



 AGENDA

I. CALL MEETING TO ORDER	6:00 - 6:05 p.m.	
Tom Colett		
II. BEA/OSEA COMMENTS	6:05 - 6:10 p.m.	3
III. PUBLIC COMMENTS	6:10 - 6:20 p.m.	4
Tom Colett		
IV. REPORTS	6:20 - 7:15 p.m.	
A. Superintendent's Report		34
Don Grotting		
B. Return To School Update		35
Ginny Hansmann, Brian Sica, Danielle Hudson		
V. DISCUSSION ITEMS	7:15 - 8:05 P.M.	
A. Budget Committee Member Selection Process		64
Mike Schofield		
B. School Board Goals		65
Tom Colett		
C. Future Capital Bond		67
Carl Mead, Steven Sparks, Josh Gamez, Aaron Boyle		
D. First Reading of School Board Policy BFA		70
Mike Schofield		
VI. ACTION ITEMS	8:05 - 8:20p.m.	
A. Proposed Change to Secondary Grading and Reporting		79
Jon Franco, Kenneth Struckmeier, Brian Sica		
B. Approval of Amended School Board Goals and Committees		80
Tom Colett		
C. Consent Agenda		
Tom Colett		
a. Personnel		
b. Approval of School Board Work Session Minutes for August 9, 2021		83
c. Grants		95
d. Public Contracts		96
e. Approval of Superintendent Goals		101
f. Approval of School Board/Superintendent Operating Agreements		103
g. Approval of Revised Board Policy JHCD/JHCDA		105
h. Budget Committee Selection Process		109
VII. BOARD COMMUNICATION	8:20 - 8:30 p.m.	
VIII. ADJOURNMENT	8:30 p.m.	
Tom Colett		
IX. INFORMATION ITEM		
A. Draft Administrative Regulation ACB-AR		110
X. EXECUTIVE SESSION - ORS 192.660(2)(a).	8:30 - 9:00 p.m.	
Personnel		

School Board Comments
August 30, 2021

Good evening Chair Colett, Supt Grotting and members of the Board,

It's wonderful to see you all here and I'm excited to work with this new School Board. I hope that you were able to have a restful and peaceful summer break. We have a difficult year ahead and I hope that this board shares BEA's commitment to the health, safety, and well-being of students and staff.

As the BEA president, the best way I've found to sum up my responsibility is to support educators so that they can do their best work with students. Our students deserve the best we can provide, and our goal is to keep all students in school full time, 5 days a week, with as much stability as possible. And we've still got some work to do together to set educators and students up for success this year.

I'd like to share with the board and the community that we are currently in the process of negotiating many of the health and safety protocols with BSD leaders and **at this time, we haven't reached any agreements.** These will cover the working conditions for staff, however, it's important to remember that they will also impact the learning conditions of our students. Our proposals are based on member input and public health expert guidance and some of the specific concepts addressed in our proposal include:

- Maintenance of a minimum of 3 feet of distancing in classrooms and learning spaces
- Mandatory masking at all district facilities and all events that staff are required to attend, providing high quality and well-fitting masks
- Outdoor lunches and additional air filtration in areas where universal masking is not possible
- Making sure that staff have sick leave - it will be important for people with symptoms to stay home
- COVID-19 screening testing for asymptomatic staff/students as well as diagnostic testing for symptomatic and/or exposed staff students
- Transparent communication and notification to staff and the community of reported/confirmed positive cases of COVID-19 within 24 hours
- Specific actions taken to support educator wellness,

We have been hearing about some worrisome class sizes and caseloads, for example, a 4th grade class with 35 students, a kindergarten class with 30 students, and a middle school ELA class with 44 students.

We are deeply concerned about educators' ability to give students individual attention and keep everyone distanced and safe in classes this big. I hope that these issues will be resolved before the school year starts. We will be working with urgency in our negotiations this week, with the goal of having an MOU agreement and information to share with staff and families as soon as possible.

Again, we are looking at another school year where we are presented a menu with no great choices, and will be tasked with doing our very best. To our students - welcome back, we are excited to see you next week and families, we appreciate your patience, your partnership and will do whatever we can to give you the very best school year. I'm incredibly grateful for the leadership of this board, and hope that we all keep relationships, wellness, care and connection as our guideposts throughout the entire school year.

Thank you,
Sara Schmitt
BEA President



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 August 30, 2021 will be conducted online.

Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, August 26, 2021 through 12:00 p.m. on Monday, August 30, 2021.

The following comments followed all of the posted guidelines on the form and were submitted by Monday, August 30, 2021 at 12:00 p.m.

Brian O'Roak - BSD Parent - Will the BSD board support the district opting into the Screening Testing for K-12 Students program funded by OHA and administered by OHSU? Screening testing is testing for individuals without symptoms of COVID-19 or exposure to COVID-19 and is free. All districts and schools are eligible to opt into this voluntary program. Having real time data on covid in our schools, before an outbreak can accelerate, will help keep more kids in schools and avoid the situations we are currently seeing in states that have already returned this fall. More information on this program can be found at the OHA link below.

<https://sharedsystems.dhsosha.state.or.us/DHSForms/Served/le3798.pdf>

Jill Rector - BSD Parent - 1) please do not continue to pay for the weekly portal reports of student screen time. This is worthless. I hope the district is not spending money on it.
2) Please do all you can to make sure students are in-person, in class, 5 days a week. Thank you

Karen Ashikeh - BSD Community Member - I support teaching accurate history to all grades that includes issues of racism, justice and inequality, the role of these issues in forming laws, policy and their impact on today's world, environment and government actions. There are excellent FREE programs available to teachers, K-12 Students and School Administrators that have multi-level, inclusive activities to these topics through a restorative justice focus, built into each lesson through the organization Harmony Education at www.harmonysel.org. There are lesson plans and options for active involvement of students and teachers in these helpful programs. PLEASE consider these as model teaching materials for all school personnel and all grades.

Angela Bouma - BSD Parent - Can students have more classes and lunches outside at each school, without masks, socially distanced? We can limit indoor time, allowing them some fresh, outside air. If its raining, we can get temporary tents/shelters.

DeNae Lee - BSD Parent - Have you considered doing distance learning or hybrid schedules for the Neighborhood and Option Schools like you did last year? With Covid being a worse threat than ever, it seems like it would be helpful for kids who were able to work well from home until vaccinations are available for kids 11 and under. Thank you for your consideration and for all you are doing to keep our BSD kids, teachers and staff safe. You all are heroes and should be celebrated! Thank you, thank you, thank you!

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Carolyn Pasquarella - BSD Parent - I'm curious to know if all BSD teachers receive training on Autism/ADHD/Anxiety and other hidden disabilities so that they can be more understanding of the additional challenges these kids face and support them.

Sara Juveland - BSD Parent - I want to urge the schools to keep masked in-person learning beginning as scheduled, and not switch to online or distance only. My only child is 5 years old and has been home with me, a single mom, for 1.5 years. She needs to start kindergarten and be in school, learning and making friends with peers, for her mental and emotional well-being. As of 8/22, according to the OHA vaccination dashboard, Washington County has 78% of people 18+ vaccinated, and counting. With school staff vaccinated and staff and students wearing masks, school can be conducted safely in person, as evidenced by schools around the world. Although in other parts of Oregon right now vaccination rates and mask compliance are low, leading to surges, that is not the case here. I hope our schools and children don't suffer because of the choices of people 200 or 300 miles away. Thank you.

Betsy Thornewood - BSD Staff Member - Why is this board meeting being held virtually and not in person, given that schools opened for in person learning today? Why is it safe for children and BSD staff to be working in person for the entire school day, when it's not safe for a small group of adults to be together for a few hours?

Jessica McBride - BSD Staff Member - I want to echo the words of city councilor Nadia Hasan. Please delay the opening of school by two weeks so that our community can get past the Delta variant peak (according to the OHSU model). Please let parents know as soon as possible. This is so important for the lives of our youngest learners.

Cheryl Brous - BSD Staff Member - I would like to just say that I am deeply concerned and disappointed with the number of districts and states that are caving to the fear mongering and misinformation taking place regarding CRT. Please make sure that we, BSD, continue to focus on teaching truth, equity, and criticality to our students! They are our future and if we want them to live on an equitable world then we need to teach them the truth of our history as a country.

Erin - BSD Parent - Given the emerging evidence that the CDC's 15-minute guidance is outdated due to the Delta variant's viral load (1000 times the viral load of the original strain), why is BSD only committing to quarantine students who have had close contact with a positive case for a cumulative 15-minutes? If a student has a "close contact" encounter for 5 minutes, what will you do to ensure that the student is not an asymptomatic carrier? Follow up: If testing is widely available at schools, why is it not mandatory for asymptomatic quarantined students as a condition for their return? For parents who want to wait until their children are vaccinated before they return to in-person instruction, should they enroll their students in FLEX and plan to withdraw once vaccinated and re-enroll in neighborhood schools? Or should they homeschool until their children are vaccinated, and then enroll in their neighborhood school?

Soren - BSD Parent - Protect our kids with science. Anyone above 12 should be vaccinated to be on school grounds. Mask should be required at all times indoors and kids can and should eat outside as much as possible. The cases are higher than a year ago and delta spreads even if vaccinated so let's do all we can. Parents and kids that don't like it can move or do online school

Jennifer Hoffman - BSD Parent, BSD Staff Member - I'm a certified staff member and a parent of 3 kids in BSD. Please know that even though there may seem to be a lot of people in the

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community that are anti vaxxers, anti maskers, concerned about CRT and CSE, the vast majority of parents, guardians, families, community members, neighbors, teachers, staff, students, do not believe in any of the things I just mentioned! Please stay safe! Thank you for all you do! I appreciate and notice your constant commitment to what's best for the kids! Thank you for helping the district open and stay open this fall! If things continue to get worse or breakouts happen, perhaps just those schools could go to CDL, instead of the entire district. And please, I beg you... if we do return to CDL/Hybrid, please encourage the district administrators to NOT have teachers teach simultaneously (in person students and CDL kids at the very same time) like the middle and HS teachers did last spring. Simulcast teaching was over the top challenging.

Charla Graepel - BSD Parent - If board meetings are still being held virtually for safety purposes, then why are schools opening full time at full capacity? The Delta variant is causing exponential virus spread, and students age 5-11 do not have access to the vaccine. Of course we all want schools fully opened, but the climate has changed, and kids are getting sick. Please consider options to keep our children and community safe. A hybrid model keeps contact numbers smaller and allows for adequate distancing. This may be necessary until children can be vaccinated.

Donna McCartney-Smith - BSD Parent - I am a very concerned grandmother of students in the Beaverton School District. At a minimum, the district needs to offer a hybrid plan to protect the unvaccinated students this fall. Virtual, with an independant learning model or full capacity in person learning, is not reasonable, during our current COVID crisis. Epedemiology projections are 50% of masked students, in full capacity learning, will contract COVID within four months. Until ALL students are vaccinated we need to protect our kids. Please consider a hybrid model where only half the students are in class at the same time, tempory CDL, and or a delayed school year start. We had all hoped to be in a better place this fall, not worse.

Tsai - BSD Parent - Is it possible for the district to send out a survey to the parents to seek out the interest of having CDL this Fall? We received similar surveys last year asking about coming back to school so please give the parents opportunity to speak out. For the current pandemic condition, it is really risky for the young age kids who are not eligible for vaccines to come back to school.

Jeanette - BSD Community Member - Three things: 1) Keep our schools open as the word from reputable people I work with is Beaverton School District is one of the school districts pushing for these vaccine and mask mandates, and you all are for virtual learning again. Our kids' schooling and mental health are suffering at your hands. 2) Stop training teachers in critical race theory. Through many public records request I have done, BSD IS incorporating CRT into their lessons. This is a very racist and divisive ideology that is damaging to all students, staff, and the community at large. Mr. McCreery has told me three times in two different meetings he is looking at things with the critical race theory lens. Appalling! 3)Open up the school board meetings for live public comment. Hiding behind computer screens is ridiculous. You all are the elected servant leaders who are supposed to be listening to your constituents with live comments. Stop the fear, and stand in front of those you voted for with boldness and courage.

Kat - BSD Community Member - I pulled my son out of BSD in the spring due to mask mandates, CRT & CSE. My Pre-K son is speech delayed & needs to see faces, not masks, so he will not be going to the McKay Pre-K either. I also do not support any kind of kind of medical mandates for staff, kids, or anyone for that matter, & I will not send my kids to a district that enforces that. I

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am appalled at the lack of knowledge the district has on REAL Covid statistics & efficacy of masks & the Covid jab. Mainstream media is lying to everyone & you refuse to realize & acknowledge the propaganda being slung. 99.97% recovery rate for people under 70. Kids barely affected & not vectors. Warning on mask box says they cannot filter viruses. Why are you for tyranny & communism? Did your district collect from George Soros or have ties to China? I would assume so since people who were running for school board last year had their Facebook pages removed during the campaign. I am disgusted to see what's going on in this district.

Anonymous - BSD Parent - The education your schools provide (and ours was a 9/10) is so bad that I had to pull all 3 of my kids and put them in a private school, where hopefully they can learn things necessary to being an American citizen in this country, things like the Pledge of Allegiance, National Anthem, Geography (my son did not know Mississippi was a US state). He also could not recite the months of the year as a 6th grader. But he did do a moment of silence for George Floyd the week before Memorial Day (and not our fallen US veterans). And he did learn all about the different LGBTQ+ flags because that is what every 12 year old needs to learn in school. When my 6 year old finally went back to school for 2 hours a day, 4 days a week, you had them take a week off from MATH to learn about "HUMAN SEXUALITY"! You also felt it was necessary to teach 7 year olds about white privilege. You have failed my students BSD and I am taking action by pulling them out of your less-than educational institutions!

Ellie - BSD Parent - I beg you, our district leadership, to take a strong and bold stance against hate, intolerance and especially against stances and opinions that are the antithesis of science and everything that schools should stand for. Do not cave to the loudest voices, the bullies, the misinformed. This is your time to be brave, to stand for all of our students, especially those who do not have anyone else standing for them. *Remain clear and concise on mask mandates. *Ensure that all students have the opportunity to eat/drink outside. *Demand that all staff focus on compassion and empathy over "catching up" *Make a public statement that you will support teachers who teach history and science and tolerance and love.

Anne May - BSD Staff Member - Dear esteemed members of the school board, I wanted to take the time to express my thanks for the leadership, direction and support you provide to all of us staff of BSD as the district carries to carry out the Ready Schools Safe Learners protocols prepared by ODE and OHA. Thank you for providing measures for staff to be as safe as possible, particularly in the elementary grades while working with 600 students who do not have the option yet of being vaccinated. Please continue despite the rhetoric or noise from those holding outlying or untrue beliefs about COVID or other political "hot button" issues to keep the best interest of the children we are educating at the forefront. Thank you for recognizing that as a whole, staff do not work in schools in order to indoctrinate children with their own personal beliefs, but because they have a love of teaching/learning and desire to better society by helping each and every child see their unique potential.

Bradi Gates - BSD Parent - Please stay the course for full-time in-person schooling. My kids desperately need this and we feel safe with the mitigation strategies in place. We urge you to consider the high vaccination rates in Washington County when making decisions, especially at the high school level where everyone is eligible for a vaccine. Thank you for your work.

Chantal Rosenthal - BSD Parent - I am wondering if classes will be online too. If a child is sick, has to quarantine, or had to miss a class for some reason can they be able to watch the class remotely or later?

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Rachel Hansen - BSD Parent, BSD Community Member - I support return to school on September 8 with your layered mitigation strategies. First, all middle and high schoolers have been eligible for vaccine. Second the mental health effects of no socialization and in person school on my own family and families around the district has been extremely negative. We know we will have to live with this virus and need to learn to live. We also acknowledge that no school has ever been free from sickness. Finally, we are proud of Washington County being the highest vaccination rate in the state and are ready for 5 days a week school. For those that aren't ready, we understand it can be stressful but also want to remind them that they have a choice to an alternate free and public solution of FLEX online by BSD or other options. If school doesn't open, families who opt for in person do NOT have an alternate in person choice. Thank you.

Renate Garrison, Certified Emergency Manager, Oregon Certified Emergency Management Specialist - BSD Parent - I am an emergency manager with the City of Beaverton and have been working the COVID-19 since it started last February. In the scope of my job, I review the latest findings on COVID-19 and draft corresponding policies and plans for the city. I am also a mother of three BSD elementary school students. Last year, my twins started in the BSD doing kindergarten online. It was a very difficult experience that I do not want to repeat. The virtual learning dynamics and unpredictable schedule put stress on our family, our jobs and our relationships. I support 5 full days of in-person instruction for all students who want it. I believe in the mitigation measures that Beaverton School District has taken to prevent the spread of COVID-19.

Kate Coningford - BSD Parent - I am writing in support of full time in person school for BSD students whose families feel it is safe to do so with the current layered mitigation strategy. My neurodivergent 9th grader has an IEP and has lost so much over the last year and a half, in social-emotional development as well as academics. Although his special education teachers did as much as they could during CDL and hybrid, he was not given the education he is entitled to by law under IDEA. He needs to be back in person full time so his IEP can be followed. We are very fortunate to have FLEX as an option for parents who want remote learning. Please don't take away in person school from the kids who need it most.

Rick Breckler - BSD Parent, BSD Community Member - Our family is fully in support of 5 full days of in-person schooling. Every action we take in life has risks, even when we don't perceive or acknowledge them. We are 100% comfortable with our kids attending school full-time. The risks of not doing so are too immense for us. We have had nearly a year and a half of quality education replaced with something that can only barely be called education. We need the teachers, district and policy makers to step up and take this way more seriously. We have fallen behind nearly every state in the country in quality of education. We fully support reasonable measures for safety, but the extreme measures we've had during this pandemic (6 feet of distancing, schools being closed, and hybrid learning) are not at all reasonable. Fortunately for our community, BSD has the FLEX school option for those who weigh the risks differently than we do.

Cari Miller - BSD Parent - My daughter is an only child. It's imperative we get her back into a full time school session for her social and emotional well being not to mention her academic well being. I'm pleading with you to guarantee us 5 full days

Cerissa Reyes - BSD Parent - I am worried about kids getting covid from school. The delta variant.

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Kids in our neighborhood are already getting it. Are there any chance of doing hybrid again or cdl? We did not do flex because they will be on their own to do stuff and they won't see their classmates.

Melissa Brown - BSD Parent - I would like to say that I support full time in person instruction for kids this year. I have two boys at BASE one in HS one in MS. My younger son is on the spectrum and has ADHD. He needs the socializing and routine of going to school in person. He has lost so much progress in the last week 18 months, that will take years to get back. Kids with IEPs have been forgotten and that is not ok. Especially if the students have been vaccinated (mine have), they need to be in school-in person 5 days a week. Thank you!

Jennifer Bevacqua - BSD Parent - I am a parent of 2 children in BSD. Additionally, I am a Registered Nurse and Pediatric Nurse Practitioner. I support the decisions made to mandate vaccines for staff (with the very rare medical exemption) and to mandate mask usage for our kids. The science is clear that both of those actions reduce spread, morbidity, and mortality from respiratory viruses. This isn't rocket science. Humans figured this out during the Bubonic Plague of the Middle Ages (hence the wild-looking doctor's beak masks). Thank you for listening to OHA and following the Governor's orders. I also support ensuring safety at meals, with 3ft+ distancing -- eating outside would likely support meeting safety criteria the best. Secondly, I urge BSD to be vocal in their support for BIPOC and LGBTQ+ children and in factual history. Don't let the loud complaints of those who favor the status quo of white supremacy get in the way of forward progress in our society. Thank you~~

Cindy - BSD Parent - Ok

Kimberly Kennedy - BSD Parent - We are pleased to see BSD's commitment to offering full time in person instruction this fall with a full return of co-curricular activities, as well as the FLEX option for families who prefer to continue remote learning. We know that remote or hybrid school does not deliver sufficient education nor meet students' social-emotional needs. The data from last year is showing that our most vulnerable children have suffered the most from closed schools. We must also acknowledge that families need schools to be open and childcare must be reliable and sustained. Overly cautious restrictions on metro-area students will do nothing to alleviate the surges occurring in other parts of our state where vaccination levels are much lower. Beaverton children need to be in school in person and school is the safest place for them. We applaud and implore BSD to remain steadfast in this commitment. This is an abbreviated version of a letter I e-mailed that is signed by 275+ Beaverton families

MB - BSD Parent - Thank you for following the science and keeping our children safe by requiring masks and vaccinations when available. Please do not give in to the highly vocal minority of anti maskers and covid deniers. They do not speak for the majority of parents

Madhu Rangarajan - BSD Parent - Dear Board - Kudos for working through a very difficult time and coming up with science based policies on masks to help our children return to school. Please do not give into bullying from the anti-mask Covid deniers. They do not speak for a majority of us. They are extremists who should be shunned and disregarded. Please be very firm on your mask mandate.

Douglas Yap - BSD Parent - Thank you school board members for using science based approach in keeping our school staff and students safe from covid. Continue to do what our CDC and

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Oregon Health Authority guidelines says. If possible, keep our kids safer by bringing back CDL if the case loads amongst the school population increases. Please continue to do contact tracing to ensure exposed students and their parents are informed to make judgment calls on their attendance.

Ava Palmquist - BSD Parent - Please do not allow the irrational, fear-driven voices of teachers and parents who do not understand or refuse to acknowledge clear scientific data, to derail the opening of 5 full days of in-person school for our students. Flex is a great program for those whose immunity and comfort level requires remote learning. Most BSD parents support the return to safe and masked in-class school, beginning on the dates they were originally planned and no later.

Yasodha S. - BSD Parent - The current recommendation to avoid the surge is advice for "unvaccinated people" to stay away from crowds/restaurants. Given that, what is the reason/basis for under-12's to gather in a crowded cafeteria and eat their lunch? Beyond CDC/OHA recommendations do you have any data to support that the proposed lunch plans are safe? Or, are we the "guinea pigs" in this experiment?

Louise Dunne - BSD Parent - I have two children in the Beaverton School District. I fully support five full days of in-person school. Our children, like all children have had an incredibly tumultuous year. While I commend the efforts of their teachers to make the best out of a bad situation, there is no substitute for the structure that in person school provides. I also fully support the option of Flex online school for parents who are not comfortable sending their children in-person due to personal circumstances. Providing a choice is paramount in a scenario where no one size fits all. Thank you.

Jeyasekar Marimuthu - BSD Parent - BSD's decision is in-person school is a welcome move. I was afraid Kids will be stuck at home forever. Also I'm equally concerned how it affected teaching staff to manage multiple online schedules. My daughter has been happy with her in-person school last year. Pls watch out the CDC guidelines and take appropriate decisions. Otherwise I'm happy as a parent seeing my kid going back to a school. Also it's good to note the online school model offered to concerning parents

Amit Dixit - BSD Parent - Please give choice of CDL, Delta variant is deadly and kids don't have vaccines yet(k-7), not giving a CDL option is like forcing parents to send kids in for in person class, we need to have option

Jessica Campos - BSD Parent - Will BSD follow PPS' lead for lunches to be outdoors for the first 6 weeks of school, pending vaccines for little kids? Other districts (incl PPS, HSD) are able to do outdoor lunch, why not BSD? Will BSD require masks outdoors on school grounds following Gov. Brown's mandate? I've seen school staff maskless on school grounds with kids present which does not promote a feeling of safety & trust. I'm frustrated that BSD, and our local school, are not taking parent concerns seriously - we're trying to keep our kids safe while in school, especially pending vaccines. Pushing us to FLEX instead of being flexible in your process to keep kids safe during a pandemic should not be the answer, little kids do not thrive in school online.

Sara Clements - BSD Parent - I have big problems with the mask mandate, I think the parents need a say in this matter. Most of these mom's are forced to homeschool again if they don't want their child to wear a mask all day. Kids belong in a classroom that they feel safe at. It is really scary that all these kids

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need to wear a mask correctly or they will get in trouble. We are homeschooling our kids, I will not force a face diaper on my children! I have a very big concern that these kids will get sick from the mask and not the virus. I am all for full time school but not with these rules!

Jessica Good - BSD Parent - I have deepening concerns about BSD's plans for our children this year. With the Board hiding behind COVID, parents are unable to speak out and have a real dialogue. CRT is unacceptable, and that has been voiced by countless parents. Dividing our children against each other won't solve anything. Our children are not your experiment, please spend class time teaching the basics and respect parents' rights to teach values. You work for us, don't forget that!

Akhil Sharma - BSD Parent - It makes absolutely no sense why BSD can't extend CDL for few more months. Covid is rising. Does superintendent Grotting want students to suffer and die from Covid-19 infection? We need CDL. The antivaxxer and anti-masker families will come infected kids and put other kids and their families in danger. Kids are getting infected everywhere in USA and even dying of Covid-19 or having serious side effects. Please bring CDL back.

Sandeep Kumar - BSD Parent - Thank you for all the hard work and arrangement for the last school season in the pandemic. With Delta variant, cases in Oregon are all time high. Last year, when pandemic hit, there were not so much details available about the virus, so it made sense to go into lockdown and shut schools. And when things improved and vaccine came CDL started and hybrid followed in fall. But we never operated in 100% in-person since pandemic hits in March 2020. So is the situation good now for 100% in-person? For Vaccinated maybe Yes, but with no vaccine for Kids under 12, No KIDS FROM ELEMENTARY SCHOOLS will be VACCINATED? We need to separate the Elementary Schools from others and handle it appropriately. Vaccine for under 12 is expected by Fall/Winter, so it is a matter of just few months for these Kids. We can either go hybrid like Spring 2020 to allow both -in-person and CDL. Other option could be to delay start of school season.

Elizabeth Ranweiler - BSD Parent - With full time in person school, BSD will have double the number of students in elementary classrooms as there were in hybrid during the spring, when Covid cases, hospitalizations, and deaths were nowhere near the record highs we are now experiencing. Please consider starting the school year in hybrid or CDL or postponing the start date. At the very least, please require outdoor lunch and masks during recess/other outside times and make a plan for Covid surveillance testing. Are there plans for how quarantined students will access education? Please consider offering an option like Springfield Public Schools' Brattain Online (<https://www.springfield.k12.or.us/Page/6526>) which could be useful both for students in quarantine and for families who wish to transfer back to in-person at their neighborhood schools once hospitalizations decrease and vaccines are available for elementary students.

Tosin - BSD Parent - Please provide CDL option this year. Don't listen to people who want to put our children at risk. Do the right thing and bring back CDL

Bharad Wuppalapati - BSD Parent - Please stand firm on the mask mandate for everyone on the campus. We are grateful for your approach rooted in science. Thank you for not caving to the pressure from anti maskers and anti vaccine people who are becoming a nuisance and a threat to everyone. It is so unfortunate to see lives tragically lost for the choices people have made to not get vaccinated and not wear a mask and even more perplexing is why people are pushing to remove these safety measures. I can only blame the education they may received or lack there of. Thank egotism teaching our kids how not to be like those morons.

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Mary Rigert - BSD Community Member - I am a retired 20-year Elementary and Middle School Math Teacher. In the 80's I was even the secretary of the teacher's union in my district. Our concerns were regular workplace and salary issues. We did NOT use our teacher esteem with the parents for social or political issues. We taught the basics and critical thinking, NOT gender theory, critical race theory, anti-Americanism, historical nontruths or so-called color victimhood. Please stop this happening in our schools.

Aseem Anand - BSD Parent - Our young kids are unsafe without Covid vaccination. Please bring back CDL option for this school year as well.

Niran Kura - BSD Parent - Please enable and continue CDL, survey says 80% of parents is requesting and looking for CDL as it is impossible to wear mask in school for such long hours for kids and washing, bathroom is very cumbersome to maintain.

Ashley - BSD Parent - Please keep the mask mandates and social distancing of 3 ft in place. I know other parents will gripe, but those are likely the same people who are not vaccinated and spreading misinformation about the vaccine and mask wearing. I'd like my beautiful babies to stay living. These things make it easier to send them to school. Without them, I may be forced to homeschool and go on government help to be home with them. Please teach CSE and CRT to our children. We are doomed to repeat the past if they are not able to learn from it. Our kids deserve to know the truth and be able to make educated decisions about their bodies and lives. Not enough parents teach these at home.

Nidhi Gupta - BSD Parent - Please bring back CDL option, it's about little kids who are not vaccinated under 12 years old. We want families and siblings to be safe. Once everybody is vaccinated in the family, we are happy to send kids back again in person. We want kids to go to school but can't compromise with their lives. Taking together as a step will save the community, district, state and country. Listen to parents bring back CDL and hybrid option to ease our mental stress.

sarika dukkipati - BSD Parent - Prefer CDL until 5-12 yr olds get vaccinated

Swati Adhvaryu - BSD Parent - Please consider CDL option for kids instead of In person school considering the current covid cases. We want safety of our kids.

Meena Mohan - BSD Parent - Our *kids are Precious* to us, so don't want to risk their lives by sending to school in-person during Delta Variant Spread. It would be great if School board/BSD reconsider CDL method until Kids under 12 get vaccinated. Thank you!

Tristan Baker - BSD Parent - Please allow our children full time in person school. My son is going to be a sophomore and is desperately in need of social connection and actual in person teaching. He is dyslexic and has struggled to stay motivated in life. He didn't get to finish 8th grade at school and has missed out on a normal childhood. If people are fearful of the virus they can do flex on line school. Don't make a decision about school based on fear. Our kids deserve better. They are less at risk and a lot of HS students have been vaccinated. In person full time learning is what the children need. Don't fail them again.

Janet Bailey - BSD Community Member - Masks are unhealthy!

vigneshwar kalluri - BSD Parent - We request you to bring back CDL until COVID slows down.

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Laura Morrison - BSD Parent - As a physician, I have a hands-on view of our health system being stretched to its limits. We are placing our children and ourselves at risk by following guidelines based on data that is pre-Delta. Masks must be mandatory. Case reporting must be done to allow families to test and mitigate risk to children who are too young to be vaccinated or those who improperly wear masks, or those who are exposed during lunch, etc. Outdoor lunch seating options must be made available.

Jeff Olson - BSD Parent - Please implement common sense measures within our control such as 6 ft distancing, contact tracing within the school and especially outdoor lunch options.

Ronan - BSD Student - I want to be safe when I go to school. I'm lucky that I am old enough to be vaccinated. But my little sister isn't. I worry that I would bring Covid home to her and that she will get sick. I don't want to miss school or soccer because I get COVID. I have learned that 3feet isn't enough space between students. I also know that we need good masks. My parents bought me N95 masks, but they are expensive and not everyone can afford them. The school should provide N95 masks for everyone at school. I want to be able to eat lunch. Or skip less important classes so I'm at less risk. My dad works at the hospital and I know how bad COVID is. We need to keep everyone safe, even the people that won't get vaccinated.

Jessica O'Donnell - BSD Parent, BSD Community Member - Would BSD consider requiring a negative COVID test if all students entering campus (within three days or a reasonably determine amount t of time prior to School starting) to help ensure the safety of students? Could BSD potentially offer testing to those who have limited access/means/ability to test prior to School starting? This may go a long way to easing parents minds about sending kiddos who are not eligible for the vaccine to school. And please stop saying "flex is an option" for hesitant parents- because it is NOT an option for parents who work, especially those that work outside the home.

Kelly Olson - BSD Parent - As a parent of a child under 12, that can't receive the vaccine yet, I am pleading with BSD to consider increased safety measures. At a minimum we need: surveillance testing, 6ft distance, mandatory reporting of positive cases in classrooms regardless of distance/masking/vaccination, 100% outdoor meals/band/PE, and HIGH QUALITY MASKS (N95) provided by the district. We also need to allow families to have modified schedules where they can select the most important classes for in person classes, but students are not penalized for modified schedules.

Sylvana Bennett - BSD Parent - Masks provide an important layer of protection for our kids. I feel much better knowing that all kids will be wearing them.

Lauren Rose - BSD Community Member - I am an inpatient pediatrician at a Portland Children's Hospital. The evidence firmly supports masking in schools. Study after study has shown that schools that use a multi-layer mitigation strategy, including masks, have low covid transmission in schools. Masks are only effective if everyone in the classroom uses them though. Keep kids healthy with this simple intervention.

Makiko Hoff - BSD Parent - Masks must be optional until the governor or anybody else will show any studies or data that show mask mandate makes a meaningful difference in keeping the virus from spreading and causing severe illness among students. If you believe wearing a cloth mask is keeping not only yourself but everyone else around you safe, why did you keep the schools closed as long as you did last year? You can't have it both ways. Either mask mandate works or it doesn't. Also the covid vaccine must be left to personal choice. If you look at OHA's daily new cases chart, it sure looks like this mass vaccination campaign has made everything worse.

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anushka shenoy MD - BSD Community Member - i grew up in and live in beaverton. i am grateful our schools will be opening in person for the 2021-22 school year and masks are a crucial part of this. my three year old wears her mask out in public and it doesn't bother her at all - i know our kids can do something easy and safe to keep each other healthy.

nancy Noriega - BSD Parent - In looking into the training you provided to your teachers back 2020, it seems your teachers will be telling my kids that they should be scared of the usa by telling them their white friends are racist. you are instilling fear in them. It's almost as the district wants to teach fear instead of teaching the basics in math, reading, and writing. It's a disservice to the hispanic students.

George Erickson - BSD Community Member - The open comments section shouldn't be removed from school board meetings. People who don't make it onto the agenda have a right to be heard. - Masks are unnecessary for kids in school because they are not effective according to the CDC. - Creating a racially hostile environment through curricula, instruction, and other programs is a violation of the 1964 Civil Rights Act which was intended to end discrimination not further it. In teaching that white people are inherently privileged and others are oppressed, CRT creates a racially hostile environment. Poll after poll shows that parents don't think schools should teach that achieving racial justice requires discriminating against white people. CRT removes the glue that binds us as neighbors, friends, and community members. The Beaverton school district shouldn't spend a penny of our tax money on destructive indoctrination.

Erin Herrick - BSD Community Member - Students deserve a proper classical education that will set them up for a successful future. The BSD has decided to apply the principle of equity to all aspects of our schools and SB 744 passing does not guarantee that a student who earned an OR HS diploma could actually read, write or do math at a high school level threatens our kids futures. Oregon already ranks in the bottom ten school systems in the nation so we can't afford for this district to lower the bar even further - we need importance on essential skills for graduation. We need emphasis on meritocracy for our children to become productive members of society. We urge this school district to hold the curriculum standards to the highest denominator not the lowest. Our kids deserve the best education possible and it your jobs to assure it will happen. BSD must also promote a common culture based on fairness, understanding and humanity to protect the civil rights and liberties of all individuals.

Annie Reichelt - BSD Parent, BSD Staff Member, BSD Community Member - Good evening. Thank you for sacrificing your time to serve on the school board. Right now is a difficult time to be in education. Please continue to support the anti racist efforts of the district. Our students deserve to be taught by teachers who are working to dismantle racism. It's messy work but we must continue. We also need to work diligently to keep our students safe during this pandemic. Case numbers are worse now than they were when we opened in the spring. As a parent and teacher I have concerns for the safety of our students and staff. I support the governor's vaccine mandate for school staff and would like to see it extended to students 12 and up as soon as possible. I also support surveillance testing of asymptomatic students & staff. And please continue strong support and implementation of the mask mandate for schools. I don't know if we can open schools safely right now but we need to be certain that we are doing everything we can to keep our community safe. Thank you.

Eryn Bertsch - BSD Parent - What should kids do who are in BSD option schools and don't feel safe returning to in-person school? I know that FLEX Online is a choice, but if my daughter chooses that, then I think she loses her spot at the BSD option school. Why isn't there a virtual school option that either allows kids to stay in their option school, or return to their option school once all school age children can

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be vaccinated? Please allow CDL for kids in option schools until all children can be vaccinated. It is safer for our community and for our children.

Jenn Burleton - BSD Community Member - I fully support the Beaverton School District policies regarding COVID-19 directly related to vaccine and/or mask mandates for the Fall 2021 school term. I further fully support the consideration and later adoption of the anti-bias draft policy ACB-AR. As a Beaverton community member and professional development educator on gender diversity at every grade level, I understand the need for enhanced protection for all students that may be perceived as, or self-identify as gender nonconforming, gender expansive, nonbinary, queer or transgender. The attempts to spread disinformation about these students by organizations like Parents' Rights in Education and others is a contributing factor in high rates of suicidal ideation by our LGBTQ+ minority students and the rise in anti-transgender bias, legislation, hate and violence toward these kids and their families. This is particularly impactful on students and families of color. Jenn Burleton Program Director TransActive Gender Project

Moe Caryl - BSD Staff Member - As we start another school year during the pandemic, there are many challenges and uncertainties facing all of us. I want to commend the board's continued commitment to prioritizing students' social/emotional needs, knowing that our most vulnerable kids have been impacted disproportionately by the losses related to COVID. Our equity work will continue with your support, at a time when our diverse community needs to be seen, heard, and celebrated more than ever. We have much work to do still, but I'm proud of our board's leadership and proud to be a member of the BSD community.

Blair Schaeffer-Bisht - BSD Parent - I would like BSD to implement more procedures to increase COVID protections for students, especially those who are not yet eligible for vaccinations (12 and under). All students should have the option to eat lunch and snacks outside. Masks should be required outside until children under 12 have the option to vaccinate (regardless of the Governor's changes to mandates). We all know that kids will likely not distance at recess. Also, many parents are horrified that BSD will not require that kids in the same class as someone who has tested positive to quarantine. By not requiring quarantining in this case, it feels that BSD does not care if COVID spreads in the schools. I would also recommend that BSD works with local government to provide free testing (look to Davis, CA as an example) and masks at schools for all students who need it. Many families do not have the time or resources to book and go to COVID testing and the ability to test will be vital in containing the spread.

Laxmi - BSD Parent - Can you provide an option for unvaccinated/kids with underlying conditions kids to have the CDL OPTION. It is not fair that they have to leave their option schools because they can not get the vaccine. If they have to put their health first : the current situation mean they have to compromise on their education as flex does not offer summa program .

Katie Newcomb - BSD Parent, BSD Community Member - I would like to voice my support for mask and vaccine mandates! Until all school-age children have the opportunity to get vaccinated it's the best way to keep our kids safe!! Please be diligent and serious about the mask mandate.

Joanne Moran - BSD Staff Member - As a retired BSD teacher, current substitute, and grandmother of a BSD kindergarten student, I am writing to express my deep concern with the current plan to return to school buildings. I implore you to delay in-person instruction until students can be vaccinated. Alternatively, if we must return to buildings, PLEASE authorize the spending that is necessary to maintain 3 feet of social distancing. Current class sizes of 25+ in elementary, and 35+ in middle and high schools will not allow for safe distancing. Thank you for your earnest consideration.

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Kathrine Kraft - BSD Parent, BSD Staff Member - My children and I are excited to return to full-time, in-person instruction. I believe this can be done safely, with the appropriate safety measures in place. However, lunch is a weak spot, with crowded cafeterias full of unmasked children. It doesn't matter whether they have assigned seats - they will be unmasked indoors, leading to significant risk of COVID transmission. I urge you to please do everything in your power to allow all children (and school staff) at EVERY SCHOOL to eat OUTDOORS. We all want to keep kids in school, and outdoor dining is a simple risk-reduction strategy.

Kelly Burbey - BSD Parent - Will the schools be offering free COVID testing for all students, especially those without insurance, throughout the year?

Cory Bertsch - BSD Parent - The State of Oregon currently has an outdoor mask mandate (in addition to the indoor mandate) even for fully vaccinated people. How can we reconcile that with the fact that we'll be packing kids into lunchrooms day after day where they'll have to take their masks off to eat? Do we fully understand the long term risks of having COVID as a child? If not, shouldn't we provide a CDL option for all students until all students are vaccine eligible and not punish option school students by kicking them out of their option school if they choose to do school remotely this fall?

Jennifer Hoyt - BSD Parent - I would like to see easy covid testing for students and families, on school premises or nearby. We need a quick and accessible way to test so that we remove any barriers and keep students as healthy as possible. I'd also like to support having lunch outside as weather permits, and requiring masks when outside for elementary schools, sad these students can't be vaccinated.

Srujana Penmetsa - BSD Parent - Please consider hybrid schooling option this year too due to increasing cases of delta variant in children

Mrs. Wilson - BSD Parent - I am glad that culturally relevant curriculum is going to be taught. I am glad that Beaverton School District is an anti-racist district. I am glad there is a mask mandate, and plans to keep the staff and kids healthy. I hope that CDL or hybrid learning becomes an option when Covid starts to surge among students and staff.

Rebekah Beste - BSD Parent - My daughter benefited a great deal from attending camp achieve. Learning is hard for her. With the school year starting and many children being behind in reading, writing and math will there be a focus on those topics vs social studies etc?

Jessica E - BSD Staff Member, BSD Community Member - I am curious what types of random testing of all students/staff will be done before school begins and throughout the year. Consistent testing routines prove to be one way to prevent potential outbreaks. Also, I have not heard about plans for how instruction will be delivered to students while they are possibly quarantining. With the possibility of students being out for multiple weeks and to encourage families to keep students home when they feel unwell, it makes sense for a plan to be in place. I hope these are both areas you will prioritize before students return.

Nancy Robinson - BSD Parent - I am very disheartened that this meeting was not allowed to the public. We as parents and tax payers should be able to be there. I hope all other future meetings will allow for this.

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Krysten Jolie - BSD Parent - It is important for all students to be heard and seen. However racism cannot be fought with more racism. Dividing students up into oppressed/oppressor groups cultivates division and confusion. Martin Luther King Jr. said it best: "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." Paradoxically we are reverting back to judging children based on the color of their skin. This is a tragic digression of progress made. As adults we are the mirror to children's self perceptions. How dare educators mirror discontent for fragile developing children. Stirring self-loathing due to skin color--permanently stained from the choices of ancestors never known--is cruel. I know this statement will not impact BSD. I know that this ideology runs deep and is motivated by financial gain, but as a citizen and BSD parent I am obligated to speak out against damaging curriculum.

Terresa Cornelius - BSD Parent, BSD Staff Member, BSD Community Member - This school year is one of the most crucial ones I've ever had to prepare for as a teacher and community member. Thank you, BSD, for requiring masking, social distancing, & other COVID protocols. Multiple protocols are key to safely offering in-person learning. Stay the course. I also fully support the board's decision to stay online at this time. Honestly, I love this format better. It is much more accessible, FAR more inclusive, fairer than sitting in the hallway for 3 hours knowing that the comment you wrote doesn't have a chance of being heard live. This way, any citizen can easily access the board meetings, either live or online later. Community comments are available ahead of time and in their full format. I voted for a board that I know will focus on the budget and other key pieces needed to make this year go well, not get caught up in a circus show, as has happened in multiple board meetings around the country this past month. Stay the course & keep us safe.

Candice Smith - BSD Community Member – “When slavery is mentioned, too many people automatically think of whites enslaving blacks. That is not even one-tenth of the story of slavery, which existed on every inhabited continent” “It is self-destructive for any society to create a situation where a baby who is born into the world today automatically has pre-existing grievances against another baby born at the same time, because of what their ancestors did centuries ago. It is hard enough to solve our own problems, without trying to solve our ancestors’ problems” “The people made worse off by slavery were those who were enslaved. Their descendants would have been worse off today if born in Africa instead of America. Put differently, the terrible fate of their ancestors benefitted them.” “Much of what is promoted as “critical thinking” in our public schools is in fact uncritical negativism towards the history & institutions of America & an uncritical praise of the cultures of foreign countries & domestic minorities”
Thomas Sowell

Cindy Y Baker - BSD Parent - I'm concerned with how the unvaccinated will be managed during the school day ; coughing and sneezing in close proximity when eating, playing, are on the top of my concerns. Being that the kiddos are the most vulnerable with no knowledge what each family is doing to be safe. This virus does not discriminate and will find a host at every opportunity. Our family has been diligent in practicing COVID conscious behaviors around others for the past year, we have limited our social interactions to the very bare minimum, and now I'm sending my kids back 5 days a week/full days?!, is little overwhelming to think about. Ideally: a shorter school day with staggering start times? Maybe?: the expectation would look more like independent studies, the day would be more of daily session to check in with with mentors and teachers to get some recorded sessions of the class and and excused to get the work accomplished.

Tara - BSD Parent - With COVID cases surging and higher than last year at this time, why are you not offering CDL? Tell me how FLEX is a realistic option for working parents. I cannot “coach” my kids through their school day and work full time.

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Angela Bouma - BSD Parent - What is the rationale behind kids being in school, while cases are skyrocketing, yet various school-related events (kinder meet n greets, etc) are being cancelled? What difference does it make if the kids are being exposed and bringing home the virus AND riding the buses? Who determines what stays scheduled and what gets cancelled and what is the criteria that is being used?

Andrea Bonard – BSD Parent - I see our last day of school is on Tuesday, June 21st, with a holiday on Monday, June 20th. Is there a way to add back a day to the school calendar so we can end the year on Friday the 17th?

Rachel C - BSD Parent, BSD Community Member - The most equitable option for families is in-person school. This allows children equal opportunity to learn regardless of their home life. To state that if you disagree with your child wearing a mask at school all day to just “enroll in FLEX online” is assuming an extreme privilege on a community that widely does not have that privilege to afford. FLEX online is a path of privilege. A home that has internet, electronic devices, and employment/financial flexibility that allows a parent to stay home. The most supportive path for families is the ability to keep their children in in-person school regardless of their personal bodily choices. If you do not want your child to attend school because you want universal mask mandates and vaccinations, you do have the privilege to enroll in FLEX. The most equal and accessible form of education and support for our children should be available for the widest array of situations and beliefs. I oppose mandatory masks and vaccinations in our schools.

Jeff Myers - BSD Parent - During your Aug 9th work session, you went through training from the OSBA. Relevant topics came up like the board roles & responsibilities and the importance of data. As you heard, low performing boards do things like seek to advance personal agendas, rely on anecdotes and personal experiences rather than data, and spend less time on student achievement. As our representatives & those responsible for holding the district accountable, I ask you to challenge district leadership to provide evidence for their ABAR/Equity goals & approach. The district's leaders continue to present radical plans to you while pointing to cherry-picked data as support. There is no attempt to do any root cause analysis for disparities in graduation rates, disciplinary actions, F grades, and so on. You have a duty to ask for evidence and hold them accountable. I ask you to reject their Critical Race Theory-led approach to equity and demand they provide sound logic and reasoning in future plans.

Alexandra Barth - BSD Staff Member - As a teacher, I am looking forward to having students return to the classroom, but their safety must be our top priority. Please do everything you can to ENSURE students are safe. This should include distancing that is not just "when possible" but at all times (vague guidance leaves opportunity for non-compliance), smaller class sizes, and proper masks that will fit students and keep them safe. Funds to support schools should be prioritized to optimize students directly.

Alina Pando Horrocks - BSD Parent - As a parent of 3 elementary schoolers, I'm concerned about what my children will be learning. So much CRT seems to be politically charged. My first thought is that if this theory/lens is so controversial, then it shouldn't be in the schools at all. It seems to distract from what would really be most beneficial to ALL students - a strong ACADEMIC education. But if the district is moving ahead with implementing CRT in the schools, I, as a parent, want full transparency of what they will be learning and I want the option to be able to opt out. I don't agree with CSE - I think a good deal of that is inappropriate - but at least I was able to view the lessons ahead of time and decide for my family what was appropriate. I worry about these sensitive topics being taught with bias that I don't

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agree with. Please make it clear to the parents what will be taught and give them options. Also, please let parents volunteer in-person as soon as possible! Thank you for your consideration.

Sarah Walters - BSD Parent - I am very concerned about the ideas being taught in my son's school. My son is being taught that to hate himself and his country while continuing to fall behind in core subject instruction. How will our children grow up to be productive citizens if they are taught that they are evil because of their skin color and there is nothing that they can do to change their evil nature? On the other hand, how will teaching our children that they are born victims and CANNOT do anything to get ahead, help them at all to learn what they need to learn to be successful in life? How will our children grow up to want to make their community better when they are being taught from a young age that they are inheriting a county that is evil and a place they should be ashamed of living in? Please listen to the many voices of concerned parents as you decide what to teach and what not to teach.

Shiou-jyh Ja - BSD Parent - I read an excellent report from OregonLive (<https://tinyurl.com/ydj3rjls>) about the preparation of Beaverton School District against some CoVID safety measures. I am glad to see BSD doing well in Ventilation and Testing. However, Lunch hour is the weakest spot that needs to be addressed... Quote from the article: "Beaverton's spokesperson said her district will strive for 6 feet between students but "admittedly, that kind of spacing is difficult in a cafeteria." Kids without mask eating in indoor environment is extremely high risk and the recipe for disaster. Viral AEROSOL is known to be spreading through air indoor so 6-feet rule is OUTDATED especially for the Delta variant. Therefore, I strongly proposed to have outdoor tents setting up for the students to have OUTDOOR lunch hour, at least before the freezing winter weather comes in. This is critical and will be my decision to send my kids to school or switch to FLEX. Thank you so much for considering it.

Rachel Bancroft - BSD Parent - To the Board: I support 1) requiring masks for students and staff in order to protect each other from COVID; 2) requiring staff to be vaccinated; 3) the teaching of inclusion, equity and anti-racism in our schools. People against Critical Race Theory have completely misunderstood what CRT means and have expanded their opposition to include anything related to equity, diversity and inclusion. Teaching accurately about issues of race, gender, social inequality, and systems of discrimination does not sew hatred or division. Rather, it builds understanding, empathy and the desire to improve our society. Our kids need to learn about the reality of our country's history. Our kids want truthful facts. They are not too fragile to handle reality. They can handle uncomfortable discussions, including those about race, which are a necessary part of life. School board, there are many people in the district who support you and recognize the very difficult tasks you face. Thank you for all you do.

Varsha A - BSD Parent - My kid is currently enrolled for in person class.If we want to switch to FLEX at a later point , is there any deadline for applying to FLEX?

Mary Kost - BSD Parent, BSD Community Member - I am an 80 year old grandparent of a transgender child enrolled in BASE. Please pass the anit bias policy. Respect for all please.

Yen Chong - BSD Parent - Lots of schools in CA are using the in-home Covid test kit. (Oral swab collection and turn in to school on a weekly basis). Can BSD also do the same? This will allow for prompt discovery of positive cases and act on containment/quarantine faster. I understand that if parents feel it's unsafe to send kids back to school, FLEX is available. But my 9 yr old son is not going to do well with independent learning, and I am a working mom who can't help supervise with his coursework. Can the district consider offering CDL until vaccine is available for 12 and under?

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

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Kelly - BSD Parent, BSD Community Member - This meeting is virtual for adults because of the pandemic, yet we are going to open schools for our unvaccinated children. Why? What's wrong with this picture?

Wayne W. - BSD Community Member - This has little to do with safety, else zoom would at the least remain an option for those who would make use of it. This is about advancing an agenda. For educators there is the conflict of interest of job security as the longer lock-down continues the more it undermines long established norms in education, though they may be grossly outdated and unsuitable for today's information economy. For others a return to in person advances a cultural agenda as the primary purpose of schools in America has always been acculturation more than learning. For the freedom loving republicans, there is great irony in demanding freedom or rights for their children to attend what is the most indoctrinating institution in modern history. This is not to suggest that schools should be entirely online, only that a flexible cross between online and in person should be available to consumers of education. -- Wayne W.

Gary - BSD Community Member - Hi, my name is Gary Allison and I am a former student of Westview High. I say former, because I will no longer be attending public school, due to the mask mandate. Masks are a great concern to me, and many other students, for multiple reasons. As many people know, we as humans breath in oxygen and breath out CO₂, which is actually a dangerous chemical that can lead to memory loss if you breath in too much. This is the opposite of what a school would want. Wearing an effective mask such as an N-95 (or any mask that fully encloses your mouth and nose) would be very harmful to the brain over the course of a six hour school day, five days a week. This would lead to major headaches, and lead to tired kids. Even a non-isolating mask such as the typical surgical mask would have some very bad side effects for kids. This is especially true with younger children, who are known to breath out higher levels of CO₂ than adults. Thank you for your time.

Maggie Peterson - BSD Parent - the risk of transmission (of covid) for k-5 is not high enough to warrant a mask requirement in schools. it's not protecting anyone! there are still grown adults allowed to shop without masks (the mandate is ignored most places), and there are professional athletes allowed to play without masks. why are we forcing our kids to be uncomfortable at school, when all across the country, schools have been open and unmasked with little to no infection. let the parents parent their children.

Laurie Umiger - BSD Parent, BSD Staff Member, BSD Community Member - Will the community be getting a detailed account of how the federal Covid money has been spent? With class sizes being large in many schools, how are we maintaining 3 feet of distance? As a parent, the 3 feet "if possible" is unacceptable during this stage of the pandemic. In addition, I still question the decision to spend 16 million on a new central office when our kids are in crowded classes.

Erin Rasmussen - BSD Parent - Thank you for everything that you are doing to help ensure that kids can get educated safely. As a parent of a child with asthma, masks are a good idea, and are going to enable my child to be healthy this year. We found that masks substantially reduced our need for emergency care.

Lindsay Ray - BSD Staff Member - We remain in unprecedented times with the delta variant of COVID-19, and I am incredibly concerned about the safety of Beaverton students and staff. I hope that the board is encouraging BSD leadership to prioritize the health of our students (especially those under 12 who are unable to vaccinated) and staff who have borne the burden of caring for and educating our kids. We need layers and layers of protection including masks, air filters, social distancing, vaccinations, etc. Please ensure these measures are in place and there are safety plans BEFORE our students show up next week.

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Ashley Arce - BSD Parent - What thresholds are currently set for an entire classroom to be closed? Can you please share how staff (including substitute) will be screened for symptoms? If they are symptomatic, will they receive paid leave to quarantine so they are not debating between coming to school symptomatic vs paycheck?

Sara Davidson - BSD Community Member - We need cameras in all classrooms which may be viewed by concerned parents. It's legal, easy and the funds are there. If you can spend \$500,000 on equity training, then you can allocate money for these accountability cameras in classrooms. Teachers abusing students with their personal ideology needs to stop!

Cynthia Cristofani MD - BSD Community Member - As a physician and grandparent of a soon-to-be kindergartner at McKay School, I urge the Board to change policy and move lunches to outdoors. This is a nationally recognized measure which will reduce the risk of COVID transmission in this time of a disastrous surge in infections. Portland schools have already adopted this approach, and I hope Beaverton will also institute this critical measure.

Aaron Gressett - BSD Parent - My wife and I are concerned about our kindergartner beginning school with the COVID numbers surging as they are. We are especially concerned about how lunchtime will be handled and would like to hear whether outside lunch is being considered.

J Nelson - BSD Staff Member - We are facing huge class sizes with the shifting of staff in elementary schools and unheard of numbers in the middle and high school levels. My elementary school has mercifully low numbers that are pretty even across grade levels. Because of this, we are low overall so we are losing a teacher to another school that has very high numbers in some grades. Now one of our grades is going to have 30+ students per class as a result. Some upper teachers will have > 50 students. Without COVID, that is unethical. With COVID and "attempted" spacing, it is impossible. Where is all the extra funding going? We aren't buying KN94 masks for kids, which is one of the best ways to prevent the spread of the Delta variant. We clearly aren't hiring more teachers to keep class sizes down. We demand to see accounting for where this funding is going. It is also IMPERATIVE to look at releasing any FTE that are held back, and/or dipping into emergency funds for hiring more teachers. This is an emergency.

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August 27, 2021

Dear Superintendent Grotting and BSD Board Directors,

We are pleased to see Beaverton School District's commitment to offering full time in person instruction this fall. We also know that nothing is certain in these uncertain times. With the endless barrage of alarming headlines every day, the board is undoubtedly hearing from parents who are afraid. We know the risks in our highly vaccinated community are low and we trust BSD's multi-layered mitigation strategy to provide a safe instructional environment for all.

While the latest Covid case numbers in Oregon are concerning, we know that Delta does not pose any additional hospitalization or death risk to children relative to prior variants (Source: OHA Oregon COVID-19 Pediatric Report Dashboard: <https://public.tableau.com/app/profile/oregon.health.authority.covid.19/viz/OregonCOVID-19PediatricReport/Demographics>). Indeed, pediatric hospitalizations for Covid in Oregon remain very low, well over a month into our Delta surge at less than 0.5 hospitalizations per 100K. Our middle and high school students are even better situated because they now have an opportunity to be vaccinated, a critical mitigation measure that was not in place last year.

We cannot let these concerns derail BSD's thorough and thoughtful plan which includes both an option for students to return to 5-day per week in-person school with a full return of co-curricular activities, as well as the FLEX online option for families who prefer to continue remote learning. Overly cautious restrictions on metro-area students will do nothing to alleviate the surges occurring in other parts of our state where vaccination levels are much lower.

We know that remote and hybrid school does not deliver sufficient education nor meet students' social-emotional needs. The data from last year is showing that our most vulnerable children have suffered the most from closed schools. We must also acknowledge that families need schools to be open and childcare must be reliable and sustained. This is not a reflection of families being selfish. This is simply a fact about how our society functions.

Despite lower hospitalization rates and higher adult vaccination rates in Oregon than most states (particularly in Washington County), our children received significantly less in-person hours last year than other states (49th out of 50). Additionally, a number of studies have shown that children in hybrid or remote school consistently had higher rates of Covid than children who were in full in-person school (Mulligan, C.B. The incidence and magnitude of the health costs of in-person schooling during the COVID-19 pandemic. Public Choice 188, 303–332 (2021). <https://doi.org/10.1007/s11127-021-00917-7>). School truly is the safest place for children.

We applaud and implore you to remain steadfast in this commitment. Children need to be in school in person and school is the safest place for them.

Thank you,

273 Beaverton Families

Kim and Jason Kennedy	Peyton - 10th, Sunset HS
Cameron and Camille MacLean	Briley 6th, Boden 8th highland park
Mark and Colleen Ellingson	Griffin Ellingson- 7th Tumwater MS
Louise and Paul Dunne	ISB
Gabriel and Tiffany Vargas	Gracie (5th) and Sofia (kindergarten) Greenway Elementary
Cynthia Failla	Austin - 4th Scholls Heights & Parker 1st Scholls Heights
Daniel and Courtney Edwards	Vose elementary
David J Brock	Ashton- 11th, BASE
Shawn Harris	Dallas - 1st, Bonny Slope
Nika Harris	Diego - 4th Bonny Slope
Audelia and Zac DeCosta	
Kate Coningford	Seven - 9th, Sunset HS and Zane - 7th, Cedar Park MS
Renate and Kelly Garrison	Twins in 1st grade, son in Kindergarten
Robynn Schillace	
Hannah Lampo	Sophomore at Westview & 5th grader at Sato
Ben and Amy Barnes	Avery - 10th grade, Rees - 12th grade
Jason & Amy Peterson	Owen - 7th, Meadow Park and Bayley - 4th, Aloha Huber Park
Meta & Todd Phillips	Nate & Catherine - Mountainside, Ellie & Matthew - Sexton Mtn
Rick Breckler	Ruby - 8th, Tumwater MS and Amos - 5th, Cedar Mill ES
Sarah Sullivan	Luke-8th Tumwater and Logan 11th Sunset
Jennifer Hanis-Martin, PhD	Adrienne, 10th ACMA and Alexander, 4th Montclair
Eric and Susan Visintainer	Audrey 10th Sunset, Caroline 7th Stoller
Deb & Matt Elmgren	Max-10th grade at Beaverton HS
Jennifer Helland	Erin Shaw -11th Sunset, Camille 6th Tumwater MS, Dane - 2nd Bonny Slope
Susan and Pete Schneider	Beret 11th MHS, Elsa 9th MHS, Otto 5th Scholls Heights
Ashley Tracy	

Kristin Vande Zandschulp	Carson 8th grade Stoller and Jackson 11th grade Sunset
Karisa Voiglaender	2nd grader & 4th grader at Jacob Wismer Elementary
Doug Bergmann	Dillon - Sr, Sunset HS and Luke - 6th, Tumwater MS
Cari Miller	Rowan-10th Sunset
Nicole Greenspan	Bella - 8th Meadow Park
Megan Johnson	Parent of Sunset High School 11th grader
Sheri Bauer	
Paige and Patrick miller	Findley elementary. Anderson -5th Caralynn-1st
Cheryl & Scott Fresvik	Abigail and Madison Fresvik - Sunset High School
Michelle Brown	Nathan - 7th, Tumwater MS
Vicki Weiss	
Leslie & Dirk Hmura	Jane & Benjamin Hmura - 11th, Sunset HS
Josh and Bradi Gates	8th, Stoller Middle School and 10th, Sunset High School
Nicole Blackman	
Natalie Ochs	
Marcia callender	
John and Jill Rector	Lucy Rector, 5th at Nancy Ryles
Tiffany Peery	Wyatt, Chase, 10th and 11th Westview HS
Zoltan and Erzsebet Podolyak	Emma-2nd, Cooper mtn ES, Anna-6th, ISB
Amy & Tony Charon	
Mark & Caroline McCorkle	Claire. 10th. Sunset.
Todd and Trisha Snyder	Conestoga MS
Tracy and Justin Geddes	Raleigh
Mike & Gretchen St. Claire	Jillian - 6th Highland Park MS and Hannah - 9th Mountainside HS
Samantha Neel	
Meryl and Razi Villarreal	Davis 11th and Nolan 9th Beaverton High School

Kyle and Dollie Gogos	Beaver-acres 3rd and 5th Grade
Kristin Farber	Zander Farber, 1st McKay
Milo and Heather Juenemann	
Christy Bennett	Brooke - 11th, Sunset High School
Karen Lewis	
Karen zupancic	
DeDee Heinsen	
Justin and Ashley Marostica	Kate 8th Tumwater and Zach 11th Sunset
Arica Mathers	
Angela Scott	
G & D Stegemoller	
Samantha Miller	
Talya Sanders	Raleigh Park Elementary School
Michelle & Alex Werth	Kylie-11th Sunset HS, Taylor 8th Tumwater, Cameron 7th Tumwater
Lauren McCabe	Porter- 6th grade, Chase- 3rd, and Rae- 2nd
Shawn and Jennifer Hetrick	Tyler mountainside hs 10th grade
Kellie Stellingwerf	
Stefanie and John Ebenal	Rocco- 7th Tumwater, Davis 10th Sunset, Mason 12th Sunset HS
Lisa Findlay	
Mitzi Sandman and Paul Blechschmidt	Piper and Graham Blechschmidt --12th, Beaverton HS
Michelle Yee	Sara 4th grade
Heather and Mark Teague	Spencer-9th Mountainside HS
Brian and Joanne DeVore	Zachary and Christian at sunset hs
Ryan and Kimberly DeJong	Cole, Westview HS and Mira, Five Oaks MS
Kathleen Swain	Girl, Sophomore

Paul dunne	Ava and Thomas ISB
Andrew Thompson	Heath-8th, Stoller MS
Meredith and Russell Durand	
Ken Pedersen	Gunnar-10th, JoJo-9th, Westview HS
Rachel Hansen	Travis Hansen, 11th, Sunset High School
Matt and Angie Bond	Amelia - 9th, Westview HS, Chase - 7th, BASE, Brigham - 3rd, Springville, Cohen - K, Springville
Rowan and Clinton Wepener	Owain Wepener, Five Oaks, 6 and Louisa Wepener, Rock Creek, 4
Deborah and John Hansen	Travis Junior Sunset High, Ellie Junior Sunset High, Cora kindergarten Oak Hills Grade School
Nathan Dominguez	Maren - 3rd, Sato Elementary, Zachary, 7th, Stoller Middle School, Spencer, 10th, Westview High
Jon & Kathy Nicholson	Travis Jr. Sunset High School
Brett & Ava Palmquist	Evan 13, Alec 11 - Tumwater Middle School
Erika Evens	Tyler Evens, jr at Sunset
Alicia Timbo	Sunset, Bonny slope
Jean-Marc and Jenni Lenc	Daniel Lenc -12th Sunset
Don and Patty Verzani	
Shanna Lonquist	
Kimberly Kyro-Bello	
Lori lassere-gullion	Emery 8th grade springville
Jay & Renee Lyons	Cody -9th, Carter-8th
Trevor and Samantha Vembu Moerkerke	
Kathryn Carley& Max Bird	Sunset high school
Marcus and Anna Stuetzger	Bonny Slope Elementary
Lisa and Mike Taylor	Brady, 11th grade BHS
Brenda & Jim Swanson	Logan Swanson freshman Sunset high school
Pamela B Gratke	

Christie and Ben Cesar	Malea-12th and Avery -10th @ Sunset HS; Naomi- 7th @ Tumwater
Diana Soesbe	Carson 10th Sunset HS, Carter 9th Sunset HS
Kelly & Nathan Ward	Tumwater & Sunset HS parent
Julie Barnett	Sunset High School, Tumwater Middle School
Leigh and Dave Havelick	Abe - 9th Sunset, Gus & Ben - 6th Tumwater
Jennifer Helland	Erin - 11th Sunset, Camille - 6th, Tumwater Dane - 2nd Bonny Slope
Heather , Nick and Andrew Howell	Five Oaks
Jennifer Nelson	Kayla - 11th, Sunset HS
Sara Gillette	
Ted and Stephanie Miller	
Ryan and Kelly Matsushima	Henry -9th grade Sunset High, Owe-7th grade Tumwater Middle
Janis and Guy Rooker	Ellisa Rooker
Dina & Robert Jones	
Chris Davies	Sunset
Steve Anderson	Saylor Freshman - Sunset High School, Journey and Kingsley 5th Grade - Bonny Slope
Edith Stuetzger	
John and Kimie Knox	Andrew-ACE 10th grade, Nathan- Cedar Park 8th grade and Kayla- Tumwater 6th grade
Sandra Meyers	8th and 6th
Satoko Watt	
Lori & Dan Near	Charlie - 6th, Stoller MS, Haley - 5th, Jacob Wismer ES and Taylor - 5th, Jacob Wismer ES
Michelle Swenson	Oak hills elementary and sunset high
Kimberly White	Macy - 10th grade, Westview
Justin & Megan O'Malley Cook	9th - Sunset HS
Jennifer and Mark Tobin	Kelly-11th, Sunset HS and Zachary-8th, Tumwater MS
Ruosi Qi	

Soo & Greg Anderson	Sunset HS
Michelle Sorensen	
Heather and Steve Clement	Westview high school, Five Oaks Middle
Kristine and Brian Jitloff	
Olga Senashova	Maya 6th Tumwater; Anton 1sr Cedarmill
Brandy and Chris Wolf	
Lily Nasery	Findley Elementary
Jennifer Frotton	Lucy Frotton, 9th grade, Mountainside High School
Bill and Susan Kuehlthau	
Paula Jones	
John and Judy LeDosquet	
Heather Lambert	Brooke -8th Acma, Christian Oak Hills 5th
Michelle Buck	Westview
James Buck	Westview
Brenda & Brian Aspnes	8th - Tumwater Middle School & 11th - Sunset High School
Diana Kincaid	
Stephanie Penrod	Westview HS
Jeremy and Liesl Buzan	Mountainside 10th and 12th
Tony and Carin Ruiz	Bonny Slope and Tumwater
Carrie & Adam Koble	Rollin - 5th, Scholls Heights & Miles - 2nd, Scholls Heights
Jennifer Pierce	James Pierce- 2nd/Hiteon and Jackson Pierce-6th/Conestoga
Sue ward-Llewellyn	
Erin and Edward Ysunza	
Melissa and Rob Brown	Chandler, 11th & Lincoln, 8th- BASE
Terry Mattson	
Delicia and Leonard Wistrand	3 students at Springville Elemetry and 1 at Stoller Middle School

Mike and Nichole Turner	
Clark and Kari Duffy	Oliver - Ridgewood ES
Joni and Seth Epstein	Boy - 2nd, Hiteon ES
Sara Baisch	Parent of a 10th Grade student at Westview HS
Barbara and Burak Evrenosoglu	Timur- 11th, ISB and Ben - 7th, ISB
Melissa and Michael Berg	Lu-7th Tumwater MS and Eva-K Bonny Slope Elementary
David Battin	
Molly and Khari Gates	Miles Gates - kinder, Oak Hills
Andrea Esuk	3 students at Tumwater Middle School
Alexandra and Camden McNesky	Camden - 1st, Montclair Elementary
Steve, Catherine and Beck Needham	Sunset HS
Mark and Marci reschke	Mountainside
Staci Quimby	Cooper -senior Southridge
Jessica Marks	
Monique Bertram	Trey - 8th, Conestoga and Kaden - 12th, southridge
Nohil Naeb	Abdullah kamel, Conestoga Middle School, Grade6
Moneif and Heba Jallad	Abdulrahman Jallad 4th grade
Sean and Christine Davenport	
Elizabeth Lynch	
Kelly Hansen	Mountainside High School
Michael Weygandt	
Debbra & Manuel Houston	
Marina Bobbitt	
Mike and Marcia Wall	
Lisa Nishimoto	Gemma 5th, Ryo 4th Oakhills elementary

DawnDee and James Hankel	Sunset HS
Kendra Goodrich	Levi Goodrich (Westview HS), Davis Goodrich (Bethany)
Tavia Dechant	2 children-10th grade & 12th grade at Sunset HS
Brandi & Stewart Wachs	11th, Beaverton HS
DeeAnn and Jon Hutchins	
Courtnie and Justin kurland	Presley kurland-12th Sunset, Hudson Kurland-8th Tumwater
Linda Massingill	Mia Beaverton high
Michelle Jorgensen	
Lisa Grier	Mason - 2nd, Bethany Elementary
David and Joy Black	Olivia Black 10th Mountainside
Jeff and Sue Kraakevik	Molly -12th, Amy-9th. Southridge HS
Amanda Carrick	1st grader at Rock Creek Elementary
Amy Harrison	2 students at Conastgoa and 1 student at Hiteon
Stacey & Jason Hurley	Sunset High School and Tumwater
Nicki & Trent Rolling	ISB & Sunset HS
Mike and Tanya Hancock	K and 2nd at Oak Hills
Mike and Diane Jantze	Nathen 11th Mountainside. Connor 9th Mountainside
Stu and Brittany Monson	Oak hills elementary
Jessica and David Gaibler	Alyssa - 10th, Sunset HS, Noah - 7th Tumwater MS, and Stella - Kindergarten, Bonny Slope ES
Jim and Michelle Shipley	
Tyler and Kim Sanders	4 kids in BSD
Traci Lipp	
Erick & Agnes Widman	Students at Tumwater and Bonny Slope
Angela Morton	Abigail & Harlie - 10th, Sunset
Amber and Frank Ferschweiler	Noah - 11th, Sunset High and Logan - 8th, Tumwater
Lisa Kleine	11th & 12th at Westview HS & 7th grade at 5 Oaks MS

Mackin family	two 11th @ BHS
Petros and Reanna Gheresus	Marcellus and Robel
Ashton & Jade Thelin	Peyton, Piper, Barrett- Stoller 8, Jacob Wismer 1 and 4
Matt and Angie Bond	Amelia Bond, 9th westview; chase bond 7th BASE, brigham bond 3rd Springville; Cohen Bond K Springville
Kristin Thelin	Max-sunset, Ike- tumwater, brek- tumwater, Layla- cedar mill
Jenny Sawyer	6th and 7th grader
Jeni Allen	
Joshua and Katherine Resch	Katalina - 7th, Tumwater MS and Myles - 10th, Sunset HS
Mike and Angie Kirschman	Avery- 10th Sunset
Carolyn Pasquarella	
Micah and Marisa Henrie	
Kat Larson	
Erin & Matt Hire	Sunset HS
Jana & Chris Drotzmann	Junior, Beaverton HS
Michael and JaNea Neff	Gabriel - 11th Sunset HS, Charlotte - 7th Tumwater MS, Lucy - Tumwater MS, Henry - 7th Rachel Carson
Denise and Ryan Puntney	Tumwater Middle School
Elma & Chad Lunak	Emerson - 8th grade Tumwater, Carson - 10th grade Sunset
Kevin and Jennifer Watson	Bodie and Chase- Tumwater
Megan and Jim Campbell	
Ryan & Regina Noonan	Tumwater Middle School
Sandi and Travis McRae	Ashley 10th grade
Gary Fitch	Will Fitch
Patrick miller	Findley elementary- 5th and 1st graders
Cameron and Melissa Wagner	Terra Linda, Tumwater & Sunset
Jeff and Dana Jazwinski	
Derek and Molly Kline	Reese and madden - 12:10 BHS Jack 7 c park Regan 5 Ridgewood

Jeff Hansen	
Gregg & Amy Rice	Emily, Hannah, Aidan & Abby Rice (BHS & Whitford)
Margo and Andrew Fowler	BHS. Two seniors Nels and Colin
Erin and Brian Westhaver	Lucas - 10th BHS, Tate - 7th Whitford MS, Malcolm - 3rd Raleigh Park Elementary
Christen & Josh Kolberg	Grant- BHS 10th
Angie Unruh	Meg 12, BHS Riley 10 BHS LUKE 7 RHS Blake 7 RHS
JoAnn Estep	
Inga Deckert	
Brittni Carmichael	
Jessica Betnards	Jake -3rd grade; Ben - 1st grade Raleigh Park Elementary
Michelle and Matthew Tegenkamp	Whitford (6), Raleigh Park (K, 3)
Kevin Bernards	Jake bernards - 3rd grade; Ben 1st grade
Tenell Dietzman	
Zane and Emily Peterson	Daphne-Whitford Middle School and Zach-Raleigh Park Elementary
Marko and Johanna Kennelly Ullman	Cole-8th Raleigh Hills Mabel-3rd Raleigh Park
Jessica Wilde	
Nicole and kevin walter	
Margaret and Brock Switzer	
Karen Radakovich	
Maureen and Jason McGraib	Ben - 2nd, Raleigh Park; Rose - 4th, Raleigh Park; Dylan - 8th, Raleigh Hills
Traci bluder	8th snd 6th HPmS
Tanya Hudson and Scott Gellatly	Aidan-10th, Beaverton High School
Megan Coughran	Kaden - 10th, Beaverton and Brennen - 8th Whitford and Colton -4th Raleigh Hills
Rebecca and Jordan Pio	

Alison Praisler, Jon-Paul Praisler, Nita Gullion	
Stacy Pius and Jin Biles	
Mindy & Erik Helmer	Milo - 8th, Whitford and Theo - 3rd, Raleigh Park
May and Matt Gunsul	Westyn 6th Whitford MS, Lane 4th Raleigh Park, Levi 2nd Raleigh Park
Chuck & Kristina Perry	Wesley Perry
Tina and Peter Morgan	Rhys-Kinder OakHills
Murin & Aaron Watt	Kincaid 3rd, Raleigh Park Elementary
Corby Dodge	Jake Dodge southridge 12 gradw
Jb, Katie, and Colby Groh	Colby - 11th, Beaverton HS
Aaron & Torey Muhs	Noah - 12th, Sunset HS, Elliott - 7th Tumwater MS, Emerson - 7th Tumwater MS, Hadley - 4th Bonny Slope ES
Claire & Kenneth Lafond	Madeleine- 5th, Findley and Jack -9th Sunset
Brooke and Geoff Goodman	Sam and Avery Goodman, Grade 4-Raleigh Park Elementary
Audrey White	4th grade and 6th grade
Hildenbrand Family	
Troy and leslee schader	Andee-4 Barron-6
Jim and Amy Perkins	
Kristen Johanson	
Stefanie Kautz	Josie - K, Vincent - 3rd, Jasper - 5th, Raleigh Park Elementary



Superintendents 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 over the past months. We are so excited for the opportunity to return to school on September 8th to full time instruction and to also offer our families and students uncomfortable with in-person instruction to have the opportunity to enroll in our FLEX on-line comprehensive distance learning program if they choose. The district continues to follow requirements and guidance from the Oregon Health Authority, the Oregon Department of Education, Washington County Health Department and our Governor regarding social distancing, mask wearing, vaccinations, and other guidelines and requirements relating to COVID 19. I want to especially thank our educators, support staff, parents, students, and community for their adherence to the strategies of mask wearing, vaccinations, and social distancing that will help us defeat this pandemic.

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 not actively competing, coaches, game management staff, and spectators to be full masked. We are also encouraging all student athletes to become vaccinated to avoid quarantining causing them to lose opportunities for practicing and competitions.

Successful Summer School: Over the summer we were able to serve over 5,700 students at multiple sites and incurred very little disruption due to COVID 19. We have protocols and procedures in place to protect our students and staff. I want to thank all of our summer school staff for quickly standing up the program. We can successfully return to school on September 8th to educate our children if we follow the mandated and suggested social distancing suggestions and requirements from our health professionals.

Vaccinations and Mask Wearing: As superintendent, I am strongly pleading to all of our staff, students, parents, and community members to get vaccinated if they are eligible and to wear masks whenever possible. We are estimating over 95% of our licensed staff are vaccinated and about 80% of classified staff are currently vaccinated. By October 18, all employees of the district must show proof of vaccination or qualify for a medical or religious exemption. We are also estimating over 60% of our eligible students are vaccinated. I want to thank both of our bargaining unit leadership for their advocacy for vaccinations and mask wearing.

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RETURN TO SCHOOL UPDATE
August 30, 2021

POLICY ISSUE/SITUATION:

BSD continues to monitor the global SARS-CoV-2/COVID-19 global pandemic and its impact on our operations. We continue to adjust our practices based on directives from the State of Oregon, recommendation from ODE/OHA and guidance from the Washington County Department of Public Health.

RECOMMENDATION:

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

Return to School Update – August 30, 2021

Situation - BSD continues to monitor the global SARS-CoV-2/COVID-19 global pandemic and its impact on our operations. We continue to adjust our practices based on directives from the State of Oregon, recommendation from ODE/OHA and guidance from the Washington County Department of Public Health.

BSD staff will update the Board on current COVID-19 metrics as well as timely adjustments to school operations. Staff will engage with the board in discussions to identify recurring update items during the 2021-2022 school year.

Current Metrics

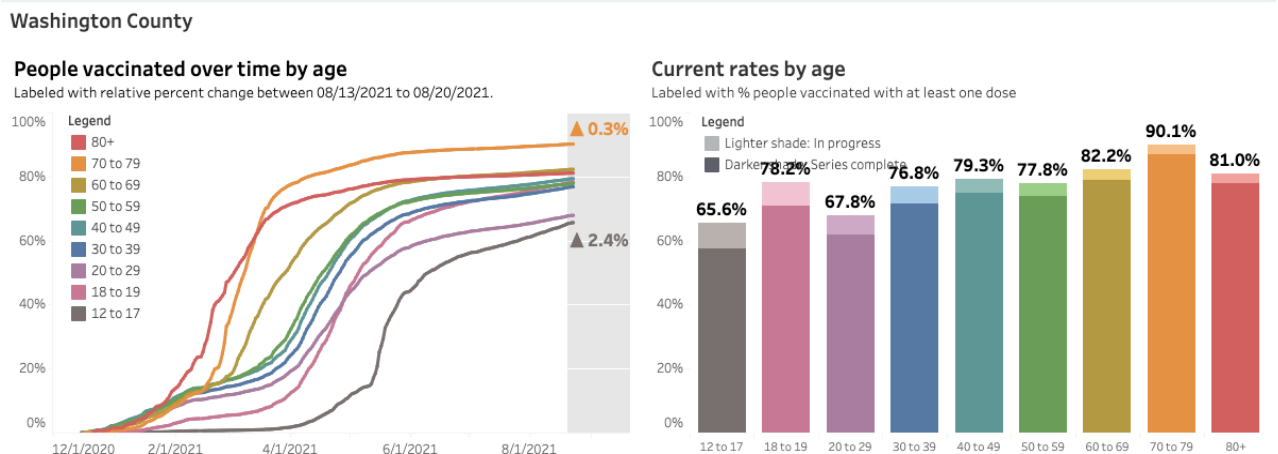
ODE/OHA recommend that school districts monitor the spread of SARS-CoV-2/COVID-19 and the rates and amounts of vaccination in our community.

Community Spread

Washington County Reported 214 cases/100K residents for the *seven day period* between August 17th and 23rd. The rate of community spread in Washington County indicates a “high” level of spread (the most significant category) based on CDC thresholds.

Vaccination Rates

Approximately 78% of adults 18 years and older are vaccinated for COVID-19 in Washington County (highest rate in Oregon). We also continue to see increases in the number of 12-17 year old individuals receiving the vaccine.



Enrollment

We continue to see an increase in the enrollment at BSD FLEX. There are 586 students enrolled in BSD FLEX as of 8/23/2021.

Return to School School Board Meeting August 30, 2021

GINNY HANSMANN, BRIAN SICA, DANIELLE HUDSON AND PAUL OTTUM

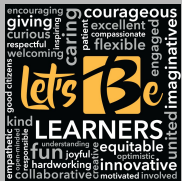


Equity Lens

1. Whose **voice** is and isn't represented in this decision?
2. Who does this decision **benefit** or **burden**?
3. Is this decision in alignment with the **BSD Equity Policy**?
4. Does this decision **close** or **widen** the access, opportunity, and expectation gaps?

Agenda

1. Key Considerations
 - a. Case Rates and Vaccination
2. Key Mitigation Strategies
 - a. Distancing, Masks, Volunteers and Visitors
3. Enrollment
 - a. FLEX Online School
4. Board Staff Discussion - Please write down your questions and save them for the end



A safe, engaging and consistent in-person/full time experience for all students and staff

Key considerations

- Level of Transmission

[Oregon COVID-19 Public Health Indicators | Tableau Public](#)

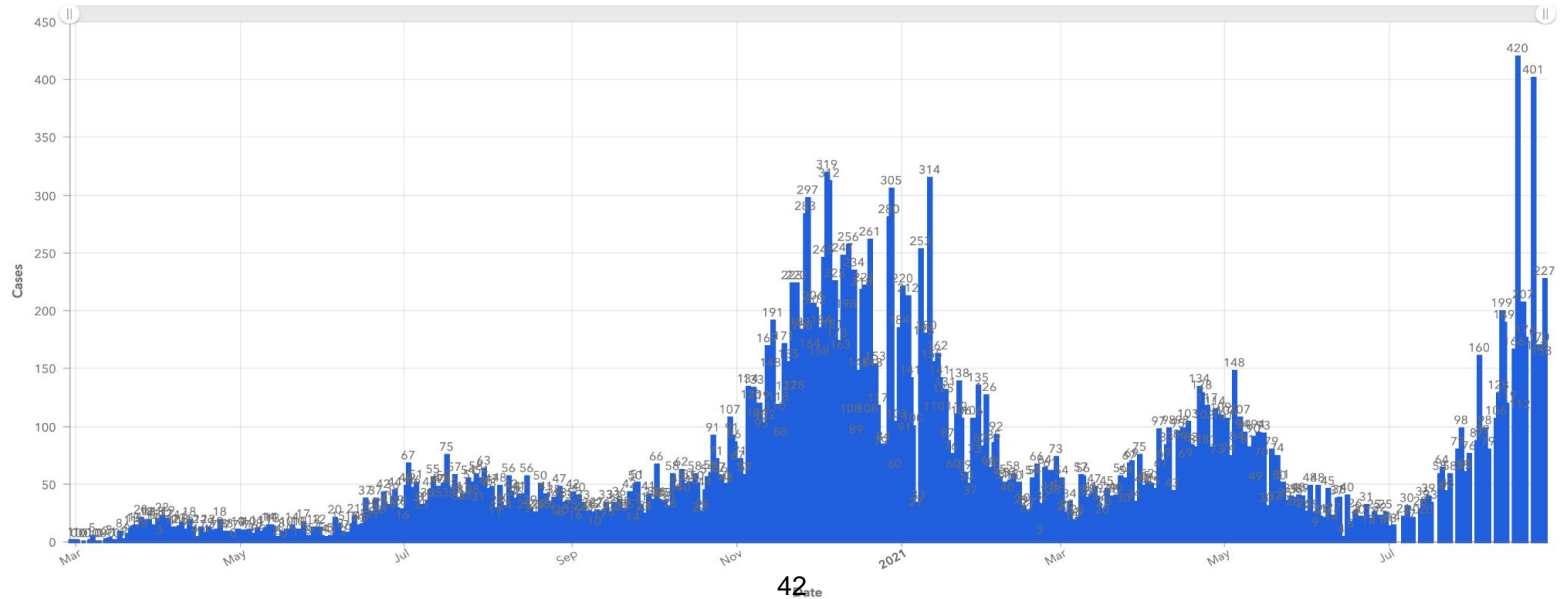
- Vaccination

[Oregon COVID-19 Vaccine Effort Metrics | Tableau Public](#)

Washington County Level of Transmission (High)

Total New Cases (on 8/26) - 226/day - **Cases Per 100K:** 177 (*most recent 7 days*), **Test Positivity** : 8.4 %

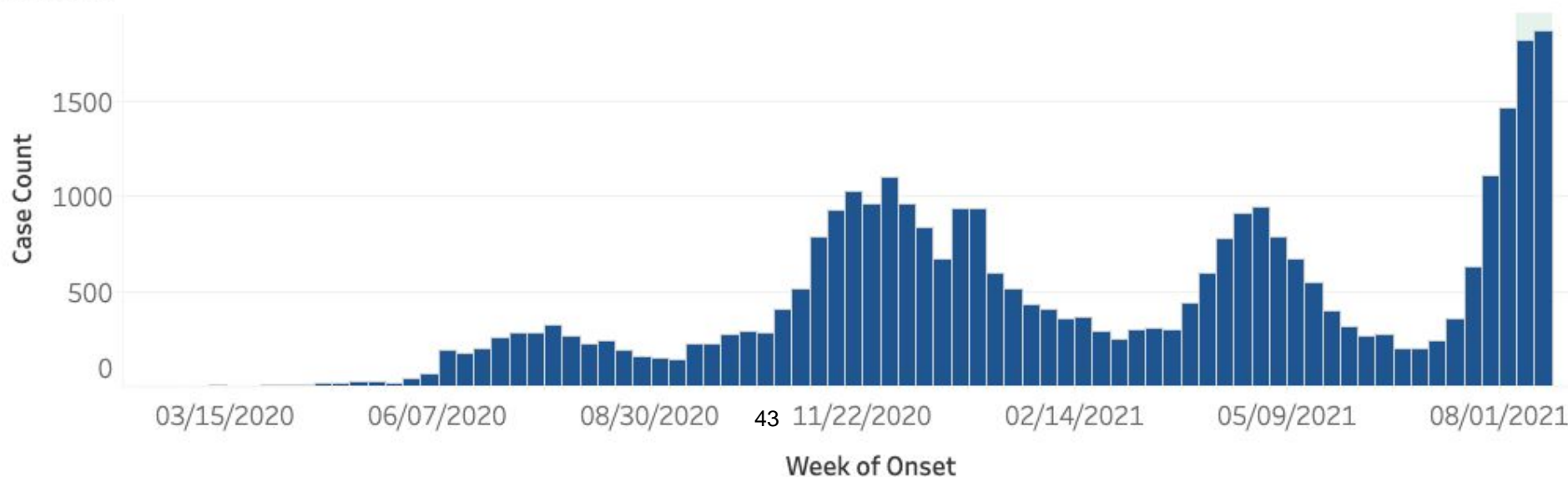
Daily COVID-19 Case Count for Washington County



Pediatric Cases

Pediatric COVID-19 case counts have increased dramatically since July 2021

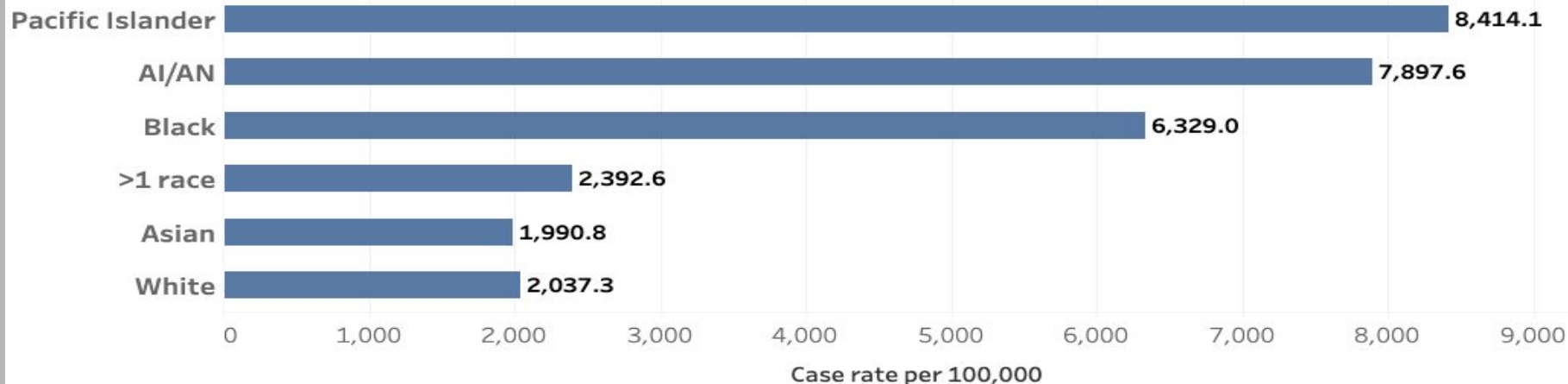
The chart below shows the number of pediatric cases by week of onset. Illnesses that began in the last two weeks may not yet be reported.



Pediatric Cases

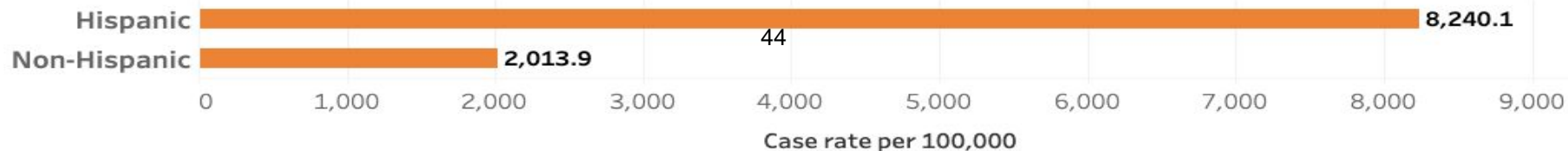
Pediatric case rates are higher among people who identify as Pacific Islander, American Indian/Alaska Native or Black

The chart below shows the pediatric case rate per 100,000 by race.



The pediatric case rate is higher among people who identify as Hispanic

The chart below shows the pediatric case rate per 100,000 by ethnicity.

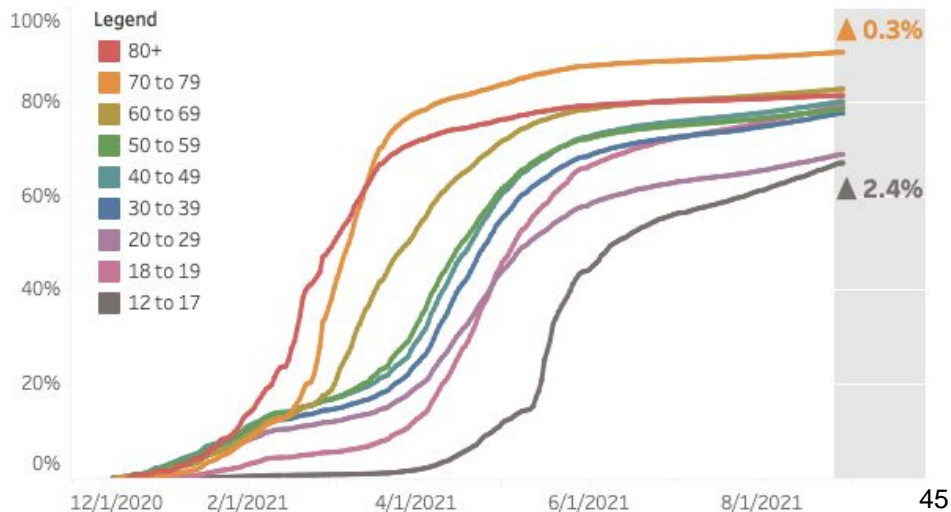


Washington County Vaccination Status

Washington County

People vaccinated over time by age

Labeled with relative percent change between 08/19/2021 to 08/26/2021.

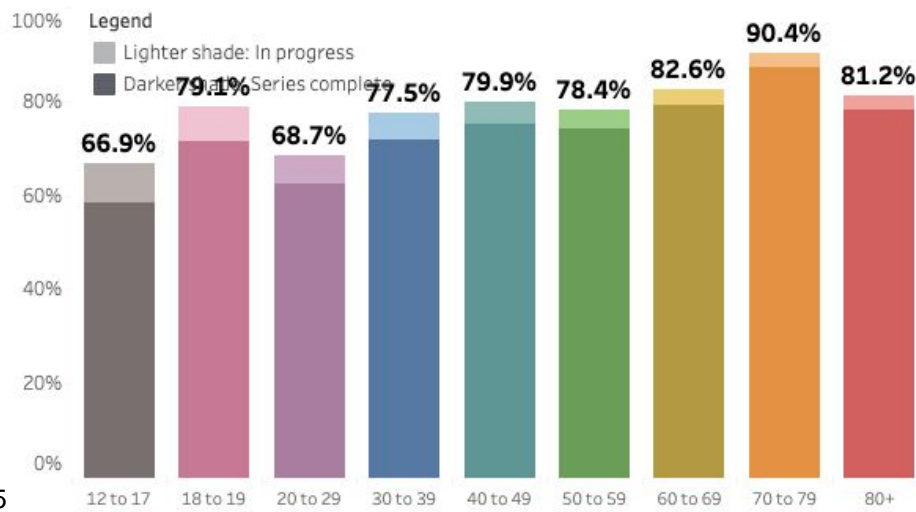


Change the date axis:

Date of first dose ▾

Current rates by age

Labeled with % people vaccinated with at least one dose



COVID-19 Health & Safety Protocols

KEY PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:



Vaccination – The most powerful tool available to stop the spread of COVID-19.



Protective Equipment – Use of face coverings and barriers.



Cohorts – Conducting all activities in small groups that remain together over time with minimal mixing of groups.



Physical Distancing – At least three feet with other people.



Isolation & Quarantine – Isolation separates people who have a contagious disease from people who do not. Quarantine separates and restricts the movement of people who were exposed to a contagious disease.



Hand Hygiene – Frequent washing with soap and water or using hand sanitizer.



Airflow & Circulation – Outdoor activities are safer than indoor activities; maximize airflow in closed spaces.

47



Environmental Cleaning & Disinfection – Especially of high touch surfaces.

Entry Screening & Exclusion Chart

Face Coverings

Physical Distancing

Cohorting

Hand Washing & Cleaning/Disinfecting

Airflow & Ventilation

Isolation & Quarantine Protocols

Outdoor Learning Options

COVID-19 Testing

Vaccination



RSSL & Companion Guidance Offers Layers of Protection

Distancing

- From the Resiliency Framework (page 15):
 - Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible. **Maintaining physical distancing should not preclude return to full-time, in-person instruction for all students.**

We need to unpack the *distancing requirements* with the implications on *quarantine*.

Isolation and Quarantine

- Any individual testing positive for COVID-19 will be required to isolate in a similar fashion to SY 2020-2021 regardless of vaccination status for 10 days.

Isolation and Quarantine

- **Unvaccinated and symptomatic vaccinated** individuals within close contact to the case will need to quarantine for 10 days
 - *If the positive case is an **adult** - a close contact is anyone within **6ft** or less.*
 - *If an **adult** is within **6ft** of any positive case.*
 - *If **students** are outside of the classroom space and within **6ft** or less.*
 - *If the contact is **student to student AND** there is consistent mask use **AND** other mitigating strategies are present (ventilation) a close contact is less than **3ft (in classroom spaces only)***

****Asymptomatic and Vaccinated individuals are recommended to test 3-5 days after the close contact****

Distancing @ Lunch and on Buses

- Our busses will continue to operate at capacity with additional precautions
 - Masks, Increased Airflow, and Seating Charts.
- Our eating spaces vary widely by building.
 - They offer different sized spaces and schools have varying enrollment.
 - Schools have developed site specific plans utilizing all available space (indoor and outdoor), setup (reducing table capacity), modifications to scheduling, seating charts, and changes to supervision routines.

Lunch example - Elementary

Chehalem Elementary -

- All meals will be served outdoors
- One grade level at a time goes to lunch with a 5-minute period between grade levels to ensure time to wash tables.
- Students sit 6' apart. This requires 6 rows of 3 tables each to accommodate one grade level of 3 classes. Students sit by class with one class spread over two full rows.
- One para is stationed outside to receive students who bring lunch from home and don't need to go through the line. The other para on duty is stationed inside to help students through the line and then transitions outside to supervise the students with the para who was already there.

Lunch Example - Secondary

Meadow Park - (Universally adopted and adjusted at all middle schools)

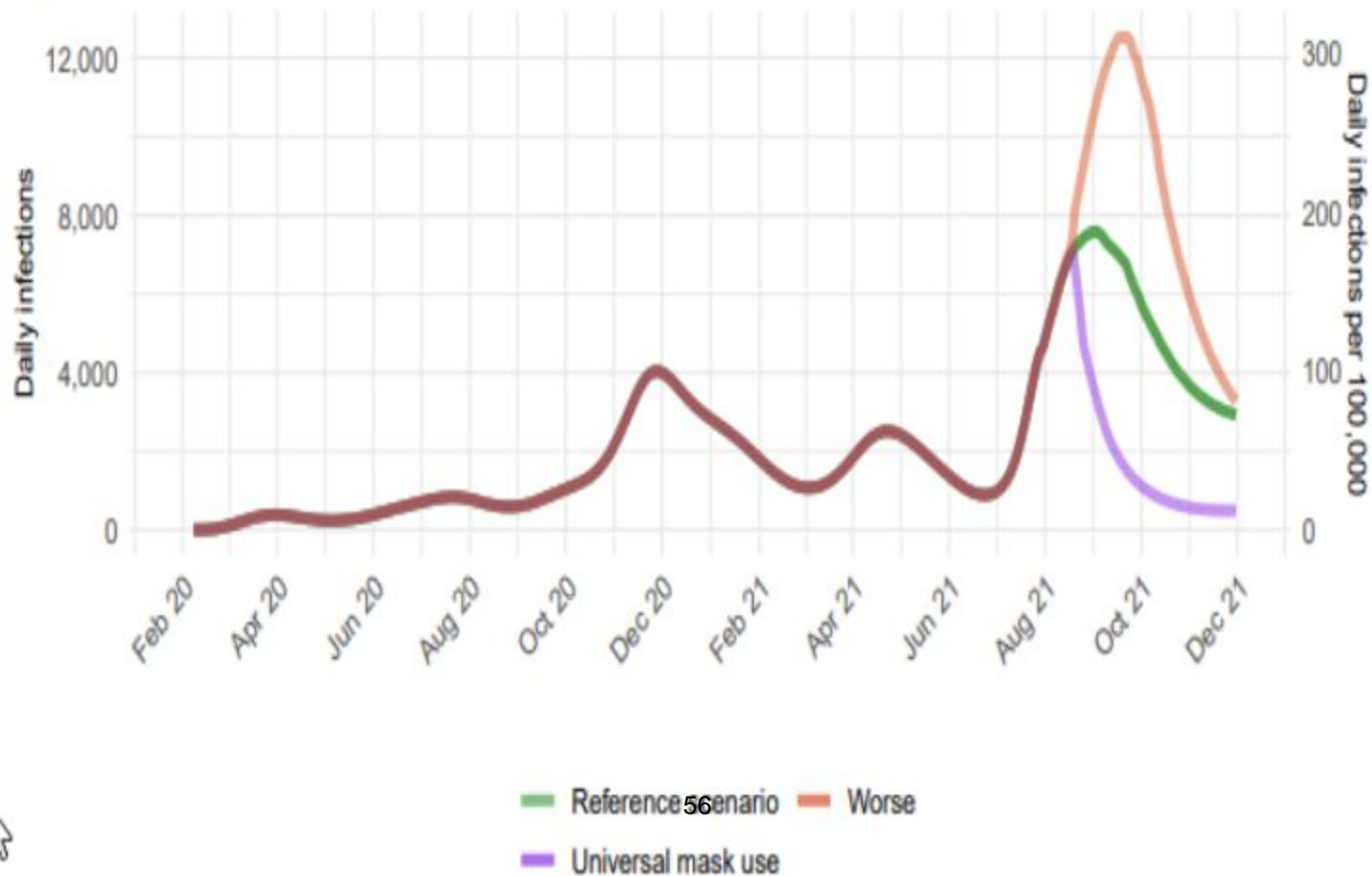
- Each grade will have its own lunch
- Extended the length of the lunch period to approximately 40 minutes
- Half of the grade will eat while the other half enjoys recess (~20 minutes each)

Results in a maximum of $\frac{1}{6}$ of the student body in the cafeteria at any one time.

Protective Equipment

- All individuals will wear face coverings while on district property during school/work hours.
 - Exceptions for, active eating and drinking, medical conditions, certain physical activities, and wind instruments.
 - Coordinated mask breaks will occur outside and maintain 6ft of distancing.

Figure 24. Daily COVID-19 infections until December 01, 2021 for three scenarios



COVID-19 Testing

- The Oregon Health Authority has procedures for both *diagnostic and screening* testing
- Diagnostic testing
 - BSD will continue to offer on-site (or sent home) diagnostic testing of students (with parent permission) and staff who develop symptoms at school or are exposed to COVID-19 at school.
 - *–Abbott BinaxNOW Rapid Tests - fast, but less accurate*
- Screening Testing -
 - *Molecular Polymerase Chain Reaction (PCR) -not as fast, more accurate*
 - District and families or staff both register for the program. Tests are sent to the home. Individuals collect the sample and mail to the lab. Results are sent to both the student and the county (who contacts the district).
 - The district would receives the results approximately a week after the test.

Visitors and Volunteers

- **Volunteers**
 - Due to limited space and the need for adult volunteers to exercise 6 feet of distance from students, volunteers will not be allowed to volunteer on district property, including inside and outside of schools, during school hours
- **Visitors**
 - Visitors will be allowed in a school's front office for 15 minutes or less during the school day. For example, parents can drop off paperwork in the office or pick up a child

FLEX Enrollment Procedure

- Students enroll by [filling out our online application form](#). After applying, we request the enrollment release from their current school.
- We have rolling enrollment. Students can return to their home (boundary) school anytime. We strongly suggest students join or return at a semester or summer break to minimize the disruption to the family and student.
- We operate under the same guidelines as our partner schools. Students in Option Schools lose their spot if they choose to unenroll and join FLEX Online.
- Our [Frequently Asked Questions web page](#) has all of this information and more.

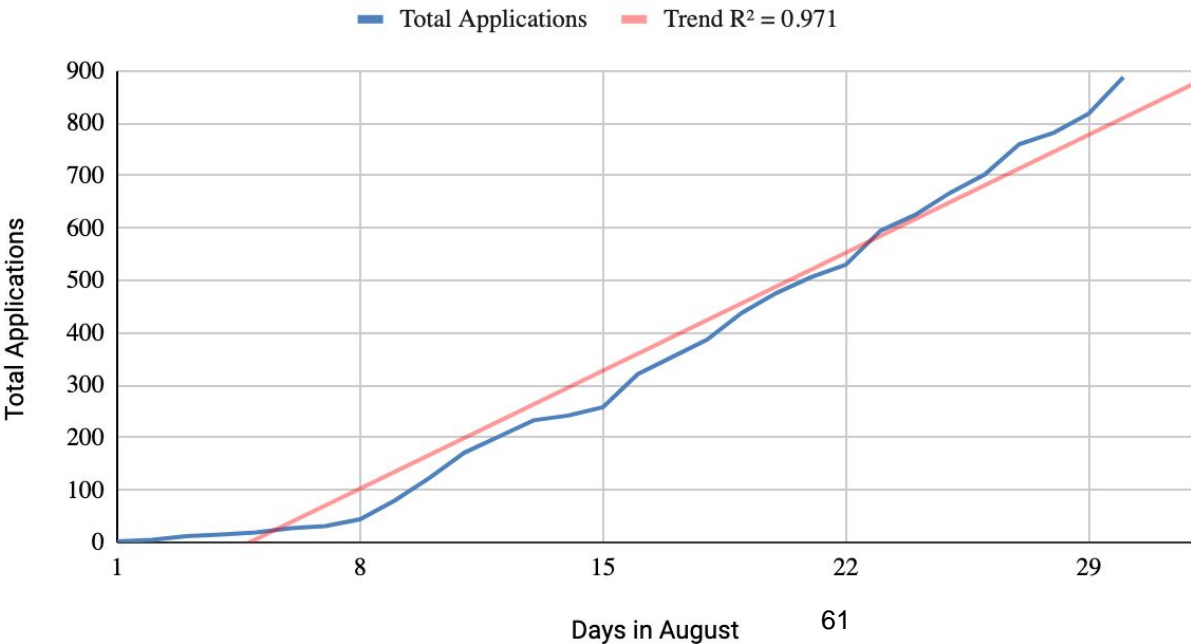
Remote Option: FLEX Online School

Grade	Count	Resolved Race/Ethnicity	Count	SPED Flag	Count
01	73	American Indian / Alaskan Native	0.9%	NO	88.3%
02	82	Asian	22.5%	YES	11.7%
03	109	Black / African American	2.4%	Grand Total	100.0%
04	97	Hispanic	23.4%		
05	108	Native Hawaiian / Other Pacific Islander	1.2%	<i>ELL Flag</i>	Count
06	78	Two or More	10.1%	NO	90.9%
07	71	White	39.5%	YES	9.1%
08	58	Grand Total	100.0%	Grand Total	100.0%
09	49				
10	58				
11	64				
12	69				
KF	68		60		
Grand Total	984				

FLEX Online School: Applications

Applications Currently In-Process

Application Growth in August

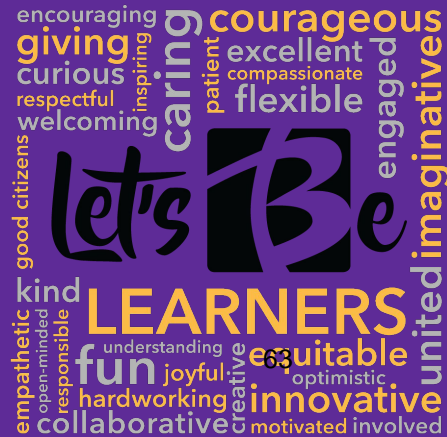


Grade 2021/22	Count
01	22
02	16
03	16
04	14
05	17
06	11
07	9
08	9
09	6
10	15
11	15
12	16
KF	16
PA	2
PP	1
#N/A	28
Grand Total	213

Resources

- The most up to date information can be found on the District's FAQ Page
 - Main BSD Website > Back to School Information
- Community Question and Answer Sessions
 - Tuesday - 4:00 PM (Instagram)/7:00 PM (Facebook)
 - Wednesday - 5:00 PM (Instagram)/7:00 PM (Facebook)
- Ongoing board reports
 - What are recurring topics that for your monthly updates.

Questions/Comments from the Board





BUDGET COMMITTEE MEMBER SELECTION UPDATE
MODIFIED TO ADD ZONE 7

POLICY ISSUE / SITUATION:

The Budget Committee has five vacancies:

<i>Zone</i>	<i>Board Member</i>	<i>Current Budget Committee Member</i>	<i>Term Expiration</i>
3	Eric Simpson	Bettina Jeszenszky	2021
4	Sunita Garg	OPEN	2022
5	Ugonna Enyinnaya	Denise Petterborg	2021
6	Becky Tymchuk	Heidi Edwards	2021
7	Tom Colett	OPEN	2022

BACKGROUND INFORMATION:

The School Board needs to appoint community representatives from Zones 3, 5 and 6 to serve three-year terms on the Budget Committee. The positions for Zones 4 and 7 are for one-year. Members who previously served on the Budget Committee are not excluded from appointment.

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

- Openings will be publicized using all communication channels, with a deadline of October 15, 2021.
- A letter of interest and resume is submitted through the online application from each candidate.
- Board Members will review applications submitted for their zone.
- The deadline will be October 15, 2021.
- Administration hopes to present appointees at the November 15, 2021 School Board Meeting for Board approval.

RECOMMENDATION:

In the interest of time, the administration recommends declaring Budget Committee positions Zones 3, 4, 5, 6 and 7 as vacant and approve the appointment process and timelines as outlined above.

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

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2021-2022 School Board Goals

Committee of the Whole:

1. **Conduct a search and hire a new superintendent.**
2. **Support academic achievement and well-rounded education** including efforts to increase academic achievement, implement the Common Middle School Experience, and increase early childhood education opportunities.
3. **Evaluate the Student Resource Officer (SRO) program** and provide the Beaverton City Council with a recommendation for future programming.

Subcommittees and Committee of the Whole:

1. **Provide input and support for district return to school efforts.**
 - Ensure student and staff safety
 - Address student mental and emotional health

Committee: *Return to School Task Force*
2. **Key equity efforts:** review district policies to identify and address institutional racism; support recruitment and retention of staff of color; support dual language programming.
 - Review student handbook
 - Review dual language programming
 - Support recruitment and retention of BIPOC staff

Committees: Equitable Policies Task Force, Multilingual & Equity Committee, World Language Adoption
3. **Support bond planning** and potential bond campaign
 - Make bond referral decision
 - If bond is referred, support a successful bond campaign

Committee: *Bond and Planning Committee*
4. **Negotiate labor agreements** for certified and classified staff and substitute educators.
 - Successfully negotiate CBAs that meet labor partner and district needs

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Committees: *BEA Bargaining Team, OSEA Bargaining Team, Licensed Substitute Contract Bargaining Team*

5. Support strategic budgeting, including long-term planning for potential revenue shortfall in future years

-Create a multi-year plan that provides strategic resources to mitigate future downturns and provide consistent staffing level



FUTURE CAPITAL BOND

POLICY ISSUE / SITUATION:

A new capital bond program is needed to continue with the facility improvements currently being funded by the 2014 Capital Bond program. A new capital bond will require Board action to refer a property tax increase measure to the voters of the Beaverton School District. The Board is being requested to review and comment on a staff prepared draft work plan for a future capital bond program. Staff will return to the Board at the September 2021 Board meeting for Board action to approve the work plan.

BACKGROUND INFORMATION:

The 2014 Capital Bond program is nearing completion and the Board adopted the 2021 Long Range Facilities Plan (LRFP) in June 2021. The LRFP identified substantial need to improve and modernize existing district facilities. The LRFP recommends that a new capital bond measure be developed to fund the needed facility improvements.

The draft work plan assumes the Board will refer a to-be-defined capital bond to the Beaverton School District voters for the November 2022 General Election. Using November 2022 as an end date, the work plan identifies major tasks for staff and the Board to complete during the next 14 months. The 2021 LRFP contains extensive information on the District's needs and proposes two funding options for implementing necessary facility improvements. The draft work plan proposes to take the LRFP funding priorities and undertake a public vetting process to develop a detailed facility improvement program which would be packaged as a potential capital bond measure. The major tasks include, but are not limited to, the following:

1. Board appoint a public advisory committee to vet staff facility improvement priorities and to provide the Board with a recommended capital bond program and measure. Up to six (6) committee meetings are anticipated.
2. Staff develop and implement a comprehensive community involvement program which may consist of public surveys, hosting and attending public community meetings, and holding in-person and virtual open houses.
3. Staff to develop background materials and information on facility needs across the district. Staff provide a project evaluation rubric to articulate how priorities were identified.
4. Board conducting public hearings on a future capital bond program and measure. By Summer 2022, the Board will have to take action to refer a capital bond measure to the voters for the November 2022 General Election

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The capital bond measure will require the voters of the Beaverton School District to approve a property tax increase. The amount of that increase will be a future decision point for the Board. The Board will be kept informed and be involved throughout the process with regular updates and public meetings.

RECOMMENDATION

Recommend the Board listen to the presentation and discuss the proposed capital bond work program. Provide any direction deemed necessary to improve the work program and continue the matter to the September 27, 2021 Board meeting for action.

Potential Capital Bond Planning Calendar

8/16/2021

Calendar Year		June	July	August	September	October	November	December
2021	Annual Budget Projection				Sept 30 - Official Enrollment Count for SY 2021-22	Begin Budget Projection for SY 2022-23	Prelim Budget Projection for 2022-23 to Business Office	Release Prelim. Budget Projection
	Board Action Items	LRFP Adopted (6-21-21)	Transmit LRFP to COB/WaCo for adoption in Comp Plans (6+ months)	Educate new Board members on LRFP and Bond (8-9 WS)	Board action on Bond work plan (9-27 Mtg)	Carol Samuel's brief (10-11 WS)	Board action on Bond Proposal (11-15 Mtg)	
	Capital Bond Tasks			Presentation on Bond proposed work plan, schedule, & program (8-30 Mtg)	Prepare AC recruitment, expectations, mtg sched.	Start AC recruit, develop Bond project rubric, Define areas of AC participation	Board appoint AC @11-15 Mtg	AC Mtg #1 (12-7) Purpose, Role, LRFP Overview, \$ Options, Needs, etc.
							Develop polling program	Request agenda time at various community groups in 2022

	January	February	March	April	May	June	July	August	September	October	November	December
2022	Projection Refinement	Final Budget Projection for 2022-23 to Business Office	Final Budget Projection released						Sept 30 - Official Enrollment Count for SY 2022-23	Begin Budget Projection for SY 2023-24	Prelim Budget Projection for 2023-24 to Business Office	Release Prelim. Budget Projection
		Board WS (2-7) Status Update, AC Discussion	Board Presentation (3-14) AC recommendation	Board Mtg (4-25) Board Action on Bond Option and Projects		Board conduct public hearing hearing (6-20) on potential capital bond referral	Campaign					
	AC Mtgs #2 (1-11) & #3 (1-25) Bucket Review & Discussion	AC Mtg #4 (2-15) Bucket Priorities	AC Mtg #5 (3-8) Recommendation	Potential AC Mtg #6 (date TBD)- Address Board Q's				Board Action to refer Bond to voters			Nov 1 Bond Election (any option will be a tax increase)	
	Polling		Community Event(s)									



FIRST READING OF SCHOOL BOARD POLICY DFA**POLICY ISSUE**

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

BACKGROUND INFORMATION

This policy requires annual review by the administration and school board.

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

RECOMMENDATION

It is recommended that the School Board review this policy.

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

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Investment of Funds

1. Scope and Pooling of Funds

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

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

2. General Objectives

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

a. Safety

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

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

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

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

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

3. Standards of Care

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

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

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

4. Authorized Financial Dealers and Institutions

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

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

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

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

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

5. Internal Controls

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

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

6. Accounting Method

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

7. Delivery, Safekeeping and Collateral

a. Delivery and Safekeeping

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

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

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

b. Collateral

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

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

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

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

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

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

8. Authorized Investments

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

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

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

9. Investment Parameters

- a. Diversification

The investments shall be diversified by:

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

Maximum Maturities and Percentage of Investments by Type

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

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

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

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

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

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

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

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

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

b. Liquidity of Funds

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

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

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

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

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

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

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

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

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

10. Reporting

a. Methods

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

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

b. Performance Standards

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

c. Marking to Market

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

11. Policy Adoption and Re-Adoption

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

END OF POLICY

Legal Reference(s):

[ORS 294.033](#)

[ORS 294.035](#)

[ORS 294.125](#)

[ORS 294.135](#)

[ORS 294.145](#)

[ORS 294.155](#)



PROPOSED CHANGE TO SECONDARY GRADING AND REPORTING

POLICY ISSUE/SITUATION:

The Beaverton School District is proposing a change to the academic reporting practices at our Secondary Schools. This proposal does not require a change in policy, however, Policy IK requires Board Approval of any significant change to grading and reporting. The proposal was presented to the board as a discussion item during the August 9, 2021 work session.

PROPOSED CHANGE:

The Beaverton School District will no longer use the “F (Failure)” mark in reporting student progress. Rather, a student who has yet to demonstrate sufficient evidence of proficiency toward BSD Learning Targets will receive an “I (Incomplete)” or an “N (No Grade)”.

The “I” will be reported if a student has passed one or more Learning Targets for the course.

The “N” will be reported if a student has not passed any Learning Targets for the course.

Neither the “I” nor “N” marks will have an impact on a student’s Grade Point Average (G.P.A.)

RECOMMENDATION:

It is recommended that the Board approve this change to grading practice.



2021-2022 School Board Goals and Assignments

School Board Goals

Committee of the Whole:

1. **Conduct a search and hire a new superintendent.**
2. **Support academic achievement and well-rounded education** including efforts to increase academic achievement, implement the Common Middle School Experience, and increase early childhood education opportunities.
3. **Evaluate the Student Resource Officer (SRO) program** and provide the Beaverton City Council with a recommendation for future programming.

Subcommittees and Committee of the Whole:

1. **Provide input and support for district return to school efforts.**
 - Ensure student and staff safety
 - Address student mental and emotional health

Committee: *Return to School Task Force*
2. **Key equity efforts:** review district policies to identify and address institutional racism; support recruitment and retention of staff of color; support dual language programming.
 - Review student handbook
 - Review dual language programming
 - Support recruitment and retention of BIPOC staff

Committees: Equitable Policies Task Force, Multilingual & Equity Committee, World Language Adoption
3. **Support bond planning** and potential bond campaign
 - Make bond referral decision
 - If bond is referred, support a successful bond campaign

Committee: *Bond and Planning Committee*

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4. **Negotiate labor agreements** for certified and classified staff and substitute educators.

- Successfully negotiate CBAs that meet labor partner and district needs

Committees: *BEA Bargaining Team, OSEA Bargaining Team, Licensed Substitute Contract Bargaining Team*

5. **Support strategic budgeting, including long-term planning for potential revenue shortfall in future years**

- Create a multi-year plan that provides strategic resources to mitigate future downturns and provide consistent staffing level

Subcommittees and Board Assignments

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Audit Committee: *Eric Simpson, Sunita Garg*

Beaverton Education Association (BEA) Bargaining Team: *Becky Tymchuk, Tom Colett*

Licensed Substitute Bargaining Team: *TBD*

Oregon School Employees Association (OSEA) Bargaining Team: *TBD*

Beaverton Education Foundation Liaison: *Eric Simpson*

Bond Accountability Committee: *Eric Simpson, Sunita Garg*

Budget Committee: *All Board Members*

Oregon School Board Association Board of Directors: *Susan Greenberg*

Oregon School Board Association Legislative Committee: *Becky Tymchuk*

Return to School Task Force: *Becky Tymchuk, Tom Colett*

Student Advisory Committee: *Susan Greenberg, Karen Pérez*

Equitable Policies Task Force: *Susan Greenberg, Sunita Garg, Ugonna Enyinnaya*

Multilingual & Equity Committee: *Karen Pérez*, Becky Tymchuk, Ugonna Enyinnaya*

Bond and Planning Committee: *Becky Tymchuk*, Eric Simpson, Ugonna Enyinnaya*

Ad Hoc Policy Committee:** *Tom Colett*, Becky Tymchuk, Karen Pérez*

World Language Adoption: *Karen Pérez*

*Committee Chair

**Meets on an as-needed basis.

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

Board Members Present Zoom Meeting:

Tom Collet, Chair
Becky Tymchuk, Vice Chair
Ugonna Enyinnaya
Eric Simpson
Karen Perez
Susan Greenberg
Sunita Garg

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
Shellie Bailey-Shah	Public Communications Officer
David Williams	Executive Administrator for Strategic Relations/Initiatives
Camellia Osterink	District Legal Counsel
Danielle Hudson	Executive Administrator for Student Services
Susan Rodriguez	Chief Human Resources Officer
Josh Gamez	Chief Facilities Officer
Steve Langford	Chief Information Officer
Steven Sparks	Executive Administrator for Long Range Planning
Pat McCreery	Administrator for Equity and Inclusion
Toshiko Maurizioo	Administrator for Multilingual Programs
Brian Sica	Administrator for Curriculum, Instruction & Assessment
Jon Franco	Executive Administrator for High Schools & Option Programs
Ken Struckmeier	Executive Administrator for Middle Schools

CALL MEETING TO ORDER & BOARD PROCEDURES – Tom Colett

School Board Chair Tom Colett called the meeting to order at 8:37 a.m. Chair Colett asked for changes to the agenda:

Two items were added mid-meeting:

First, acknowledgement of Past Beaverton School District Chairperson, Becky Tymchuk for her service.

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Second, Carl Mead shared the new updated five year Board Calendar.

OSBA Training Roles and Responsibilities – Kristen Miles, OSBA Trainer

Recess

OSBA Training – Kristen Miles, OSBA Trainer

Acknowledgment of Becky Tymchuk

- The School Board acknowledged the contributions Becky Tymchuk made during her three years as Chairperson of the Beaverton School District School Board.

Presentation of the 5 year Board calendar

- Carl Mead shared the 5 year Board Calendar with the School Board and explained the items and how they affect the Board.

Questions/Comments:

Tax Rates and Boundaries and Program Adjustments – it would be interesting how much doesn't come from bonds. I was wondering if, as a Board we could look at our policy around implementing boundary changes and how we interact with that. *We can look at the Boundary Change policy at the same time as looking at the Student Handbook and the Equity Policy.* I am interested in looking at the potential of school closings and looking at it through the equitable lens.

As you consolidate Middle Schools will that also effect Elementary schools? *It will be Elementary as well.*

Can you remind me about what you said about consolidating Middle Schools? *There are many different variables that will go into this process that we will discuss prior to this happening.*

If there is something you don't see on this report speak to myself or Becky and we will look into having it included in the yearly report.

Boundary adjustments-*We have not sectioned those out yet.*

No boundary change is minor but some of these are smaller and made sometimes before homes are built.

Were families affected by the boundary adjustments notified prior to this? *Yes, that's correct.*

School Board Operating Agreements – Tom Colett

The Board was given a copy of the School Board Operating agreements. They were asked if they had any questions or wished to make any suggestions for changes.

Questions/Comments:

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Don offered his support to the Board regarding Parent inquiries and how to provide parents and community with a voice.

On our website there is a drop down that says email all School Board Members. They are also able to email us individually. This is where it becomes confusing. When it comes to us individually and represents a constituent that we represent, we encourage a Board Member to respond on their own. There is no way of us knowing when an email is sent to us individually and we should respond or if the Chair should respond for the group as a whole? *I think that it is fairly clear if it looks like it was blind copied to numerous people then if it doesn't relate to you directly, I wouldn't respond. We can coordinate. You can shoot me an email and say I received this email, how do you think it should be handled. I don't think there is a perfect way to handle that but we can do our best to provide service. I am not sure we should all be responding individually. We want to be sure we aren't sending out conflicting messages. I am happy to respond. The only time it could be an issue is when we are receiving messages individually. If you have any questions you can always forward to me.*

I have a question about personal emails? Do we need to clear with you if we are invited to an outside meeting? *That is your choice. You do not need to clear that.*

I wanted to address the bullet that states that community members who testify are appropriately thanked and provided information. This last year our protocol changed with ZOOM and I wanted to discuss how we should proceed moving forward. *Camellia can you comment if there is a difference between testify and receiving comment? We were using the written comments as testimony last year. I wanted clarification because what it states in the policy was not followed this last year. My understanding is if someone provided written or spoken testimony it qualified as the same. It also states to provide information. I want to go on record that this did not happen and discuss how to go about this due to the zoom format. Is that even possible? What kind of comment volume do we get? It is a huge lift for the Board Chair and it's getting more and more so. I don't know if that will change when we go back to in person but to ask one person to take this on as their responsibility, it is a lot of work. I would agree with that and am agreeable to amending that. Maybe provide more information through our website? It may be difficult but there should always be a way to follow up with someone. Especially if that person is looking for more information. Is there a way to share the responsibility? This is something that we can have as a shared responsibility. Maybe the chair can get help from staff. We do share the responsibility. Sometimes the card is given to another department head to answer the question. We need to be careful that a staff member is not answering for the board. Can we modify it to say that if the information is available, it will be provided, or something like that? I think as a next step I can come up with something and bring it to the next Board Meeting.*

Going back to receiving emails, can we put somewhere on the website that will say "when sending a question to all board members the Chair will reply" for example. *Yes, we can add that.*

Cabinet Introductions and School Board Team Building – Becky Tymchuk

Superintendent Grotting described the make-up of Cabinet and what part they play in the District.

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Cabinet members (listed in order) were asked to come up, introduce themselves and explain what role they provide for the District.

- Toshiko Maurizio, Administrator for Multilingual Programs
- Danielle Hudson, Executive Administrator for Student Services
- Pat McCreery, Administrator for Equity and Inclusion
- Camellia Osterink, District Legal Counsel
- Susan Rodriguez, Chief Human Resources Officer
- Shellie Bailey-Shah, Public Communications Officer
- David Williams, Executive Administrator for Strategic Relations/Initiatives
- Josh Gamez, Chief Facilities Officer
- Steve Langford, Chief Information Officer
- Dianna Hess, Confidential Assistant to the Superintendent
- Ginny Hansmann, Deputy Superintendent of Teaching and Learning
- Mike Schofield, Associate Superintendent for Business Services
- Carl Mead, Deputy Superintendent of Operations

Questions/Comments: None

Recess

Return to School Update – Ginny Hansmann, Josh Gamez, Brian Sica, and Danielle Hudson

Requirements and Recommendations

The Oregon Resiliency Framework replaces Ready Schools, Safe Learners (RSSL) and was updated on July 22. A new version of the framework is expected to be released in early August to include the recent directive, issued by Governor Brown, in regard to face covering in schools.

Oregon COVID-19 Resiliency Framework 2021-22

*The Resiliency plan is considered **advisory**; meaning the majority of the decisions are to be made by local education agencies (LHA's). However, schools are still to work with their Local Public Health Authority (LPHA). Recent dialog with Washington County Department of Public Health confirmed that a collaborative relationship with the county exists, however the county will not be issuing mandates, rather recommendations.

There are three significant exceptions, where actions are required as opposed to recommended.

- Offering full time, in person instruction (required by the state)
- Face Coverings inside school buildings ([required by the state](#))
- Face Coverings inside school busses (required by federal CDC order)

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Monitoring

The United States Center for Disease Control and Prevention (CDC), the Oregon Health Authority, and the Oregon Department of Education (ODE) recommend monitoring the community spread of SARS-CoV-2/COVID-19 through rates of confirmed cases and rates of vaccination. Please note that the ODE/OHA have suspended the use of advisory metrics and thresholds of county case rates, however, the OHA offers categories of spread (minimal through widespread) based on a 14-day cumulative positive case rate per 100K residents. The most recently published duration (July 18- July 31) indicated that both Washington and Multnomah Counties are experiencing *Substantial* levels of community spread. Washington and Multnomah counties are reporting approximately 106 and 122 cases per 100K residents during that time.

Reducing Spread

The CDC, OHA, and ODE recommend a variety of strategies to reduce exposure to and infection from respiratory pathogens such as SARS-CoV-2

- **Vaccination** - “The most powerful tool available to stop the spread of COVID-19”
 - BSD encourages and supports all eligible individuals to become vaccinated. BSD will allow families to provide vaccination status in their enrollment verification process.
- **Protective Equipment**
 - Face coverings are required for all individuals in K-12 schools (indoors) regardless of vaccination status
 - Plexiglass barriers continue to be in place.
- **Physical Distancing**
 - BSD will utilize 3ft of linear distance between individuals to the greatest extent possible.
Note: room capacity will not be limited due to physical distancing guidelines.
- **Airflow and Circulation**
 - BSD continues to utilize MERV-13 filters and other HVAC standards and procedures.
- **Cohorts**
 - Students will not be placed in restrictive cohorts outside of the typical scheduling process. As a result, elementary schools will have a greater amount of cohorting than secondary schools.
 - All BSD teachers will develop, maintain, and regulate seating charts to aid in contact tracing.
- **Isolation and Quarantine**
 - Individuals exhibiting symptoms at schools will be isolated until they are able to leave.
 - Unvaccinated individuals who are in close contact (within 6ft for more than 15 minutes) with a confirmed or presumptive case will need to quarantine for up to 14 days (pending guidance from Washington County).
 - Unvaccinated individuals will not need to quarantine if they are not showing symptoms, and if contact tracing can verify that 3 ft of distancing was maintained and there was consistent use of face coverings by all individuals.

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- Vaccinated individuals will not need to quarantine unless they exhibit symptoms.
- **Environmental Cleaning and Disinfection**
 - Preventative disinfection will return to pre-pandemic routines.
 - Enhanced cleaning and disinfection will occur following a confirmed or presumptive case.
- **Screening, Testing and Contact Tracing**
 - Screening
 - Families will be asked to screen at home
 - Schools will continue to visually screen students
 - Attendance lines will ask families to report if their student is out of school due to COVID-19
 - Testing
 - Diagnostic- Staff and students exhibiting symptoms of COVID-19 will have access to onsite Binax COVID-19 testing. Parents will be required to provide permission for testing.
 - Contact Tracing
 - Contact tracing procedures will remain in place for the 2021-22 school year. When a school is notified of a positive or presumed positive COVID-19 case, district nurses will work in collaboration with the Washington County Health Department to implement contact tracing protocols.
- **ODE Guidance**
 - Face Coverings
 - Schools must ensure that all individuals wear a face covering when in an indoor setting and during school hours.
 - Ventilation
 - Increase the amount of fresh outside air that is introduced into the system
 - Exhaust air from indoors to outdoors
 - Clean the air that is recirculated indoors with effective filtration
 - Disinfection
 - CDC: "...cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces."
- **PPE & Supplies**
 - At this time we have a good supply of PPE and supplies in storage.
- **Ventilation**
 - Upgraded HVAC filters in all district buildings from MERV 8 to MERV 13 in March 2021.
 - Existing MERV 13 filters will be changed around the start of 2021-22 school year; subject to smoke warnings/emergency.
 - Return to HVAC operating hours of 6:00 am to 6:00 pm; air handler units that serve high school gyms and common areas will run from 6:00 am to 10:00 pm for sports and other activities.
 - Portable HEPA air cleaners will continue to be used in isolation rooms, SPED spaces, and West TV classrooms.

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- **Disinfection**
 - CDC: "...cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces."
 - CDC: "...very low risk of transmission from surfaces and shared objects..."
 - Students will not disinfect desks and chairs.
 - Custodians will use disinfecting products at least once a day that are effective against SARS-CoV-2.
 - Electrostatic sprayers will be used as needed to respond to a significant outbreak.

Student Supports

The COVID-19 pandemic has exposed and deepened the inequities facing students in public education. BSD continues to support students as they navigate the challenges associated with over a year of Remote and Hybrid Learning.

- **Care and Connection Week**
 - BSD will be participating in two Care and Connection weeks.
 - The first week will take place during the Pre-Service week with an emphasis on staff wellness.
 - The second week will take place during the first week of school. The focus of this week will be for staff and students to build community with each other as they return to work and school.
 - Schools will be provided with resources for supporting the engagement and re-engagement of students through SEL lesson plans and classroom circle activities.
- **Behavioral Health and Wellness Teams –**
 - BH&W teams will continue to operate in every school in our district.
- **Non-Punitive Response -**
 - No students will be held back solely due to the pandemic response.
 - Equitable Grading Practices - Proposed change to the secondary grading scale where students who have yet to demonstrate proficiency will not be punished.
- **Engagement as a priority –**
 - Our summer school programs focused on the safe re-engagement of students to in person learning.
- **Priority Learning Targets –**
 - Continued practice of using a limited number of targets, as applicable.

Questions/Comments:

Are there filters in the Portables? Yes, they also have the MERV-13 filters.

I have questions about lunch time and no masks for 15 minutes or more. *That is where we have more contact and that is when contact tracing comes in. The same is true for bus time.*

Transmission inside our schools. How are we going to be tracking that? *Contact tracing, working with the health authority to put more protections in place.*

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What about ensuring students stay separated during passing periods? *Passing periods are less than 15 min*

What about extra-curricular activities and keeping the students safe? We are encouraging outside spaces for extra-curriculars and for PE we will encourage outdoor use. Encouraging PE activities that allow distancing. Restricting activities that don't allow masking.

We are encouraging all HS students to get vaccinated so that they won't have to quarantine when exposed.

How are these teams funded? *They are funded by the general fund, the ESSR funds, and*
Are we extending the accessibility to SPED? *We are not extending that.* Are we working on our verbiage to not push our students backwards? *We are having that conversation at this time. This is an important issue.*

As our ESSR funds go down then we are seeing our SIA funds go up. *We are working on using the money wisely and hope that we can utilize other funding when accessibility to the ESSR funds goes away.*

I have parents reaching out to me who have anxiety about sending their students back to school. Perhaps you can reach out to them to answer their questions and ease their fears. What about those students that need extra help during the school year? Will there be funding so they can get the help they need? *Yes, we have academic coaching, we have ESSR funds for our afterschool programs and there are some programs at the high school level.*

How are we being proactive to engage students that were not engaged last year? The BH&W teams will be essential for this.

What about our families that don't want to send their children to In-Person instruction? *BSD Flex is available for them.*

DISCUSSION ITEMS

A. Permanent Removal of "F" Mark – Jon Franco, Ken Struckmeier, Brian Sica, Anne Erwin, Matt Casteel, Kacey Farrens, John Huelskamp

We have always known the detriments of the (F) mark, we have always known that the (F) mark was not an accurate indicator of student proficiency on content. But it is now, as we strive to become an ABAR district, and as we strive to take the lessons learned from the pandemic, that we propose the permanent removal of the (F).

Proposal is:

Students who do not provide evidence of proficiency on the appropriate number of learning targets for a course taken in grades 6-12 will receive an (I) for (Incomplete) OR an (N), for (No Grade), as opposed to an (F).

The Board will have to approve changes to Policy IK.

Questions/Comments:

Why is there no MS representation here today? *The voice is in the survey and community voice.* I feel this is very important. Has there been any consideration of eliminating the D? *If you*

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eliminate the D you are eliminating an opportunity for a student to earn credit. Will we ever get to a point when we will eliminate grades? Not right now.

If a student receives an N or an incomplete, what steps can be taken to recover? If a student receives an N then the whole class or learning process needs to be replaced. If an incomplete is received then, summer school can help to recover those credits or some other process can be added to improve the grade and to prove accomplishment in that area.

F goes into the GPA as a 0. The N does not. Think of the I as a contract between the student and the teacher. It provides a pathway to credit work down the road.

Are you anticipating a large learning gap in the future? *We don't know what will happen in the future. Many times the F's happen in the 9th and 10th grade and that digs a hole for that student that they cannot dig out of.*

Are you utilizing more student coaches? *Yes, we are shifting in that direction.*

Something that broke my heart in that video was not that the student was saying she had so much support but that she lost her drive to succeed. I am hoping that when you focus on these students you are going to come back to us and say this is how we used this pot of money to help these students succeed. I'm excited in the direction we are going and looking forward to the conversations.

The students still need to have the credits and they still need to be engaged. *The collection of HS principals collaborate on a regular basis. We have some work to do to get to the flexibility to move forward. The I tells us more about a student not passing than the F. We can go to a student and say this is what you need to do to bring your grades up. There is not a one way meets all. I do not see that this needs to be a tiered approach. F's effect GPA.*

Do you think this will reduce academic rigor? Are the teachers for this? *The majority of our teachers support F to N. Some teachers are resistant but not against it. At Sunset you have to replace the I with a grade by the end of the year.*

Are we changing the wording on Policy IK? I do believe students deserve a second chance. We are not proposing any wording in policy IK.

I want you to appreciate this presentation and having building staff here. If implemented I would love to see how those N's and I's are converted in the future.

B. Board Meeting Logistics – Tom Colett

Three types of School Board Mtgs.

- In-Person Meeting
- Limited-In Person Meeting (Board members and staff only)
- Zoom Meeting (current format)

Zoom Meeting (current format)

- Emailed comments on any subject
- Meeting livestreamed over YouTube
- Meeting minutes recorded

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Limited In-Person Meeting (current format)

- Emailed comments on any subject
- Meeting livestreamed over YouTube
- Meeting minutes recorded

In-Person Meeting (current format)

- Emailed comments on any subject
- Meeting livestreamed over YouTube
- Meeting minutes recorded
- Public comments taken on any subject

Zoom and Limited in person meetings: Additions for Consideration

- Zoom testimony on topics relevant to the board agenda
- 30-minute comment period (appx 12-14 commenters)
- Commenters submit testimony subject & position before meeting: if selected receive link
- Community listening session bi-monthly or quarterly via Zoom

In Person Meeting: Additions for Consideration

- Public comment limited to topics relevant to the board agenda
- Fixed comment period
- Community listening session bi-monthly or quarterly

Community Listening Session: Zoom Format

- Meeting on Zoom
- School Board members pair up and got to zoom breakout rooms
- Community members can engage in conversations by entering a breakout room
- Opportunity for listening session on specific topics or for specific groups

Community Listening Session: In Person Format

- Meetings held at school sites
- Held in gym or cafeteria
- School Board members pair up and sit at different tables
- Community members can engage board members in conversation
- Opportunity for listening session on specific topics or for specific groups

Questions/Comments:

I like the Community listening session idea.

I am uncomfortable with a crowded room at this time.

We will be Limited in person until October and then we will reconsider. When we do come back, we can limit the comments to topics directly related to the agenda.

We will need to be organized with topics 2 weeks previous to a board meeting decision.

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This is great in theory. The actual logistics of getting all of us to a location on a specific date. I believe will be very difficult.

I recommend doing a quarterly listening session and take all the agenda items that we discuss, then asking the community if they have comments and concerns.

I don't want to see in the future making things difficult for our staff because we are constantly changing our minds. We need a consistent plan, perhaps doing listening sessions on specific topics.

Changes can be made if needed. *We would need to have the buildings where you want to meet figured out to include staff to participate if you wanted to meet at different sites.* I was thinking meeting in one space but different rooms or corners of a gym. It could be a barrier for people to drive to different areas of the district.

Zoom session, is this part of the proposal as well – could we do this in sessions? *Yes, create break out rooms first and then do in person listening sessions. Zoom is more equitable to get more folks there.*

I will bring something more detailed to the next meeting.

Recess

School Board and Superintendent Goals – Board Members and Superintendent Grotting shared goals for the 2021-2022 school year.

A. Superintendent Goals-

1. Successful Return to School for students, families, and staff
2. Preparation and Passage of Construction Bond
3. New Superintendent Selection and Transition
4. Crisis Communication
5. Equity Work
6. Strategic Plan – Don suggested this be added as we are going into our twelfth year with the current plan. He felt it would be good to have a new plan with a new Superintendent.

B. School Board Goals

1. Provide Input, Vision, and Support for District Return to School Efforts
2. Key Equity Efforts: Review District Policies and Procedures to Identify and Address Institutional Racism; Support Recruitment and Retention of Staff of Color; Support Dual Language Programming
3. Support Bond Planning and Potential Bond Campaign
4. Negotiate Contract for Certified Staff
5. Support Academic Achievement and Well-Rounded Education
6. Support Strategic Budgeting, Including Long-Term Planning to Deal with Revenue Shortfall in Future Years

Questions/Concerns:

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Because of concerns voiced we will move everything else to the first part of the year and that will leave the second half of the year to do the strategic budgeting and bond. We can then add the Superintendent search in.

I don't see social and emotional learning in here anywhere.

It looks like there may need to be some changes to committee assignments. Are you all right with that?

ACTION ITEMS

A. Consent Agenda – Tom Colett

- (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) Public Contracts** - BE IT RESOLVED that the School Board authorizes the Superintendent or a designee to obligate the District for the public contract items as amended at this meeting
- (3) Approval of School Board Meeting Minutes** - BE IT RESOLVED that the minutes of the June 21, 2021, July 1, 2021, and July 19, 2021 are hereby approved.

Becky Tymchuk made the motion to accept by the School Board as submitted minus the removed item at this meeting. Eric Simpson seconded and the motion passed unanimously by a vote of 7 to 0 by Tom Colett, Becky Tymchuk, Ugonna Enyinaya, Sunita Gard, Karen Perez, Eric Simpson, and Susan Greenberg.

ADJOURNMENT

Tom Colett adjourned the meeting at 4:56 p.m.

Submitted by Dianna Hess

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GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Community stewardship and restoration grant	Metro	\$25,000	14 Sep 2021	31 Oct 2021	Permission to apply
Community stewardship and restoration grants support and create partnerships in local communities that improve water quality, fish and wildlife habitat and connect people with nature.					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
Early Indicator and Intervention Systems (EIS) Grant 2021-23	Oregon Dept. of Education	\$240,000 (estimate)	30 Jun 2021	10 Aug 2021
Uses of Early Indicator and Intervention System for High School Graduation funds may include: a) System software purchases and subscriptions; b) Staffing to maintain the system and facilitate corrective action; c) Training for staff to maintain and use the system with fidelity; d) Data analysis and research; and e) Student, family, staff, and community engagement to increase high school graduation rates.				

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded

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	
BlueDAG, LLC- Facilities Maintenance- ADA Building Deficiency Software	Nathan Potter	Sole Source Exemption	BlueDAG, LLC	\$114,638.79	9/2021	6/2022	Authorization to Award Contract
Outside Placement- Multnomah Educational Service District- Special Education	Kelly Raf	Intergovernmental Agreement	Multnomah Educational Service District	\$252,212.40	9/2021	6/2022	Authorization to Award Contract
School Bus GPS & Student Tracking System- Transportation Services	Craig Beaver	Intermediate RFP	Bus Guardian by Synovia Solutions	\$157,680.00	9/2021	6/2022	Authorization to Award Contract



PROJECT NAME: BlueDAG, LLC

PROJECTTIMELINE: September 1, 2021 through June 30, 2031.

PROJECT BUDGET: Current year's software cost is \$10,000. Total estimated spend with projected annual cost escalation is \$114,638.79.

PROJECT SCOPE: Software as a Service (SaaS) to facilitate self-guided and executed evaluations of potential ADA deficiencies in all District buildings. Software includes all Oregon and National ADA codes.

CONTRACT NAME: BlueDAG LLC

RECOMMENDED BY: Nathan Potter, Administrator for Maintenance Services

SOLICITATION METHOD: Sole Source

CONTRACTTIMELINE: 9/2021 - 6/2022, with up to 9 annual renewals.

CONTRACT AMOUNT: Current year's software cost is \$10,000. Total estimated spend with projected annual cost escalation is \$114,638.79.

CONTRACT SCOPE: Software as a Service (SaaS) to facilitate self-guided and executed evaluations of potential ADA deficiencies in all District buildings. Software includes all Oregon and national ADA codes.

RECOMMENDATION: Authorization to Award Contract to BlueDAG LLC for up to nine annual renewals at the District's discretion.

FUNDING SOURCE: General Fund, Facilities Maintenance Budget



PROJECT NAME: Outside Placement – Multnomah Educational Service District

PROJECTTIMELINE: 09/2021–06/2022

PROJECT BUDGET: \$252,212.40

PROJECT SCOPE: Provide outside placement for two students in alternative programs within MESD.

CONTRACT NAME: Multnomah Educational Service District

RECOMMENDED BY: Kelly Raf

SOLICITATION METHOD: Intergovernmental Agreement

CONTRACTTIMELINE: 09/2021–06/2022

CONTRACT AMOUNT: \$252,212.40

CONTRACT SCOPE: Provide continued outside placement for one student in the Functional Living Skills Alternative Program at Wheatley School, including two Educational Assistants as required by the student’s Individual Education Plan. Provide continued outside placement for one student in the Social Emotional Skills Program at Arata Creek as required by the student’s Individual Education Plan.

RECOMMENDATION: Authorization to Award Contract to Multnomah Educational Service District

FUNDING SOURCE: General Funds – Special Education

PROJECT NAME: School Bus GPS & Student Tracking System

PROJECT TIMELINE: 9/2021–6/2026

PROJECT BUDGET: \$788,480

PROJECT SCOPE: Install & support Fleet Management System to include School Bus GPS Service, Route Navigation, Driver/Dispatch Communication, Student Tracking & Tracing, Employee Timekeeping, Vehicle Inspection and Engine Diagnostics via Mobile Data Terminals; Provide Smart Phone Application for School Bus/Student Tracking for Families.

CONTRACT NAME: Bus Guardian by Synovia Solutions

RECOMMENDED BY: Craig Beaver/Administrator for Transportation

SOLICITATION METHOD: Intermediate RFP

CONTRACT TIMELINE: 9/2021–6/2022

CONTRACT AMOUNT: \$157,680 annually for 5 years

CONTRACT SCOPE: Supply Mobile Data Terminals in 292 buses; provide GPS Track & Trace, Routing Comparative Analysis & Navigation, Employee Time & Attendance, Engine Diagnostics, Student Ridership and *Here Comes the Bus* Smart Phone Application; automatic quarterly updates with new features, map data, patches and hot fixes; 6 months of “bread crumb” data; 2 years of reporting data; weekly proactive trouble shooting; bi-annual hardware script updates; guaranteed 99% uptime; hardware warranty with replacements; 2% spares on site; spare replacement within 48 hours.

RECOMMENDATION: Authorization to Award Contract to Synovia Solutions, LLC.

FUNDING SOURCE: General Fund. Note: project costs are eligible for 70% reimbursement from State Schools Fund. Net annual impact to the General Fund will be approximately \$47,300; net project impact will be approximately \$236,540.



SUPERINTENDENT GOALS 2021-2022

- 1. Successful Return to School for students, families, and staff:** Covid 19 has significantly impacted our students, families, and staff. Our immediate priority is to plan to meet the requirements and guidelines set forth by the Department of Education for all students to return to in-person instruction full time in the fall of 2021. In addition, the district will provide the opportunity for students and families to have the opportunity to continue comprehensive distance learning through our on-line FLEX school. Key priorities will be to prepare for a strong return to school full-time; ensure safety, equitable access, wrap around services for most vulnerable students, and a rigorous and supportive environment that makes students feel they belong and can thrive academically, emotionally and socially. I have directed Teaching and Learning to provide an action plan that is able to assess the status of our students in the fall and provide interventions, enhancements, and instruction needed for them to thrive in the 2020-2021 school year.
- 2. Preparation and Passage of Construction Bond:** As the school board decides when to go out to voters for a new construction bond, it will be imperative to plan, schedule, and implement an action plan to be successful. I will be working with our communications, operations, finance, and school board teams to create a timeline for the process and to identify the priorities to be funded by the new bond.
- 3. New Superintendent Selection and Transition:** As I enter my last year as Superintendent of the Beaverton School District, I want to assist the school board in any manner they deem acceptable. I will work with the school board to create a timeline for my formal announcement and provide any assistance they request to help create a process to select the next **superintendent of the Beaverton School District.**
- 4. Crisis Communication:** Work with our communication director and school board to improve timely, compassionate, and effective communication during times of crisis. Will work with communication director to identify thought partners to help with crisis communication.
- 5. Equity Work:** Continue to work with multiple stakeholders to move our anti bias/anti racist work forward. This will include a deep dive into data reflecting students failing and succeeding

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in our system and the policies and processes impacting our results. In addition, work to steadily diversify our work force by focusing on recruitment and retention of quality educators and support staff.

Academic Metrics:

Disaggregate and report the number of incompletes and non-passing grades and marks by race, disability, gender, emerging language learners and economics

Identify the number of incompletes successfully converting to credits or passing grades by race, disability, gender, Emerging Language learners, and economics. **Goal is to successfully convert non-passing grades to passing and/or credits at 90% before leaving middle school or upon completion of high school.**

Identify and compare grades or academic marks by race, disability, gender, emerging language learners and economics. **Goal is to have distribution of letter grades to not be a predictor by above subgroups. Close achievement gap in grade attainment by 10% each year.**

Elementary Schools will be using ERLA to measure literacy status and progress and Dream Box to measure mathematics status and progress.

Continue the five year increase in graduation rates for all subgroups.

Attendance:

Disaggregate and report attendance data by race, disability, gender, emerging language learners, and economics. **Goal is to achieve 90% minimum attendance for all subgroups.**

Discipline:

Disaggregate and report discipline data for suspensions and expulsions by race, disability, gender, emerging language learners, and economics. **Goal is to close disproportionality gaps by at least 10% each year for each subgroup.**

Diversification and Retainment of Workforce:

The district will conduct a needs assessment to identify progress over the last 5 years and strategies to move forward to diversify and retain staff that more mirror our students and families. This will most likely result in a possible outside entity conducting a needs assessment.

Successful Return to School:

Develop and Conduct student voice surveys regarding students being engaged, feeling a sense of belonging, and being emotionally and physically safe. Have the survey completed by the end of the first quarter. **Goal would be to reduce by 10% the number of students reporting they were not being engaged, safe, or feeling a sense of belonging by the end of the third quarter.**

Work with Student Services Director to determine the increase in behavior and wellness referrals for students due to our increased resources and capacity to identify and serve students. After the first quarter, begin tracking and reporting how our intervention services are serving/decreasing or increasing the need for additional or decreased services to our students.

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**BEAVERTON SCHOOL BOARD & SUPERINTENDENT
OPERATING AGREEMENTS**

The Board is the educational planning and policy-making body for the District. The Superintendent is responsible for the operational execution of the District's goals and plans. To meet the District's challenges effectively, the Board and Superintendent must work together as a high-functioning leadership team. Toward that end, these operating agreements serve to clarify the complementary roles and responsibilities of the Board and Superintendent.

This document will be reviewed and adopted annually to reflect current philosophy and procedures.

The Board and the Superintendent shall:

- Dedicate their efforts toward the success of the students and staff of the District.
- Operate in a positive, honest and transparent manner.
- Treat each other with dignity and respect.
- Represent the District throughout the community.

Board Responsibilities**Governance**

The Board shall:

- Lead through strategic-planning, policy-making, resource allocation, and community outreach.
- Recognize and support the Superintendent's authority to manage the day-to-day operations of the District.
- Monitor the District's progress and implementation of strategic goals.
- Support Board decisions after honoring the right of individual members to express their viewpoints and vote accordingly.

Communication

Board members shall:

- Commit to District communication that promotes openness, understanding and inclusion of the diverse perspectives of the community.
- Effectively and tactfully use a variety of communication tools (i.e., public appearances, email, telephone).
- Clearly indicate that he/she is voicing his or her individual opinion, and not speaking on behalf of the Board, if discussing areas for which there is no existing Board policy.
- Advocate for the district locally as well as the state level.
- Recognize and support the Chair's role in responding to media requests and speaking on behalf of the Board.
- Refer questions, requests for action, or complaints to the Superintendent and Board Chair.

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Meetings and Decisions

The Board shall:

- Govern as a legal entity and make decisions only as a whole Board at properly noticed meetings. Board members recognize that individual members have no authority to take individual action.
- Follow a two-phase approach to decision-making on major issues. The first phase includes discussion, dialogue, and study. The second phase involves Board decision.
- Communicate in a polite and respectful manner even though disagreements may occur. Discussions between Board members will serve as a model for positive and constructive public dialogue.
- Attempt to provide questions and communicate with the Superintendent, Board Chair, and Cabinet members in a timely manner regarding agenda items prior to actual meetings.
- Actively participate in Board meetings with a focus on key policy issues and problem solving. Come to meetings with an open mind, and seek to clarify issues by soliciting each other's points of view.
- Focus on problem solving and move as a group toward consensus building/decision-making.
- Respect the confidentiality requirement of Board Meeting Executive Sessions.

Board Chair Responsibilities

The Board Chair shall:

- Speak on behalf of the Board to the media with regard to Board policy and decisions and inform the Superintendent.
- Respond to community requests or questions if directed to multiple Board members and/or the zone or school district are unknown or not specified. The Board Chair will be clear they are responding on behalf of the entire board.
- Ensure that new Board members are oriented to Board processes and District activities.
- Ensure the Board follows its own operating agreements and provide training as needed to address issues of non-compliance.
- Work together with the Superintendent to develop efficient agendas with input from other Board members and staff, and encourage knowledgeable participation, thoughtful discussion and effective decision-making.
- When possible ensure that community members who testify at Board meetings are appropriately thanked and provided information.
- Facilitate the meeting in a collaborative, focused and timely manner.

Superintendent Responsibilities

The Superintendent shall:

- Acknowledge the Board's role in planning, policy-making, evaluation and overseeing the performance of the Superintendent.
- Each year, prepare preliminary Superintendent goals and a self-evaluation based upon those goals for the Board's consideration.
- Ensure that staff reports to the Board are succinct and avoid restatement of written information.
- Provide information to the Board to support data-driven decision-making.
- Inform the Board of notable information including anticipated media coverage, changes to District processes, and significant developments related to Board policy.
- Work together with the Chair to develop efficient agendas with input from other Board members and staff, and encourage knowledgeable participation, thoughtful discussion and effective decision-making.
- Provide follow-up information to Board members on concerns and issues they have referred to the Superintendent.

Revised: August 30, 2021



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):

ORS 109.610
ORS 109.640
ORS 109.675
ORS 332.107
ORS 339.866 - 339.871

ORS 433.800 - 433.830
ORS 475.005 - 475.285
OAR 166-400-0010(17)
OAR 166-400-0060(29)

OAR 333-055-0000 -055-0115
OAR 581-021-0037
OAR 581-022-2220
OAR 851-047-0030
OAR 851-047-0040

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*.



BUDGET COMMITTEE MEMBER SELECTION UPDATE
MODIFIED TO ADD ZONE 7

POLICY ISSUE / SITUATION:

The Budget Committee has five vacancies:

<i>Zone</i>	<i>Board Member</i>	<i>Current Budget Committee Member</i>	<i>Term Expiration</i>
3	Eric Simpson	Bettina Jeszenszky	2021
4	Sunita Garg	OPEN	2022
5	Ugonna Enyinnaya	Denise Petterborg	2021
6	Becky Tymchuk	Heidi Edwards	2021
7	Tom Colett	OPEN	2022

BACKGROUND INFORMATION:

The School Board needs to appoint community representatives from Zones 3, 5 and 6 to serve three-year terms on the Budget Committee. The positions for Zones 4 and 7 are for one-year. Members who previously served on the Budget Committee are not excluded from appointment.

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

- Openings will be publicized using all communication channels, with a deadline of October 15, 2021.
- A letter of interest and resume is submitted through the online application from each candidate.
- Board Members will review applications submitted for their zone.
- The deadline will be October 15, 2021.
- Administration hopes to present appointees at the November 15, 2021 School Board Meeting for Board approval.

RECOMMENDATION:

In the interest of time, the administration recommends declaring Budget Committee positions Zones 3, 4, 5, 6 and 7 as vacant and approve the appointment process and timelines as outlined above.

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.



Draft ACB-AR

The District is committed to realizing our community’s vision that graduates of the Beaverton School District will be empowered to achieve post high school success. To ensure a learning environment of safety, security and belonging for every student, the District does not tolerate bias incidents, symbols of hate nor acts of discrimination.

The term “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. Persons impacted by a bias incident shall be defined 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.

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including, the noose, swastika, or confederate flag^[1], 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.

I. Incident Response for Anonymous Incidents

When an anonymous incident of vandalism, graffiti, or concerning behavior on District property or at a District-sponsored event or activity is noticed or reported the following will be followed:

1. The building principal or department supervisor in consultation with an Executive Administrator and Public Safety Director will make a determination if removal of the vandalism, etc. would hinder investigation and whether law enforcement will be contacted.
2. After documenting the damage, staff will cover or remove the content as quickly as possible.

3. In the event of an anonymous act of a symbol of hate school administrators or supervisors may issue a community wide communication regarding the incident.

II. Formal Complaints

A complaint regarding an alleged bias incident or symbol of hate may be filed through a verbal report or by completing a Complaint Reporting Form.

1. Complaints against a student shall be filed with the school principal. Complaints against an employee shall be filed with the employee's direct supervisor. Complaints against a school or site administrator shall be filed with the Superintendent. Complaints against the Superintendent shall be filed with the Board Chair.

Complaints against a school or site administrator will begin at Step 3. Complaints against the Superintendent or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the district official reviewing the complaint will ensure that all requirements are met.

2. The district official receiving the complaint shall acknowledge receipt of the complaint, reduce the complaint to writing, and investigate any complaint of a bias incident or symbol of hate.

The district official investigating the complaint will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm against those persons impacted from taking place. Redirection procedures, if any, will include:

- Educational components that address the history and impact of hate;
- Procedural components to ensure the safety, healing, and agency of those impacted by hate;
- Accountability and transformation for people who cause harm;
- Transformation of the conditions that perpetuated the harm; and
- Administrators or supervisors may issue a community wide communication regarding the incident in consultation with the person(s) harmed.

The investigator must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly. The investigator will make a decision within 10 working days of receiving the complaint. All persons impacted will be provided with information relating to the investigation and the outcome of the investigation.

At a minimum, the information provided must include:

- That an investigation has been initiated;
- When the investigation has been completed;
- The findings of the investigation and the final determination based on those findings; and
- Actions taken with the person or persons who committed the harassing behavior to remedy the behavior and prevent reoccurrence when the actions relate directly to a person impacted by the event.

If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.

3. If a complainant or a respondent wishes to appeal the decision of the investigator in Step 2, the complainant or respondent may submit a written appeal to the Superintendent within 10 working days after receipt of the Step 2 decision. The Superintendent or designee shall acknowledge receipt of the appeal and may meet with all parties involved. The Superintendent or designee will review the merits of the complaint and the investigator's decision. The Superintendent or designee will respond in writing to the complainant within 10 working days unless the Superintendent or designee needs additional time based on the complexity of the review or need for additional investigation. If additional time is needed, the Superintendent or designee will inform the parties that additional time is needed and will provide the parties with an estimate of how long he or she will need. The Superintendent or designee will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

4. If the complainant or respondent is not satisfied with the decision of the Superintendent or designee, a written appeal may be filed with the Board Chair within 10 working days of receipt of the Step 3 decision. The Board will review the complaint and response, and at its discretion, may schedule a hearing. After review of the complaint and response, or following a hearing, the Board will notify the complainant whether it affirms the response of the Superintendent or designee, or whether further action is appropriate.

The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision shall be sent to the complainant in writing. The Board will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate. If the complainant, is not satisfied after exhausting local complaint procedures, or the district fails to render a written decision within 30 days of submission of the complaint at any step, or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights. The Superintendent or designee will develop and implement instructional materials to ensure that all school employees and staff are made aware of this procedure and related practices. The materials will include reporting procedures, educational processes, and possible consequences.