 50 years old
 - > Repair bays are cramped and lack space to utilize modern technical repair aids
 - > One-third of the hydraulic floor lifts are unusable due to leaks, failed parts, and excessive age (more than 50 years old)

- Addresses safety concerns:
- > Two-thirds of the vehicle lifts lack safety stops to prevent unplanned retraction
 - > Technicians must use jack stands to prevent buses from lowering below safe working heights
 - > Yard has numerous areas of sinkage, as well as broken and cracked asphalt, which impairs vehicle travel and ingress / egress from repair bays

FACILITY CONDITION: MODERNIZATION PROJECTS

Deferred Maintenance: \$110.0 M / \$138.0 M

Repair and upgrade projects at all District facilities (except new ones), based on the recently completed facility condition assessment findings.

Components include roofing, HVAC systems, electrical and plumbing systems, equipment, electrical systems, building envelope, interior finishes, fire/life safety, conveyance, and site improvements.

Although improvements will vary based on the specific facility condition needs of each school, every school facility will have some improvements.

The allocated project amounts in the bond options represent between 18 percent (Option 1) and 23 percent (Option 2) of the total 10-year deferred maintenance need (which also includes seismic improvements). This will allow the District to address the most pressing needs at each facility. School districts commonly only fund a portion of the total maintenance need, due to budget constraints.

School Modernization: \$12.0 M / \$36.0 M

Modernize schools to improve the learning environment, enhance student engagement, and improve health and behavior. Modernization includes improving aesthetics/condition of building materials (walls, hard floors, carpet), upgrading television and audio/visual equipment, ensuring sufficient lighting, improving natural lighting, and increasing square footage of classrooms and support spaces.

- > Currently, there is disparity in the quality of facilities in new/newer construction when compared to classrooms in older schools. Some students are learning in old and outdated classrooms and facilities inequities exist throughout the District.
- > District general funds are limited and not available to pay for needed school modernization.
- > Research shows that students respond with positive results to a modern learning environment: better grades, better attendance, and improved creativity.

Seismic Upgrades \$20.0 M / \$40.0 M*

Seismic upgrades to District target level (Damage Control Range) for the District's worst performing buildings that are not anticipated to be replaced, based on the 2019 seismic evaluation findings.

In alignment with the District's seismic strategy, seismic upgrades will be performed incrementally and will address the worst performing buildings first. Specific facilities to be upgraded are to be determined, however the following middle schools have been identified as priorities: Whitford, Highland Park, Cedar Park, and Mountain View. All have seismic scores of 50, placing them within the 'Less than Collapse Prevention' range.

- > Seismic improvements help the District work toward meeting the goal of the 2017 Oregon Revised Statute (ORS) 455.400 which states: "Subject to available funding, all seismic rehabilitations or other actions to reduce seismic risk must be completed before January 1, 2032."

*Additional funding for seismic improvements, such as Seismic Rehabilitation Grant Program (SRGP) grants, may be available. Grants will be pursued and used to supplement the allocated funding.

Security Upgrades: \$6.0 M / \$15.0 M

Cameras, fencing, and access control upgrades at various schools.

- > The current bond has been able to provide basic interior camera coverage to all schools. This upgrade will provide the opportunity to ensure potential interior areas of risk are covered, as well as high-traffic exterior areas.
- > Secondary-level access control improvements will focus on exterior ingress and egress and interior security.
- > Repair and/or replacement of fencing will address security risks and areas of vulnerability within sites and at property borders

Nutrition Services Upgrades: \$5.0 M

Various projects throughout the District, including electrical and equipment upgrades at 11 sites, water fountain installation at 25 sites, freezer capacity additions, service line remodels at Westview High School and Community High School, a full kitchen remodel at Beaver Acres Elementary School, and a cafeteria expansion at Barnes Elementary School.

- > Addresses safety concerns at Beaver Acres Elementary School
- > Increases food storage capacity and delivery efficiency at Conestoga Middle School
- > Streamlines service and reduces staffing at Westview and Community high schools
- > Increases cafeteria seating capacity and reduces the number of lunches at Barnes Elementary School

ENROLLMENT & CAPACITY PROJECTS

Classroom Additions: \$7.5 M / \$10.0 M

Additional classrooms at Sato Elementary School and Stoller Middle School (Options 1 and 2), and Oak Hills Elementary School (Option 2) to address capacity needs.

Stoller Middle School is currently over capacity, and both Stoller and Sato Elementary School are projected to have enrollments that are significantly over their total capacity (including portable capacity) within the time frame of the LRFP.

Oak Hills Elementary School's current and projected enrollments exceed its permanent capacity and is forecasted to remain stable over the long term. This circumstance is unique for an established neighborhood, in comparison to other established neighborhoods in the District. Adding more capacity to the school was deemed necessary by the District, in order to accommodate the enrollment

and eliminate the need for portable classrooms as a long-term capacity solution for the school.

The capital bond plans do not propose to add new capacity to Bonny Slope Elementary School or Westview High School, the two other schools expected to have the most significant over-enrollment within the next 10 years. At Bonny Slope, this is due to the availability of capacity at other elementary schools in proximity to the school. As enrollment increases and capacity is utilized, it may be necessary to consider a boundary adjustment with one or more neighboring elementary schools.

At Westview High School, over-enrollment may be addressed over the next 10 years with a variety of strategies, such as adding portables, boundary adjustments, or other solutions outside of the capital bond plan.

DISTRICT SUPPORT PROJECTS

Technology: \$27.0 M / \$53.0 M

Provide student devices and districtwide infrastructure.

School Office Relocation: \$10.0 M

Office relocations to improve security at Aloha High School, Westview High School, and Cooper Mountain Elementary School.

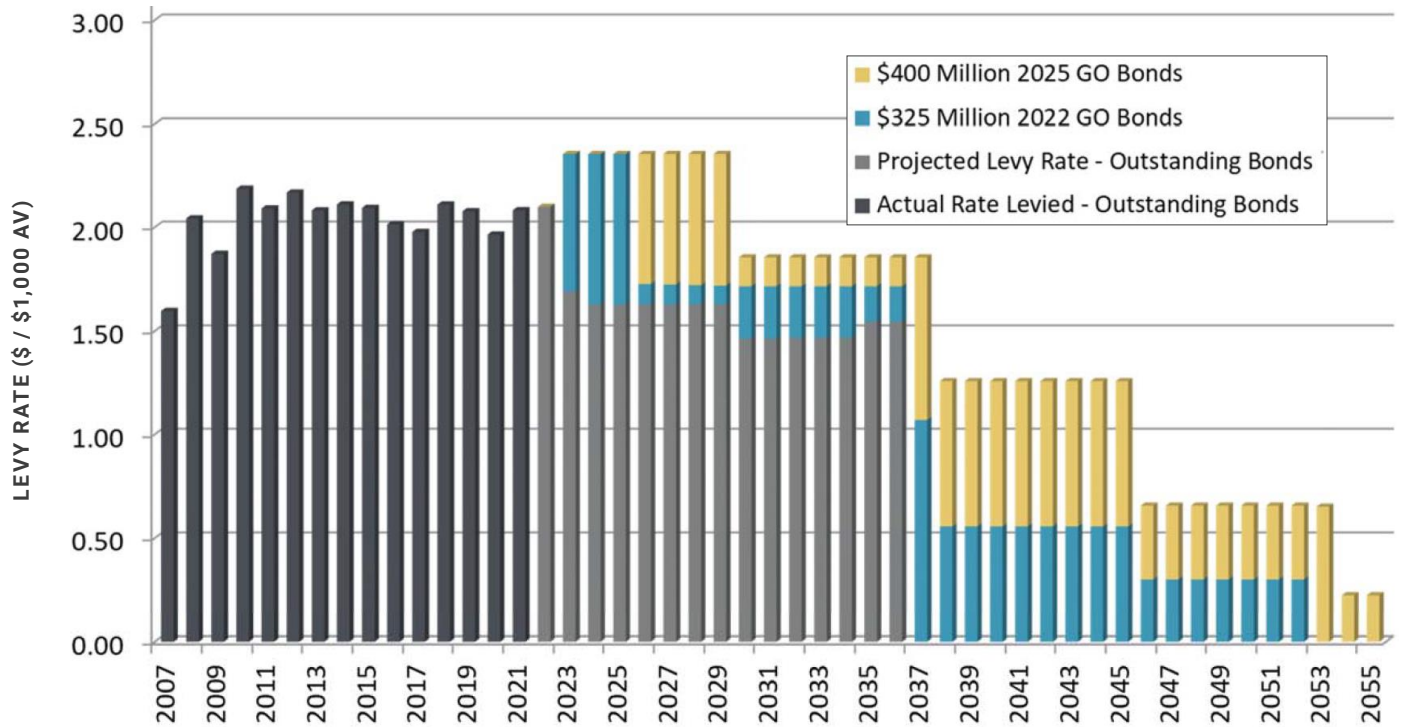
Bus Replacement: \$8.0 M / \$10.0 M

Continue the existing bus replacement cycle.

Critical Equipment: \$4.0 M / \$7.0 M

Provide maintenance equipment, athletic equipment, and copiers throughout the District.

CHART:
Projected Levy Rates for Bond Option 2 (\$722.6 M), Piper Sandler



IMPLEMENTATION

FUNDING

Funding is assumed to be provided through a general obligation bond with an approximate 30-year term. The District and School Board have not yet determined the best time to bring a capital measure to the community to address current and projected needs.

The proposed bond amortization structure, shown in the chart above, provides an incremental rate “step-down” after every seven or eight years, to allow the potential for the District to go out for another bond at that time. Bond and levy rate analysis was provided to the District by Piper Sandler, including estimated tax rate increases per \$1,000 of assessed property value.

Bond amounts and levy rates are estimated based on a number of factors, including growth in the community, changes to assessed property values, and interest rates. It is important to note that bond amounts included in this Long-Range Facility Plan are estimates only, and will need to be reassessed and

adjusted prior to proposing a capital measure.

CAPITAL MEASURE SUPPORT

Focus Group Support

Several Focus Group members voiced concern about proposing a capital measure this year, due to the impacts of the Covid-19 pandemic. However, the majority of Focus Group members were in support of the District considering implementation of the next phase of the Long-Range Facility Plan by proposing a capital measure in near future.

Reasons cited included:

- > These investments are essential in ensuring that the District is able to provide a high quality, equitable education experience to all students.
- > The community prioritizes these types of investments and has shown it repeatedly.
- > Schools will keep depreciating over time, so the District must be proactive about having the funds to keep up with necessary maintenance.

> It is a good idea to implement a capital measure when it is replacing expiring bonds.

> It makes sense to address the significant needs in the District comprehensively.

Broader Community Support

Survey respondents in the community open houses showed clear support for a capital measure in the near future (83 percent). Reasons cited included:

- > A capital measure is necessary to address the pressing facility needs.
- > The safety, equity, and cost savings benefits need to be addressed as soon as possible for our students.
- > The needs summarized in the Long-Range Facility Plan more than justify a capital measure.
- > District needs are great and escalation is costly.
- > Our schools should all be up to current seismic codes as soon as possible.

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SECTION 11

BEYOND 10 YEARS

In 2016, the Beaverton School District worked with a multidisciplinary consultant team to explore how District services and facilities might evolve over the next 50 years.

FUTURES STUDY CONTEXT

PURPOSE OF THE STUDY

In 2016, the Beaverton School District worked with a multidisciplinary consultant team, including ECONorthwest, Mahlum Architects, Getting Smart, and Sapient Solutions, to conduct a “Futures Study.”

The main purpose of this study was to understand how long-range change might influence actions being considered by the District, including programs, policies, and investments.

The Futures Study explored how District facilities and services might evolve over the next 20-50 years. This 50-year look at potential change, and its impact on how education is defined and delivered, make the Futures Study different from the 10-year long-range facility plan studies required by state law.

Findings of the study were documented in a Futures Study Report, published in the Fall of 2017 and included in Appendix G. This report is not considered to be

a policy document; it is a planning study that provides data and analysis to inform future discussion among the District Board, its staff, partner agencies, parents, and the general public about how to deliver quality education to District students.

FUTURES STUDY DRIVING QUESTIONS

The Futures Study provided an opportunity for the District to address key questions within the context of a 50-year timeline. A summary of questions explored included:

1. Growth of Enrolled Students

The demand and need for facilities is a function of the number of students the District must serve and their characteristics. How many students are likely to live in the District in the future? Where will they locate, and how will their numbers and locations affect decisions about facility investment?

2. Education Models

An education model refers to the curriculum, teaching methods,

DIAGRAM:
Planning Scenarios, 2017 Futures Study

Future Conditions	Scenario 1: Business as Usual	Scenario 2: High Growth	Scenario 3: Increased Innovation	Scenario 4: Constrained Funding
Enrollment Growth	Expected	High	Expected	Expected
Funding per Student	Expected	Expected	Expected	Low
External Competition	Expected	Expected	High	Expected
Flexibility of Education and Facility Models	Expected	Expected	High	High

supporting technology, and student schedule (when they are in the classroom by time of day, day of the week, and season). What educational models and trends should the District pay attention to?

Technology, classroom techniques, and staff and facility management techniques are changing rapidly and likely to change even faster in the future. A longer-run view considers how these factors might change and, in doing so, impact the number, type, and location of facility space required.

3. Facility Needs

The ultimate output of the Futures Study is a thoughtful description of new facilities that might be needed: What types, where, and when? How might those needs change given different assumptions about development and operations (e.g., new methods for delivering educational services, new forms of school facilities, or new partnerships for sharing facilities)?

FUTURES STUDY PARAMETERS & SCENARIOS

The Futures Study developed four scenarios to explore the long-term future of educational need and facility delivery in the District.

Each scenario examines the question: If all the students that are expected to be in the District 50 years from now were here tomorrow—and given assumptions about funding, District education models, and certain external forces—what facilities would the District need to provide in order to accommodate those students?

Parameters

The Futures Study defined each scenario using assumptions regarding “expected,” “low,” or “high” conditions associated with four parameters that may influence the District and its facilities. “Expected” reflects a continuation of conditions present at the time of the Study. “Low” or “high” are relative to “expected” conditions. Parameters used to define the four scenarios were:

1. Student enrollment: What is the enrollment of the District at each grade level? How many students will attend a District school?
2. District funding: How much funding will the District have from both its operating levy and capital bonds?
3. Competition for students: How stiff is the competition for school-aged children in the District from other public and private schools?

4. Education Models and Programs: Will the District implement new teaching models? How will programs change? Will the District adopt education or facility policies that differ from those in place today?

Scenarios

Based on a specific mix of “expected,” “high,” and “low” conditions associated with each of the four parameters, the following scenarios were developed:

Scenario 1: Business As Usual

This scenario assumed all parameters will be a continuation of present conditions (at the time of study).

Scenario 2: High Growth

This scenario assumed that student enrollment exceeds current conditions.

Scenario 3: Increased Innovation

This scenario assumed that the District will need to respond to increased external competition by innovating either educationally, or through some other means.

Scenario 4: Constrained Funding

This scenario assumed that historic levels of funding, whether operationally, or for capital investment, will be lower than current conditions.

Approaches and Strategies

The Futures Study explored a number of management strategies that could be implemented in response to the shifting demands associated with each scenario. These strategies looked at a wide range of approaches, including adjustment of both operational and capital (site / facility) related variables.

The strategic approaches associated with the 2021 Long-Range Facility Plan are specifically related to facility needs that have been identified for the next ten years. These approaches only represent a small portion of those strategies outlined in the Futures Study.

RELATIONSHIP TO THE LONG-RANGE FACILITY PLAN

The key questions explored by the Futures Study generally align with the three primary areas of need identified in the Long-Range Facility Plan: capacity and enrollment, educational programs, and facility condition.

This alignment facilitates the District's ability to track the Long-Range Facility Plan against Futures Study scenarios to determine which facility management strategies might be considered in the 10-year plan.

CAPACITY AND ENROLLMENT

Forecasts associated with the Futures Study suggested that two-thirds of District-wide enrollment increases, for the 50-year period being studied, would occur within the first 20 years. This would equate to approximately 10,000 more K-12 students by the year 2035.

Forecasts also suggested that particular areas within the District would experience enrollment increases at a much higher rate. Between 2015 and 2035, Bethany, Cooper Mountain / Sexton Mountain, and Sunset / Cedar Mill were expected to see the highest rates of enrollment growth.

Forecasts associated with the Long-Range Facility Plan, covering the period between 2019 and 2031, indicate that several attendance boundaries will be over-enrolled, these areas largely correspond with those previously identified for high growth in the Futures Study.

However, when viewed districtwide, there is a predicted decrease in enrollment at elementary schools, middle schools, and option programs. High school enrollment is predicted to remain essentially unchanged. This represents a departure from all enrollment assumptions made in the Futures Study.

As a result, the Long-Range Facility Plan does not need to propose adding capacity to address districtwide deficits. It does, however, propose adding capacity at specific over-enrolled school sites rather than re-balance enrollment through boundary adjustments.

Based on forecasts tied to the Long-Range Facility Plan, decreased enrollment results in a districtwide capacity surplus at all grade levels, and impacts utilization rates at many school sites. Consequently, several facility management strategies discussed in the Futures Study, and specifically related to utilization, may find applicability.

EDUCATIONAL PROGRAMS

Discussions with District staff associated with teaching and learning suggest that no significant program changes, or related facility modifications, are anticipated over the 10-year period covered by the Long-Range Facility Plan. Consequently, the LRFP proposes modest education program-related facility modifications. These proposals are directly related to early childhood learning and physical education on a limited number of existing school sites.

FACILITY CONDITION

While the Futures Study did not specifically reference and integrate

the deteriorating physical condition of facilities over the 50-year timeline, facility management strategies discussed in the document do explore actions that are related to, or necessitated by, age and system deficiency.

With regard to this, the major projects identified in the Long-Range Facility Plan, replacement of Raleigh Hills Elementary and the replacement of Beaverton High School, have been proposed largely due to the age and deteriorated condition of those facilities.

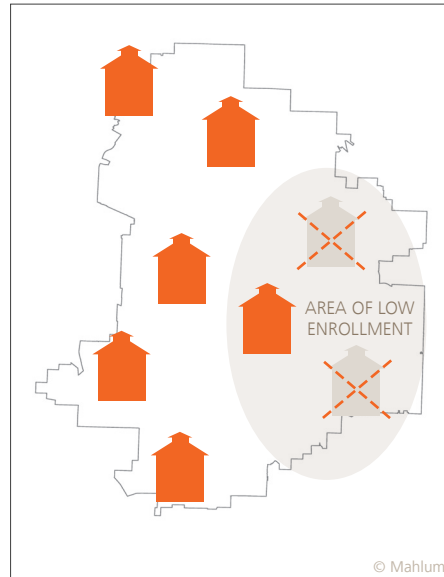
MAJOR PROJECTS

The Long-Range Facility Plan proposes that Raleigh Hills Elementary be replaced at the District target capacity. This approach maximizes the utilization of the Raleigh Hills site and offers flexibility with regard to the accommodation of future long-term enrollment increases, should they occur over the next 20 to 50 years.

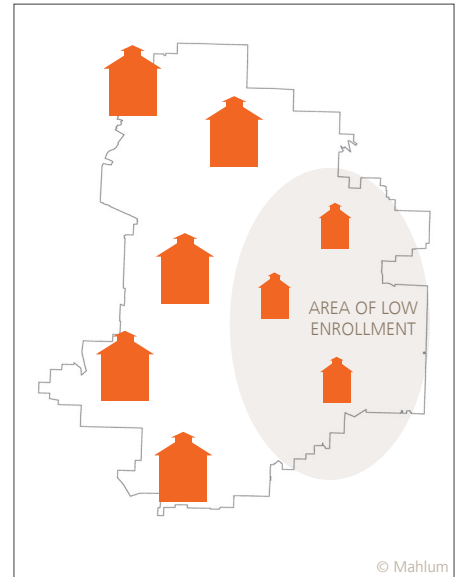
This approach also provides an opportunity for implementation of other utilization-related strategies over the next 10 to 20 years. These strategies could include boundary adjustment or consolidation of schools (shown in Approaches A and C on the following pages).

The Long-Range Facility Plan proposes that the Beaverton High School replacement be sized to align with projected enrollment need, rather than the District high school target size of 2,200 students. This approach accommodates the replacement, due to deteriorating condition, of the District's oldest school facility while not unnecessarily increasing capacity. Shared support areas could be sized to accommodate the District's target capacity, thereby providing future flexibility to accommodate classroom additions, should long-term enrollment increases occur over the next 50+ years.

REPLACE AT TARGET SIZE & CONSOLIDATE SCHOOLS



REPLACE AT APPROPRIATE SIZE TO MEET ENROLLMENT NEED



The adjacent Futures Study diagrams (Approaches A through E) illustrate facility management strategies related to the utilization of school sites and a description of the opportunities offered by each approach.

APPROACH A

There are several approaches to school replacement in areas of lower enrollment need. One strategy, which is used in Scenarios 1-3, involves replacing school facilities at the target size of 750. Only the number of facilities required to meet projected enrollment would be replaced, and other schools in lower enrollment areas would be closed.

These facilities and sites could be repurposed for other District functions as needed.

Potential Opportunities

Although this strategy makes sense from an operational standpoint, it reduces the number of neighborhood schools and has the potential to increase travel distances for many District students. In addition, school closure is usually not a desirable option for families in the affected area, and can lead to a complex and contentious process.

APPROACH B

Another potential strategy for addressing areas of lower enrollment is to replace all school facilities, but at a reduced size and capacity that aligns with projected enrollment.

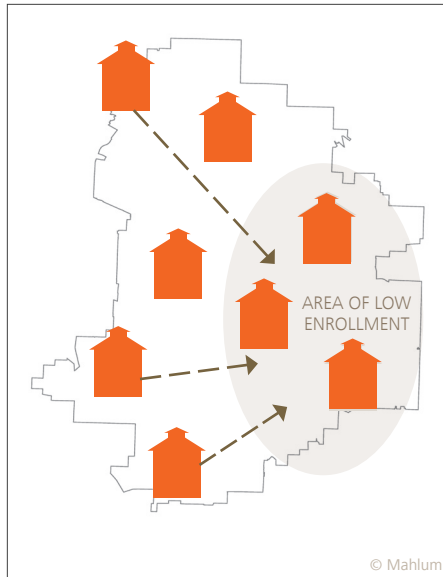
Facilities would be designed to expand to the District target capacity of 750 students in the future, if needed. Site configuration and access would be planned to accommodate a future addition and core instructional and support areas in each facility, such as the gymnasium, cafeteria, library, and administration, would be sized to accommodate the full target capacity.

This strategy allows all of the District's neighborhood schools to be retained, without building unnecessary space.

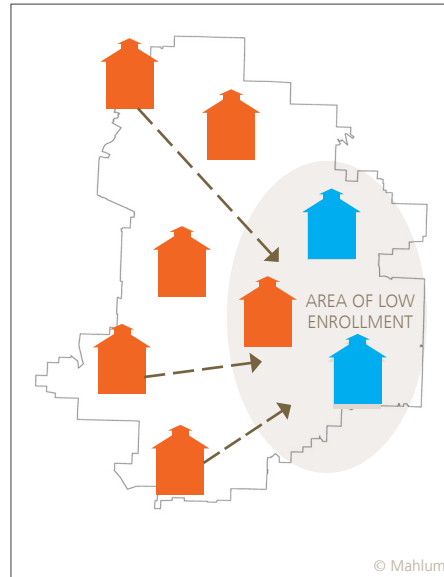
Potential Opportunities

Replacement schools should be built within a capacity range that is large enough to provide an appropriate learning environment and operational efficiency. Typically, schools below 300 to 350 students are considered not able to meet this criteria, but this range should be established by the District.

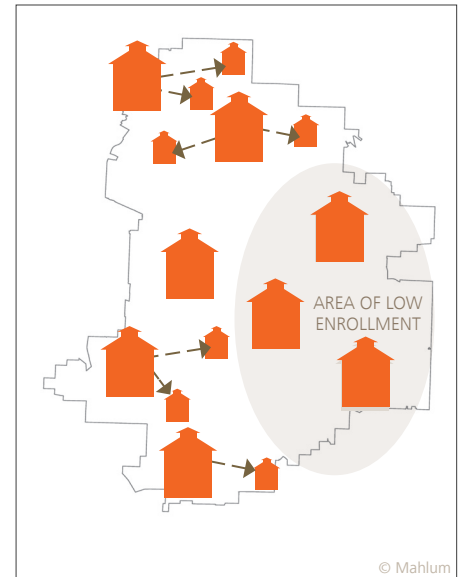
REPLACE AT TARGET SIZE & SHIFT ENROLLMENT (BOUNDARIES & BUSING)



REPLACE AT TARGET SIZE & CREATE MAGNET PROGRAMS



CREATE ADDITIONAL SMALL SCHOOLS



APPROACH C

A third strategy for addressing areas of lower enrollment is to replace all school facilities throughout the District at target capacity. The resulting excess facility capacity in areas of lower enrollment can be used to accommodate unhoused students from areas of higher enrollment.

Potential Opportunities

This strategy allows all of the District’s neighborhood schools to be retained, and all new facilities to meet the District’s target capacity. However, it would likely require significant shifting of school catchment areas, as well as increased busing of students.

Two approaches are to shift students incrementally to the next closest school and then shift displaced students from that school to the next closest school, until capacity is reached throughout the District. This minimizes travel distances, but affects more students.

Another approach is to shift students from over-enrolled schools to under-enrolled schools. This affects a smaller number of students, but would require longer travel distances, including the potential to pass another school on the way to school. Both approaches would likely involve some students crossing major arterials, such as Highway 26 and 217.

APPROACH D

Replace all school facilities throughout the District at target capacity, but create magnet programs at facilities in areas of lower enrollment, particularly at the elementary level. The District already has several successful magnet programs at the middle and high school levels, such as ACMA, BASE, and ISB.

These programs attract students from all over the District and can reduce capacity need in higher enrollment areas, potentially without requiring busing.

Potential Opportunities

This strategy would also require some boundary adjustments. Providing facilities with both magnet programs and neighborhood programs would minimize busing requirements, by accommodating students living in lower enrollment areas, while also providing some capacity relief in higher enrollment areas.

APPROACH E

Creating smaller schools throughout the District, particularly in areas with high levels of projected enrollment and limited site acquisition options, can be used in conjunction with other strategies to provide additional capacity in high-need areas. This strategy would be particularly useful in areas with limited existing facilities and site acquisition options.

Potential Opportunities

These small schools could vary in size, depending on capacity need, program goals and available sites and facilities. They could be independent programs, connected to nearby neighborhood school programs, or connected to each other.

Potential examples include:

- > Distributed micro-schools, with capacities of 25 to 100 students per school and a centralized program run by the District; located on new residential-sized sites that could be easier for the District to acquire
- > Additional options programs, including elementary-level options programs, with capacities of 100 to 300 students per school; co-located facilities on existing school sites with available space

LONG-RANGE FACILITY PLAN UPDATES

FUTURE PLAN EMPHASIS

Enrollment forecasts associated with the Long-Range Facility Plan suggest that the District will, when viewed districtwide, benefit from the availability of surplus capacity through the next 10 years (through 2031). This condition may extend through the next 20 years and possibly beyond.

Therefore, it is expected that adding additional capacity, beyond current districtwide totals per grade level, will not necessarily be a component of future long-range facility plans.

With this in mind, the District may, however, elect to increase the capacity specific sites (to their target capacity) as part of future replacement projects.

The decision to implement this approach would allow higher utilization of school sites, and also improve the site's ability to accommodate a wider variety of future conditions. In this scenario, added capacity would likely be paired with other facility management strategies outlined in the Futures Study, such as attendance boundary adjustment or consolidation.

With reference to facility management strategies outlined in the Futures Study, and in view of current enrollment forecasts, future long-range facility plans may focus on other areas of facility need, such as the accommodation of changing education programs and addressing the deteriorating condition of existing facilities, rather than capacity.

MAJOR PROJECTS BEYOND THE 2021 PLAN

Addressing Facility Condition

Based on current facility condition information, and with specific regard to seismic safety, the District has identified a prioritized list of major projects that may be associated with

subsequent long-range facility planning efforts. Major projects include, but are not limited to, the partial replacement of ISB, replacement of Fir Grove Elementary, replacement of either Ridgewood Elementary or Raleigh Park Elementary, replacement of either Cedar Mill Elementary or West Tualatin View Elementary, and replacement of Barnes Elementary.

Addressing Enrollment & Educational Program

With respect to current enrollment forecasts and facility management strategies outlined in the Futures Study, the District also anticipates the possible consolidation of underutilized sites, which could include one of the elementary schools identified as an "either/or" scenario in the replacement list above.

The District may also want to repurpose the underutilized sites with other District programs. For example, the District has identified as an educational programming need a stand-alone special education school to serve the approximately 120 to 130 students for whom the District cannot current accommodate their educational needs in the District.

The District started a new on-line school, FLEX Online, in school year 2020-21. As this program matures and grows, a permanent facility will be needed. As enrollment declines and school consolidation becomes an issue for discussion and decision, opportunities will likely exist to house District programs in more permanent situations.

Educational programs evolve over time, and the resulting facility needs will continue to be evaluated by the District. For example, additional space may be required in the future for new Career and Technology Education (CTE) programs, new or expanded Option/Alternative Education programs, or an expanded preschool program. These programs may also be housed at underutilized sites.

Addressing District Support

The current Central Office building was built in 1970, when student enrollment was half of its current enrollment level and there were fewer districtwide administrative services provided. Since then, districtwide administrative services have grown substantially and the current structure is inadequate for current operations. Due to space limitations at the Central Office facility, some districtwide services are currently housed in locations separate from the Central Office, such as the Multilingual Department, Nutrition Services, and Special Education. Ideally, all districtwide administrative services would be in one location to improve community access.

The Plan does not propose to include a specific strategy to address the current need for a properly-sized Central Office. However, the District should consider options for enlarging or relocating the Central Office if opportunities are presented. For example, consolidation of existing schools may present an opportunity to review programming choices which may include relocating the Central Office to the facility that has become redundant.

Special Covid-19 Considerations

The District should also study the impacts of the Covid-19 Pandemic on the District's facilities. Subjects that could be studied include, but are not limited to, building ventilation systems, infrastructure support for technology, remote learning and work, energy use, and room size/configuration.

Maintaining Safe & Equitable Buildings

The District is committed to good stewardship of its facilities and being able to operate its facilities to an average life span of 75 years. To do so will require a continual commitment to funding deferred maintenance of its facilities and assets. A significant number of facilities will be reaching the 75-year life span by 2040. It will be essential to maintain facilities, since replacement of structures is challenging for any community.

Regardless of building replacement and maintenance, the District is committed to ensuring all of its facilities are safe, which will require additional investment in student and staff safety and seismic improvements.

The future will also bring innovations and programming that cannot be predicted in 2021. The District will need to be nimble enough to provide adequate facilities to accommodate potential innovations. For example, the technology needs of the District will be ever evolving and will need to be accommodated to support our students, staff, and community.

A critical consideration for all current and future facility needs is the equity of investment in and improvement of facilities across the District. The District has practiced fair and equitable facility investments through prior Long-Range Facility Plans and implementation strategies. It is essential that future plans, investments, and strategies are based in ensuring all segments of the Beaverton School District community are served equitably.

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WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

SATO-SPRINGVILLE ELEMENTARY SCHOOLS BOUNDARY ADJUSTMENT

POLICY ISSUE / SITUATION:

Sato Elementary School has experienced a steady increase in enrollment as new residential development has become available. Sato's capacity is at its maximum and enrollment growth is forecasted to continue. Sato requires an attendance boundary adjustment to help relieve potential student overcrowding.

BACKGROUND INFORMATION:

Sato's growth in enrollment is linked to the increase in the general population within its current attendance boundary. The increase is attributable, in large part, to new residential development in the North Bethany area and the higher student generation rate associated with the new development. Sato has a total building capacity of 650 general education students. The school serves general and special education students. There are 26 general education classrooms and three (3) special education classrooms at Sato.

Springville K-8 school has been averaging approximately 700 elementary students for the past three (3) school years, plus an additional 160-170 6-8th graders. The school serves only general education students and does not house a Self-Contained Specialized Program or Pre-Kindergarten program. Springville's 6-8th program is being phased out; the final 6th grade class entered in 2020-21. Springville will be a K-5 only school beginning in SY 2023-24. The permanent capacity of Springville is 650 students but with the three (3) portables on site, Springville's total capacity is 764 students.

In consultation with Teaching & Learning administrators and the principals of Sato and Springville, staff have reviewed potential strategies to aid Sato and the projected overcrowding of the school. An option is to move some or all special education students to other schools. Such an action could add up to 75 seats (assuming 25 students per classroom) at Sato. However, administrators and staff prefer to retain the special education program at Sato due to the lack of special education classroom space in the northern area of the District. Therefore, Facilities staff have concluded that a minor boundary adjustment is necessary to assist in relieving overcrowding at Sato.

Pursuant to Policy JC, staff will develop and execute a public involvement plan to inform the affected communities of this adjustment. Due to the size of the area and number of properties potentially affected by the proposed boundary adjustment, staff do not recommend creation of an advisory committee. Rather, staff recommend the adjustment process include public meetings for the affected community where analysis of growth trends and the proposed boundary adjustment will be presented for comment. Staff will begin the boundary adjustment process in Fall 2021 with an anticipated decision date in January 2022. Staff recommend the adjustment go into effect for the SY 2022-23 school year.

RECOMMENDATION:

Staff recommend the Board adopt the following Objective to initiate a boundary adjustment between Sato Elementary School and Springville K-8 School.

Objective 1: Create an attendance boundary amendment that will provide overcrowding relief for Sato Elementary School for the SY 2022-23 school year.

Objective 2: To the degree feasible, balance future enrollment with each affected school's capacity.

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.



REAL ESTATE PURCHASE FOR FUTURE DISTRICT OFFICE**POLICY ISSUE / SITUATION:**

School Board Policy FB requires Board approval to acquire property.

BACKGROUND INFORMATION:

The current Beaverton School District Central Office was constructed in approximately 1970 when the district was approximately half the size that it is today. Demand for office space has steadily increased since 1970 as central services have grown to accommodate the needs of significantly larger and more complex school system. In response to this demand the district constructed one addition in late 1980s, added ten (10) portables to the central office site, and moved several administrative functions and staff to multiple other locations throughout the district.

It should be noted that while demand for central administrative services have grown, and the size of the central administration has likewise grown over the years, Beaverton central administration accounts for about 5% of total operating costs. This is well below the national average and below comparison districts nationally and regionally.

A unique opportunity has been presented to the district wherein an office building of approximately 72,000 square feet has been listed for sale. The building is centrally located within the Beaverton School District and was constructed in 1995. The building is of sufficient size that all district administration programs and staff could be located in one central office. Having all core programs and staff in one centralized location would improve efficiencies in delivering services, enhance asset and personnel security, and help the district's families obtain services without having to make multiple trips to different locations.

The acquisition of the property requires the Board to authorize the issuance of a full faith and credit obligation in the amount of \$16,200,000. This amount includes purchase price, closing costs, tenant improvement costs, and associated expenses. The expectation of staff is to recoup costs to the General Fund for the purchase. Staff will return to the Board at the October 11, 2021 Board Work session with a cost recovery plan which will itemize the actions to recoup the costs. Some actions include, but are not limited to, retaining and extending existing leases in the building, eliminating redundant central office positions, and/or the sale of surplus assets.

The next steps in the acquisition process will be entering into a Purchase and Sale Agreement (PSA) which will include a 60 day due diligence period. During this period, staff will be conducting a detailed analysis of the property and the building. The analysis will include, but is not limited to, a complete title report, review of construction permits and drawings, condition assessment of building assets, and space allocation design for staff work space, conference rooms, Board hearing room, and community partner space.

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

Recommend the Board:

1. Authorize the Superintendent or designee to enter into a Purchase and Sales Agreement to acquire real estate for a new district administration office; and,
2. Authorize the Superintendent or designee to issue a debt of \$16,200,000 in the form of a full faith and credit obligation by approving the attached authorizing resolution.

RESOLUTION NO. 21-621B

**A RESOLUTION OF THE BEAVERTON SCHOOL DISTRICT NO. 48J,
WASHINGTON AND MULTNOMAH COUNTIES, OREGON
AUTHORIZING FULL FAITH AND CREDIT FINANCING**

WHEREAS, the Beaverton School District No. 48J located in Washington and Multnomah Counties, Oregon (the “District”) is authorized by Oregon Revised Statutes Section 271.390 to enter into financing agreements to finance real or personal property which the Board of Directors determines is needed; and

WHEREAS, the Board of Directors determines that the following projects are needed: providing a new District office and modifying the District's current office (collectively, the “Projects”); and

WHEREAS, the District may incur expenditures (the “Expenditures”) to pay costs of the Projects prior to the issuance of the financing agreement and the District wishes to declare its official intent to reimburse itself for any Expenditures the District may make from its own funds on the Projects from the proceeds of the financing agreement, the interest on which may be excluded from gross income under Section 103 of the Internal Revenue Code of 1986, as amended (the “Code”);

NOW, THEREFORE, the Beaverton School District No. 48J, Washington and Multnomah Counties, Oregon resolves as follows:

Section 1. Full Faith and Credit Financing Agreements Authorized. The Board of Directors hereby authorizes the District to obtain up to \$16,200,000 in principal amount of full faith and credit-backed financing for the Projects pursuant to ORS 271.390, ORS 287A.315 and the other relevant provisions of ORS Chapter 287A.

Section 2. Delegation. The Chair, Superintendent, Associate Superintendent for Business Services or Finance Manager of the District or the person designated by either of those individuals to act under this Resolution (each of whom is referred to herein as a “District Official”) is hereby authorized, on behalf of the District and without further action by the Board of Directors, to:

- (1) Negotiate, execute and deliver one or more financing agreements (the “Financing Agreements”) to accomplish the financing authorized in Section 1. Subject to the limitations of this Resolution, the Financing Agreements may be in such form and contain such terms as the District Official may approve.
- (2) Negotiate, execute and deliver one or more escrow agreements or similar documents (the “Escrow Agreements”) that provide for the issuance of one or more series of “full faith and credit obligations” (the “Obligations”) that represent ownership interests in the principal and interest payments due from the District under the Financing Agreements. Subject to the limitations of this Resolution, the Escrow Agreements and each series of Obligations may be in such form and contain such terms as the District Official may approve.

- (3) Deem final and authorize the distribution of a preliminary official statement for each series of Obligations, and authorize the preparation and distribution of a final official statement or other disclosure document for each series of Obligations.
- (4) Undertake to provide continuing disclosure for each series of Obligations in accordance with Rule 15c2-12 of the United States Securities and Exchange Commission.
- (5) Apply for ratings for each series of Obligations, determine whether to purchase municipal bond insurance or obtain other forms of credit enhancements for each series of Obligations, enter into agreements with the providers of credit enhancement, and execute and deliver related documents.
- (6) Enter into covenants which the District Official determines are desirable to obtain more favorable terms for the Financing Agreements.
- (7) Engage the services of escrow agents or trustees and any other professionals whose services are desirable for the financing.
- (8) Determine the final principal amount of each Financing Agreement, payment terms, and all other terms of each Financing Agreement and each series of Obligations.
- (9) Solicit competitive bids for the purchase of each series of the Obligations and award their sale to the bidder offering the most favorable terms to the District, or select one or more underwriters to purchase the Obligations and negotiate the terms of the sale of those Obligations with those underwriters, or place any Financing Agreement directly with a commercial bank or other lender.
- (10) Issue any qualifying Financing Agreement as a “tax-exempt bond” bearing interest that is excludable from gross income under the Internal Revenue Code of 1986, as amended, (the “Code”) and enter into covenants to maintain the excludability of interest on those Financing Agreements from gross income under the Code.
- (11) Designate any qualifying Financing Agreement as a “qualified tax-exempt obligation” pursuant to Section 265(b)(3) of the Code, if applicable.
- (12) Execute and deliver any other certificates or documents and take any other actions which the District Official determines are desirable to carry out this Resolution.

Section 3. Security. Pursuant to ORS 287A.315, the District Official may pledge the District’s full faith and credit and taxing power within the limitations of Sections 11 and 11b of Article XI of the Oregon Constitution to pay the amounts due under the Financing Agreements. The District is not authorized to levy additional taxes to pay the amounts due under the Financing Agreements.

Section 4. Reimbursement Declaration. The District hereby declares its official intent to reimburse itself with the proceeds of the Financing Agreements for any of the Expenditures incurred prior to the issuance of the Financing Agreements. This Resolution is adopted as official action of the District in order to comply with Treasury Regulation Section 1.150-2 and any other regulations of the Internal Revenue Service relating to the qualification for

reimbursement of Expenditures of the District incurred prior to the date of issue of the Financing Agreements.

ADOPTED by the Board of Directors of Beaverton School District No. 48J located in Washington and Multnomah Counties, Oregon this 21st day of June, 2021.

**BEAVERTON SCHOOL DISTRICT NO. 48J
WASHINGTON AND MULTNOMAH COUNTIES,
OREGON**

By: _____

Chair

ATTEST:

By: _____

Superintendent



TRANSPORTATION SUPPLEMENTAL PLAN SPRING 2021**POLICY ISSUE/SITUATION:**

Oregon Revised Statute (ORS 327.006) establishes the criteria for reimbursement of approved transportation costs by the State at 70%. The primary component of the reimbursement is daily round-trip home-to-school transportation for elementary and secondary students living outside transportation zones established by statute (1.0 and 1.5 miles respectively).

The statute also includes provisions for reimbursing transportation costs for students living within these zones if it is required for "health or safety reasons." To qualify for reimbursement, routes servicing areas within these zones must be approved annually by the Oregon State Board of Education as local district Transportation Supplemental Plans.

BACKGROUND INFORMATION:

The primary reason for providing transportation for students within the 1.0 and 1.5-mile zones is lack of sufficient infrastructure for a safe walkway (e.g. no sidewalks, no designated walkways away from traffic, need to cross major traffic arterials, etc.) A committee comprised of BSD Transportation, Public Safety, and Risk Management staff along with representatives from the City of Beaverton Traffic Department, Washington County Land Use, Washington County Safe Routes to School, and the THPRD Planning Department evaluate planned & completed road and pedestrian access improvements within our boundaries and determine their effect on BSD student transportation. In many cases, road and sidewalk improvements have a positive effect on school accessibility by creating safe walking routes for students living nearby who are presently transported by school buses.

Attached is a proposed Transportation Supplemental Plan Change for the 2021-2022 school year. Recommendations brought forward proposing the removal of transportation services were only considered if committee members agreed there would be no impact on student safety.

Staff has met with the principal, emailed correspondence to student homes, and solicited feedback from the families in the affected area for the proposed changes.

RECOMMENDATION:

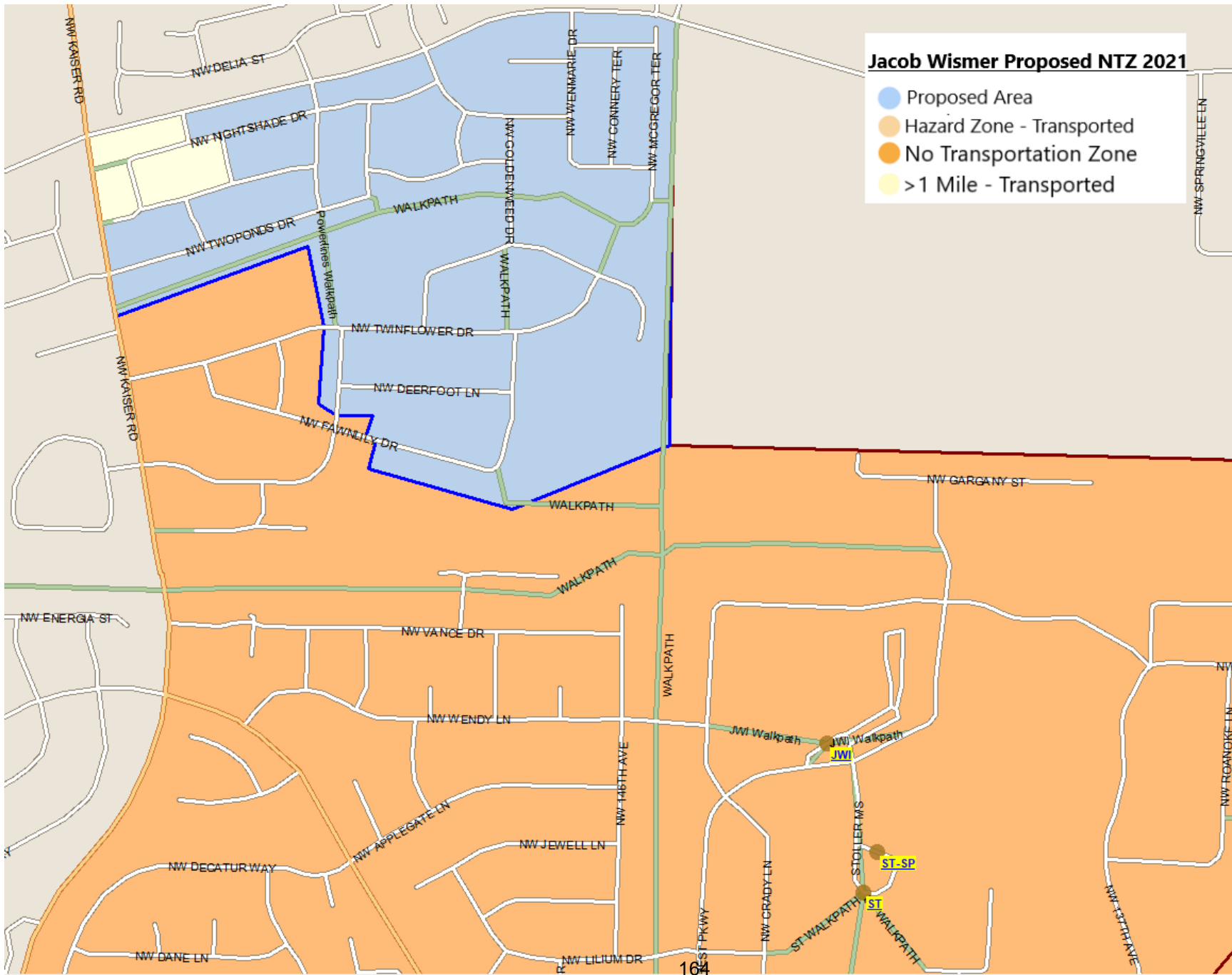
Beaverton School District staff recommends the School Board approve the proposed Transportation Supplemental Plan for the 2021-2022 school year.

Schools	Area	Students	Stops	Buses	What Changed	Recommendation
Jacob Wismer ES	NW Twoponds, NW Twinflower, NW Nightshade Dr.	112	3	2	THPRD Trail expansion between NW Springville Rd and NW Wendy provides a walk path under 1.0 miles to the edge of Jacob Wismer Elementary School grounds.	Remove Transportation

Jacob Wismer Elementary School

The proposed area currently receives transportation service to Jacob Wismer because it lacked a path to school under 1.0 miles. Recent expansion of THPRD’s Westside Trail between NW Springville Road and NW Wendy Ln provides new paths under 1.0 miles for this neighborhood. The eastern portion of the neighborhood will access this new segment of the Westside Trail from a point near NW McGregor Terrace. The western portion of the neighborhood will use the existing Rock Creek Trail to access the Westside Trail. The Rock Creek Trail can be access from NW Kaiser Rd or at NW Twoponds Dr. Both trails are paved, well maintained, and used regularly by the local community.

The proposed area currently receives transportation service to Jacob Wismer due to a lack of a walking path to school under 1 mile. Recent expansion of THPRD’s Westside Trail between NW Springville Road and NW Wendy Ln provides new paths under one mile for this neighborhood. The eastern portion of the neighborhood will access this new segment of the Westside Trail from a point near NW McGregor Terrace. The western portion of the neighborhood can use the entrance at NW Twoponds Dr. or use NW Kaiser Rd to Rock Creek Trail to access the Westside Trail.





Proposed Area

Rock Creek Trail (Existing)

New Trail Segment

Current Walk Area

Existing Trail Segment

Jacob Wismer Elementary School

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Trail Access at NW McGregor Terrace



Westside Trail





Trail Entrance at NW Wendy Ln



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

Board Members Present:

Becky Tymchuk, Chair
Tom Collet, Vice Chair
Anne Bryan
Susan Greenberg

LeeAnn Larsen
Eric Simpson
Donna Tyner

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
Susan Rodriguez	Chief Human Resources Officer
David Williams	Executive Administrator for Strategic Relations
Pat McCreery	Administrator for Equity and Inclusion
Toshiko Maurizio	Administrator for Multilingual Programs
Brian Sica	Administrator for Curriculum, Instruction & Assessment
Camellia Osterink	District Legal Counsel
Steven Sparks	Executive Administrator for Long Range Planning
Aaron Boyle	Administrator for Facilities Development
Brian Sica	Administrator for Secondary Instruction/Curriculum
Kayla Bell	Administrator for Elementary Instruction/Curriculum
Jon Franco	Executive Administrator for High Schools/Options

CALL MEETING TO ORDER & BOARD PROCEDURES – Becky Tymchuk

School Board Chair Becky Tymchuk called the meeting to order at 6:00 p.m. Chair Tymchuk asked for changes to the agenda:

BEA Comments – Sara Schmitt – President
Full comments attached in Board Book packet

OSEA Comments – Amy Knutson – President
Not present

BSAC Representatives –

Co-President: Neel Jain/WHS – unable to attend

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Co-President: Miriam Gilliam/ISB – They were able to reflect all of the work they have accomplished this year at the last meeting.

Secretary: Jonah Patterson/SRHS – Thank you for all of your support with getting the Q & A done.

Social Media Representative: Riley Poindexter/MHS – Mental Health survey was distributed about a month and a half ago. They are compiling the results in hopes that they can share those with staff and teachers.

Beatrice Kahn – BSD / Law Enforcement Q & A for SRO's. Students were able to ask the important questions about how our schools are policed.

Questions and Comments:

I would like to commend you for the energy you brought to this work. Thank you for sharing the video with us. I am interested in what the next steps are? *I feel it is now important to ask students how they feel about having SROs in our buildings now that they have had an opportunity to have their questions answered. We wanted to create a dialog between students and law enforcement.*

I watched the YouTube and it was fascinating. I thought your efforts were very insightful and respectful. You asked some really great questions.

Thank you for all for your hard work. Seniors congratulations on graduating and Juniors, I look forward to you being back next year.

This has been a highlight this year meeting with you all and listening to your ideas and issues. You have done a phenomenal job of tackling such complex issues.

Public Comments - Board Member Becky Tymchuk stated there were 26 comments were received, see Public Comments attachment for a full listing of public comments submitted. As stated on the Public Comments form:

1. Sign up only for yourself, not others
2. Comments are limited to 1,000 characters (about two minutes) per person (one comment per person)
3. The Board will not hear charges or complaints against any employee of the District
4. Comments not falling within guidelines will not be accepted

Any comments not following the guidelines were sent to the Board but will not be published in the minutes.

REPORTS

A. Superintendent Comments – Don Grotting

- Attached in Board Book packet

Questions and Comments:

No questions or comments

B. Financial Update– Mike Schofield

- Attached in Board Book packet

Comments/Questions:

None

C. Return to In-Person School Update – Ginny Hansmann, Brian Sica, Jon Franco

- Attached in Board Book packet

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Comments/Questions:

Do we have any cases of in school transmission? *No it doesn't appear to be the case. The cases are coming from off campus during social activity.* Has a Board position been designated for Flex yet? *No that is not the case. That will be the responsibility of the new chair.*

I am continually worried about the homeless population in our schools. I want to be sure we are reaching out to them and that there is a process for this. *We have a group of staff members under the McKinney Vento program and all schools have Behavior Health and Wellness Teams. Their jobs are to reach out, identify and service those students.*

I wanted to thank the team for their flexibility and the experiment of graduations in our stadiums this year. *Our teams are being very creative. Graduations are going to be great and believe that this will change how graduations will look in the future.*

Have we already set the guidelines for the summer experience? *Right now the protocol guidelines are the same during the school day.*

D. SIA Update – Ginny Hansmann, David Williams

- Attached in Board Book packet

Comments/Questions:

How do we fund behavioral mental health support when the money goes away? *That will be the critical question in the 2023-2025 biennium.*

We went down 50% in the ESSR funds, does that mean we are whole in the funding with student needs after not being in school for so long? Will they hold us until other funding starts to come in? *The proposed allocation for this next biennium of the corporate activity stacks is ramping up but not full. Possibly for the next biennium. The question is how do we get past the one time funding for these programs. We are in a critical moment.*

Although with the ups and downs I am glad that we are sticking to our commitment to implement the new programs and hope that they will prove themselves for future funding. I am very happy with the recent revenue forecast. Hopefully this will bring us additional SIA funds. This is important work for our students.

What percentage of the SIA funds will we getting for next year and how much of that will be back filled by ESSR funds? Will there need to be an advocacy push in year 2 or 3 for future funding between the ESSR funds and the SIA? *We will need to map out for you the Health and Wellness Teams and the class size investments. Long term, investments into the SIA and then into the General Fund would be ideal.*

DISCUSSION ITEMS

A. Social Science Curriculum Adoption Phase One – First Reading – Brian Sica, Kayla Bell, Brad Parker, Matt Hiefield, Marcella Ulibarry Cabrera, Maximillian Battison

- Attached in Board Book packet

Questions/Comments:

Where does ODE approval come into this process? Can you give me more background? *We had to be sure that the curriculum meets ODE standards. It takes some time for approval by the state of Oregon. Using the new standards to guide our work has helped a great deal. We also needed*

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to be sure that they integrated with our current technology platforms. It meets the criteria in Policy IAA.

Donna thanked everyone and shared how happy she is that the Social Science Curriculum will fill the gaps in our learning standards.

Thank you Donna for your words. Thank you to the cadre for their intense work. I am so excited about this curriculum.

Is it possible to know how many people attended the community viewing online? *It is not possible to see how much was viewed. We can get you those numbers before the second reading.*

It appeared that the curriculum we didn't adopt had an option for dyslexia. Does the new one? *Yes it does.*

Thank you Donna for your comments. I am very proud to be a part of a District that is looking to adopting this curriculum.

Can you provide what is envisioned with the partnership with Dr. Holly? *We will be learning directly with Dr. Holly and his framework. We are very excited about this.*

In the time I have been on the Board, this has been a very comprehensive process. The key now is that we provide the professional development to our staff to roll this out to the best benefit of our students.

- B. **Long Range Facility Plan** – Carl Mead, Josh Gamez, Steven Sparks, Aaron Boyle, LeRoy Landers, Frank Angelo, Jennifer Lubin
– Attached in Board Book packet

Questions/Comments:

I appreciated the report and the inclusion of the six goals. It was very clear. It will inform our Board and Boards down the line how we are doing to ensure that we have strong facilities and that we are keeping up on deferred maintenance.

I always feel it is good to get community input. Can you share what criteria you used as to which building gets recommended for attention? *We received public response and based our recommendations based on the age of facilities, the Facility Condition Report and the seismic report. We are urbanized and we need to revamp current facilities.*

I appreciate the report. I was wondering if you could put the 10 year strategy and beyond in table form with possible funding, etc. *We are a changing District and we need to take a hard look at the facilities that we have. We can give you a best estimate, but need to be presenting this information to you on an annual basis.*

I am struck that we have more data to inform decisions for the future, more than we have ever have before. I think that the recommendation to have annual reports and be able to adjust as we go is exactly where we need to be. I have concerns and feel it is short sighted in what it commits a future Board. I am uncomfortable committing to several assumptions in this plan.

I appreciate the recommendation that we receive annual reports. We are struggling with balancing capacity. This is a discussion of what we value for the future.

- C. **Bond Accountability Committee Report** - Josh Gamez, Brian Kennedy
– Attached in Board Book packet

Questions/Comments:

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How do we come to know what the prospective projects are? How do you come up with your list? *We have been keeping track of suggestions from Principals and staff and have had support from the BAC to move forward. These are from a previous list that was presented to the Board. The BAC has helped us to prioritize it. We looked at safety and security, operational impact and equity. Are we considering to save some of those fund for the unexpected in the future? Yes we are setting some of those funds aside.*

There are still some projects that have not been completed and reserves to fund those. We are very fortunate to have experts on this committee and very collaborative.

D. Program Reserves - Aaron Boyle

- Attached in Board Book packet

Questions/Comments:

Bond is Capital projects? With ESSR funds will those be General Funds? *When ESSR funds arrive they will be Grant Dollars.*

The projects that rose to the top where the ones that scored the highest. Those are the ones we are addressing now.

What are some of the projects that would be moving into a future bond? *There were some security projects, Aloha HS Office, Westview had a security project and some other smaller seismic projects. We continue to monitor and add to a centralized list.*

I want to acknowledge that we have been able to get the Bond to a healthy place that we can be having this dialog. We have worked hard to get to this place and it is because of our staff. We have been consistent to using these funds in ways that were committed to voters.

We have the best Bond team and to have extra resources to be able to continue to finish projects is wonderful.

A shout out to LeeAnn Larsen and Linda Degman for getting the Bond passed.

E. Sato Boundary Adjustment – Steven Sparks

- Attached in Board Book packet

Questions/Comments:

About how many families do you expect this to effect? *About 6 elementary families right now. Over time the total is will be a wash. Do you have a plan of engagement to those families? There will be direct mailers and 1 or 2 meetings about what this means to them.*

Is the greyed out area not built yet? *The grey area is approved development but has not been started yet. Is there any discussion about a transition plan? Yes it would make sense at this time.*

How will we know if this will be sufficient relief in 2022? *This is really more about the future.*

Have you reached out to the families yet and what was their response? *We wanted to come to you the Board to get permission to move forward first. Once we receive that we will reach out to those families.*

This is similar what we did with Nancy Ryles and Scholls Heights. *That is correct.* I appreciate you giving thought to this now.

Is the objective to balance the two schools or to get Springville to a long time stable place? *We will continue to return to the Board on an annual basis to have these discussions.*

ACTION ITEMS

A. Consent Agenda – Becky Tymchuk

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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 April 26, 2021 Board Meeting are hereby approved as submitted at this meeting.

3. Grant Report

BE IT RESOLVED that the School Board approve the Grant Report as submitted in this meeting.

4. 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.

5. Approval of School Board Policy DBDB

BE IT RESOLVED that the School Board approve the School Board Policy DBDB as submitted at this meeting.

6. Low Income Tax Exemption Resolution

BE IT RESOLVED that Beaverton School District 48J Board of Directors hereby approves the use of exemptions from District assessed property taxes on the value of certain properties that qualify for the affordable housing tax exemption program administered by the City of Beaverton and Washington County, as provided in the non-profit corporation low-income housing program authorized under ORS 307.540 through 307.548. Board approval of this exemption will extend through June 30, 2026.

7. McKinley and Fir Grove Elementary Pre-K Program Authorization

BE IT RESOLVED that Beaverton School District Board of Directors approved the McKinley and Fir Grove Elementary Pre-K Program Authorization as submitted at this meeting.

LeeAnn Larsen made the motion to accept the Consent Agenda by the School Board as submitted. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Tom Collett, Anne Bryan, Donna Tyner, Eric Simpson, LeeAnn Larsen, and Susan Greenberg.

Questions/Comments:

I am happy to see a Pre-K program going into McKinley and Fir Grove.

BOARD COMMUNICATION – Board Members

Individual School Board Member Comments – City council has agreed to do a joint process with us on the SRO process. There will be an independent evaluator to work on this.

Grateful for the health protections that we have taken for our students. Thank you for all that were involved in setting up these protections.

Superintendent Grotting- thank you for all of your attention.

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 8:31 p.m.

Executive Board meeting scheduled at 8:30

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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
Susan Greenberg	

Staff Present:

Don Grotting	Superintendent
Shellie Bailey-Shah	Public Communications Officer
Susan Rodriguez	Chief Human Resources Officer
David Williams	Executive Administrator for Strategic Relations
Kenneth Struckmeier	Executive Administrator for Middle Schools
Janine Mobley	Administrator for Human Resources
Zan Hess	Principal – Conestoga Middle School
Camellia Osterink	District Legal Counsel

CALL MEETING TO ORDER & BOARD PROCEDURES – Becky Tymchuk

School Board Chair Becky Tymchuk called the meeting to order at 5:32 p.m. Chair Tymchuk

ACTION ITEMS

- A. **Level 3 Grievance – Becky Tymchuk**
Any discussion from the Board –
Thank you to those that prepared this. The district presented a clear and concise summary.
As teachers they are professionals and not paid on an hourly basis, there is no grievance
The district was quick in their responses.
The timelines and still working together showed a lot of good faith.
Plan time was honored by the district.
There are differences in how teachers across grades and types of classes. We support that local decision making at a building.
Looking at the various schedules, there is no conformity at the various middle schools.
Presented the Level III Summary to the Board
District recommendation is as outlined in the attachments.

LeeAnn Larsen made the motion to uphold the decision of the district for this Level 3 Grievance as outlined in the memo from the Superintendent dated May 4 and deem any extra work

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licensed staff may have undertaken beyond the contractual work day as ineligible for extended contract pay since they are exempt salaried employees. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Tom Collett, Anne Bryan, Donna Tyner, Eric Simpson, LeeAnn Larsen, and Susan Greenberg.

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 5:43 p.m.

Submitted by Dianna Hess

Becky Tymchuk, School Board Chair

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GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Technical Assistance Program (TAP)	Oregon Department of Education	\$45,000	15 Feb 2021	NA	Permission to receive funds
The Technical Assistance Program (TAP) helps districts plan for capital improvements and expansion so they can better inform their communities about deferred maintenance needs, future enrollment, and explore sources of funding for school facilities. TAP provides funds to school districts to cover or offset the costs of conducting: 1) Facilities Condition Assessments \$20,000 and 2) Long-Range Facility Planning \$25,000.					
Elementary and Secondary School Emergency Relief (ESSER III) Fund	Oregon Department of Education	\$ 46,392,506	Not required	NA	Permission to receive funds
ESSER III funds provide emergency financial resources to address the impact that COVID-19 has had, and continues to have, on school districts across the Nation.					
Summer Work Experience Services for Transition-Age Students With Disabilities	Oregon Department of Human Services & Dept. of Education	\$72,590	1 Jun 2021	22 Jun 2021	Permission to apply
Funds provide transition-age students with disabilities an opportunity for competitive paid employment in an inclusive environment during summer 2021.					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
Title VII Indian Education Formula Grant	U.S. Department of Education	\$29,839	14 May 2021	30 Jun 2021
Early Indicator and Intervention Systems (EIS) Grant 2021-23	Oregon Dept. of Education	\$240,000 (estimate)	30 Jun 2021	15 Jul 2021
Thriving Schools Playbook Activation Funding	Kaiser Permanente Community Health	\$25,000	25 Jun 2021	15 Jul 2021

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded
Summer Learning Program Formula Grant	Oregon Department of Education	\$13,225,141	\$13,225,141
Social Emotional Learning Focus Funding	Early Learning Washington County	\$15,000	\$15,000

RECOMMENDATION:

It is recommended that the proposals be approved.

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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 authorizes 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	
New Furnishings for ACMA	Aaron Boyle	Cooperative Contract OETC #4064	Apple	\$260,255.00	6/2021	8/2021	Authorization to Award Contract
Production Lighting-ACMA	Aaron Boyle	Invitation to Bid (ITB) 20-0045	Hollywood Lights, Inc.	\$225,558.99	6/2021	9/2021	Authorization to Award Contract
Design Team for Beaverton High School Replacement	Aaron Boyle	Request for Proposals (RFP) 20-0037	BRIC Architecture, Inc.	\$394,857.00	7/2021	12/2021	Authorization to Award Contract
Synergy Student Information System	Steve Langford	Cooperative Contract via Oregon Student Information System Consortium (OSIS)	Edupoint	\$347,444.47	7/2021	6/2022	Authorization to Award Contract
OETC Microsoft Agreement	Steve Langford	OETC Cooperative Agreement	OETC	\$412,101.08	7/2021	6/2022	Authorization to Award Contract
Security Upgrades: Phase 1 Classroom Walls Projects	Aaron Boyle	Invitation to Bid (ITB) 20-0034	Buildskape LLC	\$112,851.00	6/2021	12/2021	Authorization to Award Contract
Middle and High School College Readiness Testing	Jon Bridges	Copyrighted materials	ACT, Inc.	\$268,200	9/2021	8/2022	Authorization to Award Contract
Security Upgrades: Phase 3 Architectural Services	Aaron Boyle	Request for Proposals (RFP) 20-0035	HBx Studio	\$157,977.00	6/2021	9/2022	Authorization to Award Contract

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

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Produce Contract	Charity Ralls	Invitation to Bid 19-0015	Gatto and Sons Inc.	\$825,000	7/2021	6/2022	Authorization to Award Contract
Milk and Dairy Products	Charity Ralls	Invitation to Bid #19-0021	Spring Valley Dairy	\$1,200,000	7/2021	6/2022	Authorization to Award Contract
JAMF Licensing	Kevin McMillian	Education Agreement	JAMF	\$174,592	7/2021	7/2022	Authorization to Award Contract
Open PO - Miller Nash Graham & Dunn LLP	Karl Granlund	Exempt Services per DJCA-AR 1(B)(c)	Miller Nash Graham & Dunn LLP	\$325,000	7/2021	6/2022	Authorization to Award Contract
Broadline Grocery	Charity Ralls	Request for Proposal #19-0006	Sysco	\$2,750,000	7/2021	6/2022	Authorization to Award Contract
Processing of USDA Foods – Peanuts	Charity Ralls	Request for Proposal 19-0032	Smucker's	\$253,000	7/2021	6/2022	Authorization to Award Contract
Processing of USDA Foods – Chicken	Charity Ralls	Request for Proposal 19-0034	Tyson	\$390,000	7/2021	6/2022	Authorization to Award Contract
POE Switch Replacement	Kevin McMillian	RFP 20-0025	Presidio	\$1,468,160	7/2021	7/2022	Authorization to Award Contract

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

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Security Upgrades: Phase 1 Classroom Walls Projects	Aaron Boyle	Invitation to Bid (ITB) 20-0034	SBS Construction	\$92,200	6/2021	12/2021	Authorization to Award Contract
Design-Build Services for the Phase II Cameras Project	Aaron Boyle	Request for Proposal (RFP) 20-0005	Kirby Nagelhout Construction Company	\$2,030,400	4/2021	7/2022	Authorization to Award Contract
USDA Foods Processing - Pizza	Charity Ralls	State of Oregon Agreement/Contract 12907	Roadrunner Home Bake, Inc.	\$168,000	7/2021	6/2022	Authorization to Award Contract
New Furnishings for Tumwater	Aaron Boyle	PPS Contract MR66356 and Intermediate Procurement Process	Tigard Music	\$236,392	6/2021	8/2021	Authorization to Award Contract
Water Quality Facility Maintenance and Repair	Nathan Potter	RFP 20-0042	Desantis Landscapes, Inc.	\$1,150,000	7/2021	6/2026	Authorization to Award Contract
Zayo Dark Fiber Circuit	Kevin McMillian	RFP 16-011, and 18-0046	Zayo	\$1,500,000	7/2019	6/2029	Authorization to Award Contract
Providence Children's Institute Occupational Therapy	Kelly Raf	Contract renewal	Providence Children's Development Institute	\$1,591,630	7/2021	6/2022	Authorization to Award Contract



PROJECT NAME: Arts and Communication Magnet Academy (ACMA)

PROJECTTIMELINE: 1/2017–9/2021

PROJECT BUDGET: \$37,570,155.00

PROJECT SCOPE: Provide and install new furnishings to outfit new school.

CONTRACT NAME: New Furnishings for ACMA

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Cooperative Contract OETC #4064

CONTRACTTIMELINE: 6/2021–8/2021

CONTRACT AMOUNT: \$260,255.00

CONTRACT SCOPE: Provide new computers and related accessories.

RECOMMENDATION: Authorization to Award Contract to Apple

FUNDING SOURCE: 2014 Bond; Modernization; Replacement Projects; ACMA



PROJECT NAME: ACMA Performance Lights

PROJECTTIMELINE: 6/2021–9/2021

PROJECT BUDGET: \$260,000.00

PROJECT SCOPE: Replacement of performance lights in the Performing Arts Complex (PAC) building

CONTRACT NAME: Production Lighting-ACMA

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 20-0045

CONTRACTTIMELINE: 6/2021–9/2021

CONTRACT AMOUNT: \$225, 558.99

CONTRACT SCOPE: Supply new performance lights in the PAC building

RECOMMENDATION: Authorization to Award Contract to Hollywood Lights, Inc.

FUNDING SOURCE: Energy Funds (ETO)



PROJECT NAME: Beaverton High School (BHS) Replacement Planning

PROJECTTIMELINE: 5/2021–08/2027

PROJECT BUDGET: \$500,000.00

PROJECT SCOPE: Pre-design design services for Beaverton High School Replacement

CONTRACT NAME: Design Team for Beaverton High School Replacement

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Request for Proposals (RFP) 20-0037

CONTRACTTIMELINE: 7/2021–12/2021

CONTRACT AMOUNT: \$394,857.00

CONTRACT SCOPE: Conceptual design and documentation of building and site improvements.

RECOMMENDATION: Authorization to Award Contract to BRIC Architecture, Inc.

FUNDING SOURCE: General Fund; Future Bond Planning; BHS Replacement Planning



PROJECT NAME: Student Information System

PROJECTTIMELINE: 7/1/2021–6/30/2022

PROJECT BUDGET: \$347,444.47

PROJECT SCOPE: Edupoint provides the Synergy Student Information System software. Included in this maintenance renewal is the annual support and maintenance for Synergy Student Information System, Gradebook, Master Schedule Builder, ParentVUE/StudentVUE web portals, Online Registration and Response to Intervention (RTI) modules.

CONTRACT NAME: Synergy Student Information System

RECOMMENDED BY: Steve Langford

SOLICITATION METHOD: Cooperative Contract via Oregon Student Information System Consortium (OSIS)

CONTRACTTIMELINE: 7/1/2021–6/30/2022

CONTRACT AMOUNT: \$347,444.47

CONTRACT SCOPE: Edupoint provides the Synergy Student Information System software. Included in this maintenance renewal is the annual support and maintenance for Synergy Student Information System, Gradebook, Master Schedule Builder, ParentVUE/StudentVUE web portals, Online Registration and Response to Intervention (RTI) modules.

RECOMMENDATION: Authorization to Award Contract to Edupoint

FUNDING SOURCE: General Fund

ADDITIONAL CONTRACT INFORMATION: Pursuant to ORS 279A.215(2)(a) and OAR Division 47 Public Notice was posted on ORPIN May 26, 2021.



PROJECT NAME: OETC Microsoft Agreement

PROJECTTIMELINE: 7/1/2021–6/30/2022

PROJECT BUDGET: \$412,101.08

PROJECT SCOPE: Provide Microsoft applications and services to staff and students. Contract includes security monitoring for the network to include endpoint protection for all staff device and servers.

CONTRACT NAME: OETC Microsoft Agreement

RECOMMENDED BY: Steve Langford

SOLICITATION METHOD: OETC Cooperative Agreement

CONTRACTTIMELINE: 7/1/2021–6/30/2022

CONTRACT AMOUNT: \$412,101.08

CONTRACT SCOPE: Licensing for Microsoft O365, A5 Security Suite, and licenses for Data Center servers.

RECOMMENDATION: Authorization to Award Contract to OETC

FUNDING SOURCE: General Fund



PROJECT NAME: Security Upgrades: Classroom Walls

PROJECTTIMELINE: 11/2020-9/2022

PROJECT BUDGET: \$2,000,000.00

PROJECT SCOPE: Provide walls and doors to secure classrooms.

CONTRACT NAME: Security Upgrades: Phase 1 Classroom Walls Projects

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 20-0034

CONTRACTTIMELINE: 6/2021-12/2021

CONTRACT AMOUNT: \$112,851.00

CONTRACT SCOPE: General contractor services for Phase 1 work at Bethany and Oak Hills

RECOMMENDATION: Authorization to Award Contract to Buildscape LLC

FUNDING SOURCE: 2014 Bond; Additional Projects; Security Upgrades: Classroom Walls

NOTES: Further review of the project scope has revealed the possibility that change orders could potentially increase the contract price above \$150,000. These changes include providing additional wood backing. This request is for authorization to execute change orders that may increase the contract price above \$150,000, but not to exceed \$200,000.



PROJECT NAME: Middle and High School College Readiness Testing

PROJECT TIMELINE: 9/2021–8/2022

PROJECT BUDGET: \$268,200

PROJECT SCOPE: College readiness tests at grades 8, 10, and 11

CONTRACT NAME: Middle and High School College Readiness Testing

RECOMMENDED BY: Jon Bridges

SOLICITATION METHOD: Copyrighted materials

CONTRACTTIMELINE: 9/2021–8/2022

CONTRACT AMOUNT: \$268,200

CONTRACT SCOPE: College readiness tests at grades 8, 10, and 11

RECOMMENDATION: Authorization to Award Contract to ACT, Inc.

FUNDING SOURCE: General Fund and ODE Grant



PROJECT NAME: Security Upgrades: Classroom Walls

PROJECTTIMELINE: 11/2020-9/2022

PROJECT BUDGET: \$2,000,000.00

PROJECT SCOPE: Provide walls and doors to secure classrooms.

CONTRACT NAME: Security Upgrades: Phase 3 Architectural Services

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Request for Proposals (RFP) 20-0035

CONTRACTTIMELINE: 6/2021-9/2022

CONTRACT AMOUNT: \$157,977.00

CONTRACT SCOPE: Design services for Phase 3 sites: Jacob Wismer, Findley, Scholls Heights and Nancy Ryles.

RECOMMENDATION: Authorization to Award Contract to HBx Studio

FUNDING SOURCE: 2014 Bond; Additional Projects; Security Upgrades: Classroom Walls



PROJECT NAME: Produce Contract

PROJECTTIMELINE: 07/2021–06/2022

PROJECT BUDGET: \$825,000

PROJECT SCOPE: Contractor to provide Beaverton School District Nutrition Services with produce delivered to all school sites.

CONTRACT NAME: Produce Contract

RECOMMENDED BY: Charity Ralls, Administrator for Nutrition Services

SOLICITATION METHOD: Invitation to Bid 19-0015

CONTRACTTIMELINE: 7/2021–6/2022

CONTRACT AMOUNT: \$825,000

CONTRACT SCOPE: Provision of produce for Beaverton School District Nutrition Services.

RECOMMENDATION: Authorization to Award Contract to Gatto and Sons Inc.

FUNDING SOURCE: Nutrition Services



PROJECT NAME: Milk and Dairy Products

PROJECTTIMELINE: 07/2021–06/2022

PROJECT BUDGET: \$1,200,000

PROJECT SCOPE: Provision of milk, dairy products and juice for all District schools.

CONTRACT NAME: Milk and Dairy Products

RECOMMENDED BY: Charity Ralls, Administrator for Nutrition Services

SOLICITATION METHOD: Invitation to Bid #19-0021

CONTRACTTIMELINE: 7/2021–6/2022

CONTRACT AMOUNT: \$1,200,000

CONTRACT SCOPE: Provision of milk, dairy products and juice for all District schools.

RECOMMENDATION: Authorization to Award Contract to Spring Valley Dairy

FUNDING SOURCE: Nutrition Services



PROJECT NAME: JAMF Support

PROJECT TIMELINE: 07/14/2021–07/13/2022

PROJECT BUDGET: \$174,592.00

PROJECT SCOPE: Support Agreement for all District Apple devices to include iPads, Apple TVs, iMacs, and Macbooks.

CONTRACT NAME: JAMF Licensing

RECOMMENDED BY: Kevin McMillian, Administrator for Information Technology

SOLICITATION METHOD: Education Agreement

CONTRACT TIMELINE: 07/14/2021–07/13/2022

CONTRACT AMOUNT: \$174,592.00

CONTRACT SCOPE: Support Agreement for all District Apple devices to include iPads, Apple TVs, iMacs, and Macbooks.

RECOMMENDATION: Authorization to award contract to JAMF

FUNDING SOURCE: General Fund

PROJECT NAME: Miller Nash Graham & Dunn LLP Legal Expenses

PROJECTTIMELINE: 07/01/2021-06/30/2022

PROJECT BUDGET: \$325,000.00

PROJECT SCOPE: Legal expenses for claims related legal representation

CONTRACT NAME: Open PO - Miller Nash Graham & Dunn LLP

RECOMMENDED BY: Karl Granlund, Administrator for Risk Management

SOLICITATION METHOD: Exempt Services per DJCA-AR 1(B)(c)

CONTRACTTIMELINE: 07/01/2021-06/30/2022

CONTRACT AMOUNT: \$325,000.00

CONTRACT SCOPE: Ongoing Claims and HR Related Legal Expenses

RECOMMENDATION: Authorization to award contract to Miller Nash Graham & Dunn LLP

FUNDING SOURCE: \$250,000 Risk Management Liability Insurance Fund
\$75,000 General Fund



PROJECT NAME: Broadline Grocery and USDA Foods

PROJECT TIMELINE: 07/2021–06/2022

PROJECT BUDGET: \$2,750,000

PROJECT SCOPE: Provision of broadline grocery products to all District schools and receipt, storage and delivery of USDA Foods for all District schools for school year 21-22.

CONTRACT NAME: Broadline Grocery

RECOMMENDED BY: Charity Ralls, Administrator for Nutrition Services

SOLICITATION METHOD: Request for Proposal #19-0006

CONTRACT TIMELINE: 7/2021–6/2022

CONTRACT AMOUNT: \$2,750,000

CONTRACT SCOPE: Provision of broadline grocery products and receipt, storage and delivery of USDA Foods for Beaverton School District Nutrition Services.

RECOMMENDATION: Authorization to Award Contract to Sysco

FUNDING SOURCE: Nutrition Services



PROJECT NAME: Peanuts - Further Commodity Processing

PROJECT TIMELINE: 07/2021–06/2022

PROJECT BUDGET: \$253,000

PROJECT SCOPE: Contractor to provide Beaverton School District Nutrition Services with further processed peanut products in the form of Peanut Butter and Jelly Sandwiches for a one-year contract with options to renew for four additional years.

CONTRACT NAME: Processing of USDA Foods

RECOMMENDED BY: Charity Ralls, Administrator for Nutrition Services

SOLICITATION METHOD: Request for Proposal 19-0032

CONTRACT TIMELINE: 7/2021–6/2022

CONTRACT AMOUNT: \$253,000

CONTRACT SCOPE: Provision of further processed peanuts in Peanut Butter and Jelly Sandwiches as requested by Beaverton School District Nutrition Services.

RECOMMENDATION: Authorization to Award Contract to Smucker's

FUNDING SOURCE: Nutrition Services



PROJECT NAME: Chicken - Further Commodity Processing

PROJECT TIMELINE: 07/2021–06/2022

PROJECT BUDGET: \$390,000

PROJECT SCOPE: Contractor to provide Beaverton School District Nutrition Services with further processed chicken products for a one-year contract with options to renew for four additional years.

CONTRACT NAME: Processing of USDA Foods

RECOMMENDED BY: Charity Ralls, Administrator for Nutrition Services

SOLICITATION METHOD: Request for Proposal 19-0034

CONTRACT TIMELINE: 7/2021–6/2022

CONTRACT AMOUNT: \$390,000

CONTRACT SCOPE: Provision of further processed chicken as requested by Beaverton School District Nutrition Services.

RECOMMENDATION: Authorization to Award Contract to Tyson

FUNDING SOURCE: Nutrition Services



PROJECT NAME: POE Switch Replacement

PROJECTTIMELINE: 07/10/2021–07/13/2022

PROJECT BUDGET: \$1,468,160

PROJECT SCOPE: POE Switch Replacement

CONTRACT NAME: POE Switch Replacement

RECOMMENDED BY: Kevin McMillian, Administrator for Information Technology

SOLICITATION METHOD: RFP 20-0025

CONTRACTTIMELINE: 07/14/2021–07/13/2022

CONTRACT AMOUNT: \$1,468,160

CONTRACT SCOPE: Replacement of Switches at schools as part of infrastructure upgrade in the 2014 Bond.

RECOMMENDATION: Authorization to award contract to Presidio

FUNDING SOURCE: Bond Funds



PROJECT NAME: Security Upgrades: Classroom Walls

PROJECTTIMELINE: 11/2020-9/2022

PROJECT BUDGET: \$2,000,000.00

PROJECT SCOPE: Provide walls and doors to secure classrooms.

CONTRACT NAME: Security Upgrades: Phase 1 Classroom Walls Projects

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 20-0034

CONTRACTTIMELINE: 6/2021-12/2021

CONTRACT AMOUNT: \$92,200.00

CONTRACT SCOPE: General contractor services for Phase 1 work at Montclair and West TV

RECOMMENDATION: Authorization to Award Contract to SBS Construction

FUNDING SOURCE: 2014 Bond; Additional Projects; Security Upgrades: Classroom Walls

NOTES: Further review of the project scope has revealed the possibility that change orders could potentially increase the contract price above \$150,000. These changes include removing and replacing all the carpet and related accessories and providing additional wood backing. This request is for authorization to execute change orders that may increase the contract price above \$150,000, but not to exceed \$200,000.



PROJECT NAME: District-Wide Security Upgrades

PROJECTTIMELINE: 9/2014–7/2022

PROJECT BUDGET: \$18,458,530.00

PROJECT SCOPE: Complete security retrofits in existing buildings by installing improvements such as: security cameras, remote door unlatching, keyless entry, visitor routing control, etc., as determined by a site-by-site analysis of needs compared to the security standard.

CONTRACT NAME: Design-Build Services for the Phase II Cameras Project

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Request for Proposal (RFP) 20-0005

CONTRACTTIMELINE: 4/2021–7/2022

CONTRACT AMOUNT: \$2,030,400.00

CONTRACT SCOPE: Add a limited number of cameras at strategic locations in the elementary and middle schools as determined by the Public Safety Office.

RECOMMENDATION: Authorization of GMP Award of Contract to Kirby Nagelhout Construction Company

FUNDING SOURCE: 2014 Bond; Modernization, Regulatory Compliance; District-Wide Security Upgrades



PROJECT NAME: USDA Foods Processing - Pizza

PROJECTTIMELINE: 07/2021–06/2022

PROJECT BUDGET: \$168,000

PROJECT SCOPE: Processing of cheese into finished pizza product.

CONTRACT NAME: USDA Foods Processing - Pizza

RECOMMENDED BY: Charity Ralls, Administrator for Nutrition Services

SOLICITATION METHOD: State of Oregon Agreement/Contract 12907

CONTRACTTIMELINE: 7/2021–6/2022

CONTRACT AMOUNT: \$168,000

CONTRACT SCOPE: Processing of cheese into finished pizza products.

RECOMMENDATION: Authorization to award contract to Roadrunner Home Bake, Inc.

FUNDING SOURCE: Nutrition Services



PROJECT NAME: New Middle School (Tumwater)

PROJECTTIMELINE: 1/2021–9/2021

PROJECT BUDGET: \$61,691,096.00

PROJECT SCOPE: Provide and install new furnishings to outfit new school. This purchase includes music instruments / furnishings.

CONTRACT NAME: New Furnishings for Tumwater

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: \$151,190.00 of the instruments/music equipment are being purchased under Portland Public Schools contract # MR66356 pursuant to 279A.215 permissive cooperative procurement authority. The remaining \$85,202.00 of equipment has been solicited via an intermediate procurement process pursuant to ORS 279B.070.

CONTRACTTIMELINE: 6/2021–8/2021

CONTRACT AMOUNT: \$236,392.00

CONTRACT SCOPE: Provide new music equipment and related items.

RECOMMENDATION: Authorization to Award the Contracts stated above to Tigard Music, Inc.

FUNDING SOURCE: 2014 Bond; New Capacity, New Middle School on Timberland Site; New Middle School (Tumwater)



PROJECT NAME: Water Quality Facility Maintenance and Repair Services

PROJECTTIMELINE: 06/2021-7/2026

PROJECT BUDGET: \$233,000 annually

PROJECT SCOPE: Maintain the District’s water quality facilities “Bioswales” to the standards of authorities having jurisdiction.

CONTRACT NAME: Water Quality Facility Maintenance and Repair Services

RECOMMENDED BY: Nathan Potter

SOLICITATION METHOD: Request for Proposal (RFP) 20-0042

CONTRACTTIMELINE: 6/2021-7/2022, with four possible one-year renewals.

CONTRACT AMOUNT: This is a master contract under which orders will be placed on an as needed basis. Annual orders are estimated to be approximately \$233,000.00.

CONTRACT SCOPE: The general scope includes services typically performed by landscaping companies such as removal of invasive species, trimming trees, etc.

RECOMMENDATION: Authorization to award a contract to Desantis Landscapes, Inc.

FUNDING SOURCE: Maintenance Services General Fund Budget



PROJECT NAME: Zayo Dark Fiber Circuit

PROJECTTIMELINE: 07/01/2019–06/30/2029

PROJECT BUDGET: \$1,500,000.00

PROJECT SCOPE: Dark Fiber for connectivity to High Schools

CONTRACT NAME: Zayo Dark Fiber Circuit

RECOMMENDED BY: Kevin McMillian, Administrator for Information Technology

SOLICITATION METHOD: RFP 16-011, and 18-0046

CONTRACTTIMELINE: 07/01/2019–06/30/2029

CONTRACT AMOUNT: (Total of 2) \$1,500,000.00

CONTRACT SCOPE: The overall goal of the project is to connect all of the District facilities with a highly secure Dark Fiber network. Two separate solicitations were done for the phases of the project, but since the current vendor was the successful proposer for both the Contracts were combined into one Purchase Order for ease of payment.

RECOMMENDATION: Authorization to combine contracts and acknowledge project cost over the remainder of the term. Payments in the approximate amount of \$150,000 will continue to be authorized by yearly Purchase Orders. Individual Board authorizations will no longer be necessary.

FUNDING SOURCE: General Fund

ADDITIONAL PROJECT INFORMATION: The payments made against these contracts are done on a yearly basis, none of which individually rose to the level of requiring Board authorization. But the total value of the project is such that, in the interest of transparency, the Board should be made aware of the full anticipated cost.



PROJECT NAME: Providence Children’s Development Institute

PROJECTTIMELINE: 07/01/2021-06/30/2022

PROJECT BUDGET: \$1,591,630.00

PROJECT SCOPE: Provision of Occupational and Physical Therapy as required for the Special Education Division

CONTRACT NAME: Providence Children’s Institute Occupational Therapy

RECOMMENDED BY: Kelly Raf – Administrator for Special Education

SOLICITATION METHOD: Contract renewal

CONTRACTTIMELINE: 07/01/2021-06/30/2022

CONTRACT AMOUNT: \$1,591,630.00

CONTRACT SCOPE: Providing Occupational and Physical Therapy and Support as required by Federal Title 1 Educational requirements

RECOMMENDATION: Authorization to award contract to Providence Children’s Development Institute.

FUNDING SOURCE: Federal Grant Funds supplemented by General Fund as necessary

ADDITIONAL PROJECT INFORMATION: Beaverton School District has been utilizing Providence Children’s for over 10 years. The support and delivery have been outstanding. But, as determined by overall Best Practices in government procurement the District will utilize this coming school year to review the deliverables and develop a solicitation for these services. This solicitation will be delivered into the marketplace in early 2022.

Postpone Purchase of World Language Instructional Materials

SITUATION:

The State’s Instructional Materials Adoption Schedule (excerpted below) details when districts are to have adopted instructional materials aligned to revised state standards in classrooms. Under Oregon Administrative Rule 581-022-1650, districts have the option to postpone instructional material purchases for up to two years beyond the date specified in the schedule.

Revised Oregon State Review Cycle	For use in classrooms by fall:
2020: World Languages	2021

The State Board adopted updated world language standards in December 2019 and instructional materials were adopted in November 2020. A project team for world language is to be appointed by the School Board school year during the 2021-22 with the charge of 1) identifying best practices in world language instruction, 2) aligning world language learning targets with the updated world language standards and 3) recommending instructional materials for adoption. The work of the project team and adoption of instructional materials by the School Board will be completed prior to the end of the 2022-23 school year

RECOMMENDATION:

The School Board approves the District’s request to ODE to delay adoption and implementation of World Language instructional materials by two years to September 2023.

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.



SOCIAL SCIENCE CURRICULUM ADOPTION - PHASE ONE
(Second Reading)

POLICY ISSUE/SITUATION:

At the August 2020 School Board meeting the Superintendent was charged with forming a Social Sciences Project Team to conduct a curriculum review and make recommendations to the Board in accordance with the District's Quality Curriculum Cycle. The Project Team Report (Phase I) was presented to the Board at the May 24, 2021 School Board meeting and includes recommendations for a Social Sciences Position Statement, Best Practices in Social Sciences, Social Sciences Learning Targets for Grades 6-8, Instructional Resources for the new Middle School Social Sciences courses and a Plan for Grades 6-8.

BACKGROUND INFORMATION:

There are two phases to the Social Sciences Adoption. This report covers Phase 1.

Phase 1 (Grades 6-8, Spring 2021): In planning for the common middle school experience in Fall 2021, Middle School is our priority. This includes: K-12 Position Paper, K-12 Best Practices, 6-8 Learning Targets, 6-8 Instructional Materials and Professional Development.

Phase 2a (Grades K-5, Fall 2021): This includes: K-5 Learning Targets & K-5 Instructional Materials and Professional Development (K-5 projected fall/winter 2021/22 implementation).

Phase 2b (Grades 9-12, Winter/Spring 2022): This includes: 9-12 programming, learning targets, instructional materials and professional development (9-12 projected fall 2022/23 implementation).

RECOMMENDATION:

It is recommended that the School Board accept and approve the Phase 1 Social Sciences Project Team Report for the Beaverton School District Social Sciences curriculum adoption.



APPOINTMENT OF BUDGET OFFICER

POLICY ISSUE / SITUATION:

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall designate a person to serve as the Budget Officer.

BACKGROUND INFORMATION:

ORS 294.331 requires the School Board to designate a person to serve as the Budget Officer. The Budget Officer shall prepare or supervise the preparation of the budget document. The Budget Officer acts under the direction of the Superintendent of the School District.

RECOMMENDATION:

It is recommended that the School Board approve the following resolution.

BE IT RESOLVED that Michael Schofield, Associate Superintendent for Business Services, is hereby designated the Budget Officer for Beaverton School District for the fiscal year 2021-22.

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.



APPOINTMENT OF CLERK AND DEPUTY CLERKS

POLICY ISSUE / SITUATION:

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall appoint a School District Clerk and Deputy Clerks for the 2021-22 fiscal year.

BACKGROUND INFORMATION:

ORS 332.515 requires the appointment of the Chief Administrative Officer as the School District Clerk. Deputy Clerks may also be appointed within this statute.

RECOMMENDATION:

It is recommended that the School Board approve the following resolution.

Donald Grotting as Superintendent is hereby appointed to serve as Clerk of Beaverton School District for the fiscal year 2021-22.

Carl Mead and Ginny Hansmann are hereby appointed to serve as Deputy Clerks of Beaverton School District for the fiscal year 2021-22.

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.



APPOINTMENT OF CUSTODIANS OF SCHOOL FUNDS

POLICY ISSUE / SITUATION:

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall designate custodians of school funds.

BACKGROUND INFORMATION:

ORS 328.441(1) governs the appointment of custodians of school funds for Oregon school districts. A custodian of school funds receives, invests, and disburses school funds.

RECOMMENDATION:

It is recommended that the School Board approve the following resolution.

BE IT RESOLVED that, in accordance with the provisions of ORS 328.441, the School Board of Beaverton School District designates Superintendent Donald Grotting, Associate Superintendent for Business Services Michael Schofield, Finance Manager Jason Guchereau, and Treasury Specialist Tracy Westerfield as Custodians of School Funds for the 2021-22 fiscal year.

BE IT FURTHER RESOLVED that, in accordance with the provisions of ORS 328.445, School District obligations may be paid by check bearing the original signature of any Custodian of School Funds or the Custodian's facsimile signature. Alternatively, School District obligations may be paid by bank wire transfer.

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.



APPOINTMENT OF FINANCIAL AUDITOR

POLICY ISSUE / SITUATION:

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall appoint a financial auditor for the 2021-22 fiscal year.

BACKGROUND INFORMATION:

ORS 328.465, 327.137, 297.405 require the appointment of a financial auditor for the School District.

RECOMMENDATION:

It is recommended that the School Board approve the following resolution.

BE IT RESOLVED that Grove, Mueller & Swank, P.C., is hereby appointed to serve as financial auditor of Beaverton School District for the fiscal year 2021-22.

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.



APPOINTMENT OF LEGAL COUNSEL

POLICY ISSUE / SITUATION:

Board Policy BCG (District's Attorney) states the School Board of Beaverton School District shall appoint legal counsel to represent the District.

BACKGROUND INFORMATION:

It is recommended that the School Board review legal counsel services annually.

RECOMMENDATION:

It is recommended that the School Board approve the following resolution.

BE IT RESOLVED the following attorneys are hereby designated as legal counsel for Beaverton School District for the 2021-22 fiscal year:

<u>Firm</u>	<u>Attorney</u>	<u>Services</u>
Miller Nash LLP	Michael Porter Naomi Levelle-Haslitt Erin Burris Ivan Resendiz Gutierrez Cody Elliott	Charter Schools, Education, Employment & Tort Liability
Ball Janik LLP	Jack Orchard Bruce Cahn Christopher Walters Adele Ridenour	Real Estate & Contracts
Dunn Carney LLP	Anne Foster	Tort Liability Labor & Employment
Graham Hicks P.C.	Graham Hicks	Special Education
Reinisch Mackenzie	Matthew Fisher	Workers' Compensation
Hawkins Delafield & Wood LLP	Ann Sherman	Bond Counsel

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.



APPROVAL OF BUDGET COMMITTEE MEETING MINUTES

POLICY ISSUE / SITUATION

Enclosed are the minutes for:

- May 17, 2021 Budget Committee Meeting

RECOMMENDATION:

BE IT RESOLVED that the minutes of the May 17, 2021 Budget Committee Meeting are hereby approved.

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.



Zone	School Board Members Present	Budget Committee Members Present
1	Susan Greenberg	Jason Hohnbaum
2	Anne Bryan	Farah Mahamoud
3	Eric Simpson	Bettina Jeszenszky
4	Donna Tyner	OPEN
5	LeeAnn Larsen	Denise Petterborg
6	Becky Tymchuk, School Board Chair	Heidi Edwards
7	Tom Colett, School Board Vice Chair	Kristan Lee
District Staff Present		
Don Grotting, Superintendent Carl Mead, Deputy Superintendent for Operations & Support Services Ginny Hansmann, Deputy Superintendent for Teaching & Learning Michael Schofield, Associate Superintendent for Business Services Danielle Hudson, Executive Administrator for Student Services David Williams, Executive Administrator for Strategic Initiatives		Jamie Berger, Budget Analyst Jessica Jones, Budget Manager Josh Gamez, Chief Facilities Officer Marcie Davis, Assistant to Associate Superintendent for Business Services Patrick McCreery, Administrator for Equity & Inclusion Shellie Bailey-Shah, Public Communications Officer Steve Langford, Chief Information Officer Susan Rodriguez, Chief Human Resource Officer Toshiko Maurizio, Administrator for Multilingual Programs

Livestream was made available on <https://www.youtube.com/channel/UCGCs14R0vYcEcVMkLBI-cqQ>.

I. Welcome and Opening Remarks – Don Grotting & Heidi Edwards

Budget Committee Chair Heidi Edwards (Budget Chair Edwards) called the meeting to order at 6:30 PM. Introductions of the Budget Committee commenced.

II. Approval of Minutes from May 3, 2021 Budget Committee Meeting – Heidi Edwards

School Board Member LeeAnn Larsen (Larsen) moved to approve the minutes and School Board Member Donna Tyner (Tyner) seconded the motion. The May 3, 2021 Budget Committee Meeting minutes were unanimously approved.

III. T & L Updates – Ginny Hansmann

Deputy Superintendent of Teaching and Learning Ginny Hansmann (Deputy Supt. Hansmann) presented the updates for Teaching and Learning.

Elementary and Secondary School Emergency Relief Fund (ESSER) II/III

The purpose of ESSER is to provide emergency relief funds to address the impact that COVID-19 has had and continues to have on elementary and secondary schools across the nation. Programs unable to be funded by the Staffing Allocation Methodology (SAM) and the Student Investment Account (SIA) are now being reviewed for funding by ESSER.

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.

Students, staff, communities and families were engaged in feedback sessions for the SAM and SIA process, as well as a Budget Listening & Learning Session in January 2021. The feedback sessions provided the necessary information to determine COVID-19 related priorities that could potentially be funded by ESSER. Programs to help students catch up from the time missed in school is an immediate concern.

Some examples of the areas of focus over four major categories for all levels are:

- Academic Supports
 - Academic Coaches (similar to intervention teachers) – helping students to catch up on learning in small groups.
 - Student Success Coaches – helping students behaviorally stay on track socially and emotionally.
- Social Emotional Social Workers and Counselors
- Curriculum Supports
 - Library books need to be replenished. Many books were sent home with students during CDL and they haven't been returned.
 - Technology devices and connectivity is necessary for CDL.
- Health and Safety
 - HVAC improvements
 - Add HVAC staff for increased responsiveness
 - Personal Protective Equipment (PPE) supplies

The Beaverton School District (the District) is continuously going through a vetting process to determine the highest needs and making decisions through June.

PreK-12 Summer School Framework

The District temporarily hired a retired elementary principal to coordinate the following summer school programs at the elementary and secondary level.

Elementary

- K-8 Summer Programs:
 - Camp Achieve: A 4-week program will be expanded to 20 elementary schools and 6 middle school sites. This program will be available to 3,000+ students across the District.
 - The District is currently in the process of hiring additional staff including 98 certified staff, 85 classified staff, 25 health assistants, 3 district coordinators and 22 site-based coordinators.
- Kindergarten and PreK Jump Start Camps will be held in August 2021

Secondary

- High School Summer School Credit Recovery – A 2-week program with in-person sessions:
 - Create Reconnect Engage Discover (CRED): A meaningful learning experience that is engaging and thoughtful, designed specifically to attract and inspire our most vulnerable and underserved student groups. The programs are being built with consideration for our students' emotional, social, and academic needs.
 - Continuing the 8.5 and 9.5 programs for incoming 9th and 10th graders.

Professional Development (PD) for 2021-22

- There will be six contracted Staff Development Days: two days during in-service weeks and four days during the school year.
- Continuation of Administrator-directed time after school on Tuesdays. This will include PD for Anti-Bias Antiracism (ABAR), subject area PD and behavioral health and wellness. The Multilingual Department (MLD) and Special Education (SPED) will provide specific PD in these areas.

IV. Financial Forecast – Michael Schofield

Associate Superintendent for Business Services Michael Schofield (Assoc. Supt. Schofield) presented a four-year financial forecast.

Assumptions

- The forecast is based on \$9.3 billion State School Fund (SSF) for upcoming biennium 2021-23 and assumes a \$10.1 billion SSF 2023-25, which is an increase of 8.6-8.7% over current biennium.
- It is calculated on the most recent enrollment projection for 2021-22. Based on the demographic study, enrollment is declining approximately 950 students through 2025. The reduced enrollment is factored into this financial forecast.
- It includes the Local Option Levy (LOL) continuing at same rate through 2025, which is approximately 280 teachers. The current LOL expires in 2023 and will require a vote by the community.
- It assumes a flat PERS rate through 2025. We will soon be able to use advisory rates for more accuracy.
- The forecast does not include SIA funds, High School Success Act (M98) funds or CARES Act/ESSER one-time funds.

Four year forecast May 14, 2021

Resources	2020-2021 Adopted	2020-2021 Projected	2021-2022 Proposed	2022-2023 Projected	2023-2024 Projected	2024-2025 Projected
Beginning Fund Balance	\$ 31,950,000	\$ 56,424,054	\$ 77,973,600	\$ 69,271,509	\$ 53,243,121	\$ 28,473,850
State Controlled	445,614,737	442,261,000	442,833,164	458,938,838	467,311,392	481,625,954
Locally Controlled	58,813,164	49,748,440	59,750,408	56,120,000	57,156,324	58,731,895
Total	\$ 536,377,901	\$ 548,433,494	\$ 580,557,172	\$ 584,330,347	\$ 577,710,837	\$ 568,831,699
Expenditures	2020-2021 Adopted	2020-2021 Projected	2021-2022 Proposed	2022-2023 Projected	2023-2024 Projected	2024-2025 Projected
Salaries	\$ 276,892,153	\$ 262,495,969	\$ 278,958,047	\$ 293,345,917	\$ 304,789,323	\$ 320,346,627
Benefits	176,735,240	164,930,369	174,117,908	182,477,986	187,422,980	196,844,134
All Other	56,005,992	43,033,556	58,209,708	55,263,323	57,024,684	58,926,036
Contingency/Reserve	26,744,516	-	69,271,509	-	-	-
Total	\$ 536,377,901	\$ 470,459,894	\$ 580,557,172	\$ 531,087,226	\$ 549,236,987	\$ 576,116,797
Ending Fund Balance	\$ 26,744,516	\$ 77,973,600	\$ 69,271,509	\$ 53,243,121	\$ 28,473,850	\$ (7,285,098)
Planning/PERS Reserve	3,823,243	3,846,447	10,046,447	16,491,447	22,891,447	29,491,447
Total Reserves	\$ 30,567,759	\$ 81,820,047	\$ 79,317,956	\$ 69,734,568	\$ 51,365,297	\$ 22,206,349

Summary and Next Steps

- What we know
 - Legislative Ways and Means Subcommittee passed State School Fund at \$9.3 billion. The full committee vote is next and, if passed, heads to the Senate.
 - Federal ESSER II and III final allocations total \$67.0 million
- What we are doing
 - Continuing our advocacy for \$9.6 billion SSF to avoid using reserves for the biennium.
 - ESSER Planning
- What we need to know
 - Economic impact on State revenue (forecast May 19th)
 - Legislative response to upcoming forecast

Budget Committee Member Jason Hohnbaum (Hohnbaum): Will there be any summer programs for incoming 1st graders? *All ideas are being considered.*

Hohnbaum: Will early release for PD purposes continue for the 2021-22 school year? *No. PD will take place in schools on non-student days.*

Budget Committee Member Bettina Jeszenszky (Jeszenszky): There is a big investment in social and emotional learning issues. In terms of accountability to the community, what are the benchmarks or goals? Is there a plan in place to review the data to capture the progress? *We are working with a group on academic return on investment (AROI). When reviewing the AROI for a primary program, for instance the AVID program, AROI determines what data is collected. The data is then used over the course of three years to determine if the program will continue.*

Jeszenszky: When referring to “data,” does that mean graduation rates or test scores? *Yes. At the secondary level we use Smarter Balanced Assessment Consortium (SBAC) scores or graduation rates. At the elementary level we use assessments data and reading assessments. We have been unable to collect some of that data over the past year, so we have used strategic measures to determine the proper data is being collected to ensure accurate results.*

Social worker support has increased this year through SIA. This year we have been collecting data with health and wellness teams (nurses, social workers, counselors, student success coaches and school psychologists) to determine how many students are referred, how many students have exited the program, how many will require ongoing support and how many students did not respond. In addition, graduation data, statewide assessment data and attendance is also part of the data collected. Attendance factors into social emotional learning and well-being. This is the first year referral data has been reviewed and monitored.

School Board Member Susan Greenberg (Greenberg): It’s difficult to measure the social and emotional being of an elementary student so the data collected may not be statistical. I’m concerned we will lose needed supports without sustainable funding. *It will be important to choose thoughtful investments that are short term (1-3 years).*

Greenberg: Are we adding one social worker through ESSER funds? *Two full-time social workers have been added to two high schools and all other high schools will have one full-time social worker. These positions are funded through the High School Success (M98) funds. Option schools will all have a full-time social worker, funded through M98 and SIA. Meadow Park, Mountain View and Whitford will have two full time social workers at the middle school level. All*

the other middle schools will have one. There will be a full-time social worker at all the elementary Title schools and a half-time social worker at the non-Title elementary schools. Additionally, middle and high schools will have a school support specialist. This will be universal support for coaching teachers and schools on restorative practices on a tiered team of support.

Board Chair Tymchuk: Is there any further information on mandatory class size from legislature? *Mandatory class size is not anticipated to be in the forecast. Bargaining agreements will also play a part.*

Board Chair Tymchuk: In regard to the CRED Program, can we prioritize juniors to get back on track if there are only a certain number of teachers available through ESSER? *Yes, it is a very high priority with the hopes to engage and inspire students to ensure they are receiving the credits needed to graduate.*

Tyner: At this time, it is unclear how many students will return to in person learning in the Fall and how many will have additional needs for remote learning. How flexible is the District moving forward with some schools needing more assistance than others? Is there a plan to review the allocation model in the Fall/Winter to adjust underserved students? *Yes, we will look at enrollment and demographics after school has started in the Fall. The Budget was built with the assumption there would be 700-750 more students than are currently enrolled. In addition, there has been staffing holdbacks of 1% in Title schools and 3% in non-Title schools.*

Tyner: What is the process in declaring a school as a Title I school? Declaring more Title schools is not necessarily an advantage. *There is a misconception that there will be more funding. In actuality, the District receives approximately the same amount of overall funding which then gets divided among more schools resulting in less funding for each Title school.*

School Board Member Anne Bryan (Bryan): There can be hesitancy in spending money when focusing on being responsible stewards of resources as well as set expectations for the community and employees for future budgeting; however it is also an incredible opportunity to gather data so future boards and budget committees can make hard choices of what to sustain.

Budget Chair Edwards recognized Anne Bryan for all of her years on the School Board and Budget Committee.

V. Review Public Comment – Heidi Edwards

The following question was received by May 12, 2021 and has been submitted as public testimony.

Last year the FTE at the International School of Beaverton was decreased because of budget issues for the 2020-2021 school year. The result was the science department went from was 6 FTE to 5.3 FTE. This year the FTE was not restored even though the enrollment at ISB is flat or slightly increased, reserves are high, and ESSER funds are available. Because of this, 3 of the science teachers at ISB are projected to teach over 200 students each next year. This is extremely inequitable, especially compared with comprehensive middle and high schools. There are other ISB teachers in different departments facing similar situations, but since I don't have the exact numbers I can't speak to that. My question is why wasn't the FTE restored? *Staffing allocation through our Staffing Allocation Methodology (SAM) is determined by the number of students projected to attend the school and the thresholds agreed upon at the District level. For example, at the options level, allocations are based on a 1 to 29.6 ratio. Also, given our focus on equity, students of poverty are weighted more than other students, thus schools of higher poverty could see increased FTE based upon this model. The new weighted allocation model was instituted in the 2020-21 school year for all schools.*

VI. Adjustments to Proposed Budget – Jessica Jones

Budget Manager Jessica Jones (Jones) described there were no changes in appropriation levels from the proposed budget for 2021-22. A two-page document detailing adjustments from the proposed budget to the recommended approved budget by fund and appropriation level was provided.

VII. Budget Committee Final Comments – Heidi Edwards

Tyner: Last year was a big letdown with COVID hitting after the fabulous proposal for staff and students from the SSA. Very hopeful for the future with the investments of the health and wellness teams and social workers.

Larsen: Thank you for the easy-to-understand budget document this year. Great job to the team. Looking at the budget for 2021-22 = HOPE.

- 1) M98 fully funded for the District. CTE portion helps students graduate at a 97% graduation rate.
- 2) LOL = funding for 278 teachers. This in turn lowers class sizes and puts more adults in the presence of the students.
- 3) Two more early education sites. This increases the success of underserved young ones.
- 4) SIA = slightly disappointed when COVID hit but this funding will go toward the intended functions and investments of support for mental and behavior health needs and academic supports for traditionally underserved students of color and ELL students.

It has been a long year of CDL with the pandemic, but this budget brings light at the end of the tunnel and returning to the classrooms. I am in support of this budget of hope.

Jeszenszky: In reviewing the last three years on the Budget Committee, I've been trying to understand why the District lacks accountability in the minds of parents and students. I believe it is because we are always looking forward. I would like to recommend that early days of future budget meetings are focused on a look back to review key initiatives. What is considered a worthy investment? Which programs did not have a return of investment? District's initiatives are socially- and emotionally-based and vast amounts of money are being spent without clear goals in mind. What does this large investment in ABAR mean? How will it be invested? What will success look like? It's encouraging to hear about the data collected for these investments and their future.

Hohnbaum: It's nice to compare and contrast this budget with another school district, as well as the different strategies used for transparency. This is my first year on the Committee. Thank you for the opportunity.

Greenberg: Thank you to the staff for working through a very complicated year.

Budget Chair Edwards: I'm happy to hear the plans for this summer. Often the community isn't aware of the work that goes into the schools and the District through the summer, not just the traditional academic year. I appreciate the time, energy and funding for social emotional support for the academic transitions to the building and between grades. The focus on ABAR PD is long overdue. It is important to continue to address the needs for ABAR PD and to share with the community and students to create a better community. Also focusing on care and consideration of the staff, institutions and employers need to be mindful of the well-being of the staff. Staff are the lifeline.

VIII. Approval of Budget and Tax Levies – Heidi Edwards

Tyner moved to approve the 202-22 Budget and it was seconded by Larsen:

I move that the Beaverton School District budget in the amount of \$1,023,754,966 for all funds for 2021-22 be approved, the permanent tax rate of \$4.6930 per \$1,000 of assessed value be assessed in support of the General Fund, a local option tax rate of \$1.25 per \$1,000 of assessed value be assessed in support of the General Fund, and a tax of \$72,045,323 be approved for the service of bonded debt obligations of the School District.

No further discussion on the motion. The motion was voted on and passed unanimously.

IX. Closing Remarks – Don Grotting

Superintendent Don Grotting thanked everyone for their time on this important work. Staff and parents are optimistic and hopeful. We are planning to serve students five days a week starting in the fall. In light of their retirements, thank you to Donna Tyner and Anne Bryan for serving on the School Board over the years, for their leadership and problem solving through many complex years. Thank you to the Business Department for a clear and concise budget. Thank you to the Committee and community for asking questions around transparency. It’s important to look back at areas that have been successful and unsuccessful as we’re moving forward. Thank you for your time in serving the children of the Beaverton School District.

Budget Chair Edwards adjourned the Budget Meeting at 7: 35 PM.

Heidi Edwards, Budget Committee Chair

Submitted by Marcie Davis



DESIGNATION OF DEPOSITORIES

POLICY ISSUE / SITUATION:

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall designate the banks, which will serve as depositories for School District funds.

BACKGROUND INFORMATION:

ORS 328.441(2) requires that the School Board “shall designate such bank or banks within the county or counties in which the district is located, as the board deems safe and proper depositories for school district funds.”

RECOMMENDATION:

It is recommended that the School Board approve the following resolution.

BE IT RESOLVED that US Bank, Wells Fargo Bank, and State of Oregon Local Government Investment Pool, be and hereby are designated as depositories for Beaverton School District for the fiscal year 2021-22.

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.



CONSTRUCTION EXCISE TAX INCREASE

POLICY ISSUE / SITUATION:

Chapter 829, Oregon Laws 2007 (Senate Bill 1036), authorizes school districts, as defined in ORS 330.005, to impose construction excise taxes to fund capital improvements to school facilities.

BACKGROUND INFORMATION:

Passed in 2007, SB 1036 allowed school districts to impose a tax on new construction measured by the square footage of improvements (affordable housing, public buildings, agricultural buildings, hospitals, private schools and religious facilities are exempt). SB 1036 defined and required revenues to be used for capital improvements. Construction taxes imposed by a school district must be collected by a local government, local service district, special government body, state agency or state official that issues a permit for structural improvements regulated by the state building code.

SB 1036 set tax rate limits of \$1.00 per square foot for residential use and \$0.50 for nonresidential use, along with a \$25,000 tax limit on nonresidential properties. Beginning in 2009, tax rates were indexed to inflation using the Engineering News-Record Construction Cost Index. As prescribed in statute, the Oregon Department of Revenue (DOR) is responsible for updating tax rate limits and notifying affected districts. To notify affected districts DOR has partnered with Department of Education who receives updated limit calculations from DOR and notifies the affected districts.

An intergovernmental agreement with local governments collecting the tax is required and collection expenses are limited to 4% of tax revenue. DCBS is allowed to establish an administration fee of .25% of tax revenue. School districts with construction tax revenue are required to develop long-term facility plans. Construction taxes may be used for repayment of capital improvement debt.

The DOR has updated tax rate limits for the two years as follows:

	2020-21	2021-22
Residential	\$1.39	\$1.41
Non-Residential	\$0.69	\$0.70
*Non-Residential Max	\$34,600	\$35,200

*(not to exceed per building permit or per structure, whichever is less)

Beaverton School District’s jurisdiction includes properties located within the cities of Beaverton, Tigard, Hillsboro and Portland, as well as properties within unincorporated portions of Washington and Multnomah counties.

RECOMMENDATION:

It is recommended that the School Board approve increasing the Construction Excise Tax and amending the Intergovernmental Agreements with Washington County, City of Beaverton, City of Tigard, City of Hillsboro and City of Portland to impose and collect the increased tax rates.

 Beaverton School District School Board Chair

 Date

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

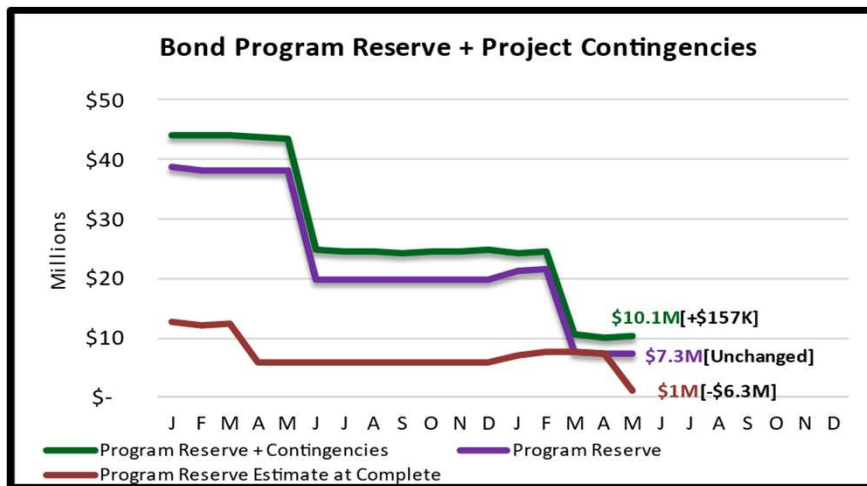
The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical 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 May 2021

2014 Bond Program Executive Summary

May 2021



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	\$	807,569,201
Revised Approved Current Budget	- \$	800,300,089
Bond Program Reserve	\$	7,269,111
Bond Program Reserve	\$	7,269,111
Net Contingency Balance	+ \$	2,883,973
Bond Program Reserve + Contingencies	\$	10,153,084
Bond Program Funding Total	\$	807,569,201
Program Estimate at Complete (EAC)	- \$	806,550,089
Projected Program Reserve Estimate at Complete	\$	1,019,112

Budget Perspective

This month the overall Program Reserve was unchanged and the Reserve + Project Contingencies increased by \$157K. All projects remain within their current approved budgets. Primary cost events were:

- The Program Reserve Estimate at Complete decreased by \$6.3M due to the projected use of Program Reserve to fund three added projects into the Bond Program. These three projects (Elmonica Repipe, Security Upgrades: Fencing, Vose Classroom Addition) were presented to the Bond Accountability Committee at their April 28, 2021 meeting, at which time the BAC voted unanimously to recommend use of Program Reserve to fund the projects. Findings were presented to the School Board at their May 24, 2021 meeting, and staff will bring the proposal forward to the June 21, 2021 meeting for a vote.
- ACMA's current contingency increased by \$162K due to the transfer of unallocated reserve to contingency. The project has begun the financial close out process, so as contracts and line items are closed any savings will be moved to contingency.
- District-Wide Facility Repairs' current budget decreased by \$2.2M, and the Seismic Upgrades' current budget increased by \$2.2M, due to the transfer of budget and scope for the Bethany Roof and HVAC project. After the transfer, Bethany's budget increased by an additional \$2.7M due to the incorporation of additional seismic scope. The District was not successful in getting an SRGP (Seismic Rehabilitation Grant Program) grant for the project, so the additional funds were transferred from the respective Aloha HS (\$499K) and Beaver Acres ES (\$2.2M) seismic projects. Both projects completed construction last summer and had significant savings.
- AHS Seismic's contingency decreased by \$629K due to bid results for the additional roof work outside the original scope of the project. An older portion of roof, not part of the original scope of the project, is failing and no longer under warranty. This was discovered after the Summer 2020 work was completed, so we've allocated savings from the project in order to complete the repairs.

Schedule Perspective

- ACMA is substantially complete, and the contractor is already working on receiving final occupancy. Major classroom furniture has been delivered, assembled, and placed in classrooms. Final furnishings and equipment orders are on-going.
- 2021 Roof Replacements has been hit with an influx of material delays and shortages. Staff has mitigated some of the impact by changing materials from EPDM to TPO. The contract to complete the roof work at Montclair is being canceled, and will be rebid next Summer. There's a chance we might have to do the same with Hiteon, but as of now the contractor still believes it can be done.
- Bethany Roof and HVAC's design is complete, and the full GMP—including the additional seismic scope—has been executed. That project will be executed over the next two summers.
- ISB Roof and HVAC's contractor has submitted a modified construction schedule in order to mitigate material shortages and shipping delays. As of now we believe that project will finish with (at most) minor delays.

Challenges and Opportunities

- Material escalation: we are starting to see material delays and shortages across several of our projects due to the impacts of COVID, primarily anything that involves roofing. Staff has been working closely with contractors to mitigate any delays, and in some cases we have had to accept material changes to keep schedules on track. So far, Montclair's roof is the only work that's been delayed to Summer 2022.

School Bond Program 2021 Activity Map

June 1, 2021

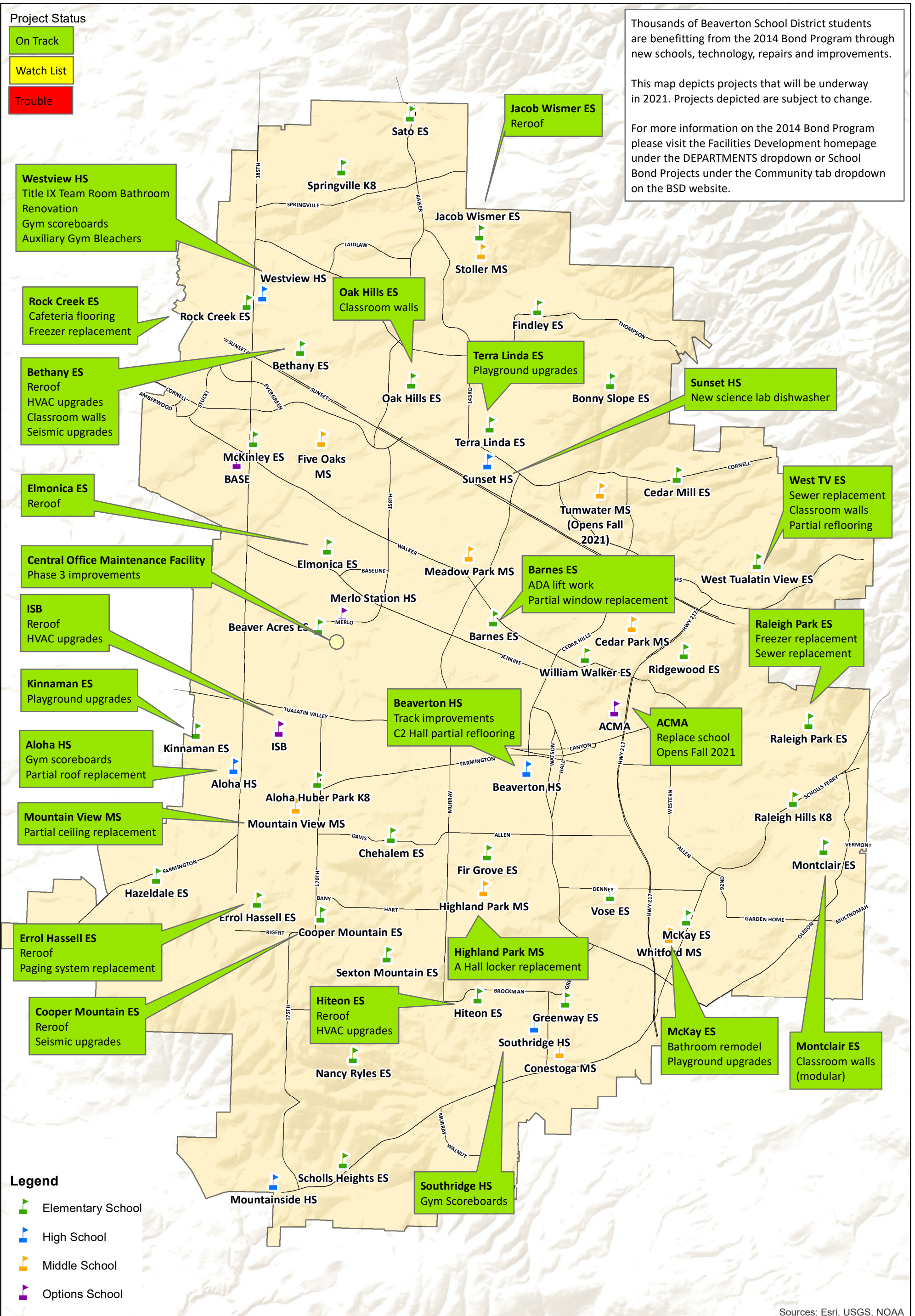
Project Status

- 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 2021. 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.



2014 Bond Program Scorecard

Data as of May 31, 2021

May 2021

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

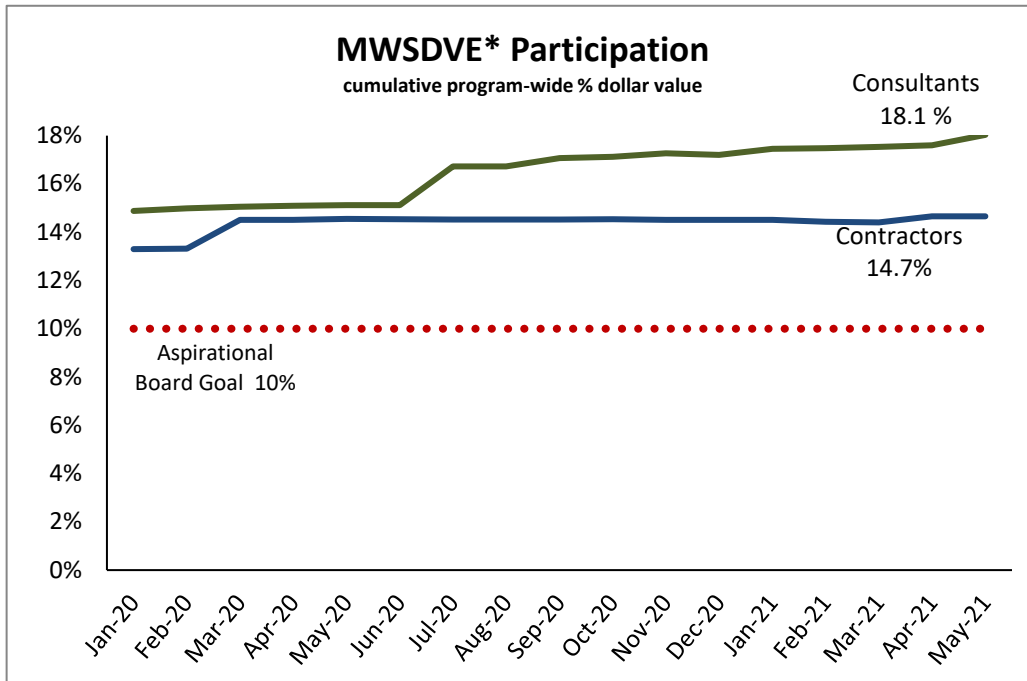
Current Performance Metrics	ACMA Replacement	Maintenance Facility	Cooper Mnt Seismic	West TV Sewer	Bethany HVAC & Roof	ISB Roof & HVAC	2021 Roof Replacements	Security Upgrades: Classroom Walls
Overall Budget Performance	On Track	On Track	On Track	On Track	On Track	On Track	On Track	On Track
Budget Percent Complete	95.00%	84.00%	10.00%	1.00%	8.00%	9.00%	10.00%	5.00%
Overall Schedule Performance	On Track	On Track	On Track	On Track	On Track	On Track	On Track	On Track
Schedule Percent Complete	99.00%	60.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Schedule Milestones	ACMA Renovation	Maintenance Facility	Cooper Mnt Seismic	West TV Sewer	Bethany HVAC & Roof	ISB Roof & HVAC	2021 Roof Replacements	Security Upgrades: Classroom Walls
Design Team Contracted	5-2016	6-2016	6-2020	10-2020	N/A	8-2020	6-2020	11-2020
Design - Schematic Design	3-2018	3-2017	7-2020	1-2021	N/A	11-2020	7-2020	1-2021
Design - Design Development	8-2018	10-2018	9-2020	2-2021	3-2021	12-2020	9-2020	2-2021
Design - Construction Documents	2-2019	1-2019	12-2020	3-2021	4-2021	2-2021	10-2020	3-2021
Permitting - Land Use	1-2019	1-2019	N/A	N/A	N/A	N/A	N/A	N/A
Permitting - Site Development	5-2019	4-2019	N/A	N/A	N/A	N/A	N/A	N/A
Permitting - Building	7-2019	4-2019	2-2021	4-2021	(6-2021)	4-2021	11-2020	3-2021
Construction - Contract Award	5-2019	7-2017	2-2021	4-2021	10-2020	4-2021	1-2021	(6-2021)
Construction - Start	7-2019	3-2019	(6-2021)	(6-2021)	(6-2021)	(6-2021)	(6-2021)	(6-2021)
Construction - Finish	3-2021	(10-2021)	(8-2021)	(8-2021)	(8-2022)	(9-2021)	(8-2021)	(8-2022)
Owner Activities - FF&E Ordered	3-2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Owner Activities - FF&E Delivered	(5-2021)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Owner Activities - Occupancy	(6-2021)	(10-2021)	(8-2021)	(8-2021)	(8-2022)	(9-2021)	(8-2021)	(8-2022)
Project Complete (Month - Year)	(8-2021)	(10-2021)	(9-2021)	(8-2021)	(8-2022)	(9-2021)	(8-2021)	(8-2022)

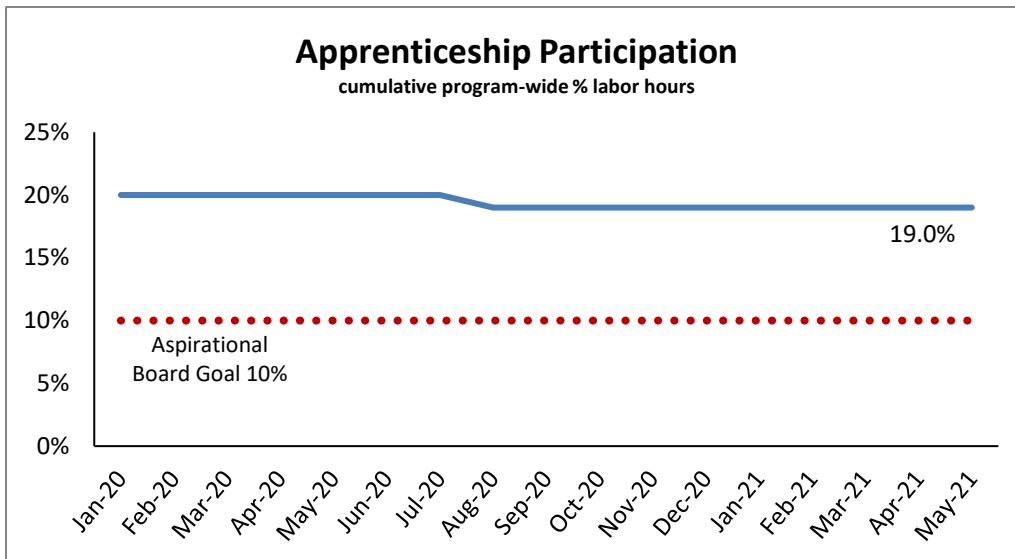
Equity Goals	Target %	Current %	Change %
Participation			
MWSDVE - Consultants	10.0%	18.1%	0.10%
MWSDVE - Contractors	10.0%	14.7%	No change
Apprenticeship	10.0%	19.0%	No change

2014 Construction Bond Program

Equity Performance May 2021 Report



*Minority, Women and Service Disabled Veteran Owned Enterprises



2014 Bond Program Financial Status Report

Financial Summary

Data as of May 31, 2021

Project List	Original Budget Allocations	Revised Approved Current Budget	April-21 Est @ Comp	May-21 Est @ Comp	Net Contingency Balance		Budget Summary Notes
ACMA Replacement	\$ 28,300,000	\$ 37,570,155	\$ 37,570,155	\$ 37,570,155	\$ 1,545,894	4.3%	Current contingency increased by \$162K due to transfer of unallocated reserve
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	\$ 1,523,777	\$ 1,523,777	\$ 1,523,777			Projects in process; budget 49% 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	\$ 120,739,252	\$ 122,969,252	\$ 120,739,252			Budget decreased by (\$2.2M) due to transfer of budget and scope for the Bethany HVAC and Roof project to the Seismic Upgrades project
District-Wide HVAC Controls	\$ 800,000	\$ 800,000	\$ 800,000	\$ 800,000			Projects in Process; budget 33% complete
Domestic / Fire Line Separation	\$ 800,000	<i>(Budget moved to Facilities Repair Project)</i>					
Five Oaks MS Renovation & Expansion	\$ 21,100,000	\$ 28,576,419	\$ 28,576,419	\$ 28,576,419	\$ 270,069	1.0%	
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	\$ 31,504,877	\$ 31,504,877	\$ 31,504,877			Completed; Final Cost
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	\$ 7,772,659	\$ 7,772,659	\$ 7,772,659			Completed; Final Cost
Maintenance Facility Improvements Phase I	\$ 10,000,000	\$ 11,263,990	\$ 11,263,990	\$ 11,263,990	\$ 70,000	0.6%	
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	\$ 657,844		
New ES: Sato K5	\$ 25,000,000	\$ 38,097,642	\$ 38,097,642	\$ 38,097,642			Completed; Final Cost
New MS: Tumwater	\$ 51,600,000	\$ 61,691,096	\$ 61,691,096	\$ 61,691,096	\$ 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 Conceptual Design	\$ -	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 100,000	11.1%	
Raleigh Hills K-8 Improvements (Funding Hold)	\$ -	\$ 10,821,753	\$ 10,821,753	\$ 10,821,753			
Security Upgrades	\$ 10,000,000	\$ 18,458,530	\$ 18,458,530	\$ 18,458,530			
Seismic Upgrades	\$ 4,200,000	\$ 25,984,138	\$ 23,754,138	\$ 25,984,138			Budget increased +\$2.2M due to transfer of budget and scope for the Bethany Roof and HVAC project from the District-Wide Facilities Repair project

2014 Bond Program Financial Status Report
Financial Summary

Data as of May 31, 2021

Project List	Original Budget Allocations	Revised Approved Current Budget	April-21 Est @ Comp	May-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes
						Completed; Final Cost
						Completed; Final Cost
						Completed; Final Cost
						Completed; Final Cost
Added Projects	\$ -	\$ 6,516,007	\$ 6,516,007	\$ 12,766,007		Projects in Process; 50% complete
Program Contingency	\$ 45,400,000					
Program Inflation	\$ 52,800,000					
						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	\$ 720,300,089	\$ 720,300,089	\$ 726,550,089	\$ 2,904,880	
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		\$ 800,300,089	\$ 800,300,089	\$ 806,550,089	\$ 2,904,880	Contingency Balance change of \$157K
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)	\$ 15,426,658					
Grand Total Added Funding	\$ 127,569,201					
GRAND TOTAL 2014 BOND FUNDING						Total Funding unchanged
Program Reserve		\$ 7,269,111	\$ 7,269,111	\$ 1,019,111		Current Program Reserve unchanged
Program Reserve + Project Contingencies						Change of \$157K

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

Data as of May 31, 2021

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.	\$ 2,792,005	District-wide Repairs	\$ -	
ETO reimb.	\$ 1,495,131	District-wide Repairs	\$ 1,409,585	
Facility grants	\$ 3,027,507		\$ 3,027,507	
Sato: TVWD Reimbursement	\$ 500,000	Sato K-5	\$ -	
TOTAL	\$15,426,658		\$9,908,452	

2014 Bond Program Financial Status Report

Data as of May 31, 2021

District-Wide Repair Projects

"The \$98M"

Project	Initial Budget	Revised Approved Current Budget	April-21 Est @ Comp	May-21 Est @ Comp	Net Contingency Balance		Budget Summary Notes
Completed Projects	\$ 26,653,905	\$ 53,583,091	\$ 53,583,091	\$ 53,583,091			Completed; Final Cost
Projects in Close-out	\$ 7,543,538	\$ 27,637,800	\$ 27,637,800	\$ 27,637,800	\$ 1,378,768	5.3%	
Chehalem Repipe	\$ -	\$ 500,000	\$ 500,000	\$ 500,000			Project added from Program Reserve; scheduled to begin 2022
McKinley Repipe	\$ -	\$ 500,000	\$ 500,000	\$ 500,000			Project added from Program Reserve; scheduled to begin 2022
2021 Roof Replacements	\$ 1,972,000	\$ 4,793,549	\$ 4,793,549	\$ 4,793,549	\$ 455,616	10.5%	
Hiteon HVAC Controls Upgrade	\$ 200,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 9,838	2.0%	
Raleigh Park Sewer	\$ 47,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 17,000	7.3%	Scheduled to begin 2021
Rock Creek Freezer	\$ 29,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 26,900	9.8%	Scheduled to begin 2021
West TV Sewer	\$ 490,000	\$ 750,000	\$ 750,000	\$ 750,000	\$ 30,250	4.2%	Scheduled to begin 2021
BHS Track Repair	\$ -	\$ 239,646	\$ 239,646	\$ 239,646	\$ 11,000	4.8%	
BHS Dugout Repair	\$ -	\$ 80,000	\$ 80,000	\$ 80,000	\$ 3,500	4.6%	
ISB HVAC & Roof	\$ 864,000	\$ 2,040,319	\$ 2,040,319	\$ 2,040,319	\$ 175,000	9.4%	
District-Wide Fire Alarm Resiliency	\$ 1,303,000	\$ 2,474,120	\$ 2,474,120	\$ 2,474,120	\$ 247,412	11.1%	
New Schools Post-Warranty Fund	\$ -	\$ 650,000	\$ 650,000	\$ 650,000			
Maint Dept Repair & Improvement Projects*	\$ 8,431,059	\$ 8,520,957	\$ 8,431,059	\$ 8,520,957			
Repair Projects Total	\$ 47,533,502	\$ 102,819,482	\$ 104,959,584	\$ 102,819,482			
Repair Program Balance Available	\$ 50,466,498	\$ 17,919,771	\$ 18,009,668	\$ 17,919,770			
Repair Program EAC Balance	\$ -	\$ -	\$ -				
Repair Program Budget (Less Transfers In/Out)	\$ 98,000,000	\$ 120,739,252	\$ 122,969,252	\$ 120,739,252			
*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	\$ (6,394,782)						
SB 1149 Reimbursements	\$ 2,792,005						
ETO Reimbursements	\$ 85,546						
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						
Additional Funding - Post Warranty Fund - Approved 1.28.2021	\$ 500,000						
Additional Funding - Budget Increase - Approved 3.15.2021	\$ 14,070,000						
Funds Transferred from Domestic Fire/ Line Separation	\$ 977,120						
Bethany Roof & HVAC transferred to Seismic Upgrades	\$ (2,230,000)						
Balance	\$ 120,739,252						

2014 Bond Program Financial Status Report
Seismic Projects

Data as of May 31, 2021

Seismic Projects	Original Budget	Revised Approved Current Budget	April-21 Est @ Comp	May-21 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	\$ 18,840,863	\$ 19,339,227	\$ 18,840,863	\$ 784,464	4.3% Current budget decreased by (\$499K) due to transfer of unallocated reserve to Bethany ES	
Beaver Acres ES	\$ 1,714,444	\$ 6,029,836	\$ 8,232,283	\$ 6,029,836	\$ 42,255	0.7% Current budget decreased (\$2.2M) due to transfer of unallocated reserve to Bethany ES	
Beaverton HS	\$ 246,184	<i>(Budget Transferred to Seismic Program)</i>					Scope completed via BHS Gym Ceiling project
Cedar Mill ES	\$ 144,771	<i>(Budget Moved to Facility Repairs)</i>					Scope completed via Cedar Mill Roof & HVAC project
Cooper Mt. ES	\$ 361,703	\$ 3,160,175	\$ 3,160,175	\$ 3,160,175	\$ 485,275	18.1%	
Seismic Funding Hold	\$ -	\$ 160,300	\$ 160,300	\$ 160,300			
Bethany ES	\$ -	\$ 4,930,811	\$ -	\$ 4,930,811	\$ 295,000	Current budget increased +\$2.7M due to addition of seismic scope	
(Projects Financially Complete)							
Seismic Projects Total	\$ 4,200,000	\$ 33,344,043	\$ 31,114,043	\$ 33,344,043			
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	\$ 25,984,138	\$ 23,754,138	\$ 25,984,138			
Seismic Program Less Transfers In/Out	\$ 25,984,138						
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						
Bethany ES Roof & HVAC - From Facility Repairs	\$ 2,230,000						
Balance	\$ 25,984,138						

2014 Bond Program Learning Technology/Classroom Systems
and Critical Equipment Purchases
May 31, 2021

Data as of May 31, 2021

Learning Technology/Classroom Systems (\$56 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2020-21 Budget	2020-21 Expenditures as of 5/31/21	Annual Description of Expenditures
Networking Upgrades	\$ 9,550,039	67%	\$ 6,356,835	\$ 4,630,868	\$ 895,565	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	84%	\$ 4,471,491	\$ 713,941	\$ 584,481	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	\$ 29,539,656	99%	\$ 29,287,472	\$ 4,980,144	\$ 4,732,836	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	83%	\$ 2,345,787	\$ 435,553	\$ 161,439	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	\$ 8,773,453	77%	\$ 6,764,505	\$ -	\$ -	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	88%	\$ 49,226,090	\$ 10,760,506	\$ 6,374,321	

2014 Bond Program Learning Technology/Classroom Systems
and Critical Equipment Purchases
May 31, 2021

Data as of May 31, 2021

Critical Equipment (\$24 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2020-21 Budget	2020-21 Expenditures as of 5/31/21	Annual Description of Expenditures
Buses	\$ 16,000,000	100%	\$ 16,000,000	\$ 279,612	\$ 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	70%	\$ 1,632,942	\$ 300,000	\$ 105,172	Approximately \$375,000/year over eight years.
Athletic Equipment	\$ 1,021,737	61%	\$ 625,370	\$ 827,675	\$ 431,307	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	59%	\$ 1,340,588	\$ 1,031,537	\$ 522,125	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%	\$ 2,318,463	\$ -	\$ -	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	91%	\$ 21,926,729	\$ 2,444,824	\$ 1,338,216	
Grand Total	\$ 80,000,000	89%	\$ 71,152,819	\$ 13,205,330	\$ 7,712,537	
Total Bond Funds Remaining	\$ 8,847,181					

