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 AGENDA
 

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<b>I. CALL MEETING TO ORDER</b>	3:00 p.m.	
Tom Colett		
<b>II. Indigenous Peoples Day Presentation</b>	3:05 p.m.	<b>3</b>
<b>III. STRATEGIC PLAN REPORTS - Operations &amp; Support</b>	3:25 p.m.	
Carl Mead		
A. Facilities Intro		
Josh Gamez		
B. Energy & Resource		61
Matt Lichtenfels		
C. Facilities Development		68
Aaron Boyle		
D. Maintenance		71
Nathan Potter		
E. Long Range Planning & Facility Use		82
Steven Sparks		
F. Nutrition Services		87
Charity Ralls		
G. Public Safety		92
Rick Puente		
H. Transportation		98
Craig Beaver		
<b>IV. STRATEGIC PLAN REPORTS</b>	4:45 - 5:30 p.m.	
A. Human Resources		101
Susan Rodriguez		
B. Communications & Community Involvement		118
Shellie Bailey-Shah		
C. Information & Technology		121
Steve Langford		
<b>V. Dinner Break</b>	5:30 - 6:00 p.m.	
<b>VI. Future Bond Funding</b>	6:00 - 6:45 p.m.	<b>129</b>
Mike Schofield, Carol Samuels		
<b>VII. Cost Recovery Plan for Central Office</b>	6:45 - 7:15 p.m.	<b>149</b>
Mike Schofield		
<b>VIII. Board Committee Reports</b>	7:15 - 7:30 p.m.	
School Board		
<b>IX. New Format for School Reports</b>	7:30 - 7:45 p.m.	<b>168</b>
Ginny Hansmann, Jon Bridges		
<b>X. Consent Agenda</b>	7:45 - 7:50 p.m.	
A. Public Contracts		179
<b>XI. ADJOURNMENT</b>	7:50 p.m.	
<b>XII. INFORMATION ITEM</b>		
A. School Board Community Listening Session Minutes 9/30/2021		
<b>XIII. EXECUTIVE SESSION</b>	7:50 p.m.	

Tom Collett

A. ORS 192.660(2)(a) Personnel

B. ORS 192.660(2)(d) Bargaining Update



# INDIGENOUS People's Day Celebration



Beaverton School District  
October 3<sup>rd</sup>, 2021

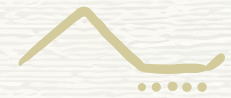


# AGENDA



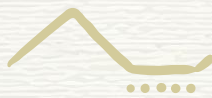
- > **01** < WELCOMING SPACE
- > **02** < LAND ACKNOWLEDGEMENT
- > **03** < BEAVERTON SCHOOL DISTRICT RESOLUTION
- > **04** < NEXT STEPS - HONORING OUR INDIGENOUS LANDS





# WELCOMING SPACE

Gary Westley





**LAND**

# **ACKNOWLEDGEMENT**

Tom Colett & Dr. Karen Pérez

# Acknowledgement to Indigenous Communities

We honor the original owners and stewards of this land. Beaverton School District rests upon the traditional village sites of the Tualatin Kalapuya. We honor the Kalapuya for being the original care-takers and protectors of these lands since time immemorial, and for passing on their teachings and lifeways through past and present generations.

We acknowledge that in our school district there is indigenous heritage from throughout the Americas. Languages, traditions, history and knowledge have been carried in the hearts and minds of the different generations. We are honored and privileged to learn from the wisdom of the many indigenous communities, Native Nations, leaders, students, and families who demonstrate strength, resilience, resistance, healing and creativity.

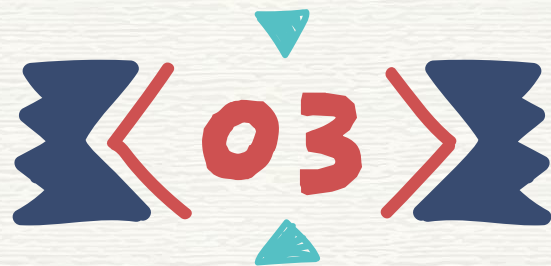
We are grateful to have the opportunity to reconcile and start building bridges with the Native Nations through incorporating their perspectives and contributions to global knowledge and social justice in our classrooms and beyond.

# Reconocimiento a las Comunidades Indígenas

Honramos a los dueños y protectores originales de esta tierra. El Distrito Escolar de Beaverton se encuentra en los sitios tradicionales del pueblo Tualatin Kalapuya. Honramos a los Kalapuya por ser los protectores originales de estas tierras desde tiempos inmemoriales y por compartir sus enseñanzas y estilo de vida con las generaciones pasadas y presentes.

Reconocemos que en nuestro distrito escolar hay herencia indígena de diferentes partes del continente americano. Lenguas, tradiciones, historia y conocimiento han sido llevados en la mente y los corazones a través de las distintas generaciones. Nos sentimos honrados y privilegiados de aprender de la sabiduría de las muchas comunidades indígenas, Naciones Nativas, líderes, estudiantes y familias quienes han demostrado fuerza, resiliencia, resistencia, sanación y creatividad.

Estamos agradecidos de tener la oportunidad de reconciliarnos y empezar a construir lazos con las Naciones Nativas a través de la incorporación de sus perspectivas y contribuciones al conocimiento global y justicia social en nuestros salones y más allá.



# BSD RESOLUTION

Brandon Culbertson & Pat McCreery



# DAY OF INDIGENOUS PEOPLE



OCTOBER						
SUN	MON	TUE	WED	THU	FRI	SAT
		01	02	03	01	02
03	04	05	06	07	08	09
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30



**IITH**

Indigenous  
People's Day  
2021



# BACKGROUND OF RESOLUTION



The rationale behind the creation and passing of the Beaverton School District's Resolution acknowledging Indigenous Peoples' Day and the month of November as Native American/Alaska Native Heritage Month





The Beaverton School Board has adopted a resolution to acknowledge the second Monday in October as Indigenous Peoples' Day and the month of November as Native American/Alaska Native Heritage Month.





**WHEREAS**, the Beaverton School District recognizes that the Indigenous Peoples of the lands that would later become known as the Americas have occupied these lands since time immemorial as the original inhabitants; and





**WHEREAS**, the Board recognizes that the Tualatin Valley was the land of the Atfalati band of the Kalapuya Indians, after whom the Valley is named; and





**WHEREAS**, the Board recognizes the area currently known as Beaverton was a Native American village called Chakeipi, or "Place of the Beaver"; and





**WHEREAS**, the Board recognizes that the Beaverton School District is built upon the homelands and villages, and traditional use areas of the Kalapuyan of this region, without whom the building of the District would not be possible; and



**WHEREAS**, the current number of Portland/Metro's Native population is estimated to be nearly 70,000, the current Native American population of Washington County is estimated to be 10,437, and is composed of people belonging to a multitude of Indigenous nations; further the current number of BSD students who self-identify as Indigenous presently stands at 3,512 (12% of BSD students) and is expected to continue to grow; and



**WHEREAS**, the Board recognizes the value of the many contributions that have been made and continue to be made to our community by Indigenous Peoples through advances in education, medicine, art, culture, and public service; and





**WHEREAS**, the Board has established that each student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, languages, ideas, beliefs and values within a school community; and





**WHEREAS**, the Board has a responsibility to work to counteract ramifications of the American Indian genocide, historic forced assimilation practices and lasting systematic racism towards Indigenous Peoples of the United States, which perpetuates high rates of poverty and income inequality, exacerbating disproportionate health, education, and social crises; and



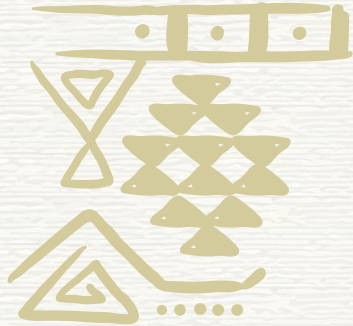
**WHEREAS**, the District has an adopted equity policy that states our commitment to closing the access, opportunity, and advancement gaps for Indigenous Peoples and creating an educational environment where all students can benefit equally from the educational programs offered; and





**WHEREAS**, the District is working towards eliminating the racial predictability and disproportionality on all aspects of education and has established an Office of Equity and Inclusion





**WHEREAS**, the idea of Indigenous Peoples' Day was first proposed in 1977 by a delegation of Native Nations to the United Nations; and





**WHEREAS**, in 2016 the City of Beaverton has formally adopted a resolution declaring the second Monday of October Indigenous Peoples' Day in the City of Beaverton and encourages other institutions to participate and recognize the day; and





**WHEREAS**, On August 3, 1990, President of the United States George H. W. Bush declared the month of November as National American Indian Heritage Month, thereafter commonly referred to as Native American Heritage Month. Thus, Native American/Alaska Native Heritage Month is an opportunity to consider and recognize the contributions of Native Americans to the history of the United States and Oregon; and



**WHEREAS**, Oregon's Senate Bill 13, "Tribal History/Shared History" enacted in 2017 and created by Oregon's nine federally recognized tribes, directs the Oregon Department of Education (ODE) to create K-12 Native American Curriculum for inclusion in all Oregon public schools; and



**WHEREAS**, the Beaverton School District supports the professional development of educators in order to facilitate the teaching of statewide curriculum relating to the Native American experience in Oregon, including tribal history, tribal sovereignty, culture, treaty rights, government, socioeconomic experiences, and current events;





**NOW, THEREFORE BE IT RESOLVED** that every second Monday of October will be celebrated as Indigenous Peoples' Day and that the month of November shall be promoted as Native American/Alaska Native Heritage Month within the Beaverton School District.





**And, BE IT FURTHER RESOLVED** that the District shall encourage staff to utilize the second Monday in October, named henceforth as Indigenous Solidarity Day, as an opportunity to reflect upon the continued resilience and contributions of the Indigenous Peoples of this land, to celebrate the thriving cultures and values of the Indigenous Peoples of our region, and to stand in solidarity with Indigenous Peoples elsewhere.



**And, BE IT FURTHER RESOLVED** the month of November is a time to celebrate the rich and diverse cultures, to raise awareness about our shared history, and to acknowledge the important contributions of the Native American community today. The board encourages staff, students, and the community to observe, recognize, and to learn from the past and present in order to better understand the experiences that shape the United States.



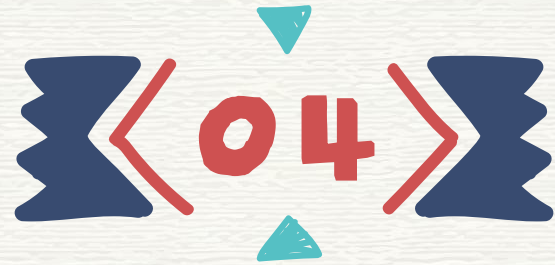
**And, BE IT FURTHER RESOLVED** that District calendars and websites shall reference the second Monday of October as Indigenous Peoples' Day and the month of November as Native American/Alaskan Native Heritage Month.





**And, BE IT FURTHER RESOLVED** that the Board strongly encourages our staff and community to observe, recognize, and celebrate the culture, heritage, and contributions of Native Americans to our country, our state, our cities, and our schools.





# NEXT STEPS

Toshiko Maurizio & Dr. Karen Pérez



# ACTIONS ALIGNED TO RESOLUTION



**WHEREAS**, the District is working towards eliminating the racial predictability and disproportionality on all aspects of education and has established an Office of Equity and Inclusion

**SUGGESTED ACTION:** The board will make it a point to request a breakdown of data by subgroups, to include AI/AN, in order to assess whether we are on track towards eliminating the racial predictability and disproportionality that exists in our system.



# ACTIONS ALIGNED TO RESOLUTION



**WHEREAS**, Oregon's Senate Bill 13, "Tribal History/Shared History" enacted in 2017 and created by Oregon's nine federally recognized tribes, directs the Oregon Department of Education (ODE) to create K-12 Native American Curriculum for inclusion in all Oregon public schools; and

**SUGGESTED ACTION:** The MLD in collaboration with T&L and Building Administrators will work to implement SB13 across all schools and content areas in the next three years. We have SB13 teams at every school to move the work forward.



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**WHEREAS**, the Beaverton School District supports the professional development of educators in order to facilitate the teaching of statewide curriculum relating to the Native American experience in Oregon, including tribal history, tribal sovereignty, culture, treaty rights, government, socioeconomic experiences, and current events;

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**SUGGESTED ACTION:** In collaboration with our community NAPAC team, ideas were generated to add cultural elements at the new Summit building. Examples include but not limited to: Designing spaces with contributions from local Native American artists, placing plants that are native to Kalapuya people in the green spaces surrounding the new building, having a bench made of cedar dedicated to the Kalapuya people, and hanging the nine tribal flags next to the Oregon and U.S. flags in the boardroom at the new building.





# THANKS!



## DO YOU HAVE ANY QUESTIONS?



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# INDIGENOUS Peoples' Day Celebration



Beaverton School District  
October 11, 2021



# DAY OF INDIGENOUS PEOPLE



OCTOBER						
SUN	MON	TUE	WED	THU	FRI	SAT
		01	02	03	01	02
03	04	05	06	07	08	09
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**IITH**

Indigenous  
Peoples' Day  
2021



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- > **02** < LAND ACKNOWLEDGEMENT
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Gary Westley





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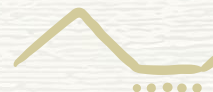
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# BSD RESOLUTION

Brandon Culbertson & Pat McCreery



# BACKGROUND OF RESOLUTION



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Susan Greenberg



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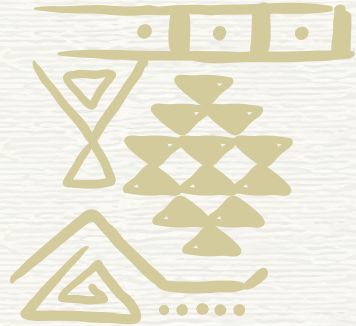


**Dr. Karen Pérez**

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**Eric Simpson**

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**Sunita Garg**

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**Becky Tymchuck**

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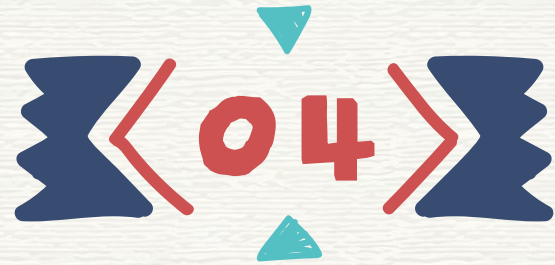
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# NEXT STEPS

Toshiko Maurizio & Dr. Karen Pérez

## ACTIONS ALIGNED TO RESOLUTION



**WHEREAS**, the District is working towards eliminating the racial predictability and disproportionality on all aspects of education and has established an Office of Equity and Inclusion

**SUGGESTED ACTION FOR THE BOARD:** Consider making it a priority to request a breakdown of AI/AN data by subgroups, to include federal tribal affiliation and migrant status in order to assess whether we are on track towards eliminating the racial predictability and disproportionality that exists in our system. This will allow us to identify the opportunity and access gaps and direct funds accordingly to the groups that have historically been erased and misaligned.



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# MASI



# (THANK YOU)



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## FACILITIES – ENERGY AND RESOURCE CONSERVATION

**Matt Lichtenfels, Project Specialist**

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### Summary

Another challenging school year delivered yet another atypical utility consumption profile across the District. Partial building occupancy coupled with increased ventilation and HVAC run hours presented a ‘wait and see’ approach. Fortunately, at year’s end, net utility costs were much lower than originally estimated and less than our historic average. Considerable savings were realized in electricity, water, and waste/recycling – only natural gas had a higher annual spend than our last 3-year average. All told for the 2020-2021 year, the District saved \$647,000 in total utilities.

The commercial building energy health metric we compare to is the *Energy Use Index* or EUI. It is defined kBtu/SF/YR. The Oregon Department of Energy (ODOE) recommends an EUI value range for schools between 47- 61. Our District-wide average is 41.9, 2.8% higher than last year’s average of 40.7 due to higher natural gas usage. All but one of our schools are currently within ODOE’s range. There will always be room for improvement but our EUI average remains lower than the majority of other school districts. For reference, Portland Public School District’s building portfolio averages 55 and the national school building EUI average is 76.

Currently BSD has 31 EPA-recognized Energy Star schools and 13 certified Oregon Green Schools.

BSD solar systems generated 860,000 kWh last year for a lifetime total of 3.6 Gigawatts (million kWh) of electricity, enough to power 340 average-sized homes for a year.

The Energy and Resource Conservation (E&RC) Department’s primary mission is continuing work with Facilities Development and the Maintenance Department to help fund and implement energy-efficient HVAC and LED lighting systems for schools through the SB1149 funding and Energy Trust of Oregon incentive programs. These energy investments save electricity and natural gas costs while improving thermal comfort, ventilation, and lighting quality in our schools.

As noted in last year’s report, water costs remain high, however we have realized noticeable reductions in water use, especially irrigation, through the end of last year and into the middle of 2021.

Looking ahead, E&RC predicts the biggest challenge for utility usage will be our ability to service and maintain HVAC, plumbing, and lighting systems. Operation and maintenance (O&M) greatly impact utility usage, costs, and equipment life. An adequately staffed HVAC,

plumbing and electrical departments are critical to reducing energy and water usage and maintaining expensive and sophisticated building system infrastructure.

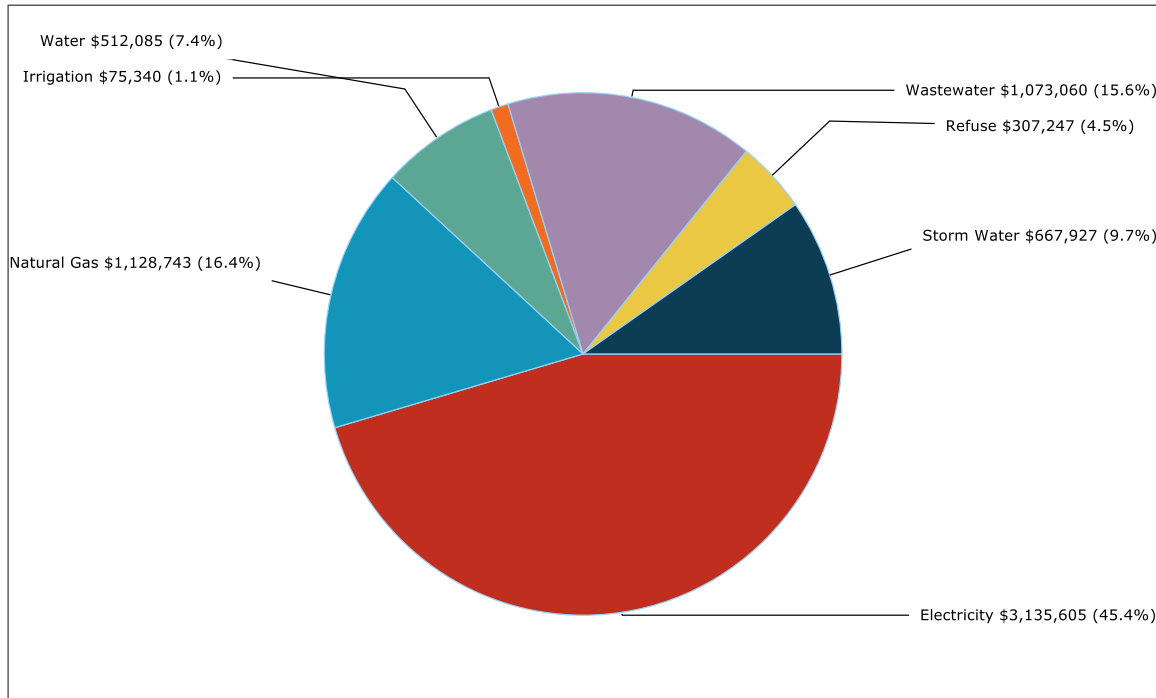
### Analysis

**Table 1: 2020-2021 BSD Total Utility Consumption Comparison and Goals**

UTILITY	2018-19	2019-20	2020-21	2020-21 Comparison to 2018-19	2021-22 Usage Goals **
<b>Electricity</b> (kWh x 1,000) (\$ x 1,000)	33,629 (\$3,670)	28,314 (\$3,259)	26,863 (\$3,135)	Usage (-20%) Cost (-14.6%)	33,500 kWh (+20%)
<b>Natural Gas</b> (Therms x 1,000) (\$ x 1,000)	1,307 (\$992)	1,323 (\$920)	1,465 (\$1,128)	Usage (+9%)* Cost (+12%)*	1,900 Therms (+25%)
<b>Water</b> (CCF x 100) (\$ x 1,000)	155 (\$2,645)	107 (\$2,476)	70 (\$2,328)	Usage (-108%)* Cost (-12%)*	120 CCF (+42%)
<b>Garbage and Recycling</b> (\$ x 1,000)	(788)	(\$637)	(\$307)	Cost (-61%)	NA
<b>Solar PV Production</b> (1,000 x kWh)	710 (\$77,484)	771 (\$88,688)	860 (\$98,925)	Production (+10.3%) Cost Benefit (+10.3%)	925 kWh

\*Comparison to average of last 3 years - 2016- 2019 - due to weather volatility.

\*\*Electricity and natural gas usage estimations are based on modified-COVID HVAC run-times coupled with normal building occupancy.

**Graph 1: 2020-21 BSD Total Utility Cost Distribution**


- Electricity.** Historically electricity usage has held steady per square foot but rates have ticked up 7.2% per year the last 5 years. PGE has filed for an average rate increase of 4.0% beginning January.

Electricity usage over the last year was less than predicted primarily due to lower occupancy hours. Cost savings compared to 2019, our last 'typical' year, was 14.6% resulting in \$466,000 savings. At the end of the year BSD averaged a 20% kWh total reduction and 11.2% cost savings. Continued investment in energy efficiency along with lower HVAC, light operation, and plug load reductions contributed to this savings. Electricity made up 45.4% of our total utility cost.

Looking ahead, PGE is signaling higher electricity costs as rates are projected to increase due to increased investments in protecting the grid from extreme weather events. We expect these investments and rate increases for the foreseeable future. Additionally, current school environmental conditions require increased HVAC run times and ventilation in our buildings which will drive up electricity usage. We are conservatively projecting a 20% increase in electricity use this year. We can track usage in real-time and will proactively report usage and make budgetary adjustments trends develop into the school year.

- Natural gas.** Natural gas usage is directly proportional to the weather. The colder the outdoor air the more Therms consumed. Usage varies year to year as a result.

Fortunately, we've had milder winters over the last several years which has kept usage relatively low. That coupled with low rates have kept overall costs at near historic lows.

Recently however, our modified HVAC schedule increases fresh air ventilation which requires more natural gas to heat thus consuming more Therms. Our yearly usage was 9.0% greater than our typical 3-year average. Cost was 12% higher with \$92,000 more spent but only 16.3% of our annual utility spend.

Looking ahead, Northwest Natural will be raising rates between 4-8% over the next 3 years. As noted above, the need to increase ventilation into our buildings will increase usage. It is too early to know but we are conservatively projecting a 25% increase over the course of this next year.

- **Water.** Over the last several years rising water costs due to increase usage and double-digit rate increases have been cause for concern. One of the utility highlights from last year was drastic water usage reduction by over 108% from our 3-year average. We saved an astonishing 46 million gallons of water. This was achieved through both a sizable building use reduction and much lower irrigation use.

Unfortunately, water rates continue to rise. And cost saving are not as significant as the percentage of water saved due to high water bill fixed fees. Total water cost last year was \$2,328,000 and made up 33.8% of our annual utility spend.

Looking ahead, water providers point to double-digit rate increases coupled with a return to typical occupied site usage. It is our aim to track water usage very closely and conserve water in our buildings and irrigate as efficiently as possible.

- **Garbage and Recycling.** Garbage and recycling realized a 61% reduction due to service levels falling in line with waste generation. The franchised garbage companies serving BSD maintained flexibility in responding to changing service needs at all facilities throughout the 2020-21 year.
- **Renewable Energy.** Photovoltaic (PV) solar electricity production reached a record setting 860,000 kWh for the 2020-2021 school year – a 10.3% increase from the year prior. The total cost benefit to the District for this production was over \$95,000. With contributions now from all new schools, solar generation is expected produce between 900,000 and 1,000,000 kWh (1 gigawatt!) with a cost benefit well over \$100,000 per year.

## Accomplishments

1. In July 2021, Oregon HB3141 extended Public Purpose Charge to fund SB1149 ten (10) additional years through January 01, 2036. BSD will receive equivalent revenues.
2. E&RC continued to work closely with Facilities Development and the Maintenance Departments investing \$1,275,000 SB1149 program dollars into energy-efficient capital projects this year for a bond cycle total of nearly \$4.1 million. An estimated 615,000 kWh and 25,000 Therms of savings were realized from these projects resulting in a combined annual cost savings of over \$85,000.

Total utility savings through the bond is estimated at nearly 4.0 million kWh and 150,000 Therms per year for a total cost savings of over \$550,000. The cost savings does not include the added net benefit O&M savings.

3. E&RC has secured a total of \$145,500 incentives this year for a total of nearly \$750,000 in incentives through the Energy Trust of Oregon's (ETO) Existing Building Program since 2017 when the program was permitted to serve our existing schools. ETO's New Building Program has contributed 1.2 million dollars in incentives toward energy efficient equipment in our new and large remodeling projects through this bond cycle. These incentive dollars offset bond and SB1149 project expenditures.
4. BSD solar systems have now generated a system life total of 4.4 Gigawatts (million kWh) of electricity, enough to power 400 average-sized homes for a year.
5. For the 2<sup>nd</sup> year in a row, BSD was awarded a PGE Electric Bus Grant of \$333,000 for two additional fully electric buses. The total 2-year award totals \$895,060 for 4 electric buses and charging infrastructure for up to 8 EV buses. Two buses are currently in service and 2 more are expected in late 2022. Additionally, the SB1149 program now allows investment in District electric vehicle fleet adoption. An EV bus and Maintenance department vehicle audit was completed and submitted to the Oregon Department of Energy this year and are evaluating funding additional EV buses and select District vehicles in the coming years as more options enter the marketplace.
6. As mentioned, BSD has seen significant reductions in water usage across the board. We will be looking to maintain these reductions as much as possible and assist in supporting the Grounds department in evaluating investment into smart irrigation system technology.

7. The food waste collection program was suspended for the year due to changes in meal preparation and service procedures. The program was reinstated with the return of students in September 2021.

### **Areas of Concern and Program Risk**

1. Operations and maintenance (O&M) have a direct and immediate impact to sustaining building energy and performance. Moreover, there is currently a high risk of reduced equipment life and premature damage to expensive HVAC systems if the support is not provided to manage these technically advanced and complex systems. Maintenance staff that support building HVAC and electric infrastructure are critically low. Energy and utility cost savings will only be realized by re-investing in appropriate staffing levels of qualified maintenance personnel. Beyond maintaining a favorable indoor air environment, premature failure of millions of dollars of HVAC equipment and control systems are at stake.
2. Utility rates are projected to increase across the board into the foreseeable future. Water costs pose the highest level of concern. More concerning is E&RC has no budget mechanism to investment in water conserving equipment. Adequately staffed and funded Plumbing and Grounds departments are critical to adequately repair building and HVAC system water leaks and updating and investing in irrigation leak sensing equipment.
3. With increasing climate change impacts, E&RC would like to foster the discussion of establishing proactive carbon reduction goals and committing to a more aggressive renewable energy and sustainability policy.

### **Short Term Goals**

1. E&RC usually has annual energy consumption targets for electricity and natural gas usage. However, this year projected to be similarly unpredictable as last, utility usage is difficult to estimate. Our department will be monitoring usage closely, reduce consumption where we can, and provide monthly updates.
2. Continue to deliver cost-effective energy-efficient HVAC and lighting systems that align with the bond renovation effort and maintenance needs. This will be achieved by contracting additional energy audits as needed, offer cost-effective SB1149 program measures, pursue ETO incentives, and collaborate to ensure continued success of all capital projects.
3. Expand BSD's Energy Star Certification Portfolio where possible once normal occupancy resumes.

4. E&RC will work to integrate water reduction successes realized in 2021 to finalize a district-wide water conservation policy by the end of first quarter of 2022.
5. Pursue Energy Star certification of new schools and newly renovated schools once normal occupancy as resumed.
6. Track and report District-wide CO2 emission levels.
7. Continue to manage garbage service levels for each facility to meet generation needs.

### **Long Range Goals**

1. Pursue Energy Management Information System (EMIS) software enhancements coupled with energy submeters that will tie together HVAC Building Management Systems, fault detection, and building analytics to further improve energy and building performance while driving operations and maintenance away from a preventative to a more predictive model.
2. Work with Maintenance to support investment in low-cost, high-return water conserving measures such as smart irrigation flow meters.
3. Evaluate district electric vehicle possibilities that may be funded with SB1149 dollars.
4. Explore and discuss potential outlets for surplus equipment, furniture, and other salvageable materials with Maintenance Services.
5. Promote energy and resource conservation practices and larger sustainability themes into our STEM curriculum.

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## FACILITIES – FACILITIES DEVELOPMENT

**Aaron Boyle, Administrator for Facilities Development**

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### Summary

Currently in the 8<sup>th</sup> year of the 2014 \$680M Bond Program, Facilities Development has just completed a summer of construction projects across the district. With all major projects complete, the bond program is in great shape. We are on track to deliver all projects promised to voters as well as many additional projects.

### Accomplishments

**ACMA:** Our goal for last year was to finish this project on schedule and 3% under budget. We have succeeded in both goals. The school opened on-time, and currently the cost is tracking 3.8% under budget. This project went very smoothly. With the challenges caused by the pandemic, it was a good thing that we extended the project schedule. This certainly saved the project money and contributed to the smooth completion.

### Security Upgrades:

- **Classroom Walls:** This summer we installed walls and doors for classrooms at West TV, Bethany, Oak Hills, and Montclair. The walls/doors provided a benefit to safety as they can now be locked down. It also has the benefit of creating a more suitable learning environment by reducing noise. Next summer we will be installing the classroom walls at Greenway, Errol Hassel, and Elmonica.
- **Access Control:** We now have access control systems installed at all buildings. We have also completed our standards for perimeter hardening.
- **Security Cameras:** Our goal from last year was to complete installation of cameras at all schools by the end of September 2021. Unfortunately, we missed the mark on this goal. Given the complexity of the systems involved, our original goal was unrealistic. We have now completed all of the design and procurement and have begun installation. The camera project is scheduled to be complete by May 2022.
- **Fencing:** We are working on the designs for fencing and will soon begin construction. The fencing will be completed over the course of the school year.

**Cooper Mountain Seismic:** This project was largely funded by the state Seismic Rehabilitation Grant Program (SRGP). The project was very challenging to complete during the short summer and was literally finished the day before school started. The upgrade was throughout the school and modular classroom building. The gym & cafeteria now meet the Immediate Occupancy seismic standards, and the rest of the school will be Life Safety.

**Bethany Seismic/Roofing/HVAC:** This summer we completed the first phase of the seismic upgrades at Bethany ES. We installed new footings and shear walls in certain sections of the building. Next summer we will install the wall to roof attachments and the roof level diaphragm strengthening, followed by the roofing replacement. This project went very smoothly. One of our goals from last year was to receive a SRGP grant from the state, and unfortunately this was not successful.

**Non-Bond Projects (M98):**

- **Westview HS Manufacturing CTE:** This project was the second phase of a planned update to the manufacturing program. We constructed a new shop space at the exterior of the existing manufacturing area. The new classroom is very large and flexible and will allow for many new learning opportunities.
- **Westview HS Culinary CTE:** This project provided a significant update to the existing culinary classroom. The project installed all new appliances and finishes.
- **BASE Engineering CTE:** The existing engineering classroom at BASE was inadequate to support the curriculum. This project involved relocating and repurposing an existing classroom near the loading dock. The project was a great success and now the classroom has the necessary infrastructure.

**Tumwater MS:** After being completed in 2016 and utilized as a swing school for the last 5 years, Tumwater MS was finally completed and opened. Our team worked with the school to procure and install all remaining furnishings.

**Hiteon Roof:** This summer we completed a full re-roof at Hiteon ES. The project was challenged by material shortages but was completed on time.

**ISB Roofing & HVAC:** The project scope at ISB was to overlay the roof of the original portion of the building as well as the modular classroom building and replace selected HVAC units. This project was challenged quite significantly by industry wide material shortages as well as by some unforeseen conditions. During the course of planning, we opted to defer the modular building work until next summer, there was too much risk associated with material delays. The overlay on the main classroom building was completed. It was necessary to replace most of the existing plywood at the perimeter of the roof due to dry rot.

**Maintenance Facility Improvements:** After placing the project on pause for one year, work has resumed, and things are in great shape. The pause was necessary to deal with site issues related to storm water management. We worked with THPRD to mitigate the storm water in the adjacent nature park. This required a significant amount of permitting and coordination. However, this approach saved us over \$500K and is much more sustainable. The project is progressing nicely and will be complete in October.

**2022 Planning & Design Underway:** We are already well into the process of planning for next year. Currently in process are: Bethany Roof/Seismic/HVAC, 2022 Roof Projects (Montclair, McKinley, Findley, Nancy Ryles, Fir Grove, Greenway Modular, ISB Modular), Re-pipe Projects (McKinley, Chehalem, Elmonica), Vose Classroom Addition, SHS Auditorium Seismic, West TV Gym Seismic, Rock Creek Covered Play Seismic, Raleigh Park Sewer and various others.

### **Areas of Concern and Program Risk**

**Inflation & Unknown Market Conditions:** As we complete most of the major bond projects, we are shifting focus towards completion of the remaining repair projects. Largely these projects involve roof replacements or HVAC upgrades. One of our goals from last year was to bid all of these projects by the end of March 2021. We were successful in achieving this goal, however with the current market conditions, this was not enough time. We will work to bid projects earlier next year.

### **Short Term Goals**

**Bond Planning:** Our goal is to have a bond package with solid estimates and scopes ready for a May 2022 general election.

**Security Upgrades:** Our goal for this year is to complete the installation of the security camera system district wide. We have already completed them at the new schools and high schools. This year we will be installing them at Options, Middle, and Elementary schools.

**Project Planning Cycle:** When it comes to preparing for projects, we have typically been on a 1-year planning cycle. By this I mean that we have been investigating and designing project the summer/fall prior to when we intend to execute the work. Increasingly, this cycle is proving to not be enough time. Our goal for this year is to increase this planning cycle to 2 years. This will mean that right now we will begin designing projects for the next 2 summers. This should help us to have more flexibility and less risk moving into the future.

### **Long Range Goals**

**Bond Planning:** As we plan for a bond election in the near term, we are working to make sure that we have a complete project list with well-planned project scopes and budgets.

**Life Cycle Planning:** As Facilities Development we have quite a bit of overlap with Maintenance Services, and we collaborate closely on the design and commissioning of these projects. One thing we have not done well is life cycle planning. As part of the bond planning and conditions assessment, we will be developing a plan for life cycle ownership. We expect this plan to help us make more informed decisions when constructing future facilities.

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## FACILITIES – MAINTENANCE SERVICES

**Nathan Potter, Administrator for Maintenance Services**

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### Summary

Maintenance Services is responsible for district-wide buildings and grounds maintenance and repair work covering over 5.6 million square feet of building space contained in 60 separate facilities on 875 acres of property. This work is accomplished through a combination of in-house trades staff and contracted services. The department has 46 trade specific personnel responsible for carpentry, roofing, glazing (windows), painting, HVAC control and repair, plumbing, electrical, and grounds maintenance. Critical shortfalls exist in capacity and the ability to cover absences in those trades where only a few or single tradesman are employed (locks, plumbing, carpentry, and glazing).

This year again has been dominated by responding to COVID-19.

As the school district's infrastructure has expanded along with its technical complexity over the past several years, and staffing and funding for materials, parts, and contracts have not kept pace.

The District Management Council's (DMC) February 3, 2017 report for the Beaverton School District identified opportunities for improvement and noted a shortfall of 17.3 FTEs in the maintenance department and only four staff have been able to be added. Unfortunately, over the past couple of years we took 1.5% cut to the department 2018-2019 fiscal year to respond to the impact of the poverty reduction and PERS impacts and an additional 5.5 percent reduction in the 2019-2020 fiscal year due to the loss of state revenue because of the COVID closure. For the maintenance department, this resulted in the loss of our equity funding, two HVAC technicians, and a painter. The loss of these three positions and the low voltage positions previous year, returned us to a net shortage of 17.3 FTE identified in the DMC report. Additionally, the *5Sight* comparison of the 12 largest school districts in Oregon reported Beaverton eleventh in funding per student in the area of facilities maintenance and custodial at \$3.2M total below the average. Fortunately, this past year we have been able to return a painter and a low voltage electrician position to the team and ESSER funding has allowed us to try and bring on temporary positions to help relieve the added pressure COVID response is requiring.

We are actively developing a system of metrics to gauge performance and drive continuous improvement in work accomplishment, resource utilization, response, and client satisfaction.

## Accomplishments

1. **Work Order Prioritization Framework.** We were able to establish a work order prioritization framework that has allowed us to align our general maintenance work with work being identified by our Risk Management and Public Safety offices. It is allowing us to begin to prioritize work orders. Establishing a framework has allowed us to begin to manage expectations, stay focused on priorities, set realistic timeframes, and collaboratively approach resolving issues.
2. **Portable Siding Repair.** This year we were able to keep all of the district's annual siding replacement program in-house, at a tremendous savings to the district.
3. **Roofing.** Our carpentry team was able to replace approximately 30,700 square feet of roofing this past summer.
4. **Work Orders Completion.** COVID has impacted the volume of work generated by the school and completed by the department. From July 1<sup>st</sup>, 2020 through June 30<sup>th</sup>, 2021, we received 8,040 work orders and closed 7,778. For comparison from July 1<sup>st</sup>, 2019 through June 30<sup>th</sup>, 2020 we received 12,025 work orders and closed 11,165.
5. **Painting.** Our painting team successfully applied approximately 700 gallons of paint to eight facilities this past summer: Beaver Acres ES, Sunset HS, the Administration Building, Erroll Hassel ES, Oak Hills ES, Transportation North and South, and Bonny Slope ES.
6. **Healthy and Safe Schools.** We continue to respond to the requirements of OAR 581-022-2223 Healthy and Safe Schools Program which directs the monitoring, sampling, testing, and documenting of asbestos, radon, lead paint, and lead content in drinking water across the district. It also guides expectations for the Integrated Pest Management program (IPM). During COVID the department tested 11 schools as part of the six-year sampling and testing rotation of the district.
7. **COVID-19 (HVAC Operations).** To align with the recommend ASHREA guidance for increasing air exchanges, we have had to modify how the entire district HVAC system operates. This continues to be an ongoing process as we manage, maintain, and optimize 30,000+ pieces of equipment of varying ages to create a safe and comfortable environment for our staff and students. The district now operates completely with MERV 13 filters in every unit. We also increased the hours each system operates and increased the amount of outside air the is being incorporated and blended in the buildings. We are successfully achieving 5 effective air changes per hour in each district

classroom and common space. Where we are providing a safer environment, we did realize the conflict between “air quality” and “building comfort” throughout this past summer as we struggled to maintain comfortable environments.

8. **Portable Classroom HVAC.** In partnership with PGE the district has been installing Pelican thermostats in portable classrooms throughout the district. The project is about 50 percent complete and is at no cost to the district but is giving us real-time visibility of air quality in our portable classrooms.
9. **Purchasing.** The maintenance purchasing agents have shouldered the PPE purchasing for the district along with managing portable air cleaners and the isolation room inventory or resupply.
10. **Concrete Flatwork.** The district continues to face an enormous cost to replace failing sidewalks and pathways. Contractors that perform this work are not pursuing smaller projects and when they do, cost exceed what is feasible with the current general fund budget. Internally we have created a small-scale capability to replace sections of concrete that have failed. To date we have successfully completed projects at Beaverton HS, Kinnaman ES, Montclair ES, and Meadow Park MS.

### **Areas of Concern and Program Risk**

1. **Preventive Maintenance.** The department continues to be more reactive than proactive in delivering maintenance services for the district. This is entirely the result of the current level of staffing in the department. Industry averages show that for every \$1.00 spent on preventive maintenance, \$3.00 in repair could be prevented. This past year we dedicated effort to preventative maintenance of our HVAC systems but customer requested work order backlog grew substantially. The department is continually trying to balance being responsive to the customer with the preventive maintenance needs of the district. We are losing ground.
2. **Grounds Maintenance.** COVID has been incredibly hard on some of our partners. With the closures and added restrictions Tualatin Hill Park and Recreation District (THPRD) reduced the number of programs they offered and subsequently laid off the staff that they employed to maintain the facilities that supported those programs. In turn they returned the maintenance of seven of our properties back to the district which has further strained our grounds department and further protracted the maintenance rotation the grounds team performs.
3. **Growing Deferred Maintenance and Unfunded Work List.** A tool that we implemented to help demonstrate where the maintenance budget goes each year was to place expensive, cosmetic, and lower priority work (not directly aligned to the classroom) on

an “unfunded” list inside of the work order system. This is work that will likely need to be addressed at some point, but it not able to be supported from the current funding level of the Maintenance Budget. Before work is placed on this list, the requesting facility leadership is informed. Additionally, while the department is keeping pace with work orders, some critical work cannot be fully addressed. Concrete, asphalt, drainage, and failing interior floor finishes are a few examples of this work. To replace all areas of impact is cost-prohibitive at the current Maintenance funding level. Market conditions have driven material costs higher. Contractors are saturated and less likely to bid competitively, especially during the busy summer months (when our sites are typically available to schedule this work, without impacting class time). This kind of work is also placed on the “unfunded” list to keep visibility for future planning. We are exploring opportunities where we would take on some of this work, such as concrete sidewalk flatwork, with in-house resources, but certain work requires a high level of specialty that can only be contracted.

4. Labor Budget. Staffing must continue to increase significantly to support the building space added in both the 2006 and 2014 Bonds. Additionally, compensation in some specific trades is no longer competitive to attract candidates to the district.
5. Non-Labor Budget. Additional resources are needed to keep pace with increasing cost and demand for repair work districtwide. Major mechanical system failures are also increasing which further places pressure on the department’s non-labor budget. In our efforts to better explain what the discretionary maintenance budget supports, approximately \$1.86M of our approximate \$2.8M annual budget is dedicated to regulatory compliance demands. Regulatory compliance and safety inspection work has greatly increased over the past few years’ codes have evolved and new buildings have come online.
6. Increasing Technical Complexity of Systems. New systems that are being installed in our added facilities, along with evolving code requirements, have created a situation where the department is being tasked to maintain more technologically complex systems. This is requiring more specialized labor, training, and repair parts that we have not stocked in the past.

### **Short Term Goals**

1. Metrics. Maintenance Service has continued to analyze and refine the services it provides with a goal of creating a budget-informed standard of care. Our focus this year is quantifying and measuring productivity.

2. Preventive Maintenance. With limited staffing it is difficult to lean forward and conduct preventive services and repairs to reduce maintenance costs. We have responded with internal staff to dedicate time and resources to cyclical, preventive maintenance before we are responding to a system failure, but it often must compete with customer requested demands.

### Long Range Goals

1. Need for Additional Staffing.
  - a. HVAC Technicians. The HVAC department now has four technicians managing heating and ventilation and an automated controls network for over 5.6 million square feet. More HVAC staff is needed to keep pace with service and repair demand.
  - b. Preventive Maintenance. We are looking for additional maintenance generalist staff positions to make our temporary plan permanent.
  - c. Irrigation Specialist. The new facilities are being constructed with large and very complex irrigation systems. Irrigation system programming expertise is needed to lower water use costs and prevent die off.
  - d. Warranty Coordinator. With the volume of new work that is being added, we need additional staff dedicated to following up on warranties to help reduce costs from early material failure. Without dedicated staff to pursue the timely legwork of warranty services, the maintenance discretionary budget absorbs these failures to quickly respond to customer concerns.
2. Proactive Maintenance. Transition from a reactive maintenance department to a proactive maintenance department with a systematic process to identify system failure before it happens. Repairing a system is significantly cheaper than replacing a failed system in an emergency. The goal would be to expand and refine our existing preventative maintenance system along with detailed Facility Conditions Assessments to allow the department to proactively prioritize and schedule work.

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## FACILITIES – CUSTODIAL SERVICES

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### Summary

The custodial team is currently configured with 53 building foremen and 119 custodians deployed to 53 schools with 10 centralized roving custodial teams to respond to vacancies. The department has 5 supervisors based out of the Maintenance Services office. Custodial Services makes up over 75% of the total staffing of the Maintenance Services Department.

Surplus material management is centralized at the warehouse that is located at the Transportation Services Center. It is composed of a foreman, a shipping clerk and seven courier staff. This staff manages the removal, warehousing, and final disposition of the District's surplus curriculum, technology, furniture, and equipment. This staff also manages teacher moves throughout the district. During the March through June closure this team also shouldered the receipt and delivery of all mail, UPS, and FedEx deliveries for the school district while the building staff was away from their buildings on standby or working remotely.

Cleaning supplies and equipment represent about 4% of the total custodial program budget and have not been adjusted for inflationary costs in several years. The next budget year needs to begin to remedy this shortfall by recognizing the inflation impact on this portion of the custodial budget along with the opening of additional schools.

The District Management Council's (DMC) February 3, 2017 report for Beaverton School District identified opportunities for improvement and noted a shortfall of 45 FTE in custodial support.

Unfortunately, on the heels of the 1.5% cut to the department to respond to the impact of the poverty reduction and PERS impacts, we took an additional 5.5 percent reduction due to the loss of state revenue because of the COVID closure. The impact to Custodial Services was six custodial staff.

Five of these positions were building based custodial positions and one was a central roving foreman which allows us to respond to absences throughout the school year. Additional increases in the out-years will be needed to continue the process of closing the resources gap and implement recommendations from the DMC report.

## Accomplishments

1. **Emergency Response.** COVID-19 introduced a number of challenges to the custodial team. We expanded the capabilities of our viral response team by introducing electrostatic disinfection to the equipment and chemical we deploy when responding to an outbreak. We continue to refine internal protocols and can now effectively respond to disease outbreaks rapidly when needed. Extra cleaning and disinfection supplies are prepositioned at the schools and centralized staff are tasked to respond when requested with a target wipe down and school-wide touch point cleaning. We are now exploring how we can better respond to flooding events.
2. **Summer 2021.** COVID-19 continued to provide some tremendous challenges in resetting the district for a new school year. A robust summer school program along with a number of both major and minor construction projects ran later into the traditional start of school and compressed the amount of cleaning time available in a few of our buildings before staff and students returned. The entire custodial team performed admirably setting the conditions for another successful school year.
3. **Couriers.** The courier team started this past fiscal year managing of all district deliveries. They then pivoted to supplying the district with centrally purchased PPE – face coverings, hand sanitizer, disinfectant wipes. They then added the management and deployment of portable air cleaners while also staying up with the day-to-day responsibilities of collecting surplus furniture and moving staff throughout the district. This year they relocated 88 teachers in preparation for the start of school, 20 of which were identified in pre-service week. Additionally, they moved the Mountain View-Five Oaks Summer Program, SPED from Conestoga to Tumwater, the Newcomer from Mountain View to Aloha Huber, and the Rachel Carson Program from Five Oaks to Cedar Park.

## Areas of Concern and Program Risk

1. **Increasing square footage.** With the addition of new and remodeled facilities we are in the process of adding approximately 80,000 square feet to the district.
2. **Community Use.** Reengaging extracurricular and community facility use is starting to apply pressure of additional demands on already strained and under resourced custodial staff. Prior to COVID the district supported over 4,000 extracurricular events monthly with only portion of custodial work being covered by the user. This continues to create a conflict between regular daily cleaning and providing custodial coverage for school sponsored extracurricular events. COVID-19 disinfection priorities along with the expanded lunch periods strain and limit the number of staff available to support sports and extracurricular activities return.

3. Staffing. The District Management Council audit identified that when compared to like districts; Beaverton custodians cover 30% more square footage. With recent custodial reductions this still increased a need for 47 additional custodians.
4. Custodial Overtime. Needed to address school sponsor extracurricular functions and increased cleaning and disinfection burden.
5. COVID-19 and the return of students to in-person education. There has been a substantial effort to redesign the custodial approach to cleaning routes and perform the required additional disinfection needed to meet the CDC guidance and to keep our schools safe. We have prioritized and focused their efforts but have had to sacrifice the frequency we can perform other cleaning tasks such as sweeping and vacuuming.

### **Short Term Goals**

1. Level of Service Modeling. Completion of the effort to create a budget informed standard of care.
2. Priority of Vacancy Fill. Creating a strategy and priority to deploy roving staff and substitutes equitably to respond to custodial absences and vacancies.
3. Recruiting. The custodial staff is an incredibly turbulent workforce and the department needs to identify an effective way to find and retain new custodians and custodial substitutes for the district.

### **Long Range Goals**

1. Additional Staffing.
  - a. Custodians. Additional custodial staff, both building and centrally based, are needed to respond to the implementation of the early childhood program, the expanding extracurricular uses, and the refinement of a budget informed standard of care.
  - b. Field Supervisors. Additional field supervisory staff is needed to be more responsive to the school staff needs, better management of the custodial team, and assist the building custodial foreman in prioritization of work and customer communication.

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## FACILITIES – MAINTENANCE CONTRACTED SERVICES

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### Summary

The Maintenance Contracted Services Department consists of a 10.5-person project coordination office that manages approximately 200 school-requested Facility Improvement Projects (FIP) and over 450 contracted maintenance service projects annually. This team also includes two Class III Asbestos workers. The department has steadily expanded from 250 projects and work orders in 2008/09 to almost 800 in 2018/19.

Contracted Services also is delivering a portion of the \$98 million Districtwide Facility Repairs work included in the 2014 Capital Improvement Bond. The Bond identified approximately 980 deferred maintenance actions throughout the district. Delivery of this work is divided between Facilities Development and Maintenance based upon the size and complexity of the project segment.

This group also manages the ever-expanding district's regulatory compliance programs which include managing lead paint, lead in drinking water, bioswales / Stormwater / Low Impact Development Approaches (LIDA) Swales / ConTech stormfilters, underground and above ground fuel storage tanks (UST/AST), asbestos / small-scale asbestos abatement, ADA requirements, mold, and IPM (Integrated Pest Management) along with contracting for annual inspections, services, and repairs of our synthetic turf fields, fire systems, Distributed Antenna Systems (DAS), bleachers, backstops, and the FIP (Facility Improvement Project) program.

### Accomplishments

1. Crossover Contracting. A tremendous accomplishment was the ability to create a financial tool within our budget to start summer work in the previous fiscal year. The fiscal year for the district transitions in the middle of our heaviest contracted services system which often required writing two contracts for the same project. The ability to plan and execute projects independent of that transition allowed us to get contractors mobilized quicker, begin work as soon as student leave, and ultimately complete work before students return.
2. Storm Water Quality. The department has continued to expand a bio-swale and cartridge storm-water treatment system management program to address the maintenance and testing of our storm-water treatment facilities. We have seen significant improvement in the reduction of flooding at several schools but we continue to discover more facilities that require an increasing standard of care.

3. Project Completion. For FY 2019-2020 we completed 578 work orders and 174 projects that required contracted services. 50 of those projects were FIPs. Total contracted/ purchased amount: \$2,248,848.16. Additionally, 31 deferred maintenance projects using contracted services were completed by using bond funding.
4. Beaverton High School Fire Recovery. In early January of 2020 we had a fire in rooms 254, 255, and 256. Since that time, we have had staff working with contractors to fully recover from the event. The project is finally complete and classrooms have been turned back over to the school.
5. COVID -19. The contracted services team has taken on a monumental task of providing tenting to the high and middle schools to allow them to expand their programs outside to maintain some degree of social distancing.

### **Areas of Concern and Program Risk**

1. FIP. The Facility Improvement Project (FIP) program demand continues to grow at the same pace with the project coordination staff additions. The projects being requested also continue to grow in complexity requiring more staff time for each project. Other demands and staff turnover has delayed publishing of a monthly FIP status report. Communication with our stakeholders is critical and this tool allows us a passive communication tool to show customers where their work is in the process. We are currently managing 53 active projects with a current backlog of 29 projects.
2. Non-Labor Funding. Non-labor funding (materials, parts, supplies, contracts) has continued to remain 20% below the 2006 baseline in actual dollars; much lower considering the impact of inflation.
3. Capacity. The expanding district has outpaced the capacity of the internal maintenance trades staff and the department has utilized contracted services to meet the need. The amount of construction underway in the region has decreased the availability of contractors and significantly increased the cost to contract maintenance projects.
4. Market Conditions. Market conditions are still driving a decrease in the availability of design consultants and construction contractors to perform maintenance work for the district. The lack of competition is resulting in non-competitive pricing and in some cases, no interest in performing some types of work has been observed.
5. COVID-19. COVID-19 also has impacted contracted services project delivery due to physical distancing of staffing and contractor slow-downs as they too try to navigate COVID-19 requirements.

**Short Term Goals**

1. Non-Labor Funding. Identify additional non-labor funding to respond to the increasing cost and demand to complete regulatory compliance, annual inspection, repair and service contracted work.

**Long Range Goals**

1. Capital Project Development. Some FIPs are enormous with complex land use and environmental impacts. We are pursuing an improved way to prioritize and deliver these projects.
2. Staffing Alignment.
  - a. Elevating supervisor position from a Professional Level 2 to a Professional Level 4. This places the three subordinate supervisors in the maintenance department on the same level.
  - b. Expanding capabilities to bring maintenance Bond staff resources into the department execute deferred maintenance work.

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## FACILITIES – LONG RANGE PLANNING

**Steven Sparks, Executive Administrator for Long Term Planning**

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### Summary

The Long Range Division of the Facilities Department is responsible for providing a number of services that support district programs and departments. The services include, but are not limited to, annual enrollment projections, evaluation of demographic data, tracking demographic trends, monitoring new residential development in the City of Beaverton and Washington County, and participating in district property development decision making. The division provides mapping services for the 2014 Bond Program, Safe Routes to School, and other departments, as requested. The Division manages attendance boundaries and maintains the Synergy address database, in coordination with IT. The division also supports the 2014 Capital Bond program by working with property owners for land acquisition, negotiating with permitting agencies on land use and other permitting issues, and working with staff and consultants on project proposals. The division is committed to active cooperation and collaboration with other programs and departments to support the mission of the District.

### Accomplishments

1. Enrollment Data. Continued provision of timely data summaries and analysis of student enrollment and demographic information. Tracking and comparing enrollment trends by different school years to provide more information in a timely manner.
2. Enrollment Projections & Forecasts. Preparation of the annual budget enrollment projection, in coordination with the Business Office and Teaching & Learning.
3. Permitting. Continued pre-emptive and active participation in the permitting processes of City of Beaverton and Washington County. There has been a significant reduction in unsupported actions by the permitting agencies due to this participation. Land use permitting has also been streamlined.
4. Boundaries. Completed comprehensive review and modification of the attendance boundaries for Middle Schools. Will initiate and complete targeted minor elementary school boundary amendments in the coming year.
5. Facilities Plan. Completed a comprehensive review and update of the District's Long Range Facilities Plan. The Plan is an essential document to identify the District's facility needs for any potential future capital bond program

6. Intergovernmental Coordination. Continued coordination and negotiations with partner agencies to build trust and support of community goals and expectations. Examples include, but are not limited to: On-going tracking on the THPRD Master IGA and property maintenance; Implemented an agreement with Washington County to disperse CARES Act funds for child care; New cooperative agreements with Washington County and THPRD that benefit District residents; City of Beaverton - permitting, demographics, housing, property maintenance, and utilities; Washington County – permitting and transportation.

### Areas of Concern and Program Risk

1. Budget. Staffing and software support must continue to be adequately funded to provide a level of service that is responsive to demands from District programs and departments.
2. Boundaries - Elementary School. Housing prices, new development, and socio-economic factors are creating a variety of impacts at different elementary schools. Staff continue to monitor and address impacts as appropriate.
3. Declining Enrollment Projections. Beaverton School District is a largely built out community and new residential development will continue to slow. Existing residential neighborhoods are not refilling with younger families consistent with historical trends. Declining enrollment will impact the District's budget and potentially necessitate a dialog on school consolidation.

### Short Term Goals

1. Enrollment Data. Staff must continue to monitor enrollment data of the District's schools to ensure balanced enrollment and adequate school capacity for students. The impacts of the Covid pandemic are also being tracked to understand how enrollment will be affected. The data must also be accurate for budgeting purposes.
2. Demographics. Staff must continue to monitor new development and demographic trends to be prepared to address potential impacts to student enrollment.

### Long Range Goals

1. Boundaries - Elementary School. If the District were to be divided into quadrants, each quadrant would have differing enrollment and school capacity issues to address. The opening of the William Walker school building provides an opportunity for additional enrollment due to the capacity of the structure. Schools in the rapidly developing areas in the northern and southern areas of the District continue to see enrollment growth. Schools in the eastern area of the District continue to see a decrease in enrollment.

2. Monitor New Residential Development. New residential in-fill and redevelopment projects are occurring in the City of Beaverton and Washington County. The area within the South Cooper Mountain area of the City has received land use entitlements and building permits are being issued. A priority of the City is to facilitate affordable housing projects which may increase student enrollment in the areas in which the developments are located. Staff is tracking several affordable housing projects and other larger market rate redevelopment projects in the City.
  
3. City of Beaverton UGB Expansion Area. The City of Beaverton proceeding with the development of a new community plan for the Cooper Mountain area. Staff are participating in the City's planning effort along with other service providers. The planning process may take up to two years.

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## FACILITIES - FACILITY USE

Steven Sparks, Executive Administrator for Long Term Planning

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### Summary

The Facility Use division of the Facilities Department is responsible for managing the rental and use of district facilities. Fields and building space are available for District and public use at 60 separate facilities.

### Accomplishments

1. SchoolDude. The use of SchoolDude as the District's facility use management tool has been in place for five (5) fiscal years. Until the extraordinary event of the Covid-19 pandemic, each FY has seen an increase in activities and events in the schools. Prior to the closure of school facilities in March 2020, the average monthly activity exceeded 4,500 events. So far in SY 21-22, school events and activities are the majority of school uses. Due to the District's Covid guidance and restrictions, third party use of facilities are limited.
2. Leases. Staff is continuing to use lease agreements for long term uses that include child care uses. As Covid guidance changes, additional lease agreements may be utilized for other long term uses of District facilities.

### Areas of Concern and Program Risk

1. Use of SchoolDude. Use of SchoolDude by the district's campuses for school activities and events needs to continue to improve. Challenges remain especially with athletic fields and facilities. Demand for fields and facilities is ever present and inconsistent application of District policy and use of SchoolDude remains a concern.
2. District Events. The District is implementing after school programs without adequate funding for building security and maintenance. This impact is directly influenced by Covid cleaning standards.

### Short Term Goals

1. Use of SchoolDude. Continue to work with school administrators to improve the use of SchoolDude, especially with athletic fields and facilities.

2. Child Care. Continue to work with child care vendors to ensure opportunities for providing child care at all elementary schools.

### **Long Range Goals**

1. SchoolDude. Continue to implement SchoolDude and expand program to facilitate scheduling and data analysis.

## NUTRITION SERVICES

### Charity Ralls, Administrator for Nutrition Services

#### Summary

Beaverton School District’s Nutrition Services (NS) Department is responsible for providing nutritious meals that appeal to students. Utilizing waivers provided by USDA for school year 2021-22 we are providing free breakfast and lunch at all school locations for all enrolled students. We also provide free meals through the Summer Food Service Program and After School At-Risk CACFP Supper programs. We strive to provide meal access to all students while focusing on supporting our most vulnerable children. We are continuing to adapt all areas of operations to meet the evolving challenges of the Covid-19 pandemic while maintaining program integrity.

#### Accomplishments School Year 2020-2021

1. Meals Served to Students.

	SY 2020-2021	SY 2019-2020	SY 2018-2019
Breakfast Meals	1,012,474	693,707	782,689
Lunch Meals	1,075,314	1,978,722	2,725,073
Supper Meals	759,170	73,168	101,647
<b>Total Meals</b>	<b>2,846,958</b>	<b>2,745,597</b>	<b>3,609,409</b>

Total meals served last year compared with “normal” school years were down 21%, however, even while in CDL for the majority of the school year, Nutrition Services was able to provide more total meals than were served in SY 2019-2020.

2. Comprehensive Distance Learning and Hybrid Meal Service. We started last school year providing multiple days of meals on Tuesdays and Thursdays via curbside pick-up at 33 school sites, bus stops throughout the District and home deliveries to severe need families. Staff were able to maintain services even when furloughed 1-2 days a week beginning in October through winter break.

In order to provide additional meals to families and increase revenue for the NS Department we provided supper meals beginning in October for all school age children. We also provided meals both weeks of Winter Break and a week of meals for Spring Break.

The transportation department was an integral part of our bus stop and home delivery operations and Nutrition Services greatly appreciate their readiness to collaborate to provide meals to families.

The transition to hybrid meals was very difficult for NS staff particularly at the Elementary School level providing take home breakfast, lunch and supper for all students attending in person who wanted meals. Bagging all meals and meal components is very time consuming. We also transitioned to a 5-day meal pick-up on Wednesdays from all 52 schools for students who remained in CDL. Due to the diligence and hard work of NS Staff we were able to provide services for children ages 1-18 who wanted and needed meals last school year.

3. **Self-Supporting Status.** Last year Nutrition Services set a goal to maintain self-supporting status. We are still awaiting a distribution of Emergency Operational Costs (EOC) Reimbursement Funds from ODE, but with the anticipated distribution of \$609,473.30 and the successful completion of our financial audit we will end SY 20-21 with a profit of \$166,000 and an ending fund balance of \$1.4 million. Through a combination of expanding services and cutting costs we were able to meet this goal and continue progress toward our long-term goal of building a 3-month operating fund balance.
4. **Farm to Child Nutrition Programs.** We utilized the full amount of our 2019-2021 Farm to Child Nutrition Program (formerly Farm to School) grant funds in the amount of \$258,105. Over the course of the two-year grant period we purchased Oregon grown apples and pears, blackberries, strawberries, beets, watermelons and Makah Ozette Potatoes. We also served Tamales from Salsas Locas, Red Plate Granola, Bowery Bagels, Carmen Ranch Hamburger Patties, Umi Noodles with Thrive Sesame Sauce, Wild Mike's Cheese Pockets and dried cranberries from Fresh Elements.

For the 2021-2023 biennium Beaverton School District has received a grant of \$164,993.75. We are currently serving grapes from Vial Family Farms and making plans to add additional local fruits and vegetables as well as locally procured entrée items.

5. **Meal Eligibility Expansions.** The State funding for the expansion of the Community Eligibility Program (CEP) and Expanded Income Guidelines (EIG) was approved in August of 2020 in the State's budget. Beaverton School District applied for CEP eligibility for 13 schools and they were finally approved in the fall of 2020. Free Meal eligibility for students enrolled in those approved CEP schools will continue through June of 2024.

The EIG expansion means families with incomes of 185 – 300% of poverty will also be eligible for free meals. While we are providing free meals for all students this

school year under the Seamless Summer Option and waivers provided by USDA we will be implementing EIG when and if we are required to return to regular meal eligibility counting and claiming.

### Areas of Concern and Program Risk

1. Staffing. We have hired 26 new staff into permanent positions, and we still have 30 unfilled positions. The staffing shortage is approximately 15% of our normal school based workforce. We also have a very limited substitute pool (17 people) who are available to work. The impact of the vaccine requirement is yet unknown, but we anticipate at least a few additional openings for staff who may need additional time to complete the vaccine process or who may be separated from the District.

Staffing shortages have contributed to longer lines particularly at Secondary Schools. It also means we are unable to support additional programs such as supper programs and we have delayed the start of programs such as the Fresh Fruit and Vegetable Program. It is also the primary contributor, along with supply shortages, to our inability to currently support quarantine meals for students.

2. Supply Chain. Nutrition Services is experiencing supply chain shortages and delays that have impacted both food and other supplies. We are streamlining menus and temporarily removing items from the menu until they become available. Shortages are due to a variety of issues including staffing shortages at our local grocery distributor (Sysco), ingredient shortages at our processors (Tyson, Pillsbury, National Food Group, BakeCrafters), production and distribution of products from national vendors (paper goods, plasticware) and delivery of emergency supplies from local facilities of national delivery service providers (FedEx).

We are making emergency purchases from alternate sources and locating products through new suppliers in order to meet short term needs. We are also adjusting some of our processes to address shortages such as moving to metal spoons and forks instead of plasticware.

The expectation is that supply chain issues will continue through the Spring or possibly longer depending on the items in question.

3. Cost increases continue to be an area of concern.
  - Labor costs increased with the minimum wage increase. Step increase for this year along with an anticipated COLA based on the BEA compensation negotiation.
  - Food costs. Commodity processors have included higher than usual increases in contract pricing for this year. We have successfully negotiated to

limit some of the increases, but we expect high cost increased to continue. Higher product costs due to increase demand and limited supplies. Disruption of supply chains also led to purchase of substitute items that were often more expensive.

- Supply costs. Additional packaging supplies continue to be used this year to individually portion all food items. Due to lack of supply costs on all paper goods and plastic ware have increased markedly.
4. Summer Meal Program. Nutrition Services has experienced a notable decrease in staff who are interested in working the summer meal program. This trend began before the pandemic and worsened this last summer with only a 1/3 of the usual number of staff offering to work the summer program. Additionally, SB 496 which went into effect September 1, 2021 means nutrition services employees will be eligible for Unemployment Insurance during the summer months. This will likely have additional impact on the department's ability to staff a summer meal program in the future. We anticipate having to offer longer summer shifts, hiring non-NS staff and shifting our program focus to parks, rec centers and larger service sites only.

### Short Term Goals

1. Staffing. Staff all schools with necessary staff to properly support on-site services and have adequate substitutes to cover absences. Secondly, work to have staffing available to support additional programs and services: Fresh Fruit and Vegetable Program, Supper Programs (previously committed to), quarantine meals.
2. Food and Supplies. Continue seeking out alternate sources for supplies and working with local vendors when possible to assist with supply chain shortages. We have leveraged delivery support from our produce vendor for additional supplies and we are looking for ways to minimize our risk by increasing the number of supply sources. Continue reassessing menu options and adjusting recipes to account for ingredient shortages.
3. Administrative Review Preparation. Nutrition Services receives an administrative review every 4 years. While we have not officially been informed that we will have a review of our breakfast and lunch programs, it is expected this year. With a return to regular program standards and processes along with a large number of new staff, as well as being short staffed, we will be training on program standards and making sure all staff are meeting program integrity requirements.

**Long Term Goals**

1. Rebuild a 3-month operating fund balance. With increased reimbursement rates this school year and expected additional funding support from USDA we hope to maintain our current self-sustaining status and continue to increase our fund balance. We will continue to utilize our commodity foods to provide the maximum benefit for the program and mindfully re-establish our staffing levels.
2. Continued commitment to make food purchases from local growers and producers. Aim for 40% or greater of all foods purchased. Utilize relationships developed through the Farm to Child Nutrition Program grant to continue purchasing local items and expand purchases of local made products as we are financially able.
3. Increase staffing capacity. The last two years of the pandemic has made a previous trend of hiring difficulties more apparent. We will focus on additional opportunities to advertise our positions online, on job boards such as at PCC or with other nutrition or food related organizations.

We are in the beginning stages of discussing the possibility of a partnership with Community Transition Program to develop a food service training program that may lead to BSD students being hired with Nutrition Services once they graduate and have completed a structured training program.

We will also be reviewing position structure and identifying areas we may be able to provide additional opportunities for advancement and/or more attractive positions.



The Public Safety Department also oversees and manages all district Campus Supervisors throughout the district to meet the safety and security needs of the district at the designated district schools and facilities. Currently the district has the following campus supervisor positions:

- Aloha High School 3 Campus Supervisors
- Beaverton High School 3 Campus Supervisors
- Mountainside High School 3 Campus Supervisors
- Southridge High School 3 Campus Supervisors
- Sunset High School 3 Campus Supervisors
- Westview High School 4 Campus Supervisors
- Merlo Station High School 1 Campus Supervisor
- BASE High School 1 Campus Supervisor
- Cedar Park Middle School 1 Campus Supervisor
- Five Oaks Middle School 1 Campus Supervisor
- Highland Park Middle School 1 Campus Supervisor
- Meadow Park Middle School 1 Campus Supervisor
- Mountain View Middle School 1 Campus Supervisor
- Whitford Middle School 1 Campus Supervisor

The Beaverton School District employs 27 certified Campus Supervisors assigned throughout the district. This school year we have hired 5 new Campus Supervisors to replace retirees and resignations. By looking at the schools listed above, it is evident that we have some work to do to address the issue of equity in safety when assessing the needs of other BSD Schools.

All Campus Supervisors have been certified through the Department of Public Safety and Standards (DPSST) and hold valid certifications for 2 years. All campus supervisors are First Aid certified and Safety Care trained. The safety care training has to do with the “Restraint and Seclusion” of students when their behaviors and actions jeopardize their personal safety or the safety of others. Due to budget restraints, COVID restrictions and scheduling factors, other professional development opportunities and trainings campus supervisors has been limited. The Public Safety Department will look for opportunities this school year to provide some form of professional development and training as the year progresses and the COVID expectations change.

Public Safety is looking at options to increase the professional appearance and visibility of our campus supervisors in and around campus. We want to be able to communicate a visual message to our communities that we take the safety and security of our students and staff seriously and that we are doing our due diligence in moving towards a higher standard of professionalism. This project will be directed by the Public Safety Director with the input from campus supervisors and other designated district stakeholders.

Public Safety is excited to be working with our district Facilities staff in ensuring that the tentative new Public safety office at the “Summit Building” will not only meet the current needs of the Public Safety staff but will also serve for years to come.

### **ACCOMPLISHMENTS:**

The Public Safety Department has worked hard to maintain a level of safety and security for the entire district through the entire COVID 19 pandemic. For a period of time, the public safety office staff worked remotely, but were always working. At no time was the public staff in limbo or not knowing what their task was for the day. They continued to work to ensure the safety of all. Public Safety staff worked in resetting district wide programming to accommodate custodians and facilities employees school access under the COVID guidelines and also played a huge part in the planning and transition of the summer school programs. The 2-person public safety assistants reprogrammed building access for all summer school employees for all locations. Although time consuming and a detailed process, they completed in time in support of T&L Summer School program.

The Public Safety Department again deployed a number of campus supervisors this past summer to provide added presence and visual support to our campuses in order to limit criminal activity and damage. Public Safety Emergency Manager took on the task of providing in field supervision and assistance to our mobile campus supervisors across the district. Because of the mobile patrols provided, we saw a reduced number of incidents related to criminal mischief and other crimes, thus saving the district monies for repairs.

Public Safety also provided support and assistance to the Human Resources team as they worked diligently to hire staff for open district positions. We assisted with New Employee Orientations and provided the necessary customer service to ensure a smooth process and transition for new district employees.

This past summer, Emergency Manager Paul Jewell worked with the national program of the “I Love You Guys” foundation of where the Beaverton School District bases their Lockdown/Lockout emergency procedures from. This foundation has been a national standard for emergency procedures and responses to school safety and active threats. The Beaverton School District has been using this standard for over 10 years.

At the beginning of year 2021 the Beaverton School District was made aware the “I Love You Guys” foundation made changes at the recommendation of a student and parent at one of our Beaverton schools. The recommended changes were to change the terms Lockdown/Lockout to “Secure” to reduce confusion to two different emergency procedures that require two different responses.

The “I Love You Guys” foundation made the change, which changed the national standard for emergency procedures. Because this change was made at the national level to reflect current

“best practice”, it was determined that Beaverton School District should mirror national standards and make this change for the upcoming 2021-2022 school year. Paul Jewell coordinated all of the necessary changes, the printing of all school district posters and provided small trainings and presentations at school safety committees. Although the changes have been made, due to COVID restrictions, many schools have been unable to comply with completing the Lockdown Drills and “Secure” drills.

As a refresher:

**LOCKDOWN** – Means “Locks, Lights, Out of Sight”, there is an imminent threat inside the building. Staff should lock their classroom doors, turn off their lights and get out of sight.

**SECURE** – Means that there is an incident near or outside of a school (most likely police activity). Schools should lock exterior doors and conduct business as usual.

**HOLD** – Means there is an incident in the school that just requires the hallways to remain clear. The staff will clear hallways and remain in the classroom until an all clear is given by a school administrator. Business as usual.

#### **OPPORTUNITIES/CHALLENGES:**

Public Safety is currently working at the district level to address a drug issue that has impacted the Beaverton School District and throughout Washington County. Public Safety in collaboration with district nurses and SPED staff are working on developing training for the deployment and use of NARCAN. NARCAN is a nasal spray treatment that can reverse the effects of an Opioid overdose (Fentanyl). As you may be aware, the Beaverton School District lost 4 students last year to drug overdose.

Although NARCAN is one more resource and/or tool that can be used in a medical emergency, there is still a great need to provide all campus supervisors with consistent and proper equipment. Equipment to assist them do their job confidently and effectively. As the school district continues to expand its’ systems and infrastructure, the staffing and funding has not, thus creating safety and security vulnerabilities and risks. Some of the equipment that has been provided are radios and laptops. With some of the rising concerns of controlled substances, physical altercations, medical needs; it would be important to provide some other minor equipment. (Public Safety can provide a list upon request).

Our current level of staff (Public Safety and Campus Supervisors) is not sufficient to address the overall needs of the district based on the number of students, staff, buildings and properties. Public Safety has been creative and resourceful with the resources they currently have, but it still falls short for adequate safety and security for a district of our size. This may not be able to be sustained for much longer. Public Safety recently presented this to the district administration and is currently working on collecting comparable district Public Safety organizational structures to assess what specific staffing needs must be addressed. As part of the staffing needs, the district has made some amazing strides in the investments of safety and security within the district. What has not been considered is the long-range

sustainability and maintenance of these systems, to include security cameras, software, licenses, card access and repair and maintenance. We continue to see an increase in cost for repairs and maintenance as some of these newer systems come to the end of their warranty terms under the bond projects. Systems will continue to function correctly only if they are maintained properly and consistently over the years. The components to maintain this is staffing personnel and a dedicated budget.

At the current moment, the Beaverton School District continues its collaboration with the Beaverton Police Department, Washington County Sheriff's Office and Hillsboro Police Department as they provide support for the School Resource Officers Program. For the entire Beaverton School district, there are a total of 10 SRO's providing service to our schools. With a district of 54 schools, this limits what our SRO's can respond to and address, As part of the recent discussion about SRO's in schools, it was determined that the school district reassess the role and how the SRO's are being used.

Here are the current School Resource Officers for the Beaverton School District:

<b>Beaverton Police Department</b>	<b>Washington County Sheriff's Office</b>	<b>Hillsboro Police Department</b>
<b>Acting Sgt. Mike Bewersdorff</b>	<b>Sgt. Chad Martin</b>	<b>Sgt. Leland Gilbert</b>
Officer Matt Cline	Deputy Mike Griffin	Officer Adela Rios
Officer Ryan Potter	Deputy Dylan Leach	
Officer Nic Coplin	Deputy Corri Yoshimura	
Officer Justin Haugen	Deputy Nathan Curry*	
Officer Dan Maurer		

\*serves as a back-up SRO only

As you can imagine, this is small number of officers to address the many issues our schools and school administrators encounter. The start of this school year has been very challenging. There has been a number of significant assaults, sexual incidents, threats, fights, suicide assessments and much more that our SRO's have been assisting with. As we re-evaluated how the SRO's were being used, it was evident SRO's were being called in to assist with many incidents that should be addressed by school staff and/or administrators; incidents like student out of control, student defiance, students running away from school and other similar or related issues. The other change this year was the passing of Measure 110 where the possession of a controlled substance was no longer a crime but a violation. This will also remove the SRO component, unless there are other extenuating factors.

These are many changes that will require follow up training and discussion with our school administrators and campus supervisors. It is imperative that the Beaverton School District work towards maintaining the current relationship with our local law enforcement as the

current staffing and structure of Public Safety is not prepared or equipped replace this highly used resource within the district.

**GOALS:**

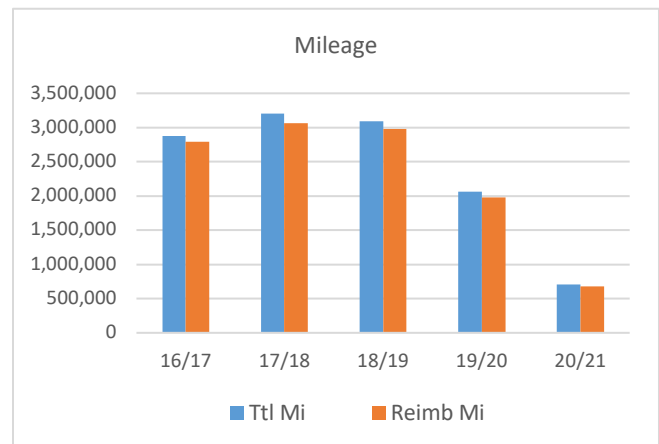
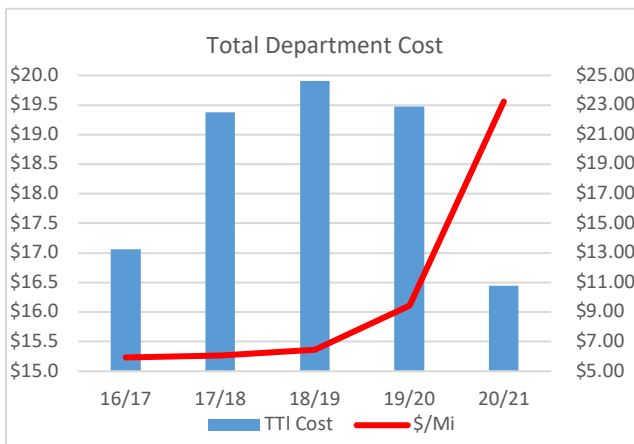
Although the Public Safety Department serves in the capacity of a reactive entity for emergency or crisis situations, there are many opportunities to be a proactive department to ensure a safe and secure educational environment for our students and a safe work place for our staff. To achieve this, the goal of the Public Safety Department and this director is to look at a restructure of Public Safety. The restructure would look at staffing, organizational structure and deployment and resources. A restructure will allow an opportunity to ensure the district has established the proper financial and staffing resources in Public Safety to sustain the needs of the district now and in the coming years. Because this is a process-based goal, it is the desire to achieve this goal by the beginning of the 2023-2024 school year.

## TRANSPORTATION

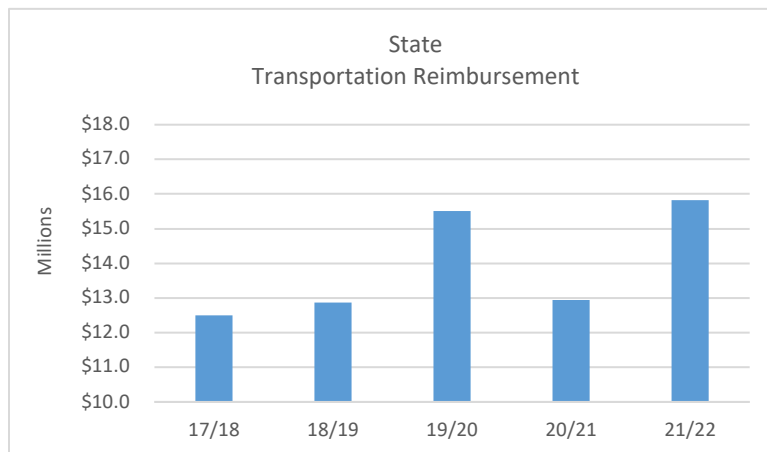
**Craig Beaver, Administrator for Transportation Services**

### Summary

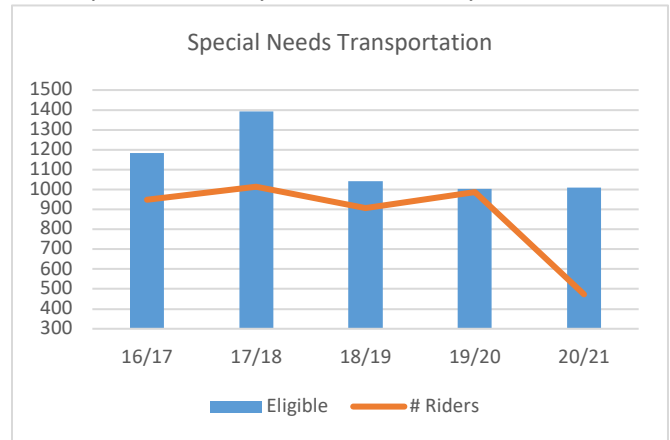
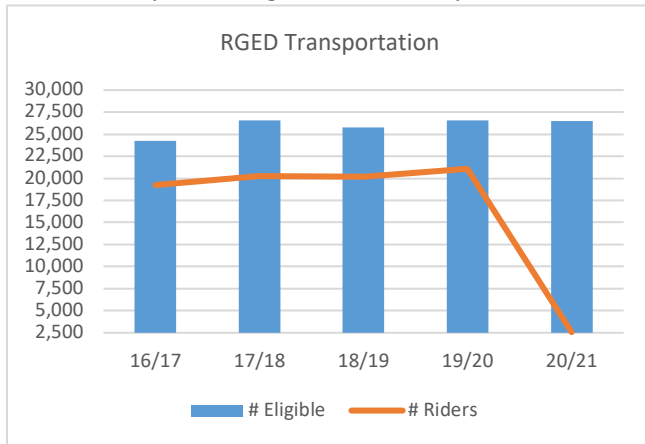
For the 2020/21 year, total department expense was \$16,443,638 and total mileage was 707,741, a 2.2% and 33% decrease respectively versus last year. 70% of eligible transportation expenses are reimbursable from the State and reimbursement is made in arrears. The district was scheduled to received \$12.95 million in reimbursement based on the 20/21 SY, a 16% decrease from 2019/20. Total Cost per Mile figures are skewed due to pandemic operations.



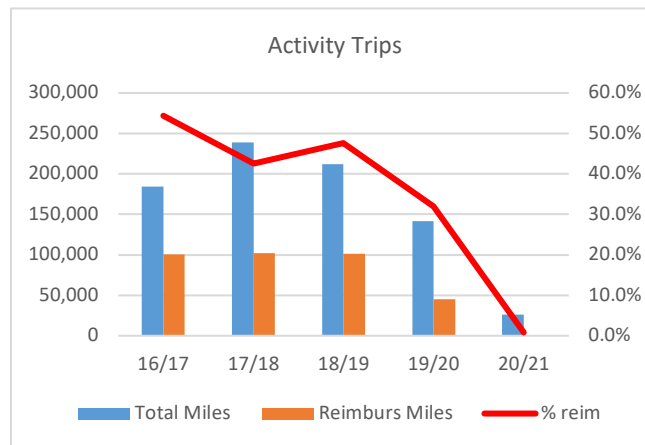
96% of all miles traveled qualified for reimbursement, which equaled 19/20. Overall, the department posted a \$3.03 million cost savings versus 19/20. Reimbursement for 21/22 is estimated to be \$15.82 million.



The Department transported approximately 2,567 general education students on 118 routes representing a 10% ridership. 1,011 students were eligible for specialized transportation and 473 were served on 87 routes representing a 47% ridership rate. Total SPED ridership decreased by 52% versus last year

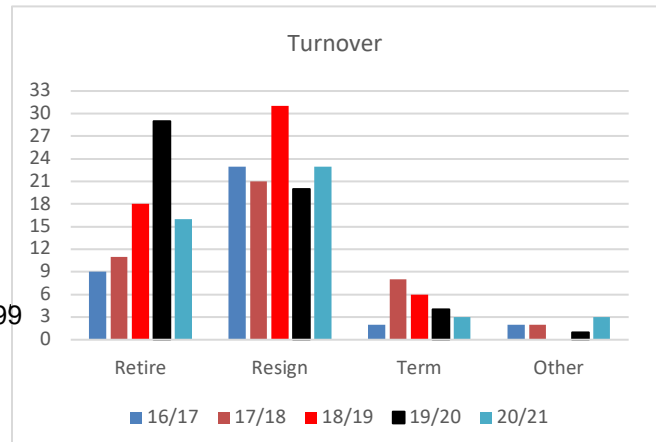
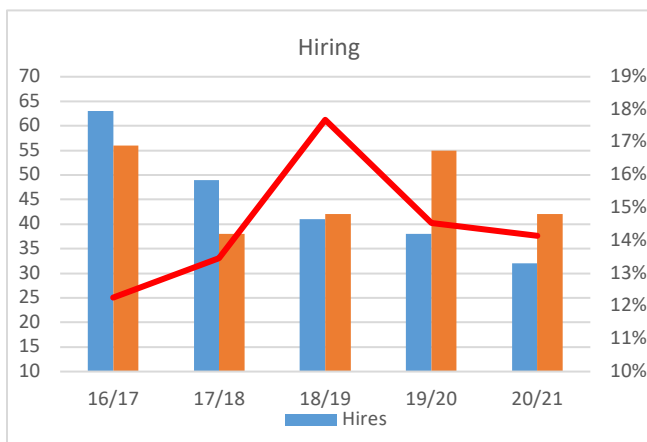


Activity trip mileage for BSD buses totaled 25,849 miles, 1% of which was academic in nature and eligible for State reimbursement. Total trip miles decreased 97% versus 19/20. During the last full school year (18/19), BSD performed 3,243 total trips including 1,340 athletic trips. Last year, we performed 796 trips, 770 of which were athletic-related.



### Major Accomplishments

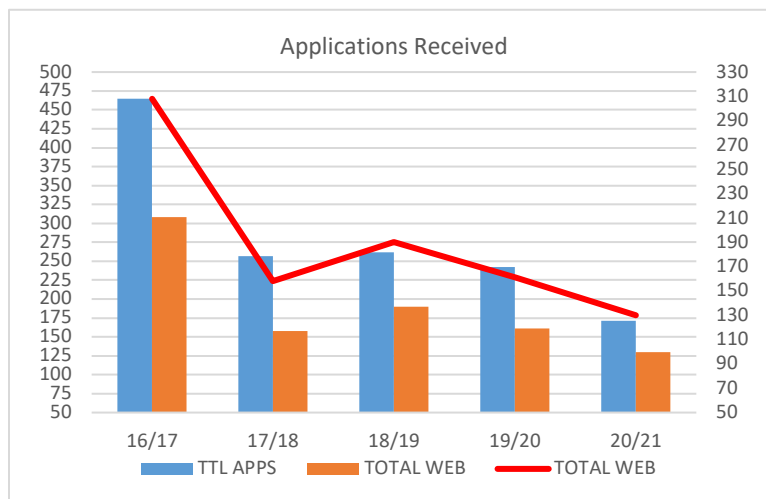
- Hiring:** The Department continued to actively pursue candidates for school bus driver positions. Overall, 32 drivers were added, and 42 drivers departed compared to 38 drivers added and 42 departed in 2019/20. Retirements decreased by 17% in 20/21 but resignations increased by 15%.



- EPA Reimbursement: BSD was awarded \$580,000 in grants to offset the costs of purchasing 19 propane powered buses.
- Electric School Bus: The Oregon Department of Environmental Quality (DEQ) awarded \$150,000 towards the purchase electric buses. This award, in conjunction with contributions from SB 1149 funds and another pending PGE grant, will fund 3 additional electric school buses and charging stations.
- Alignment of Rachel Carson Schedule: The department was able to realign the bell schedule at Cedar Park Middle School by 10 minutes enabling Rachel Carson students to attend on the same schedule as other comprehensive students. This is the first time this program and it's host site have been on the same schedule.

### **Areas of Concern**

Our biggest concern continues to be retention and recruitment of drivers. Applications received have been on a negative trend over the past two years. The majority of resignations are attributable to employees moving into private sector driving positions. A comprehensive wage study completed in August 2021 revealed BSD's starting wage to be 25% less than the average private-sector delivery driver position (\$22.18/hr. vs \$18.30/hr.). Our historic advantage of offering a comprehensive benefits package no longer exists as 99% of firms surveyed offered benefits and retirement savings plans. A proposal to increase hourly wages, implement a new-hire, and a retention bonus has been submitted as solutions to solving BSD's driver shortage.



### **Goals Review**

- Goals for 21/22 and 22/23 are to bring the department to full staffing (approximately 275 drivers) in order to improve service, meet teaching program requests, and eliminate charter bus expenditures. Full staffing allows for the expansion of Pre-K, CTE, and Dual Language transportation services.
- Continue with conversion of high-cost diesel buses to propane and electric power by leveraging district funds with public grants.

**Title:** Human Resources - Quality Staff

**Objective:** The objective of this report is to describe progress toward hiring, supporting and retaining excellent and accountable staff. This report is based on relevant Quality Staff measurements identified by the Board and those identified by HR.

**Data:** Data sources include information contained within Synergy and the HR/Payroll system known as Integrated Financial and Accounting Solutions (IFAS).

The following details and modifications have been made to the collection of evidence for this report:

- In the Spring of 2020, the District closed facilities per the Governor’s order in response to the COVID-19 pandemic. Consequently, the annual Staff Survey was not conducted in the spring of 2020.
- The District’s Spring 2020 shutdown resulted in a suspension of evaluations for staff. Oregon Department of Education did not require reporting of staff evaluation ratings for the 2019-2020 school year.
- The global COVID-19 pandemic resulted in Oregon Department of Education suspending the requirement that licensed staff be evaluated in the spring of 2021. No staff evaluation ratings were reported for the 2020-2021 school year.

**Focus Areas:** In addition to the actions listed below, the following areas will be key HR priorities for the 2021-2022 school year.

1. Onboard new hires after record hiring season
2. Finalize negotiations on successor bargaining of the licensed contract initiated Spring 2021.
3. Negotiate a successor contract for the classified contract Spring 2022.
4. Negotiate a successor contract for the licensed substitute contract Spring 2022.
5. Support successful integration of Return to School Plans for the 2021-2022 school year.
6. Support department staff working in new roles.

**Quality Staff Measures**

**1. Percent of teachers evaluated as Distinguished, Proficient and Basic.**

*Teacher evaluation ratings*

	Distinguished	Proficient	Basic	Unsatisfactory
2013-14	27%	68%	4%	0% (Continuation of employment requires at least a rating of Basic.)
2014-15	12%	77%	11%	
2015-16	16%	75%	9%	
2016-17	16%	76%	8%	
2017-18	23%	71%	6%	

2018-19	21%	73%	6%	
2019-20	No Data	No Data	No Data	
2020-21	No Data	No Data	No Data	

*Successes*

- Administrators and licensed employees continue to identify 5D+ as an effective framework for moving practice forward. The rubric and framework provide descriptive language that allows employees to orient their current practice, identify where their area of proximal growth is, and chart a course to make performance gains. Despite Oregon Department of Education’s removing the requirement that licensed staff be formally evaluated in a summative manner during the 2020-2021 school year, supervisors did support staff performance by collaborating on professional goals and conducting classroom observations to support professional growth. Formative assessment feedback was constructive and designed to support staff during a uniquely challenging year.

*Issues*

- Evaluations were suspended in the 2019-20 and 2020-21 school years due to the onset and continued impact of the novel coronavirus pandemic. Oregon Department of Education did not collect summative ratings for licensed staff in 2020 or in 2021.

*Action Plan*

- Per guidance from the Oregon Department of Education Beaverton will evaluate only probationary licensed staff due to the challenges of interrupted learning due to the COVID-19 pandemic. Students have returned to full time in-person instruction after a challenging year when instruction was remote and/or hybrid, resulting in disruptions and interruptions impacting both staff and students. For the 2021-22 school year probationary staff will be evaluated with a year-end assessment and ratings will be reported to ODE. Focus will be placed on supportive goal setting and quality formative feedback throughout the year to assist all staff in making performance improvements in the continuing challenges of a learning context impacted by the global pandemic.

**2. Percent of teachers and staff employed by BSD 5+ years, hiring statistics and diversity.**

Measurement		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Percent of teachers and staff employed by Beaverton School District 5+ years	Admin	90%	92%	91%	88%	87%	87%	86%	92%
	Licensed	86%	90%	97%	95%	87%	86%	84%	85%
	Classified	74%	78%	83%	90%	81%	81%	77%	77%
Number of teachers and staff hired	Admin	17	29	32	20	21	32	12	15
	Licensed	168	438	426	402	336	278	202	207
	Classified	125	236	365	523	442	406	41	167
	Total	310	703	823	945	796	716	255	390
Staff and administration diversity mirrors student diversity	Students	49%	51%	50%	50.5%	52.25%	53%	54%	56%
	Admin	15%	19%	19%	17%	17%	16%	17%	17%
	Licensed	10%	11%	11%	11%	12%	12%	13%	14%
	Classified	19%	20%	21%	23%	24%	19%	27%	28%

*Retention percentage of employees by ethnicity 5+ years*

Year			Administrators			Licensed			Classified		
	Non-White	White	Asian	Black	White	Hisp	Am N	Asian	Black	White	Hisp
2012-13	94%	82%	98%	95%	94%	96%	50%	71%	61%	76%	82%
2013-14	87%	95%	87%	86%	86%	86%	92%	72%	81%	79%	85%
2014-15	94%	95%	88%	95%	88%	91%	91%	72%	81%	79%	85%
2015-16	89%	95%	95%	92%	95%	95%	90%	79%	76%	83%	82%
2016-17	82%	93%	86%	70%	99%	87%	75%	77%	83%	83%	83%
2017-18	84%	88%	90%	70%	85%	87%	93%	81%	85%	81%	83%
2018-19	92%	89%	85%	68%	87%	85%	95%	84%	75%	81%	77%
2019-20	92%	85%	78%	82%	85%	84%	100%	81%	65%	78%	72%
2020-21	92%	89%	81%	87%	84%	83%	91%	81%	67%	73%	78%

Notes: 1) Administrators are listed as White/Non-White due to small numbers in ethnic groups. 2) Retirees are removed from retention data. 3) Employees who move between employee groups are counted as retained. 4) 2016-17 is the five-year mark following the 2012-13 layoffs.

*Successes*

- Retention rates for all employee groups remain high overall.
- Employee diversity shows very slight gains in many categories, administrator, licensed and classified.
- All administrators participated in ongoing anti-racist anti-bias training.

*Issues*

- Employee diversity is improving for all groups but not growing at the rate of students’ diversity.
- Budget reductions may impact retention rates over time.
- Staff retention may be impacted by volatility associated with challenges related to the COVID-19 pandemic and its impact on the economy and society. More staff have left to move out of state than in other years, for example.

*Action Plan*

- See “Diversifying the Workforce” document below.
- Pool hire for high needs areas, including special education and bilingual programs.
- Invest in strategic partnerships with higher education and community affinity groups to support robust recruitment pipelines
- Partner with the Office of Equity and Inclusion to support leadership work across the District to assist with retention of quality staff
- Conduct spring Teacher Chats with new hires.
- Provide mentors for new teachers and administrators, including bilingual mentor support.
- Conduct a needs assessment to determine areas of promise for continued improvement in diversifying the work force and in recruiting and retaining high quality staff.

**3. Percent of teachers reporting improved practice based on collaboration and sufficient time to do so.**

Measurement	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
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Percent of teachers reporting improved practice based on collaboration efforts	87%	79%	62%	70%	81%	84%	No Data	93%
Percent of teachers reporting sufficient time to collaborate	40%	44%	51%	55%	81%	72%	No Data	65%

*Percentage reporting improved practice based on collaboration efforts by group*

Group	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Teachers	87%	79%	62%	70%	81%	88%	No Data	93%
Male	89%	73%	66%	80%	83%			
Female	91%	81%	64%	68%	85%			
Other	NA	NA	62%	NA	NA			
Hispanic	73%	76%	65%	65%	76%			
White	91%	79%	64%	71%	85%			
Heterosexual	91%	80%	66%	72%	84%			
LGBTQ	82%	68%	54%	66%	82%			

*Percentage reporting sufficient time to collaborate by group*

Group	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Teachers	40%	44%	51%	55%	81%	72%	No Data	65%
Male	46%	49%	58%	59%	84%			
Female	42%	44%	51%	56%	81%			
Hispanic	46%	55%	49%	55%	82%			
White	43%	43%	53%	57%	82%			
Heterosexual	45%	45%	53%	58%	82%			
LGBTQ	30%	50%	44%	55%	78%			

*Issues*

- The annual Staff Survey was not sent to staff for input in the spring of 2020 due to the shutdown for the COVID-19 pandemic, resulting in no data for this measure last year.
- Data for this year is only available for all teachers. While the Staff Survey was conducted in Spring of 2021, the school year was highly irregular due to remote working conditions, comprehensive distance learning, hybrid instruction, changing guidance and learning interruptions associated with the global pandemic. Working conditions were impacted considerably.

*Action Plan*

- Collaborate with school and district leadership and union partners in supporting staff and students to be successful as students return to full time in-person instruction with substantial challenge due to ongoing health protocols to keep staff and students safe.

**4. Percent of teachers reporting improved practice/student performance based on professional development and the evaluation system and the percent of teachers reporting they effectively differentiate instruction.**

Measurement	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Percent of teachers reporting improved practice based on professional development	29%	25%	57%	74%	75%	78%	84%	No Data	81%
Percent of teachers reporting improved	NA	30%	44%	45%	43%	59%	68%		58%

practice based on evaluation system									
Percent of teachers reporting they effectively provide differentiated instruction	92%	93%	97%	96%	97%	97%	97%		97%

*Percentage of teachers reporting improved practice based on professional development (Note: Only the 2014-15 survey distinguished between school and District professional development.)*

Group	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21		
						District	School	District or School
All Teachers	62%	75%	78%	84%	No Data	69%	73%	81%
Male	66%	73%	80%					
Female	64%	80%	78%					
Hispanic	64%	77%	82%					
White	64%	79%	80%					
Heterosexual	66%	78%	79%					
LGBTQ	63%	68%	76%					

*Percentage of teachers reporting improved practice based on evaluation system*

Group	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Teachers	44%	45%	43%	59%	68%	No Data	58%
Male	43%	43%	43%	55%			
Female	48%	48%	47%	62%			
Hispanic	36%	43%	55%	66%			
White	46%	47%	46%	60%			
Heterosexual	49%	47%	47%	60%			
LGBTQ	27%	35%	42%	55%			

*Percentage of teachers reporting effective differentiated instruction*

Group	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Teachers	93%	97%	96%	97%	97%	97%	No Data	97%
Male	90%	94%	96%	98%	96%			
Female	95%	97%	97%	97%	98%			
Hispanic	84%	NA	98%	98%	97%			
White	94%	97%	96%	98%	97%			
Heterosexual	94%	96%	97%	97%	98%			
LGBTQ	94%	100%	96%	98%	98%			

### Successes

- The value placed on professional development has increased since 2012 and remained steady over time. Beaverton’s Comprehensive Distance Learning Plan embedded additional time and expanded options for teachers for Professional Development needed in order to reimagine the delivery of instruction for a remote environment.
- The 5D+ teacher evaluation system aligns well with flexible options for learning: remote, hybrid, in-person. Its focus on student engagement, classroom culture, professional communication and collaboration transfer well to a distance learning or hybrid environment.

### Issues

- Not having sent the annual Staff Survey in Spring 2020 has resulted in no data for the 2019-20 school year for these specific metrics. Data from 2021 indicates that disruptions to the teaching and learning context and the impact on evaluation may have impacted the dip in its perceived effectiveness for improving practice.

*Action Plan*

- The District will continue to offer expanded professional development options in the areas of Anti-Racist Education, Social Emotional Learning, Trauma-informed Practices and flexible learning platforms and strategies.
- The Professional Development Advisory Committee has an important role in advising the District on professional development needs and models for teachers with special attention to the needs of educators in the currently challenging environment due to impacts from the global pandemic.

**5. Percent of teachers and staff reporting they contribute to decision-making.**

Measurement	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Percent of teachers and staff reporting they contribute to decision-making	69%	71%	77%	78%	73%	74%	No Data	78%

*Percentage staff reporting they contribute to decision-making by group*

Group	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Staff	71%	77%	78%	73%	74%	No Data	78%
Male	74%	84%	84%	78%			
Female	73%	80%	81%	76%			
Asian	NA	77%	88%	74%			
Hispanic	76%	67%	74%	79%			
White	75%	81%	83%	78%			
Heterosexual	76%	81%	78%	76%			
LGBTQ	70%	83%	79%	72%			

*Percentage staff reporting they contribute to decision-making by school*

School	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Barnes	64%	70%	76%	>95%	80%		
Beaver Acres		83%	80%	75%	68%		66%
Bethany			72%				
Bonny Slope	80%	84%	79%	79%			
Cedar Mill	93%		93%	93%			
Chehalem	82%	59%	71%	82%	63%		83%
Cooper Mountain	93%	86%	72%	75%			
Elmonica	93%	64%	75%	95%			
Errol Hassell			56%				
Findley		100%	89%	94%	79%		
Fir Grove	92%		83%	93%			
Greenway	88%	85%	79%	64%			
Hazeldale			87%	93%			91%
Hiteon	74%	81%	76%	62%	69%		
Jacob Wismer	70%	95%	70%	54%	60%		91%
Kinnaman			94%	75%	56%		76%
McKay		83%	>95%	>95%			
McKinley		83%	65%	88%			

Montclair		91%	84%				
Nancy Ryles		87%	80%	>95%			
Oak Hills		67%	67%	>95%			
Raleigh Park	100%	91%	95%				
Ridgewood		100%	83%	>95%			
Rock Creek			>95%	89%			
Sato	NA	NA	NA	58%			
Scholls Heights		62%	71%		76%		
Sexton Mountain			90%	85%			
Terra Linda		95%	78%	90%			
Vose		78%	89%	86%			
WTV		100%	61%				
William Walker		86%	83%	92%	91%		
AHP K-8		83%	78%	83%			83%
Raleigh Hills K-8		72%	87%	80%	55%		
Springville K-8		91%	73%	76%			
School	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2021-21
Springville K-8		91%	73%	76%	70%		
Cedar Park MS		87%	80%	57%	72%		82%
Conestoga MS			58%	88%			
Five Oaks MS		65%	53%	57%	70%		77%
Highland Park MS		96%	88%	83%	86%		91%
Meadow Park MS	74%	97%	74%	77%	80%		85%
Mtn. View MS	67%		84%	70%	80%		87%
Stoller MS		71%	62%	71%	44%		61%
Whitford MS		86%	79%	77%			96%
ACMA	69%	69%	86%				
HS2/SST		82%	83%	77%	81%		76%
ISB	82%		78%	86%	81%		
Aloha HS	85%	80%	81%	84%	82%		81%
Beaverton HS	63%	70%	69%	61%	72%		75%
Mountainside HS	NA	NA		85%	90%		73%
Southridge HS	79%	87%	78%	89%	90%		100%
Sunset HS	64%	69%	85%	68%	78%		63%
Westview HS	72%	85%	71%	68%	90%		93%
FLEX Online							91%
ACE/CTP							90%

#### Issues

- Due to not having solicited input in the annual Staff Survey in Spring of 2020, no data is available for the 2019-20 school year.

#### Action Plan

- Continue administrator training in inclusive practices, effective supervision and distributive leadership.

### **Diversifying the Workforce, October 2021, Beaverton School District**

The Educator Advancement Council's [2020 Educator Equity Report](#), outlines statewide progress and trends in diversifying the workforce throughout Oregon. Beaverton School District's efforts to diversify the educator workforce have focused on specific efforts in recruitment and retention of quality staff. As a district, we have

made efforts to increase our system-wide effectiveness in attracting and retaining diverse staff to meet the needs of our multi-ethnic community of learners.

To support our work in recruiting educators who reflect our local diversity, the Beaverton School District recruits teacher candidates from our high schools into the Teacher Cohort Program. TCP (formerly known as the Portland Teacher Program) is a nationally recognized program that prepares “culturally competent teachers, with a special focus on historically underrepresented groups in the teaching profession.” In a similar grow-your-own effort, BSD works with Northwest Regional Educational Service District (NWRESD) to recruit high school students into the [Diverse Educator Pathway](#) teacher preparation program. The Diverse Educator Pathway builds upon grassroots work begun in the 2019-2020 school year in Beaverton with the BE The Change effort to connect with Beaverton high school students and to support them in seeking careers in education. This year HR staff secured a Grow Your Own Teacher Connect grant to support BE The Change students who are BSD alumni currently in college pursuing degrees in education. The emerging DEP partnership with NWRESD includes our colleagues in Hillsboro, Sherwood, Tigard/Tualatin, and Forest Grove School Districts. To help us recruit our linguistically and ethnically diverse educational assistants, BSD hosts an annual Teacher Pathways event for all of our classified staff during which we explain different pathways for becoming a teacher in our community. The most recent partnership with Lewis and Clark College provides support for current BSD classified staff to enter a teacher preparation program while continuing to work as classified staff. Each February BSD hosts a Bilingual Recruitment Night. Special invitations are extended to bilingual candidates to attend a recruitment event devoted to early hiring of diverse staff. BSD increased its early hires by extending early hire offers to 8 bilingual teacher candidates in March. For each of our recruitment pathways, BSD connects with, supports and/or coaches the teacher candidates in the various programs. This support includes but is not limited to inviting candidates to a Meet and Greet Reception, getting to know the candidates to make supportive placements, providing check-ins and communication, substitute release time to allow for student teaching for working staff, invitations to participate in BMEC (Beaverton Multicultural Educators Community) as a student teacher, practice screening interviews in HR, administrator practice interviews, and recommendations to administrators for hiring.

The teacher educator pathways supported by BSD help us work toward another area of focus outlined by the Oregon Educator Equity Advisory Group: teacher preparation. Beaverton is a founding member of a regional collaboration to support quality teacher preparation. The Metro Area Preservice Partnership (MAPP) works with local colleges and universities to collaboratively plan and host trainings for cooperating educators on supporting educator candidates with a culturally competent focus. The training aligns with mentoring strategies that the Instructional mentor team provides in order to create a more seamless transition from being an educator candidate to a new teacher in the district. In addition to our emerging work with NWRESD and established work with TCP, BSD continues to support teacher preparation programs whose focus includes increasing the numbers of culturally diverse educators to support our increasingly diverse community. The [Teach for Beaverton](#) program, in partnership with Oregon State University (OSU), has provided an intensive residency program during which graduate students take both online and hybrid classes and receive mentoring from clinical teachers. This year the Teach 4 Beaverton program has shifted to a paid intern model for the second residency year. By supporting a collaborative residency-based model, BSD ensures that the graduates reflect the dispositions, skills, and capacity our community needs from our beginning teachers. The [Bilingual Teacher Pathway](#) (BTP), in partnership with Portland State University (PSU), supports bilingual classified staff who want to serve our community as a teacher. Through their instruction and program design, the faculty at BTP address the barriers traditionally faced by diverse teacher candidates. BSD has collaborated with Portland State University’s BTP since 2001. Many of our current Dual Language teachers are among the program’s graduates. To better assist all of our racially or linguistically diverse candidates in teacher preparation programs, we stay connected with and promote scholarships like the [Oregon Teacher Scholars Program](#), the Beaverton Minority Administrator

Community's scholarship for BSD K-12 graduates, and the Superintendent Annual Scholarship for BSD K-12 graduates. These scholarship programs provide financial support, networking, and other resources to help diversify our educator workforce. BSD has established a partnership with Lewis and Clark College to develop an Aspiring Administrator Program to increase the diversity of our administrative ranks. In Fall of 2020, BSD partnered with OALA (Oregon Association of Latino Administrators) to support four BSD teachers who had been accepted into OALA's Protégé Program, where they were mentored by veteran Latino leaders in education as they moved into learning and scholarship to become diverse administrators.

Once we get graduates from our teacher preparation programs, we focus on employment. To help connect our multiple efforts, we hold regular meetings with staff and administrators from Human Resources, Teaching and Learning, and Equity and Inclusion. The goal of increasing the recruitment and retention of staff of color in BSD requires building on our professional development opportunities and exploring the development of "pathway programs." These pathway programs include our Career and Technical Education (CTE) programs in education and our dual credit opportunities, with a specific focus on our AVID students. The integrated work of this multi-departmental group resulted in the 2019-2020 launch of BE The Change, a pipeline program aimed at targeting and providing support for BSD high school students interested in careers in education. BE The Change was the fledgling program that transformed into the larger regional collaboration with NWRESD for the Diverse Educator Pathway. Beaverton HR professionals work hand in hand with colleagues at Oregon Department of Education, Teacher Standards and Practices Commission and Oregon School Personnel Association to coordinate efforts and maximize our collective achievement in the areas of preparing, hiring, onboarding and retaining diverse staff. The Educator Advancement Council's 2020 Educator Equity report emphasizes the critical importance of statewide systematic efforts to collaborate across institutions and regions to create a network for change. Beaverton's continuing relationships with partners in higher education, government, regional service districts, professional organizations and other school districts across the region remain important conduits for continuing impact and success.

After we hire strong educators to serve the students in our community, we want to retain them in our community. Our colleagues in Human Resources, Teaching and Learning, and Equity and Inclusion host meetings for the Beaverton Multicultural Educator Community (BMEC), an affinity group for linguistically and ethnically diverse employed educators. This group has grown over time in its participation and developed an increasing sense of purpose and urgency. BMEC has been instrumental in helping coalesce a District-wide effort to create culturally affirming environments and a systemic commitment to inclusive education. Our District has continued to support cohorts of our Equity Leadership Team, a collective of educators who use structured meetings to explore their work as educators around equity and inclusion. The Educator Advancement Council's 2020 Educator Equity Report emphasizes that the creation of culturally affirming environments is a key lever for staff retention. We know that diverse educators are drawn to inclusive environments where the programs and services are effective and strong. As we work collaboratively with our whole organization to build and expand Dual Language programming K-12, support AVID courses and embed AVID strategies in our work with students, we are creating a culture of dignity and belonging and asset-based power that will draw the educators we seek to join us. Finally, the Beaverton School District provides essential support for all teachers through the Teacher Mentor program with thoughtful, effective mentoring for our newly hired teachers, long-term substitutes and veteran teachers new to Beaverton as they grow and develop into educational professionals while meeting the diverse needs and celebrating the diverse gifts of the students in their classroom. This year the mentor team offers bilingual support for Spanish speaking educators. BSD has a similar commitment in investing in new administrators by offering robust one-on-one mentoring support for new principals, assistant principals and other leaders as they navigate their first years in a new role.

To transform our educational system, we must build capacity in the areas of recruitment, preparation, employment, and retention. Some of our partnerships in the work, like TCP and BTP, are established programs on which our community has come to depend. Other programs, like the Aspiring Administrator program and the Diverse Educator Pathway, are new and will take time to develop. Regardless of the program or policy, we need the collective efforts of our classified, licensed, and administrative staff to give our students the chance to learn from educators who reflect the reality of our community.

Summary:

Recruitment:

- Teacher Cohort Program
- Diverse Educator Pathway: Northwest Regional Education Service District partnership with Western Oregon University
- Bilingual Recruitment Night for Spanish-speaking teachers
- Annual Teacher Pathways event for Classified Employees
- HR Support for Teacher Candidates in our teacher preparation partnership pathways

Preparation:

- Bilingual Teacher Pathway
- Oregon Teacher Scholars Program
- Beaverton Multicultural Administrator Community's scholarship for BSD K-12 graduates
- Superintendent Annual Scholarship for BSD K-12 graduates
- Aspiring Administrator Programs
  - o Emerging program in partnership with Lewis and Clark University
  - o OALA Protégé Partnership, Chalkboard Project

Employment:

- Regular Work Group for Human Resources, Teaching and Learning, and Equity and Inclusion
- Building Professional Development Opportunities
- Diverse Educator Pathway: Educator pathway development for K-12 students: CTE, dual credit, and AVID
- Bilingual Recruitment Night – Early pool hiring each February
- State-wide work groups that focus on anti-bias training and diversifying the workforce

Retention:

- Meetings for Beaverton Multicultural Educator Community (25-30 teachers)
- Equity Leadership Team cohorts (15 participants per cohort per year)
- Teacher Mentoring program
- New Administrator Mentoring program
- OALA Protégé Program for emerging leaders
- Lewis and Clark Aspiring Administrator program

Resources: [OSPA Spring Conference Presentation](#)

# Quality Staff

Board Report: HR  
October 2021



# Quality Staff Measures

- Distinguished, Proficient, Basic
- Staff Retention
- Staff Survey Data



# Additional Focus Areas

- Onboard new staff after record hiring season
- Complete full contract negotiations with BEA
- Support return to in-person instruction
- Negotiate full contract negotiation with OSEA Spring 2022
- Negotiate full contract negotiation with BEA Substitutes Spring 2022
- Departmental transition and onboarding

# High Quality Diverse Staff

- Higher Ed partnerships: PSU, PCC, L&C, WOU, PU, UP, GFU
- NWRESD Diverse Educator Pathway
- Bilingual R&R
- Aspiring Administrator program
- Job fairs
- Community and professional partnerships: OALA, OSPA, EAC
- Mentoring
- Culture of dignity and belonging
- Interdepartmental collaboration to support all staff

# Setting Strategy

- Conduct a needs assessment
- Increase candidate pool
- Invest in multiple strategies
- Initiate and nurture key relationships
- Improve the organizational culture
- Support policies and programming that serve all students
- Strengthen organizational support to retain diverse staff



# What is HR's role?

Technical vs. Adaptive

Structure vs. Culture

Cosmetic vs. Transformational

Transactional vs. Strategic



Nothing we do is more important than hiring and developing people. At the end of the day, you bet on people, not strategies.

~ Lawrence Bossidy, GE





## COMMUNICATIONS & COMMUNITY INVOLVEMENT

Shellie Bailey-Shah, Public Communications Officer

### SUMMARY

The Communications and Community Involvement (CCI) team is committed to providing accurate, clear, timely and transparent communications to staff, parents, students, community members and media partners. The department has one administrator and seven employees who collaborate with all departments and schools to promote and support the District's mission.

### ACCOMPLISHMENTS

#### Communications

1. CCI made a significant investment of resources into video production during the 2020-21 school year. The department produced [112 videos](#) — both informational videos to support our community's understanding of CDL and Hybrid models as well as celebratory videos to highlight the outstanding work for students and staff, including our equity work. Every school in the district was highlighted in at least one video. These videos were widely distributed across our social platforms, newsletters and website.
2. In addition to frequent communication and engagement with our community regarding COVID-related shifts in instruction, CCI supported the following initiatives: Child Care Subsidy, Middle School Boundary Changes, Middle School Common Schedule, Career Technical Education, Early Learning Options, Naming of Tumwater Middle School, Suicide Prevention Week, School Board Election, Long-Range Facility Planning, ParentSquare Exploration and COVID-19 Dashboard. However, we are proudest of our Fentanyl Awareness Campaign called [Fake & Fatal](#). We continue to share the resources developed for that campaign with school districts across the country.
3. CCI saw tremendous growth in our engagement on social media: (Twitter growth was flat.)

	<b>Instagram</b>	<b>Facebook</b>
<b>Followers</b>	+56%	+15%
<b>Number of Posts</b>	+127%	+55%
<b>Engagement</b>	+560%	+89%
<b>Reach</b>	+417%	+110%

#### Community Partnerships

1. Community partnerships proved more vital than ever during the pandemic. Schools with existing relationships leaned on their partners. In addition, we established new partnerships at both the district and school level to meet the needs of our families. Between school supplies, holiday giving, community service days, donations and other giving, our community contributed well [over \\$226,500 in goods and services](#).
2. In collaboration with Beaverton Education Foundation (BEF), community organizations, faith partners and staff, CCI organized a large-scale school supply drive and distributed

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.

Student Success Kits to 16,000 students who qualified for free or reduced meals. The kits were geared toward online learning.

3. From July 2020 through May 2021, CCI managed USDA's Farm-to-Family Food Box program with weekly distributions at three district locations (AHS, BHS, SRHS) as well as at faith partners, Holy Trinity and B4Church. In all, Beaverton families received 63,659 food boxes, containing nearly 1.9M pounds of food. In addition, CCI facilitated three Oregon Food Bank markets and numerous Urban Gleaners-supported weekly food drops and pop-up markets at various school sites.

## **Volunteers**

1. After over 45 years of operation, BSD's Clothes Closet was rebranded as Clothes for Kids with the tagline "from a community that cares." The new name and logo better reflect the scope of our work and the important role of the community, both volunteers and donors.
2. Due to COVID-19 restrictions, Clothes for Kids underwent a complete operational overhaul. To continue serving families, we shifted from a first-come first-serve structure (one day/week) to an appointment-based model (several days/week). Five long-term volunteers lead this critical transition: Sandy Axel, Christy Bangerter, Esther Griffin, Judy Lancing and Lynn Weglarz. We had 166 volunteers contribute 3,067 hours. C4K saw 2,489 visits (sometimes serving multiple students per visit) and the distribution of 30,120 clothing items. Despite the operational shift, we served [40.9% more families](#) compared to the previous year.
3. After a review of handbooks from several Oregon school districts, the BSD Volunteer Brochure was expanded to an online Volunteer Handbook. It includes a new optional Child Abuse Awareness training for volunteers.

## **AREAS OF CONCERNS**

### **Communications**

1. As we continue to navigate COVID-19, communication with our parents is critical. Some of that messaging is quite complex. We continue to partner with our Multilingual Department to ensure that clear information is reaching our non-English speaking families. Our new communications platform, ParentSquare, has helped, especially with two-way communication between teachers and parents.
2. Our staff needs to feel supported by the District. We continue to look for ways to highlight excellent work, show appreciation and build morale. One way in which we are trying to promote unity is through our Let's Be campaign.
3. Social media is an important communications tool. However, there are times when users become abusive. With current staffing, it is impossible to provide 24/7 monitoring of our social accounts. This year, we have intentionally changed our social media strategy. We have moved all our "business" communications to our ParentSquare platform and instead have focused our social platforms on "joy." We also are more strictly enforcing our stated rules.

### **Community Partnerships**

With the many demands on school administrators, we are concerned that some relationships with community partners may be neglected. We're encouraging our schools to lean into these partnerships and ask for help during these challenging times.

### **Volunteers**

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Due to COVID-19 guidelines, normal volunteer activities were severely restricted during the 2020-2021 school year. AVID was substantially impacted; the program had only 34 virtual tutors during the school year, down from 70 in-person volunteers in the prior year. Despite these limitations, [582 volunteers gave 11,384 hours](#) of time to the District. Moving forward, we continue to look for ways to keep our volunteer pool engaged.

## **GOALS**

1. We want everyone in the district to feel comfortable with our new communications platform, ParentSquare. We continue to offer trainings to staff and encourage them to experiment with all of ParentSquare's features. Most importantly, we would like staff to use ParentSquare's analytics so that they can identify which parents are not engaging with the platform and offer them extra support. This is especially true for our non-English-speaking families.
2. We need to work to improve the morale of staff and community members by promoting our shared, student-centered objectives.
3. CCI wants to support Human Resources in its efforts to hire and retain staff. We are working on video and graphic messaging for our social platforms and for the social platforms of our IGA partners. We also will be reaching out to our media partners to spread the word about our need.
4. We need to identify an appropriate COVID-related project for our Beaverton Resource Fund donations.
5. CCI needs to engage the community on two major initiatives during the 2020-21 school year: the search for a new superintendent and passage of the May or November 2022 bond.

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**Title:** Technology Report

**Objective:** The objective of this document is to report the state of technology systems functionality and on strategic key measurements of student and staff technology experience.

**Data:** Data on percentage of staff and students reporting adequate access to technology is provided through the 2020-21 staff and student surveys. Additional data sources for this report include the Help Desk System, Asset Management System, server and networking systems log files.

### Measurements 1 and 2: Staff and student reporting access to technology

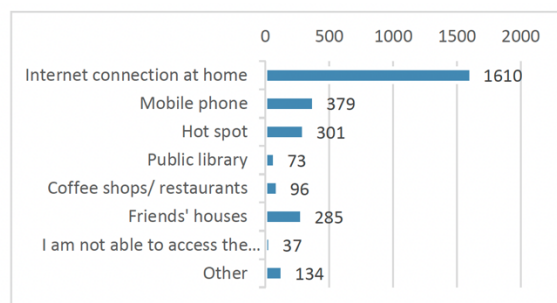
Measurement	2015/16	2016/17	2017/18	2018/19	2019/20 <sup>^</sup>	2020/21
% teachers reporting adequate access to technology to support their instruction	66.6%	83.5%	86.5%	87.2%	NA	87.3%
% students reporting adequate access to technology to support their learning	91.1%	92.8%	94.5%	93.6%	93.6%	NA
% of students reporting their school teaches them how to use technology responsibly					79.2%	91.0%

<sup>^</sup> 2019-20 survey only administered in grades 9-12

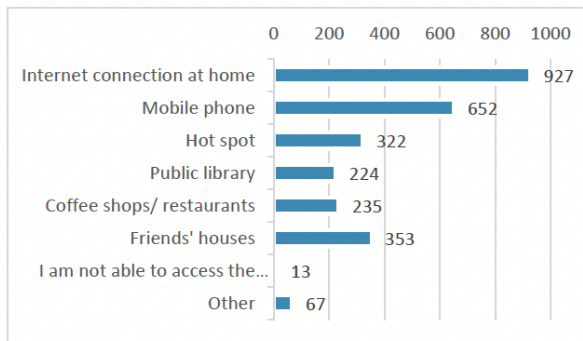
### 2021 BSD Student Survey – Access to Internet for Learning

#### Elementary Students

How are you able to access the internet outside of school?	Frequency
Internet connection at home	1610
Mobile phone	379
Hot spot	301
Public library	73
Coffee shops/ restaurants	96
Friends' houses	285
I am not able to access the internet outside of school	37
Other	134

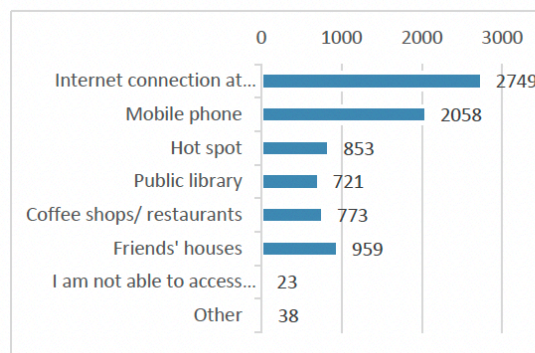


How are you able to access the internet outside of school?	Frequency
Internet connection at home	927
Mobile phone	652
Hot spot	322
Public library	224
Coffee shops/ restaurants	235
Friends' houses	353
I am not able to access the internet outside of school	13
Other	67



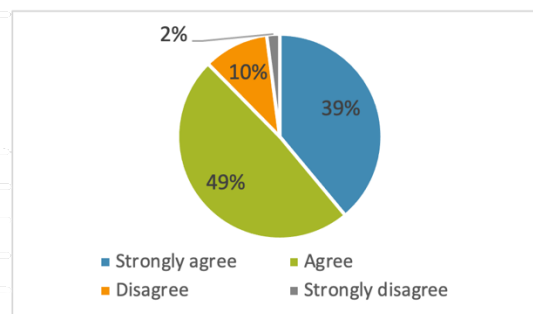
### High School Students

How are you able to access the internet outside of school?	Frequency
Internet connection at home	2749
Mobile phone	2058
Hot spot	853
Public library	721
Coffee shops/ restaurants	773
Friends' houses	959
I am not able to access the internet outside of school	23
Other	38



### 2021 BSD Certified Survey

My school or department has the necessary technology available to support my work.	Frequency	Percent
Strongly agree	625	38.9%
Agree	781	48.7%
Disagree	166	10.3%
Strongly disagree	33	2.1%
Total	1605	



### Successes:

- The systems implemented in the Spring and Summer of 2020 continued to support distance learning for the 2020 – 2021 school year.
- Students and staff reported adequate access to devices, internet connectivity and technology support for both learning and business operations of the school district.

**Issues:**

- While hotspots and the Internet Essentials program provided internet access for students, challenges remained with regard to hotspot capacity, data caps, and coverage needed in a remote learning environment.
- Beaverton School District continues to experience an increase in the number of cyber security threats. The methods and sophistication of attacks continues to escalate throughout the school year.

**Action Plan:**

- Work to increase technology support for students and staff continues through bond and general fund investments and is summarized in this report. While not inclusive of all projects within IT, the projects below represent work aligned to increasing staff and student satisfaction of how technology supports their work.

## Technology Systems

Our District Goal, teaching and learning mission, and our business functions demand robust and reliable technology systems. Secure network access and application availability are needed constantly, both inside and outside school and work hours. In March of 2020, as schools closed due to the pandemic, the IT Department moved quickly to support remote learning and work. That work continued through the 2020-2021 school year and significantly impacted every function and service provided by the IT Department. Through the transitions imposed by the pandemic, the staff in the Information Technology Department have both individually and collectively provided exceptional support and service to staff, students and families.

## Infrastructure Improvements

### Data Center and Network Infrastructure

Despite the challenges of remote work and distance learning, IT staff made significant progress on a number of projects to improve our Data Center and network infrastructure. The District has redundancy at the Data Center level, with 2 locations serving District network, telecommunications and system access needs and with either location able to continue operations in the event of an outage.

Through the 2020 school year, the network operation team completed a project to provide Data Center redundancy for our wireless network controllers. Our systems administration team completed work to ensure system backups had greater redundancy as well. Additionally, the teams completed upgrades to our database clusters to support a number of security and resiliency improvements.

## Cyber Security

Securing BSD networks, systems and data continues to be an area of focus for the IT Department. Between January 2016 through September 2020, there were 1,180 cyber security breaches reported by school districts nationally<sup>1</sup>. These attacks include account compromise, ransomware attacks, unauthorized access, and disclosure of student and staff personal data. In August 2020, the Center for Internet Security (CIS) warned school districts to expect up to an 86% increase in cyber incidents against school systems<sup>2</sup>.

Through the 2020-2021 school year, the IT Department continued to implement security recommendations from our 2019 security audit. Projects completed include:

- Desktop and laptop antivirus and malware protection on all devices and servers.
- Improved authentication for staff and students.

The use of Zoom was critical for classroom, family, staff, and community communications. Staff worked continuously with Zoom engineers to activate security improvements to prevent “zombombing” and to better secure the collaboration software. IT also implemented an archiving solution to preserve access to zoom recordings.

IT Department staff are continuing in efforts to implement cybersecurity best practices to protect our data and systems.

## Enterprise Applications

### Synergy Enhancements

Continuing distance learning for the 2020-2021 school year required significant adjustments to the student information system. IT staff collaborated with Teaching and Learning and school staff to address the many changes needed to open schools in the fall of 2020 and to adjust from distance learning to hybrid learning in the spring of 2021. The following are just two examples that illustrate the scope and complexity of adjusting the student information system for remote learning.

In preparation for the move from distance to hybrid instruction, IT staff were tasked with creating student attendance groups and those groups needed to be balanced based upon gender, race/ethnicity and program participation. This balance had to occur for each school, each grade level within a school, and at the individual classroom level. IT staff also created a series of reports for building and central office leaders for monitoring the groups over time. This work was critical to ensuring the smooth transition from distance learning to include hybrid learning in the Spring of 2020.

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<sup>1</sup> K12 Cyber Incident Map, K12 Cybersecurity Resource Center, accessed October 1, 2021. <k12cybersecure.com/map/>

<sup>2</sup> Center for Internet Security, accessed October, 1, 2021. <<https://www.cisecurity.org/media-mention/cyber-incidents-against-k-12-schools-expected-to-rise-by-86/>>

The IT development team has been able to leverage our ParentVue portal to quickly gather information from parents and in the Spring of 2021, there was a need to survey parents to determine the number of students that were going to participate in hybrid instruction. The team was able to program the ParentVue portal to allow parents to quickly select between hybrid and remote learning for every student in their household and that data could immediately be used to determine classroom and support needs for students beginning hybrid instruction.

## **User Services and Support**

Much of the work done in IT is work not immediately visible to our students, staff and community. When done well, efficiencies and time saved for staff can seem almost invisible to our users. The impacts most visible to students, staff and our community are those that involve direct service and support.

### **Student Device Support**

Thanks to the 2014 bond, the Beaverton School District began the school year with devices for all students to support remote learning. As the year progressed and student devices needed service or replacement, IT staff centrally and at schools provided support to exchange and repair devices.

### **Student Help Desk**

The IT Staff Help Desk has three members to support almost 5,000 staff. Schools have Technology Support Specialist (TSS) positions to support staff and students. IT has an additional three TSS staff who handle issues escalated from the Staff Help Desk and school TSS staff.

During the Spring of 2020, IT launched a Student Help Desk to support students learning remotely. As we prepared for in-person instruction this year, the TSS staff reported back to buildings and were unable to continue the phone line support on the Student Help Desk. Recognizing we could not lose this valuable resource to students and families, the Student Help Desk transitioned to an email only format for the 2020-2021 school year for all students except those enrolled in the FLEX online school. Even though staff are not primarily providing in person support for students, the email version of the Student Help Desk is still a valuable way for students to get help with technology issues.



*IT Help Desk staff helping staff and students on the staff and student help desks.*

For the 2020-2021 school year, our student help desk resolved 13,937 requests for help. Our staff help desk resolved 24,638 tickets during the same time frame.

## **Digital Equity**

Ensuring all students have adequate and reliable internet access in a remote learning environment remains a high priority for the IT Department. In the 2020-2021 school year, we used a number of strategies to provide connectivity for students.

The Beaverton School District participated in the Comcast Sponsored Internet Essentials program. The Internet Essentials program provides internet and Wi-Fi for families who qualify for the Free and Reduced lunch program. Through the Sponsored Internet Essentials program, Comcast credits the family for the first two months of the program and the Beaverton School District pays the monthly charge for the remaining months. This program was used through June 2021.

Realizing student connectivity needs were continuing into the 2020-2021 school year, the District purchased 500 hotspots through the state contract with Verizon and increased our Kajeet hotspot fleet from 147 to 447.

The Beaverton School District was approved for the TMobile Project 10Million program. This project is the successor to the Sprint 1Million program and will continue to provide free hotspots for students in all grade levels. Last December, the IT Department received 800 student hotspots and we are able to acquire more as student needs increase.

At this time, reliable and adequate internet bandwidth is still a problem for some of our families. Our strategy of providing hotspots and utilizing Comcast Sponsored Internet Essentials is addressing some of the need. Student connectivity continues to be one of the highest and most urgent needs and needs to be addressed at regional and state levels.

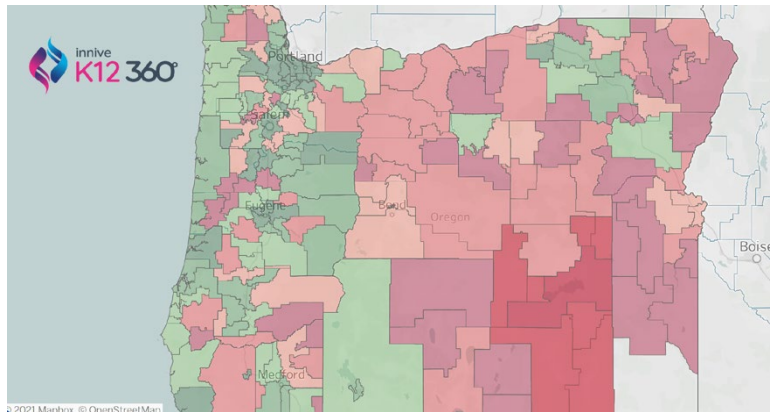
### **CoSN Home Internet Connectivity Study**

The Consortium for School Networking (CoSN) is the professional and thought leadership organization for K-12 technology leaders and staff. In December 2020, the Beaverton School District was one of 13 school systems selected nationally to participate in the CoSN Home Internet Connectivity Study.

The first-of-its-kind study employed recent de-identified student data to capture the experience of students using computing devices and accessing the internet from home. Participating districts provided such data as student characteristics, network logs, Quality of Service (QoS) data, Internet Service Provider (ISP) data, and geolocation data. Beaverton was one of thirteen urban, suburban and rural school districts representing approximately 75,000 students from across the United States and the study was conducted for a period of 6 weeks. The report findings were shared in detail with us to support our digital equity work and the final report aggregating the data with findings and recommendations informed policymakers at the Federal Communications Commission (FCC) to support the expansion of the E-Rate program.

Findings from the Internet connectivity study include:

- 1) Our city is well connected. Beaverton was in the top 2 of cities in the study in the availability of high-speed internet. This does not mean that all families have high-speed internet, but unlike many other cities in the study, there are not large sections of the city and surrounding areas where high-speed internet access is not available.



*Highspeed internet availability in Oregon. The Portland Metro area has the highest internet bandwidth capability in the state.*

- 2) Quality video was essential for student learning. The study found that over 85% of internet use by students was for video, both synchronous and asynchronous. The upload speed of a student's internet connection was a critical factor in student participation in online class.
- 3) Students are mobile and rely on Wi-Fi. Many students participate in online learning activities both inside the home and other locations. Examples of other locations would be other student homes and even attending classes from other cities, states and countries. Over 92% of students use Wi-Fi instead of a wired connection. Alongside the student device, our students often concurrently use mobile devices, such as a phone or tablet, contributing to increase bandwidth needs.
- 4) The remote learning experience is significantly impacted by device quality. Age, type of device, user authentication methods and network filtering settings all affect the student experience. We collect and analyze this information to maximize the student experience on Beaverton School District devices.


## Customer Service

The pandemic has stretched and challenged IT services and support unlike any other time. Through device deployments, reversioning customer support models, reprogramming and adjustment of virtually all IT applications and infrastructure, the IT Department staff has maintained the exceptional level of service aligned to the IT Department Customer Service Standard.

At the end of every IT ticket submitted, there is a chance for staff to provide feedback on how quickly IT resolved issues, the level of approachability and professionalism displayed, and our communication throughout troubleshooting the issue. Survey results on each question from July 1, 2020 through June 30, 2021 are above 95% ranking staff as excellent or good in each area.

As BSD IT department staff members, we strive to be **approachable, patient and reassuring.**

We should **solve issues quickly, communicate frequently and verify resolution.**



**BEAVERTON**  
SCHOOL DISTRICT

*BSD IT Standard of Service*



## FUTURE BOND FUNDING

### **POLICY ISSUE/SITUATION:**

Carol Samuels, Managing Director from Piper Sandler & Co will present some foundational information about capital construction bond financing and provide some specific insight regarding future bond options for financing for Beaverton School District.

### **RECOMMENDATION:**

Review and discuss information provided at the meeting.

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# **Bonds 101: Presentation to Beaverton SD No. 48J**

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**Carol Samuels  
Managing Director  
Piper Sandler**

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## What is a General Obligation Bond?

- **“Bonds” are loans that are broken into pieces and sold to investors.**
- **“General Obligation Bonds” are secured by property taxes and District’s “full faith and credit”.**
- **Debt service is repaid by property tax levy on all properties within District.**
- **GO Bonds are considered to be the highest quality credit a school district can offer to market.**
- **Interest on GO bonds is generally exempt from both federal and state income taxes, so rate is lower.**

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## GO Bonds in Oregon

- Tax levy is not limited by Measure 5 or Measure 50.
- 4 election dates: March, May, September, November. November and May are not subject to double majority.
- Districts may have no more than 7.95% of RMV outstanding. **For Beaverton SD, that's \$4.4 billion!**
- Proceeds may be used for “capital construction and improvements” with a useful life of 1 year or more.
- Ballot title needs “not-to-exceed” amount, permitted use of proceeds and maximum years to maturity.
- Borrower must have ‘reasonable expectation’ it will spend 85% of the proceeds in 3 years.

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## Calculating the Bond Levy Rate

- Debt service is payable from a dedicated property tax levy in addition to operating levy.
- Levy rate is calculated annually by the County Assessor:

$$\frac{\$950,000 + 50,000}{(\$500 \text{ million}/1,000)} = \$2.00$$

- Districts CANNOT guarantee a rate; actual rate paid will depend on AV in future.

## OSCIM Program

- Provides State matching funds for SD GO Bonds. Reauthorized for 2021-23 at \$142m, or ~\$36m per election.
- ODE requires facility assessment and plan prior to applying.
- Min. grant = lesser of \$4m or bond amt. Max. grant = \$8m.
- Formula sets exact amount. Based on property value/ADMw and poverty statistics.
- 60% allocated in rank order based on property value and poverty. 40% allocated 'First in Time'.
- **Beaverton SD is ranked 165th; max amount is \$8 million.**

### Timing:

Election Date	Facility Plan Due	Application Due
May elections	December 1	December 15
November elections	July 1	July 15

# Election Schedule

Election Date	County Filing Date (SEL Form 805) <sup>(1)</sup>	County Filing/ Voters' Pamphlet Deadline (SEL Form 803) <sup>(1)</sup>	Ballots Mailed	First FY Taxes Levied
<b>November 2, 2021</b>	<b>August 14</b>	<b>September 2</b>	<b>Oct. 15-19</b>	<b>FY 2022-23</b>
March 8, 2022 <sup>(2)</sup>	December 18	January 6	Feb. 18-22	
<b>May 17, 2022</b>	<b>February 26</b>	<b>March 17</b>	<b>April 29-May 3</b>	
September 20, 2022 <sup>(2)</sup>	July 2	July 21	Sept. 2-6	<b>FY 2023-24</b>
<b>November 8, 2022</b>	<b>August 20</b>	<b>September 8</b>	<b>Oct. 21-25</b>	
March 14, 2023 <sup>(2)</sup>	December 24	January 12	Feb. 24-28	
<b>May 16, 2023</b>	<b>February 25</b>	<b>March 16</b>	<b>April 28-May 2</b>	

**Note: Dates associated with future elections are preliminary, subject to change.**

- ✓ Check with your County elections office to verify filing deadlines.
- ✓ All elections are by mail.

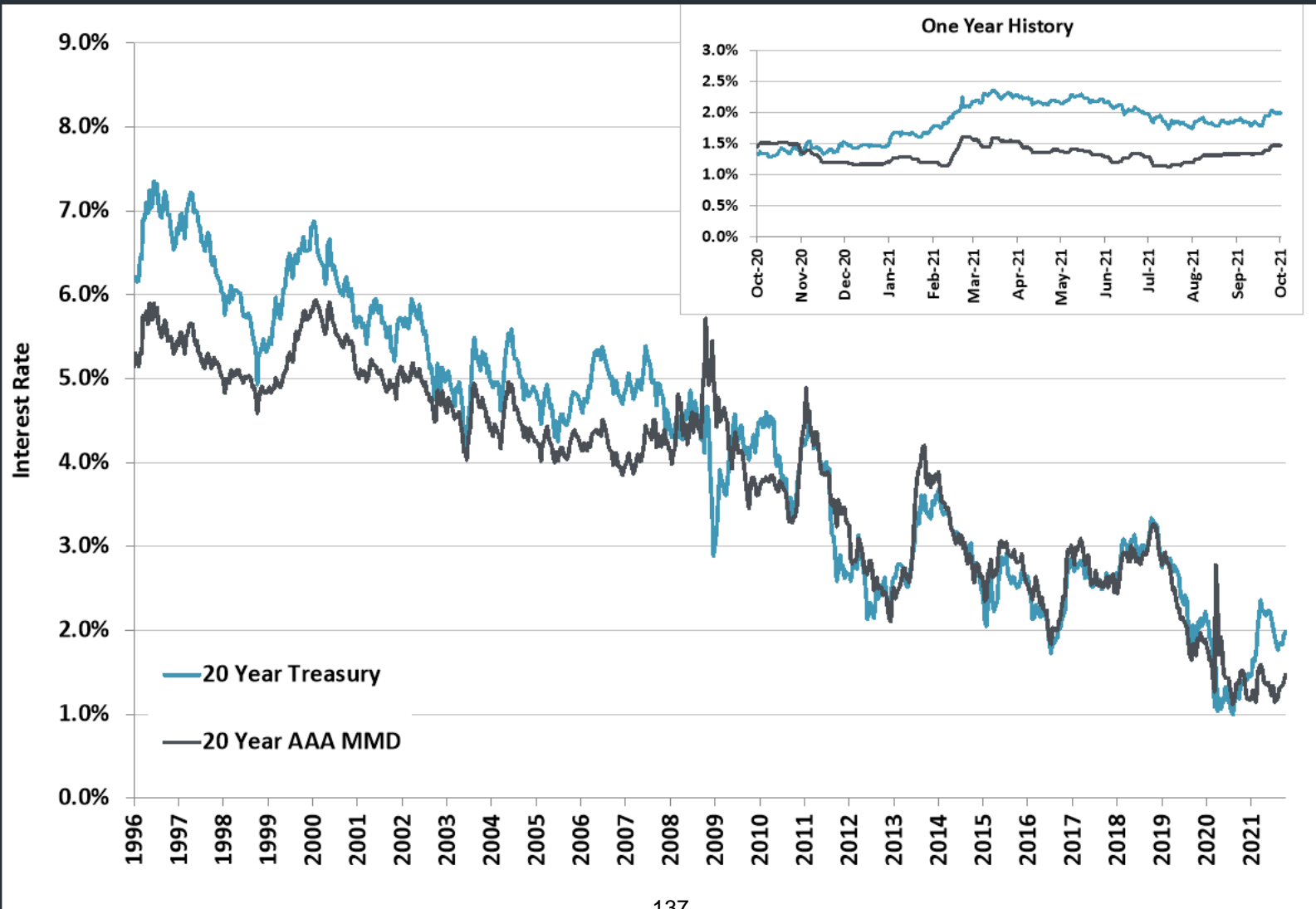
- 1) SEL Form 805 includes ballot title, and may include explanatory statement. Must be filed 80 days prior to election to allow for challenge process. Final filing is 61 days prior to election (SEL Form 803).
- 2) Subject to double majority provisions.

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# Numerical Analysis

# Historical Interest Rates

## 20 Year Tax-Exempt (AAA MMD) vs. 20 Year Treasury Rates



# Historical Valuation Trends

## Beaverton School District No. 48J

Fiscal Year	M5 Real Market Value	Total Assessed Value	Urban Renewal Excess	Net Assessed Value	% Total AV Growth
2021	\$ 55,365,676,970	\$ 33,353,473,787	\$ 336,170,047	\$ 33,017,303,740	4.75%
2020	52,679,590,843	31,840,970,650	289,103,977	31,551,866,673	4.79%
2019	50,872,605,542	30,385,739,409	250,595,531	30,135,143,878	4.87%
2018	46,293,432,903	28,975,390,765	205,998,413	28,769,392,352	4.70%
2017	41,638,404,151	27,675,127,318	138,691,110	27,536,436,208	4.85%
2016	37,179,236,232	26,395,442,726	101,896,858	26,293,545,868	4.60%
2015	34,636,130,109	25,233,717,329	50,465,617	25,183,251,712	4.19%
2014	31,352,239,989	24,218,673,261	18,125,492	24,200,547,769	3.40%
2013	29,578,793,202	23,421,464,110	5,806,463	23,415,657,647	3.10%
2012	29,983,834,785	22,716,884,224	-	22,716,884,224	2.96%
2011	31,236,413,348	22,064,373,551	-	22,064,373,551	2.93%
2010	32,940,659,110	21,437,120,659	-	21,437,120,659	3.42%
2009	35,166,531,129	20,728,385,034	-	20,728,385,034	5.52%
2008	34,090,242,936	19,643,754,990	-	19,643,754,990	5.32%
2007	30,920,048,027	18,651,520,383	-	18,651,520,383	5.37%
2006	25,006,422,430	17,701,380,271	-	17,701,380,271	5.22%
2005	22,804,041,025	16,822,642,355	-	16,822,642,355	4.77%
2004	21,640,248,019	16,056,248,611	-	16,056,248,611	3.86%
2003	20,298,923,593	15,458,998,550	-	15,458,998,550	4.65%
2002	19,351,642,354	14,771,391,990	-	14,771,391,990	7.18%
2001	17,913,831,881	13,782,254,582	141,613,007	13,640,641,575	---

Source: Washington and Multnomah Counties Departments of Assessment and Taxation.

# Outstanding Bond Issues

Purpose		Date of Issue	Date of Maturity	Amount Issued	Amount Outstanding
<b>General Obligation Bonds:</b>					
Series 2011	Current refund 2001 Bonds, Adv. refund 2002 & 2003 Bonds	08/25/11	06/15/23	\$ 42,175,000	\$ 7,710,000
Series 2012A	Adv. refunds 2004A GO Bonds	12/11/12	06/15/19	33,075,000	-
Series 2012B*	Adv. refunds 2007 GO Bonds	12/11/12	06/15/22	126,325,000	12,575,000
Series 2014A	Capital repairs, construction & improvements (2014 Auth)	08/07/14	06/15/20	20,393,784	-
Series 2014B*	Capital repairs, construction & improvements (2014 Auth)	08/07/14	06/15/24	361,755,000	33,685,000
Series 2017A	Capital repairs, construction & improvements (2014 Auth)	05/11/17	06/15/28	38,990,000	32,315,000
Series 2017B	Capital repairs, construction & improvements (2014 Auth)	05/11/17	06/15/34	76,483,176	76,483,176
Series 2017C	Capital repairs, construction & improvements (2014 Auth)	05/11/17	06/15/35	32,980,000	32,980,000
Series 2017D	Capital repairs, construction & improvements (2014 Auth)	05/11/17	06/15/36	149,397,089	149,397,089
Series 2020	Adv. refunds 2012B & 2014B Bonds	06/30/20	06/15/34	432,745,000	418,050,000
<b>Total General Obligation Bonds</b>					<b>\$ 763,195,265</b>

\*Refunded.

# Debt Service Requirements

Fiscal Year <sup>(1)</sup>	Approval Prior Debt	Outstanding General Obligation Bonds									
		Before 10/6/01	After 10/6/01	After 10/6/01	After 10/6/01	After 10/6/01	After 10/6/01	After 10/6/01	After 10/6/01	After 10/6/01	
		Debt Service									
		2011 Ref.	2012B Ref.	2014B Bonds	2017A Bonds	2017B Bonds	2017C Bonds	2017D Bonds	2020 Ref.	Total	
Actual	2007	25,473,825	-							25,473,825	
	2008	37,306,362	-							37,306,362	
	2009	37,381,120	-							37,381,120	
	2010	44,285,655	-							44,285,655	
	2011	44,896,010	-							44,896,010	
	2012	43,275,945	3,873,058							47,149,003	
	2013	39,341,700	6,388,238	2,783,136						48,513,074	
	2014	37,438,424	7,034,438	5,572,075						50,044,936	
	2015	24,235,565	4,104,888	4,858,075	17,217,001					50,415,528	
	2016	25,365,417	4,116,938	4,858,075	17,763,938					52,104,367	
	2017	20,113,019	4,128,938	11,843,075	17,763,938					53,848,969	
	2018	22,005,929	4,119,463	11,763,375	17,763,938	1,201,266		1,804,739		58,658,709	
2019	14,172,987	4,119,713	11,837,200	17,763,938	2,782,603		1,649,000	7,884,750	60,210,190		
2020	975,000	4,122,913	13,406,400	30,828,938	3,287,530		1,649,000	7,884,750	62,154,530		
2021		4,125,513	11,957,288	17,099,750	3,807,749		1,649,000	7,884,750	20,722,949	67,246,998	
Projected	2022		4,138,200	13,078,000	17,489,250	4,280,168		1,649,000	7,884,750	20,613,454	69,132,822
	2023		4,152,750		8,002,500	6,673,326		1,649,000	7,884,750	29,468,623	57,830,950
	2024				11,215,500	749,793		1,649,000	14,289,750	31,656,075	59,560,118
	2025					749,793		1,649,000	14,789,500	44,160,888	61,349,182
	2026					749,793		1,649,000	15,308,250	45,486,456	63,193,499
	2027					749,793		22,939,000	6,798,000	34,615,778	65,102,572
	2028					23,984,793		624,500	6,798,000	35,649,166	67,056,459
	2029						24,960,000	582,500	6,798,000	36,729,380	69,069,880
	2030						25,935,000	582,500	6,798,000	30,603,187	63,918,687
	2031						19,335,000	582,500	6,798,000	39,100,315	65,815,815
	2032						20,140,000	582,500	6,798,000	40,481,835	68,002,335
	2033						20,960,000	582,500	6,798,000	41,697,620	70,038,120
	2034						21,815,000	582,500	6,798,000	42,945,420	72,140,920
	2035							12,232,500	66,003,000		78,235,500
	2036								80,592,750		80,592,750

(1) Fiscal years ended June 30.

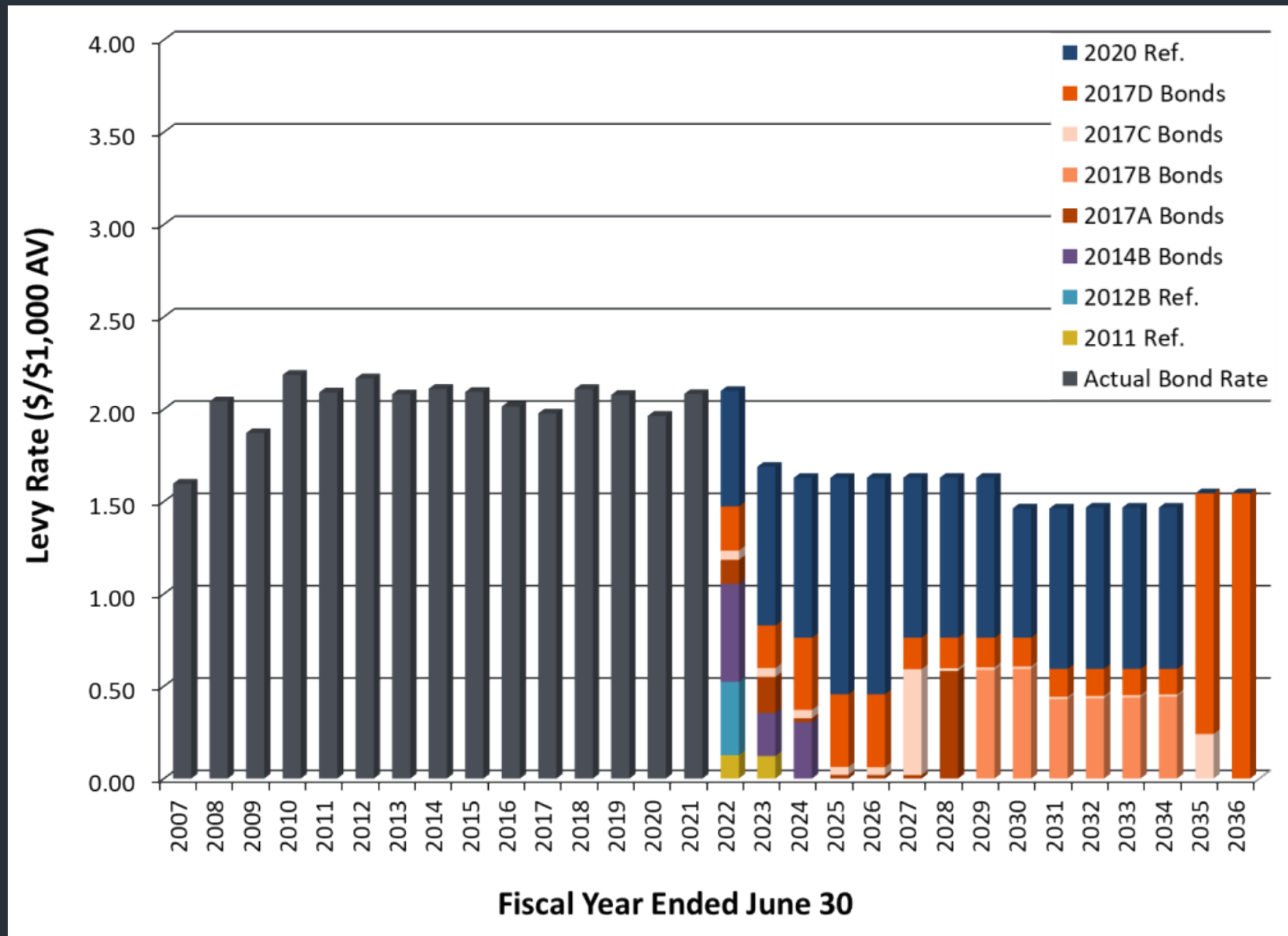
# Actual and Projected Levy Rates

	Fiscal Year <sup>(1)</sup>	Debt Service Total	Total Assessed Value	% AV Growth	Actual Bond Rate	Taxes Collected <sup>(2)</sup>	Projected Bond Rate
<b>Actual</b>	2007	25,473,825	18,651,520,383	5.37%	1.5970		
	2008	37,306,362	19,643,754,990	5.32%	2.0428		
	2009	37,381,120	20,728,385,034	5.52%	1.8713		
	2010	44,285,655	21,437,120,659	3.42%	2.1863		
	2011	44,896,010	22,064,373,551	2.93%	2.0911		
	2012	47,149,003	22,716,884,224	2.96%	2.1673		
	2013	48,513,074	23,421,464,110	3.10%	2.0819		
	2014	50,044,936	24,218,673,261	3.40%	2.1107		
	2015	50,415,528	25,233,717,329	4.19%	2.0938		
	2016	52,104,367	26,395,442,726	4.60%	2.0141		
	2017	53,848,969	27,675,127,318	4.85%	1.9775		
	2018	58,658,709	28,975,390,765	4.70%	2.1097		
2019	60,210,190	30,385,739,409	4.87%	2.0775			
2020	62,154,530	31,840,970,650	4.79%	1.9645			
	2021	67,246,998	33,353,473,787	4.75%	2.0827		
<b>Projected</b>	2022	69,132,822	34,687,612,738	4.00%		95.0%	2.10
	2023	57,830,950	36,075,117,248	4.00%		95.0%	1.69
	2024	59,560,118	37,518,121,938	4.00%		97.5%	1.63
	2025	61,349,182	38,643,665,596	3.00%		97.5%	1.63
	2026	63,193,499	39,802,975,564	3.00%		97.5%	1.63
	2027	65,102,572	40,997,064,831	3.00%		97.5%	1.63
	2028	67,056,459	42,226,976,776	3.00%		97.5%	1.63
	2029	69,069,880	43,493,786,079	3.00%		97.5%	1.63
	2030	63,918,687	44,798,599,661	3.00%		97.5%	1.46
	2031	65,815,815	46,142,557,651	3.00%		97.5%	1.46
	2032	68,002,335	47,526,834,381	3.00%		97.5%	1.47
	2033	70,038,120	48,952,639,412	3.00%		97.5%	1.47
	2034	72,140,920	50,421,218,595	3.00%		97.5%	1.47
	2035	78,235,500	51,933,855,152	3.00%		97.5%	1.55
	2036	80,592,750	53,491,870,807	3.00%		97.5%	1.55

(1) Fiscal years ended June 30.

(2) Assumes collection year delinquencies will be offset by back tax collections.

# Actual and Projected Levy Rates



# 2022 GO Authorization Summary

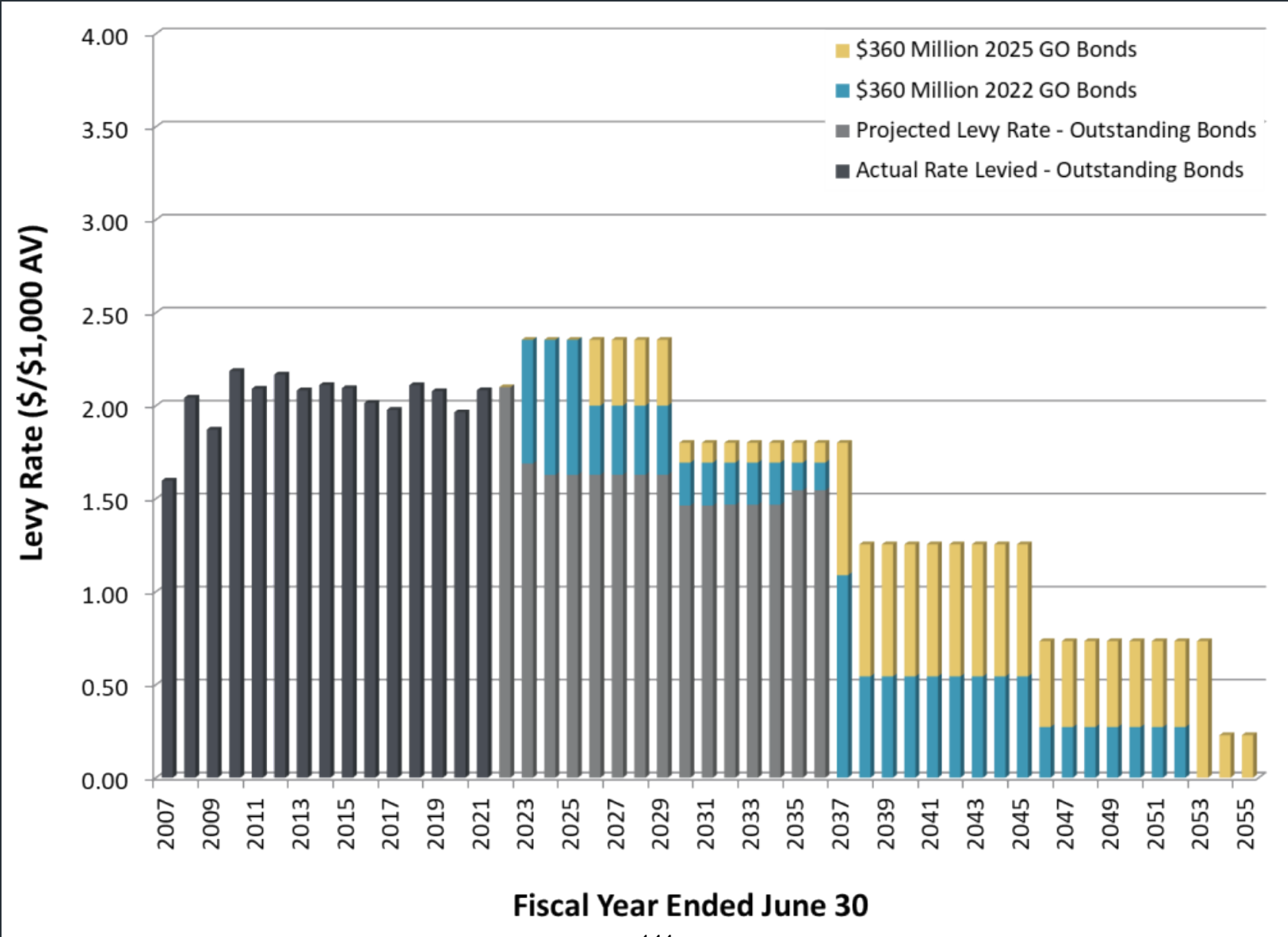
		\$0.25 Initial Increase					
Structure		2022 Sale		2025 Sale		Combined	
<b>Par Amount</b>							
	Current Interest Bonds	\$	208,385,000	\$	152,145,000	\$	360,530,000
	Deferred Interest Bonds		151,615,255		207,850,595		359,465,850
	<b>Total Par Amount</b>	<b>\$</b>	<b>360,000,255</b>	<b>\$</b>	<b>359,995,595</b>	<b>\$</b>	<b>719,995,850</b>
	% Current Interest Bonds		58%		42%		50%
	% Deferred Interest Bonds		42%		58%		50%
	Dated Date		8/1/2022		6/15/2025		---
	Final Maturity		6/15/2052		6/15/2055		---
	Amortization Period		29.87 Years		30 Years		---
<b>Projected Average Levy Rates*</b>							
		Prior Debt	New Bonds	Combined	New Bonds	Combined	Step
2021.....	\$	2.08	\$ -	\$ 2.08	\$ -	\$ 2.08	
2022.....		2.10	-	2.10	-	2.10	
2023-2025.....		1.65	0.71	2.35	-	2.35	\$ 0.25
2026-2029.....		1.63	0.37	2.00	0.35	2.35	
2030-2034.....		1.47	0.23	1.69	0.11	1.80	(0.55)
2035-2036.....		1.55	0.15	1.69	0.11	1.80	
2037.....		-	1.09	1.09	0.71	1.80	
2038-2042.....		-	0.54	0.54	0.71	1.25	(0.55)
2043-2045.....		-	0.54	0.54	0.71	1.25	
2046-2052.....		-	0.27	0.27	0.46	0.73	(0.52)
2053.....		-	-	-	0.73	0.73	
2054-2055.....		-	-	-	0.23	0.23	(0.51)
<b>Interest Estimates</b>							
	Cushion over Current Interest Rates		+ 1.50%		+ 2.00%		---
	True Interest Cost (TIC)**		4.27%		4.86%		---
	Total Interest		\$317,522,102		\$472,915,808		\$790,437,910
	Total Interest as % of Par		88%		131%		110%

\* Projected average levy rates are based on a variety of assumptions regarding AV growth, tax collections & interest rates. Debt service will be fixed when bonds are sold but levy rates are preliminary until the assessor certifies values each year.

\*\* True interest cost is the blended, overall interest rate for the issue. Includes the interest rate cushion.

Note: Deferred interest bonds are a tool used by issuers to manage the amount of annual debt service due and the resulting levy rate. Interest accrues until the maturity date and interest is calculated every 6 months based on the accreted value. Since the accreted interest is not paid to the investor in the period it accrues, the levy rate is lower than it otherwise would be with all current interest bonds. The bonds typically come at higher interest rates since investors do not receive any money until the maturity date. We try to minimize the use as much as possible while keeping projections within an issuer's parameters. The exact amount of deferred interest bonds will not be determined until the bonds are sold.

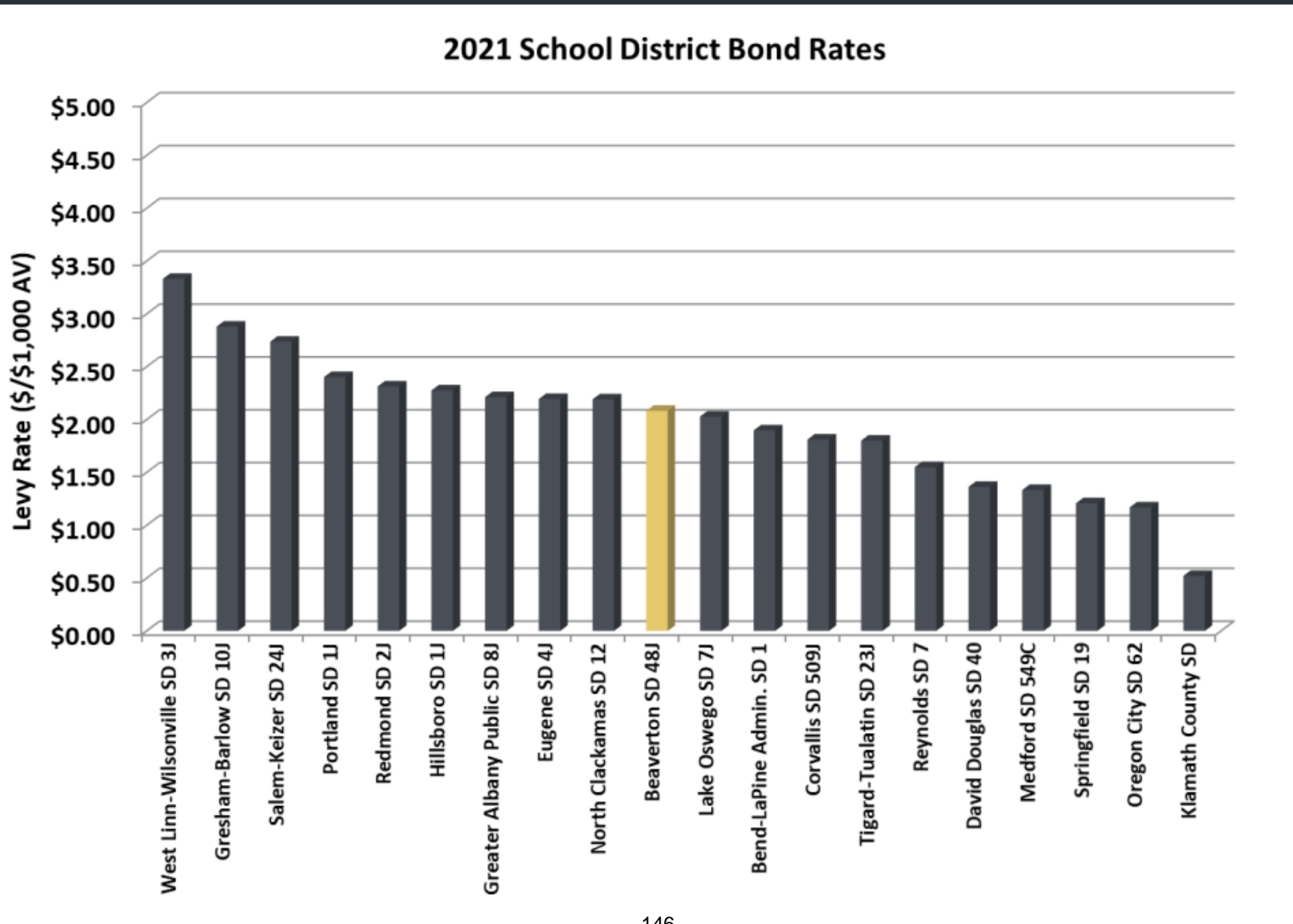
# 2022 GO Authorization Projected Levy Rates



# School District Levy Rates – Top 20 by ADMw

District	Extended ADMw (6-26-20)	Assessed Value (Net of Urban Renewal)	2021 Levy Rates			
			Permanent Rate	Local Option Rate	Bond Rate	Total District Rate
West Linn-Wilsonville SD 3J	11,230.68	8,343,866,635	4.8684	1.5000	3.3312	9.6996
Portland SD 1J	57,735.68	56,045,546,148	5.2781	1.9900	2.4017	9.6698
North Clackamas SD 12	20,542.51	15,406,431,843	4.8701	1.6300	2.1910	8.6911
Eugene SD 4J	20,273.83	16,613,691,331	4.7485	1.5000	2.1951	8.4436
Lake Oswego SD 7J	7,901.50	8,701,430,470	4.4707	1.6400	2.0277	8.1384
Beaverton SD 48J	49,141.49	33,017,303,740	4.6930	1.2500	2.0827	8.0257
Tigard-Tualatin SD 23J	14,696.76	12,445,294,524	4.9892	1.0000	1.8008	7.7900
Corvallis SD 509J	7,977.68	7,209,353,581	4.4614	1.5000	1.8113	7.7727
Gresham-Barlow SD 10J	14,176.98	7,160,398,944	4.5268	-	2.8793	7.4061
Redmond SD 2J	8,590.39	5,649,317,564	5.0251	-	2.3134	7.3385
Salem-Keizer SD 24J	52,366.65	20,139,510,847	4.5210	-	2.7370	7.2580
Hillsboro SD 1J	24,786.67	16,947,550,861	4.9749	-	2.2755	7.2504
Greater Albany Public SD 8J	11,030.19	6,187,071,373	4.5855	-	2.2123	6.7978
Bend-LaPine Admin. SD 1	21,341.43	19,245,621,031	4.7641	-	1.8973	6.6614
Oregon City SD 62	9,426.41	6,125,993,042	4.9629	-	1.1686	6.1315
Reynolds SD 7	14,497.54	6,667,454,056	4.4626	-	1.5497	6.0123
David Douglas SD 40	12,258.64	3,588,885,293	4.6394	-	1.3628	6.0022
Springfield SD 19	12,740.74	6,275,139,732	4.6412	-	1.2081	5.8493
Medford SD 549C	17,256.27	9,674,359,495	4.4123	-	1.3335	5.7458
Klamath County SD	8,532.19	4,172,045,270	4.0519	-	0.5207	4.5726

# Comparative School District Bond Rates – Top 20 by ADMw



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## Contact Information

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The information contained herein may include hypothetical interest rates or interest rate savings for a potential refunding. Interest rates used herein take into consideration conditions in today’s market and other factual information such as credit rating, geographic location and market sector. Interest rates described herein should not be viewed as rates that Piper Sandler expects to achieve for you should we be selected to act as your underwriter or placement agent. Information about interest rates and terms for SLGs is based on current publically available information and treasury or agency rates for open-market escrows are based on current market interest rates for these types of credits and should not be seen as costs or rates that Piper Sandler could achieve for you should we be selected to act as your underwriter or placement agent. More particularized information and analysis may be provided after you have engaged Piper Sandler as an underwriter or placement agent or under certain other exceptions as describe in the Section 15B of the Exchange Act.

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## **COST RECOVERY PLAN FOR CENTRAL OFFICE UPDATE**

### **POLICY ISSUE/SITUATION:**

The administration will provide updated information as follows:

- Confirm purchase and acquisition price
- Review property appraisals as requested
- Review timeline for improvements and move
- Review debt issuance schedule

### **RECCOMENDATION:**

Review and discuss information provided at the meeting.

# New District Office Update

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10/11/2021

# The Summit Building

- Acquisition closed October 7, 2021
- Purchase price: \$13,500,000
- Staff invited to visit and view building on October 8, 2021
- Next steps:
  - Execute contract with architectural firm
  - Develop and refine space layout and design

# Potential Surplus Properties

- The District commissioned appraisals on the following properties:

ØNW 174<sup>th</sup> - Vacant land

ØFishback-Perrin – Vacant land

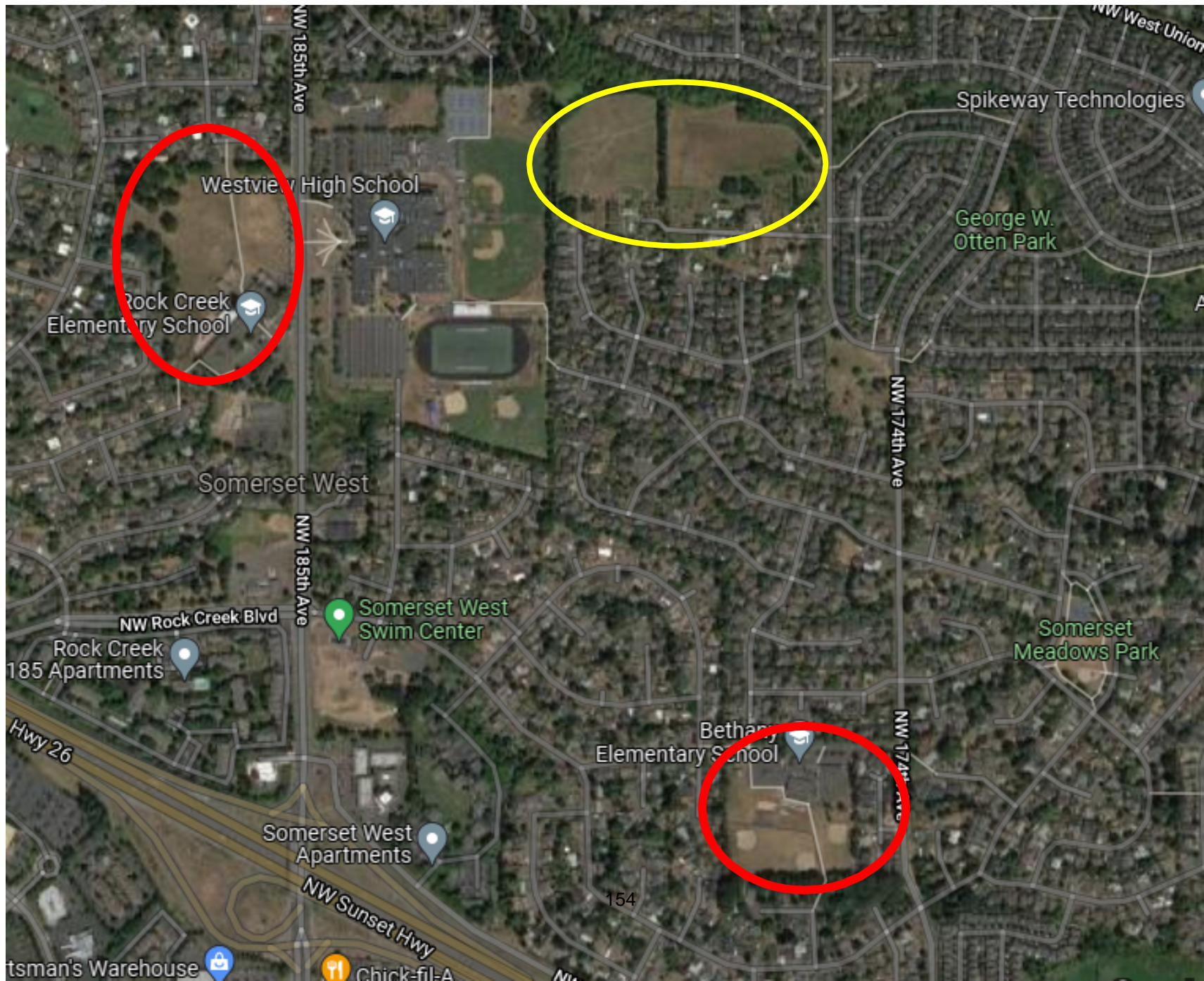
➤ Horse Barn – Vacant land

➤ Terra Nova – Program site

➤ Merlo Central Office

# NW 174th Parcel





# NW 174th Parcel

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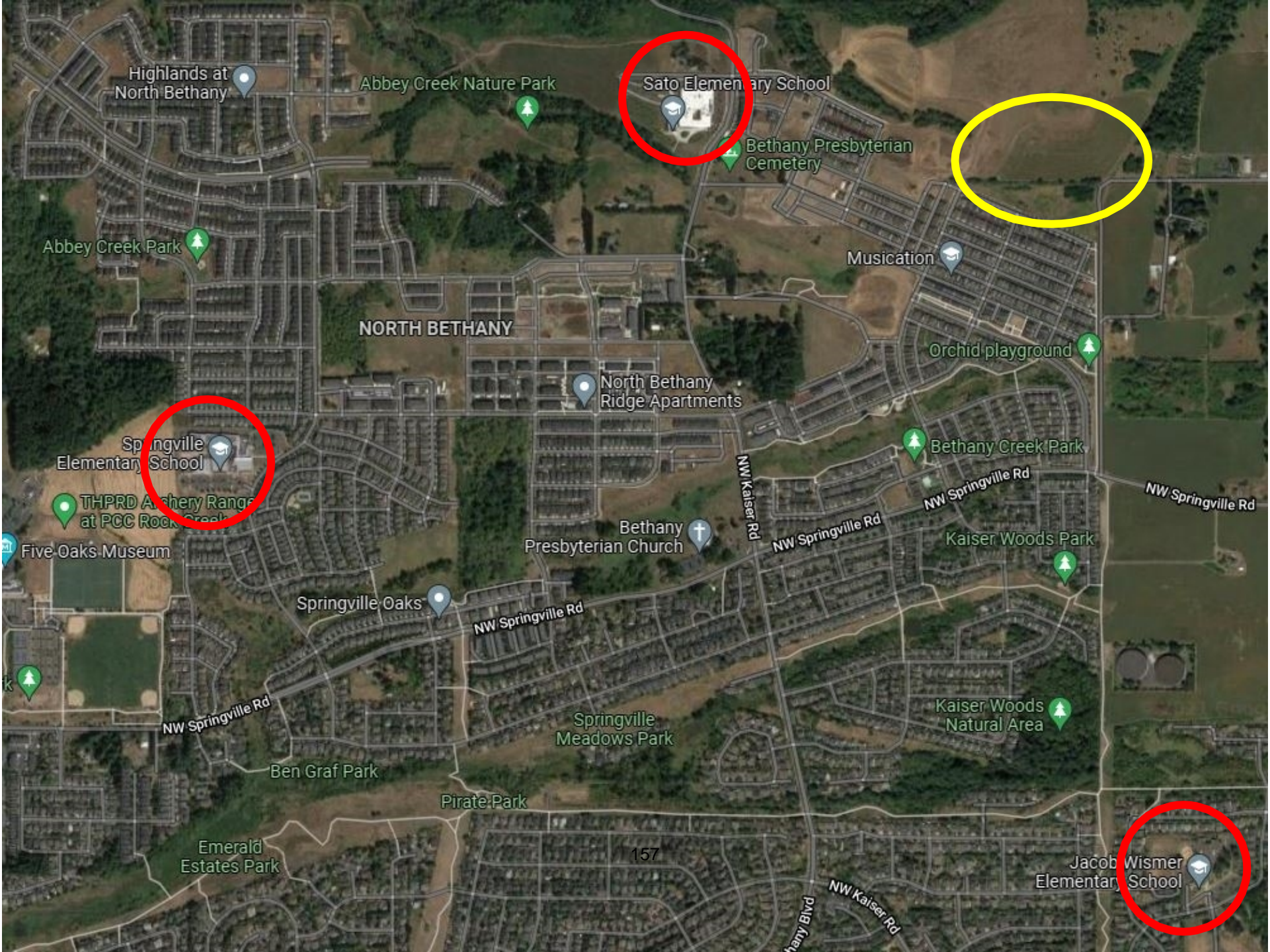
- Appraised @ \$7,590,000
- 11.64 Ac (Net PA)
- Residentially Zoned
- Acquired January 2004
- Future ES site if Rock Creek redeveloped as MS site



# Fishback - Perrin Parcel



156



Highlands at North Bethany

Abbey Creek Nature Park

Sato Elementary School

Bethany Presbyterian Cemetery

Abbey Creek Park

NORTH BETHANY

Musication

Orchid playground

Springville Elementary School

North Bethany Ridge Apartments

Bethany Creek Park

THPRD Archery Range at PCC Rock Creek

Bethany Presbyterian Church

NW Springville Rd

Five Oaks Museum

Springville Oaks

Kaiser Woods Park

NW Springville Rd

Springville Meadows Park

Kaiser Woods Natural Area

Ben Graf Park

Pirate Park

Emerald Estates Park

157

Jacob Wismer Elementary School

hany Blvd

NW Kaiser Rd

NW Springville Rd

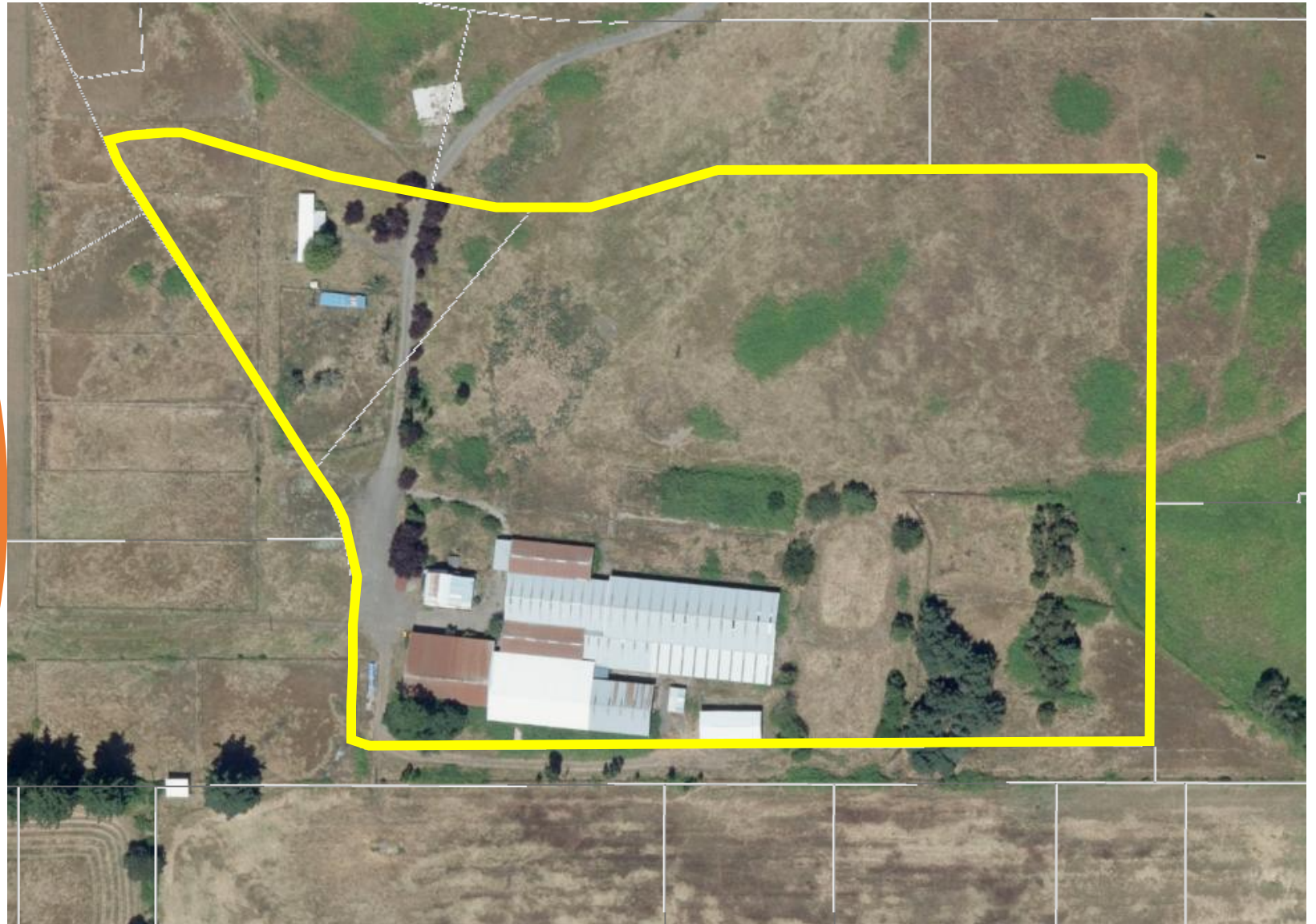
# Fishback – Perrin Parcel

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- Appraised @ \$6,785,000
- 9.86 Ac (Net PA)
- Residentially Zoned
- Acquired January 2015
- Future ES site



# Horse Barn Parcel





SOUTH COOPER MOUNTAIN

Scholls Heights Elementary School

Arazo South Cooper Mountain

Dutch Bros Coffee

Twys

Mountainside High School

SW Scholls Ferry Rd

Google

ch Farms - Morrison

210

SW

SW

# Horse Barn Parcel

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- Appraised @ \$6,685,000
- 9.73 Ac (Net PA)
- Residentially Zoned
- Acquired 2017
- Future ES site



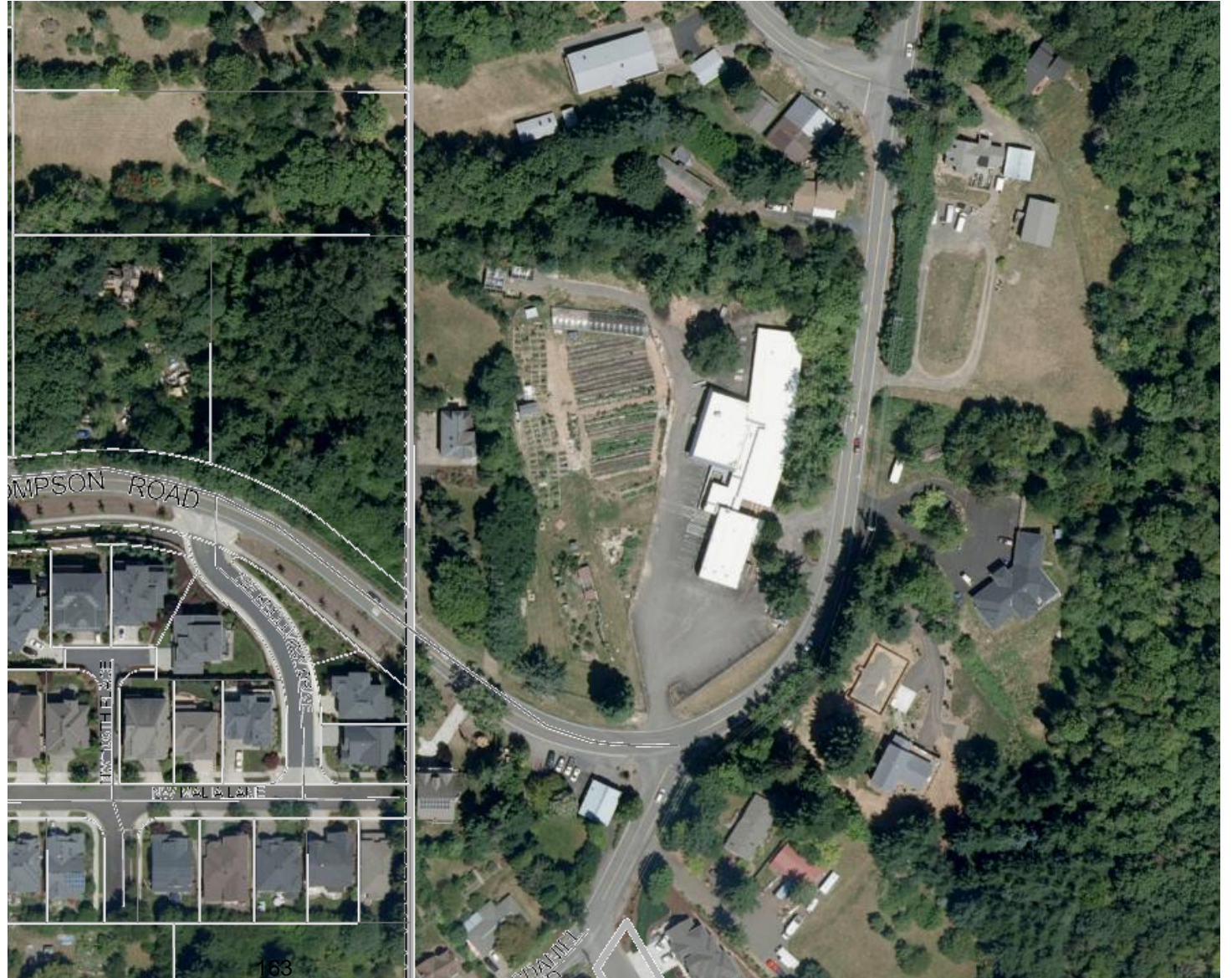
# Terra Nova Parcel



# Terra Nova Parcel

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- Appraised @ \$980,000
- 3.44 Ac
- Residentially Zoned
- Located in Multnomah County
- Long term cellular tower lease



# Merlo Central Office Parcel



# Merlo Central Office Parcel

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- Appraised @ \$3,870,000
- 5.97 Ac
- Mixed Use (Employment) Zoning





# Summit Building Timeline

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- Design and Permitting: October 2021 – March 2022
- Contractor Retained: February 2022
- Remodeling: March – June 2022
- Occupancy: ~ July 2022
  - 3<sup>rd</sup> Floor early July
  - 2<sup>nd</sup> Floor mid-July
  - 1<sup>st</sup> Floor early August

# Debt Issuance Schedule

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<input checked="" type="checkbox"/>	<u>Due Date</u>	<u>Event</u>
<input checked="" type="checkbox"/>	Tue. June 7	Draft Authorizing Resolution circulated
<input checked="" type="checkbox"/>	Mon. June 14	Comments due on Authorizing Resolution
<input checked="" type="checkbox"/>	Mon. June 14	Authorizing Resolution to District for Board Packet
<input checked="" type="checkbox"/>	<b>Mon. June 21</b>	<b>Board Adopts Authorizing Resolution</b>
	Thurs. Oct. 7	Circulate revised schedule
	Mon. Oct. 11	First draft Term Sheet circulated
	Fri. Oct. 15	Comments due on first draft Term Sheet
	Mon. Oct. 18	Second draft Term Sheet circulated
	Fri. Oct. 22	Final comments due on draft Term Sheet
	Mon. Oct. 25	Circulate Term Sheet to banks
	Mon. Nov. 8	Deadline for banks to submit bid
	<b>Tues. Nov. 9</b>	<b>Conference call to review bids and select Bank</b>
		Final numbers circulated
	Wk. of Nov. 8	Draft closing documents circulated Closing Memorandum circulated
	Fri. Nov. 19	Final comments due on closing documents
	Wk. of Nov. 22	Closing docs circulated for signature File MDAC 2
	<b>Tues. Nov. 30</b>	<b>Closing – Funds Wired</b>



## New Format for School Reports

### BACKGROUND:

Presentations by school principals of what is happening in their schools and the opportunity for Board members to ask questions has been a long tradition in the District. These school presentations provide Board members with an opportunity to make connections to their policy and governance work with implementation “on the ground”.

In 2017-18 a standard school report template was co-created by Board members and staff to organize and facilitate school presentations. The template includes school data and questions for principals to respond to in writing. This template has been used during the 2017-18, 2018-19, and 2019-20 school years until March 2020 when the pandemic forced schools to temporarily close and School Board meetings to be conducted virtually.

With the return of regular in-person instruction and the eventual resumption of in-person Board meetings, school reports to the Board are scheduled to resume. The break in school report presentations and the election of new Board members provide an opportunity for the Board to take stock of school reports and potentially address two developments since the implementation of the current school report format:

- 1) Using a statewide engagement process which intentionally elevated the voices of parents and families who represent historically underserved student groups, the Oregon Department of Education redesigned Oregon’s school and district report cards. Three themes emerged from the feedback that guided the report card redesign: 1. How schools and/or districts create a welcoming, safe, and inclusive environment for all students and their families; 2. A report card design that is simple, multi-colored, and easy to read and understand; 3. Emphasizing data that is relevant and actionable, school-specific data.
- 2) The Teaching & Learning Department redesigned the District’s school improvement plan template to align with the District’s pillars of learning. This school learning plan template requires all schools to identify and make public areas of focus, goals, and key strategies in the areas of equity, academic excellence, and collaboration.

### RECOMMENDATION:

It is recommended that the School Board review and discuss how school reports are helpful to the Board and whether a combination of the school profile and school learning plan should replace the current school report template.



## SCHOOL REPORT

School: McKay Elementary

Principal: Erin Kollings

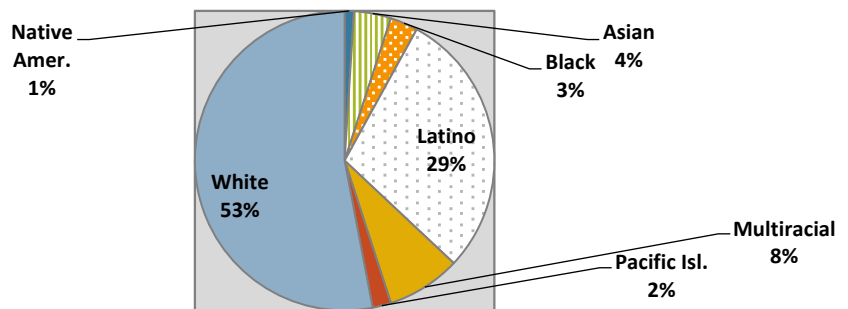
Years as School Principal: 4

4

Years in BSD: 4

### School Demographics 2018-19

Enrollment: 295  
Economically Disadvantaged: 59%  
Students with Disabilities: 27%  
Ever English Language Learner: 30%  
Different Languages Spoken: 17



### School Metrics

#### Kindergarten Readiness

Letter Names*	16-17	17-18	18-19	Early Mathematics	16-17	17-18	18-19
All Students	30.1	30.1	28.7	All Students	8.5	11.6	11.0
Economically Disadvantaged			19.7	Economically Disadvantaged			9.7
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			
Letter Sounds	16-17	17-18	18-19	Approaches to Learning	16-17	17-18	18-19
All Students	9.8	11.7	8.6	All Students	4	3.7	3.9
Economically Disadvantaged			3.8	Economically Disadvantaged			3.7
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			

\* Combined results for uppercase and lowercase letter assessments.

#### College Readiness

Grade 3 English Language Arts	16-17	17-18	18-19	Grade 3 Mathematics	16-17	17-18	18-19
All Students	39%	42%	43%	All Students	41%	45%	40%
Economically Disadvantaged	32%	39%	41%	Economically Disadvantaged	34%	26%	31%
English Language Learners	18%			English Language Learners	27%		
Ever English Language Learners	18%			Ever English Language Learners	27%		
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			

**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.*

Asian				Asian			
Hispanic/Latino	29%			Hispanic/Latino	42%		
White	54%	54%	46%	White	46%	54%	41%
Multi-racial				Multi-racial			
Male	36%	45%	28%	Male	42%	50%	46%
Female	44%		58%	Female	40%		35%

<b>Grade 5 English Language Arts</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>Grade 5 Mathematics</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
All Students	62%	48%	35%	All Students	60%	33%	22%
Economically Disadvantaged		40%	33%	Economically Disadvantaged		25%	19%
English Language Learners		28%	14%	English Language Learners		17%	10%
Ever English Language Learners		31%	18%	Ever English Language Learners		20%	14%
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino		32%	24%	Hispanic/Latino		17%	12%
White		59%	48%	White		44%	33%
Multi-racial				Multi-racial			
Male		47%	35%	Male		42%	28%
Female	77%	50%		Female	64%	23%	

<b>Growth English Language Arts</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>Growth Mathematics</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
All Students	40%	48%	38%	All Students	25%	42%	30%
Economically Disadvantaged	30%	49%	39%	Economically Disadvantaged	26%	33%	30%
English Language Learners	33%	54%	39%	English Language Learners	19%	36%	32%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	33%	48%	39%	Hispanic/Latino	19%	30%	26%
White	41%	47%	40%	White	28%	50%	34%
Multi-racial				Multi-racial			
Male	32%	53%	36%	Male	29%	40%	31%
Female	47%	41%	42%	Female	21%	44%	29%

## 2018-19 Participation Rates

Smarter Balanced ELA: **99%**

Smarter Balanced Math: **98%**

Student Survey: **99%**

<b>Absence and Exclusion Measures</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>Annual Survey Responses</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
Students missing fewer than 10 days of school	70%	66%	63%	Students reporting that at least one adult cares about them	88%	82%	81%
Students missing class due to suspensions or expulsion	1	5	3	Parents reporting they feel informed and valued as active partners in their child's education	88%	83%	92%
Number of class days missed due to suspensions or expulsion	1	11.5	2.0	Teachers and staff reporting they contribute to school decision making	97%	100%	

*Data is not reported when there are fewer than 20 students, parents, or staff in the denominator.*

## Successes:

Replace this sentence with the answer to the following question: Of the metrics above, what are you most proud of and why?

**Challenges:**

Replace this sentence with the answer to the following question: Of the metrics above, what are you most concerned about and why?





**Action Plan:**

Replace this sentence with the answer to the following question: What is your plan of action to address these concerns?

## 20-21 School: McKay Elementary

We are a community of Learners  
 We value differences, honor traditions and celebrate achievements  
 We are creative problem solvers and critical thinkers  
 We are ready for the future

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

 <b>WE EXPECT EXCELLENCE</b>  <i>WE teach students knowledge and skills for our evolving world.                  WE seek, support, and recognize world-class employees.</i>	 <b>WE INNOVATE</b>  <i>WE engage students with a variety of relevant and challenging learning experiences                  WE create learning environments that promote student achievement.</i>	 <b>WE EMBRACE EQUITY</b>  <i>WE build honest, safe, and inclusive relationships with our diverse students and their families.                  WE provide needed support so that every student succeeds.</i>	 <b>WE COLLABORATE</b>  <i>WE work and learn in teams to understand student needs and improve learning outcomes.                  WE partner with our community to educate and serve students.</i>
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### Our Story:

McKay is a small title one school in Beaverton, Oregon. We have students in grades Pre-K - 5 and a diverse, vibrant student body. 22% of our students qualify for special education. 30% are English Language Learners with 18 different home languages represented. Our school qualifies for the community eligibility program, with all students eligible for free meals. McKay believes in wrap around support for our students and engages in partnerships with Children's Institute, Metropolitan Family Services (MFS) and previously, Playworks. MFS provides a free after school program for 75 students four days a week, summer programs for students, incoming kinder academy and parent outreach/education.

We use the workshop model for instruction in math, writing, and reading. Focus on knowing the students well as learners, readers, and mathematicians continues to be a primary focus for designing and implementing instruction. The use of the IRLA for reading provides specific guidance on where the students are as readers and what strategies need more refinement. At McKay, all students have reading goals and should know what they are working on as readers. In writing, authentic published writing and continual daily practice provide us with a roadmap for instruction. In math, we use the workshop model and mathematical practices to ensure we are supporting the individual learners. Each of these areas necessitates conferring to set up individual goals, and strategic grouping during work time to link instruction to need. We have been implementing a co-teaching model during reading and writing to support our Emerging Bilingual students and our "on track to ELPA" was a 68% ranking, a level four on the school report card in 18-19.

Along with the rest of the Beaverton School District, we have recognized the need to further equip our staff with tools to support and nurture our students' social and emotional learning. We have made gains over the last couple of years in implementing the following structures: daily morning meeting in each classroom, knowledge and use of the Zones of Regulation and restorative practices. Playworks also transformed our recess space into a learning playground where students have safe opportunities to engage in organized games and practice conflict resolution skills in real time. At McKay we work to ensure that every student feels safe and experiences a sense of belonging and significance at school each day.

As a school, McKay has much room to grow in both ELA and math student outcomes as measured by the OSAS. In the 2018-19 school year in ELA, as measured by the OSAS, our median growth percentile was 41% with 42% of students proficient or advanced.

In math, as measured by the OSAS, our school's median growth percentile was 31%, with 36.9% of students proficient or advanced. In math, our growth level on the school report card was a level one in all sub group categories. This clearly highlights math and ELA growth as areas we need to focus on as a school.

<p style="text-align: center;"><b><u>Equity Area of Focus:</u></b></p> <p>Reading growth for students who are learning English as a second language.</p> <p>Anti- Bias, Anti-Racist: As a staff, we will develop an understanding of what it means to lead for Equity and Anti-Racism.</p>	<p style="text-align: center;"><b><u>Academic Excellence Area of Focus:</u></b></p> <p>Math growth for all students, using the strategy of number talks each day to build foundational number sense.</p>	<p style="text-align: center;"><b><u>Collaboration Area of Focus:</u></b></p> <p>Collaboration amongst teachers and school teams will be leveraged to impact student growth through the use of data.</p>
<p style="text-align: center;"><b><u>Equity Goal 1:</u></b></p> <p>In 18-19, Median Growth Percentile for our ELLs was 36% compared to a school wide 41%.</p> <p>Our students who are learning English as a second language will show at least a year’s growth as measured by the IRLA.</p>	<p style="text-align: center;"><b><u>Academic Excellence Goal:</u></b></p> <p>Our median MGP for math in 18-19 on the OSAS was 31% with level 1 growth in all sub groups. Our goal is that all students meet the dreambox usage goal during CDL. Number talks happen in every classroom every day and students have multiple ways to engage and share their thinking.</p>	<p style="text-align: center;"><b><u>Collaboration Goal:</u></b></p> <p>There will be evidence of common formative assessments throughout grade levels in math, writing and reading.</p> <p>There will be evidence of common unit plans/similar objectives across classrooms. As a result of collaboration, teachers will report a greater sense of collective efficacy.</p>
<p><b><u>Key Strategies (in CDL):</u></b></p> <ol style="list-style-type: none"> <li>1. Every child gets an at home learning bag every other week with high interest, at their level books</li> <li>2. Supplemental Lexia Learning software for PK-2 to support development of phonics/phonemic awareness (trying new things!)</li> <li>3. Every child in K-2 has the opportunity to participate in a break out room with an adult (less than 5 students) daily in reading to support opportunities for practice and feedback.</li> <li>4. Lunch and language sessions offered to ELLs in primary grades to support with language, seesaw tasks and connection</li> </ol> <p><b><u>Key Strategies:</u></b></p> <ol style="list-style-type: none"> <li>5. Strategic use of ESL teachers to support a co-teaching model in writing and reading blocks <a href="#">EL Program Plan</a></li> </ol>	<p><b><u>Key Strategies (in CDL):</u></b></p> <ol style="list-style-type: none"> <li>1. Use of dreambox data and school wide usage goals to support instruction/parent connection</li> <li>2. Every child in K-2 has the opportunity to participate in a break out room with an adult (less than 5 students) every day in math to support opportunities for practice and feedback. Students in 3-5 have opportunities for break out rooms during math daily (not always with adults).</li> </ol> <p><b><u>Key Strategies:</u></b></p> <ol style="list-style-type: none"> <li>3. Time during Staff meetings/PD to plan for/discuss number talks</li> <li>4. Wrap around services for students for extended practice and support</li> </ol>	<p><b><u>Key Strategies (in CDL):</u></b></p> <ol style="list-style-type: none"> <li>1. Grade levels will collaborate to create a schoolwide website with all weekly schedules and zoom links.</li> <li>2. Grade levels will host curriculum nights together.</li> <li>3. Each grade level will meet weekly with Para team, ESL, Intervention to discuss breakout groups and instructional priorities.</li> <li>4. Collaboration with Playworks, MFS afterschool cafe programs to best support students. These members attend care team meetings (BH&amp;W) and aid with wrap around support and attendance.</li> <li>5. Leverage the unique circumstance of CDL to solidify best practices for engaging families as</li> </ol>

<p>6. Strengthen parent communication and host parent learning nights focusing on engaging our families who are English Language learners</p> <p>7. Leverage use of MFS for parent partnerships and summer learning opportunities</p> <p>8. Intervention, ESL and Resource Room Teachers collaborate with classroom teachers to best identify strategic supports for each student.</p> <p style="text-align: center;"><b><u>Equity Goal 2:</u></b></p> <p><b><u>Key Strategies:</u></b></p> <ol style="list-style-type: none"> <li>1. Ten Wednesday sessions dedicated to our Anti-Racist, Anti-Bias work as a McKay staff: <a href="#">Scope and Sequence</a></li> <li>2. Creation of Equity team to lead this work</li> <li>3. Broaden our conversations around creating anti-bias, equitable, inclusive schools to include families</li> </ol>	<p>include: MFS Cafe After school program</p> <p>5. Math parent night, informing parents of math goals for the year and sending tools home for practice - in development for this year</p>	<p>partners</p> <p><b><u>Key Strategies:</u></b></p> <ol style="list-style-type: none"> <li>1) Grade level teams will identify a leader to help facilitate dialogue. This leader will serve on the Instructional leadership team that meets 1-2 times a month.</li> </ol>
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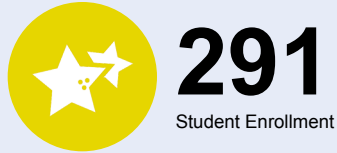
# OREGON AT-A-GLANCE SCHOOL PROFILE

## McKay Elementary School

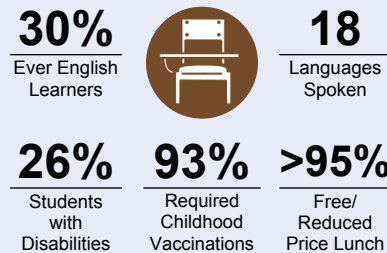
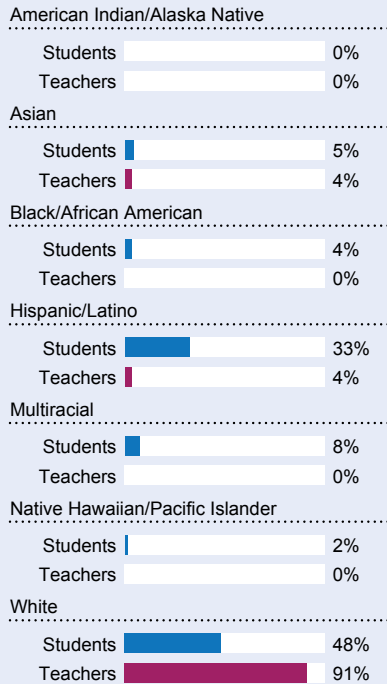
2020-21

PRINCIPAL: Erin Kollings | GRADES: K-5 | 7485 SW Scholls Ferry Rd, Beaverton 97008 | 503-356-2170

### Students We Serve



### DEMOGRAPHICS



\*<10 students or data unavailable

### Special Note

The At-A-Glance School and District profiles tell a story about Oregon's schools and districts. The story is harder to tell this year as the COVID-19 pandemic significantly impacted our schools and the data we collect. As a result, statewide assessment and attendance data cannot be compared to prior years and are not shown here. We have included links to our website where you can view the 2020-21 statewide assessment and attendance data and read a detailed description of how these data were impacted. We're thankful for your partnership as we focus on care, connection and the creation of safe, inclusive and supportive learning environments.

### Academic Success

#### ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.

For 2020-21 English Language Arts data please visit:

[www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx](http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx)

### School Environment

#### REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.

For 2020-21 Regular Attenders data please visit:

[www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Regular-Attenders-2021.aspx](http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Regular-Attenders-2021.aspx)

#### MATHEMATICS

Students meeting state grade-level expectations.

For 2020-21 Mathematics data please visit:

[www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx](http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx)

### Academic Progress

#### INDIVIDUAL STUDENT PROGRESS

Year-to-year progress in English language arts and mathematics.

Data not available in 2020-21

#### SCIENCE

Students meeting state grade-level expectations.

For 2020-21 Science data please visit:

[www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx](http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx)

### School Goals

**WE empower all students to achieve post-high school success.** Measures for this goal include proficiency on state tests of English Language Arts, mathematics, and science and missing fewer than 10 days of school.

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

**WE** are committed to providing all of our students and families with safe, caring and inclusive learning environments, free from bullying, intimidation, and harassment. We will not tolerate any form of discrimination and we will take swift action to address concerns. We have a Board Policy (AC) on non-discrimination. We will serve all students and families. Students in grades 4 - 5 reporting:  
· Feeling safe, welcomed, and accepted at school: 99%  
· At least one adult at school really cares about them: 84%



### Outcomes

#### Our Staff (rounded FTE)



**21**

Teachers



**10**

Educational assistants



**1**

Counselors/  
Psychologists



**82%**

Average teacher retention rate



**90%**

% of licensed teachers with more than 3 years of experience



**Yes**

Same principal in the last 3 years

	REGULAR ATTENDERS	ENGLISH LANGUAGE ARTS	MATHEMATICS
American Indian/Alaska Native			
Asian			
Black/African American			
Hispanic/Latino			
Multiracial			
Native Hawaiian/Pacific Islander			
White			
Free/Reduced Price Lunch			
Ever English Learner			
Students with Disabilities			
Migrant			
Homeless			
Talented and Gifted			
Female			
Male			
Non-Binary			

#### About Our School

##### BULLYING, HARASSMENT, AND SAFETY POLICIES

Maintaining a safe school environment is a priority of the Beaverton School District. We collaborate with community partners to review and enhance our safety practices, emergency readiness and response.

Students in grades 4 - 5 reporting not being bullied online: 68%

Anti-bullying curriculum, Positive Behavioral Interventions and Supports (PBIS)

##### EXTRACURRICULAR ACTIVITIES

See our website for activities available to students.

##### PARENT ENGAGEMENT

98% of parents report they are valued as active participants in their child's education. Parents are their child's first and most important teacher. We encourage you to stay engaged as your student progresses through their K-12 education. You can help by setting high expectations for your child's success.

Here are some ways you can ensure your child's success:

- Attending school is essential to learning
- Volunteer at school, in the classroom or at home
- Make sure to follow your child's academic progress
- Provide a quiet place to read or study
- Ensure your child gets enough sleep
- Encourage your child to try diverse extracurricular activities

##### COMMUNITY ENGAGEMENT

WE are very fortunate to have strong community support. We collaborate with parents, community members, faith partners, businesses and non-profits to bring additional resources to support students' success. We seek diverse community and staff input.

88% of parents report that the school encourages feedback from parents and the community.



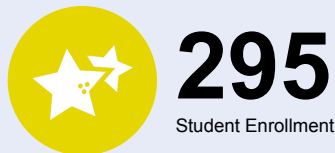
# OREGON AT-A-GLANCE SCHOOL PROFILE

## McKay Elementary School



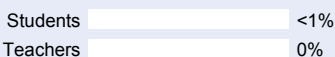
PRINCIPAL: Erin Kollings | GRADES: K-5 | 7485 SW Scholls Ferry Rd, Beaverton 97008 | 503-356-2170

### Students We Serve

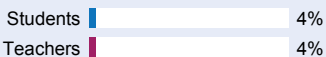


### DEMOGRAPHICS

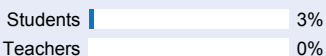
#### American Indian/Alaska Native



#### Asian



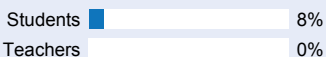
#### Black/African American



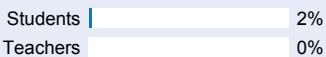
#### Hispanic/Latino



#### Multiracial



#### Native Hawaiian/Pacific Islander



#### White



30%

Ever English Learners



17

Languages Spoken

27%

Students with Disabilities

92%

Required Vaccinations

59%

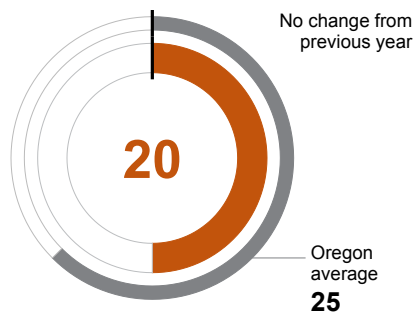
Free/Reduced Price Lunch

\*<10 students or data unavailable

### School Environment

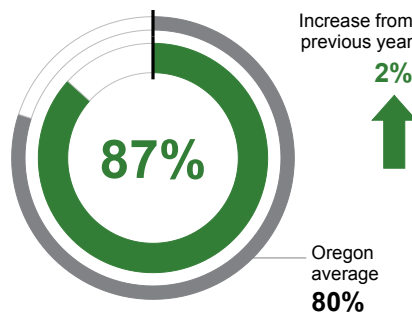
#### CLASS SIZE

Median class size.



#### REGULAR ATTENDERS

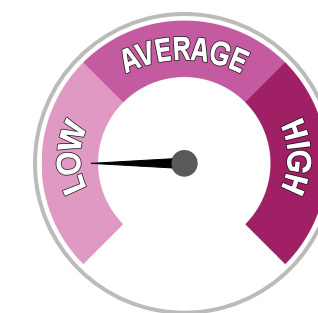
Students who attended more than 90% of their enrolled school days.



### Academic Progress

#### INDIVIDUAL STUDENT PROGRESS

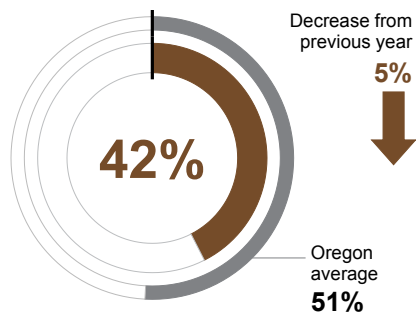
Year-to-year progress in English language arts and mathematics.



### Academic Success

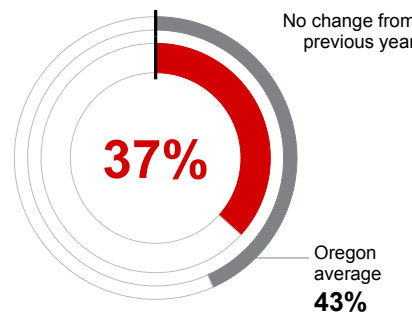
#### ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



#### MATHEMATICS

Students meeting state grade-level expectations.



#### SCIENCE

Students meeting state grade-level expectations.



### School Goals

*WE empower all students to achieve post-high school success.*  
Measures for this goal include proficiency on state tests of English Language Arts, mathematics, and science and missing fewer than 10 days of school.

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

*WE* are committed to providing all of our students and families with safe, caring and inclusive learning environments, free from bullying, intimidation, and harassment. We will not tolerate any form of discrimination and we will take swift action to address concerns. We have a Board Policy (AC) on non-discrimination. We will serve all students and families.  
Students in grades 4 - 5 reporting:  
· Feeling safe, welcomed, and accepted at school: 78%  
· At least one adult at school really cares about them: 81%



# OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

## McKay Elementary School

PRINCIPAL: Erin Kollings | GRADES: K-5 | 7485 SW Scholls Ferry Rd, Beaverton 97008 | 503-356-2170

2018-19

### Our Staff (rounded FTE)



**22**

Teachers



**6**

Educational assistants



**1**

Counselors



**17%**

Average teacher turnover rate



**91%**

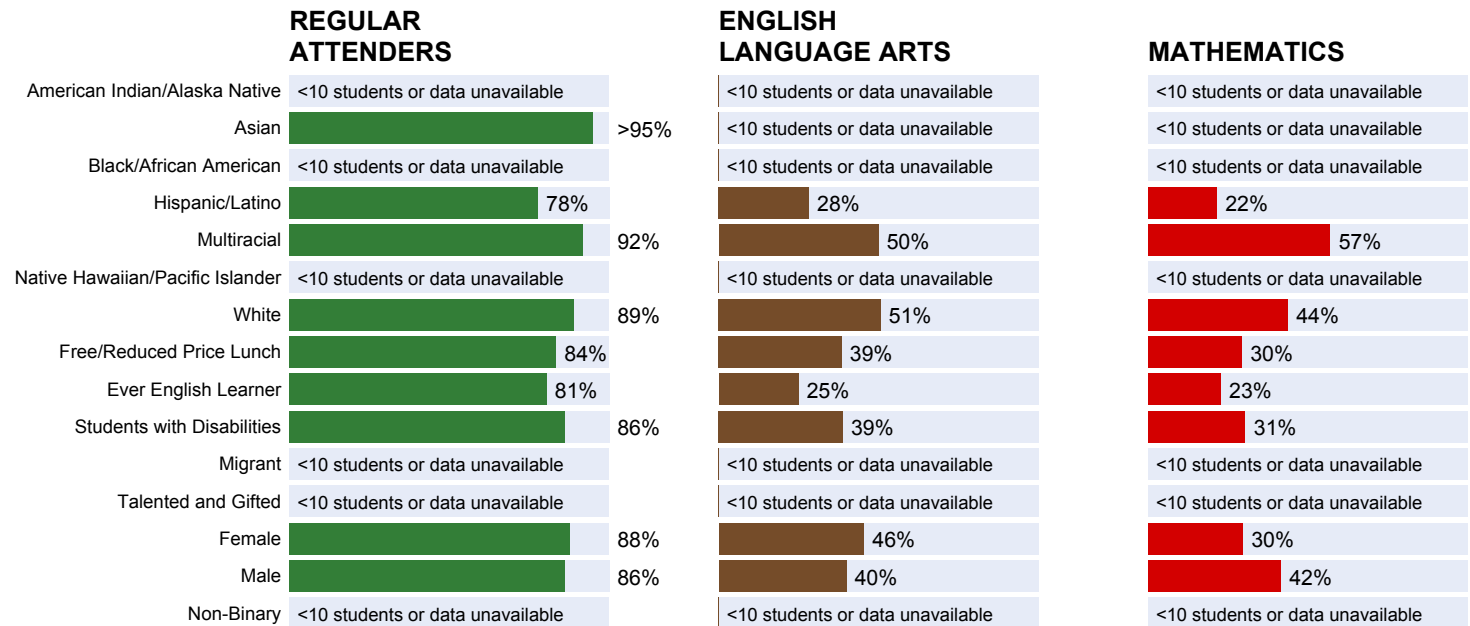
% of licensed teachers with more than 3 years of experience



**Yes**

Same principal in the last 3 years

### Outcomes



### About Our School

#### BULLYING, HARASSMENT, AND SAFETY POLICIES

Maintaining a safe school environment is a priority of the Beaverton School District. We collaborate with community partners to review and enhance our safety practices, emergency readiness and response. Students in grades 4 - 5 reporting not being bullied at or on the way to or from school: 44%

Anti-bullying curriculum, Positive Behavioral Interventions and Supports (PBIS)

#### EXTRACURRICULAR ACTIVITIES

See our website for activities available to students.

#### PARENT ENGAGEMENT

78% of parents report they are active participants in their child's school. Parents are their child's first and most important teacher. We encourage you to stay engaged as your student progresses through their K-12 education. It makes a big difference! You can help by setting high expectations for your child's success. Here are some ways you can ensure your child's success:

- Attending school is essential to learning
- Volunteer at school, in the classroom or at home
- Make sure to follow your child's academic progress
- Provide a quiet place to read or study
- Ensure your child gets enough sleep
- Encourage your child to try diverse extracurricular activities

#### COMMUNITY ENGAGEMENT

WE are very fortunate to have strong community support. We collaborate with parents, retirees, businesses, faith communities and community organizations to bring additional resources to support students' success. We regularly assess needs and then collaboratively plan activities to fulfill those needs. Some examples are:

- Volunteer in classrooms; read to and with students
- Provide speakers & community resources
- Organize food backpack programs and pantries
- Mentor students
- Provide extracurricular activities
- Chaperone field trips
- Provide parenting classes
- School clean-up projects



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE



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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	
2022 Re-Piping Projects- Architectural/Engineering Consultant Services	Aaron Boyle	Intermediate Procurement- Request For Proposal (RFP) 21-0004	KCL Engineering, Inc.	\$131,425.00	10/2021	12/2022	Authorization to Award Contract



**PROJECT NAME:** 2022 Re-pipes (Chehalem, McKinley, Elmonica)

**PROJECTTIMELINE:** 06/2021–12/2022

**PROJECT BUDGET:** \$1,500,000.00

**PROJECT SCOPE:** Re-piping sections of Chehalem, McKinley and Elmonica

**CONTRACT NAME:** 2022 Re-piping Projects Architectural/Engineering Consultant Services

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** Request for Proposal (RFP) 21-0004

**CONTRACTTIMELINE:** 10/2021-12/2022

**CONTRACT AMOUNT:** \$131, 425.00

**CONTRACT SCOPE:** Design Services

**RECOMMENDATION:** Authorization to Award Contract to KCL Engineering, Inc.

**FUNDING SOURCE:** Bond 2014; Modernization, Renovation Projects; Physical Facility Improvements; 2022 Re-pipes (Chehalem, McKinley, Elmonica)

Beaverton School District Board-Community Listening Session Registrants 9/30/2021

Timestamp	Breakout Room	Name of Person Testifying	Topics Discussed
9/30/2021 18:00:00	Main Room	N/A	Meeting start with all board members present, plus Superintendent Don Grotting, Deputy Superintendents Carl Mead and Ginny Hansmann, Chief Communications Officer Shellie Bailey-Shah, Chief Information Officer Steve Langford, and Executive Administrator for Strategic Initiatives David Williams
9/30/2021 18:01:00	Main Room	N/A	Board members were placed into breakout rooms in pairs as follows: Tom Collett and Ugonna Enyinnaya, Becky Tymchuk and Sunita Garg, Eric Simpson and Karen Perez, and Susan Greenberg and Superintendent Grotting. Board members remained in separate breakout rooms for the entirety of the session.
9/30/2021 18:04:00	Main Room	N/A	Community members were distributed at random, one by one, to breakout rooms for discussion with board members as follows:
9/30/2021 18:08:35	Tom/Ugonna	Tiffany Vargas	English Language Arts Curr - More advocacy to improve experiences for children. Concerns with Bipoc communities & SPED students with consideration of scores. Lacking effective instruction for remediation. Not effective given that over half have not been successful based on test scores. Concerns with dyslexia and lack of overall training for students.
9/30/2021 18:09:04	Becky/Sunita	Jeff Myers	Spoke at board meeting last Monday - what did you hear from testimony? Becky - see things differently but have been heard. Sunita - assured Jeff we have heard message. Jeff - can disagree and be respectful. Troubled - Leap of faith with regard to anti racism. No data to show solves problems. Does this work solve inequities? No evidence. Make data public. We will be sharing proof. - are they an experiment?
9/30/2021 18:10:38	Eric/Karen	Mitzi Sandman	At board meeting-sometimes a small group in our area. They do not represent the bulk of the community and their views. Congrats Karen! All new members won a big margins. Others appreciate the direction our district have gone. Inclusion, diversity and appreciate it. New Superintendent...Appreciate Don and Jeff Rose and one thing doesn't want to see it as a stepping stone to another position.
9/30/2021 18:13:03	Don/Susan	PJ Claussen	Concerned that SUMMA/Meadow Park is getting watered down. Because of middle school common experience, parents don't believe the quality is still there; teachers don't have experience with gifted students. Also want to know if FLEX will eventually offer SUMMA.
9/30/2021 18:14:42	Becky/Sunita	Shafina Gardner	Errol Hassel - wonderful experience. Racial equity most important to them, Thank you. Not the majority. Keep the course. Would love to see more. student had a teacher of color last year. Hold on and bring in more BIPOC staff. New Superintendent - look for equitable hiring process. SEL students and resources.
9/30/2021 18:14:56	Tom/Ugonna	Daniel Rodriguez	All day kindergarten. Teacher at Kinnaman is doing an outstanding job this year. Appreciate the school and staff. Back to Oregon after 21 years of service in the military. (Miss Carlie Quad)
9/30/2021 18:16:43	Eric/Karen	Tiffany Culligan	Daughter has Dyslexia. Beaverton Dyslexia Community-Shared state testing scores that she is concerned about. Beaverton has made baby steps and is not moving fast enough for struggling students. BSD don't believe in reading philosophies. Units of study-District has to restructure their interventions. Many students need to get outside tutoring. Parents are frustrated with reading instruction. Science of reading and the curriculum. Data shows it is not working. Advocating for better reading instruction. Need for explicit teaching.
9/30/2021 18:17:32	Don/Susan	Elsa Antony	Wanted to know what's going to happen for kids who are in quarantine.
9/30/2021 18:19:48	Tom/Ugonna	Jenny Bevacqua	Cedar Park Parent - Rebuttal regarding indoctrination. Believes the district is doing the right work with our students through education of anti-racism. Support the teaching of our history with the facts.

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9/30/2021 18:21:32	Becky/Sunita	Julie Meehan	In person high school students (Mom). What can I expect from teachers and administrators. Are teachers required to send out progress reports and at what intervals? Becky answered. only one of all teachers sent out a progress report last year. What is time period for teachers entering marks? All teachers except one not communicating.
9/30/2021 18:23:46	Eric/Karen	Chris Maguire	High school kids-Interested in STEM education. Really excited about this curriculum. Love the technology. BHS-limited track for computer sciences. Would love to help out. Pull in intel to help with getting more science and technology into schools. Home economics -need basics and how to get along in the world today. Finance, checking, how to get a job, taxes. These need to be taught.I want my son to learn these lessons early. He needs more life skills to get along. Pep will send Chris Maguire a message to connect him with things that are going on in our district connected to technology and science. Helping kids to become successful.
9/30/2021 18:24:28	Don/Susan	Rehana Malik	Bus quarantine. COVID testing for middle school.
9/30/2021 18:27:22	Tom/Ugonna	Jennifer Scott	Watched the last board meeting. Want to see the continued efforts for equity and inclusion. Believe we are moving in the right direction. Beaverton voters elected this diverse board for a reason. Load voices are not always right. Proud of this school district and like receiving the superintendent's messages. Sad to hear he is retiring. COVID safety is another topic of high concern.
9/30/2021 18:28:05	Eric/Karen	Allison S.	The people that showed up to the board meeting were concerning. CRT was discussed. Keep teaching history and civil rights. More queer sex ed when she was here in the district. She could have used it at that at that time.
9/30/2021 18:28:08	Becky/Sunita	Jodi Monroy	Parent of 4 and also employee. Support for Anti-racism - wanted to provide a different perspective. It is "a mess" for our families in poverty. Kids need more supervised but unstructured time for kids to be together. Without pressure of classroom instruction. More staff and right staff to facilitate that time. Becky asked about the addition of staff to support SEL. Jodi thinks more community time needed for students. "Less clinical experience of school."
9/30/2021 18:28:58	Don/Susan	Amy Johnson	Supports teaching of CRT. Doesn't support SROs.
9/30/2021 18:33:45	Tom/Ugonna	Justice Rajee	Start of the year to remind you that culturally responsive teaching is important for all. Attached to this is the reality to help parents connect to activities and learning that is happening in our schools. Want to know celebrations and opportunities to work with staff and board.
9/30/2021 18:34:34	Becky/Sunita	Michelle Chesire	Mother of 3 students. Thank you for your work. White Mom of 3 bi-racial kids. Staff of color not represented in staff or teachers. We really need to focus on hiring and retention of BIPOC staff. Need to create an environment where it is ok to take about anti-racism. Talk is in general and not specific. Lots of "hiccups" with regard to anti-racism work. Becky shared the priority to hire and retain BIPOC staff. BIPOC staff report not being heard or supported.
9/30/2021 18:36:27	Eric/Karen	Jessica O'Donnell	Thanks for allocating teacher to Bonny Slope. Interested in Superintendent search and the wants the new to stay the course. Support the Newberg school district for Black Lives Matter. Funding for teacher hires, redraw boundaries. What impact does it have?.Thanks for Covid testing. Don't want to take staffing from other schools to gain one at our school.
9/30/2021 18:36:58	Don/Susan	Debbie Plawner	Talked about hate in school, specifically anti-Jewish sentiments. Advocated for teaching tolerance. Disappointed that Jewish Student Union was disbanded because no staff advisor.
9/30/2021 18:40:42	Tom/Ugonna	Sara Baisch	What is being done to help students who are disadvantaged academically who need significant catch up after the last year of COVID? Continuity of a case manager and counselor from one year to the next.

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9/30/2021 18:51:17	Tom/Ugonna	Amy Brownell	Very supportive of anti-racism work. Great opportunities this year to make strides. I like the fact that the district is moving forward with another forum regarding SROs. Feel the vast majority of duties that an SRO deals with can be dealt with by other staff. Regarding the Superintendent search, need to have lived experiences that will influence in decision making.
9/30/2021 18:55:00	Main Room		Meeting was adjourned and zoom terminated.