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 AGENDA
 

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<b>I. CALL MEETING TO ORDER</b>	6:00 - 6:00 p.m.	
<b>II. COMMUNITY RECOGNITIONS</b>	6:00 - 6:15 p.m.	<b>3</b>
A. Time Magazine Kid of the Year Finalist Award - Jenell Theobald		
B. BSD School Nurses - Lori Perkins, Meghan O'Loughlin, Frances O'Connor		
<b>III. BEA/OSEA COMMENTS</b>	6:15- 6:20 p.m.	
<b>IV. BSAC REPRESENTATIVE REPORT</b>	6:20 - 6:25 p.m.	
<b>V. PUBLIC COMMENTS</b>	6:25 - 7:00 p.m.	<b>5</b>
<b>VI. REPORTS</b>	7:00 - 8:30 p.m.	
A. Superintendent's Comments School Board Recognition		28
B. Don Grotting		
C. School Reports Raleigh Hills Whitford		29
Jennifer DeMartino, Brian Peerenboom		
D. Financial Update		42
Mike Schofield		
E. District COVID Update		51
Danielle Hudson, Brian Sica		
<b>VII. DISCUSSION ITEMS</b>	8:30 -9:00 p.m.	
A. Public Hearing Discussion for Arco Iris		68
Jon Bridges		
B. Sato Classroom Addition		215
Carl Mead, Aaron Boyle		
C. Proposed Capital Bond		
Becky Tymchuk, Amy Ruiz		
<b>VIII. ACTION ITEMS</b>	9:00 - 9:10 p.m.	
A. Boys and Girls Swimming Co-op		218
B. Consent Agenda		
a. Personnel		
b. Approval of School Board Meeting Minutes		220
c. Grants		226
d. Public Contracts		228
e. World Language Team Charge Members Approval		238
f. Social Sciences Team Members Approval		240
g. Behavioral Health and Wellness Team Members Approval		245
h. Sato/Springville Attendance Boundary Adjustment		247
<b>IX. BOARD COMMUNICATION</b>	9:10 - 9:20 p.m.	
<b>X. ADJOURNMENT</b>	9:20 - 9:30 p.m.	
<b>XI. INFORMATION ITEM</b>		<b>253</b>

**December Bond Status Report**

**XII. EXECUTIVE SESSION - ORS 192.660(2)(d).** 9:30 p.m.  
 Bargaining Update

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

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**POLICY ISSUE/SITUATION**

Tonight, the district recognizes the following individuals for their outstanding achievement and contribution to the Beaverton School District and the community. The following recognitions exemplify the Pillar of Excellence.

**BACKGROUND INFORMATION:****WE Expect Excellence: School Board Recognition Month – Tom Colett, Becky Tymchuk, Ugonna Enyinnaya, Sunita Garg, Susan Greenberg, Karen Pérez and Eric Simpson**

BSD is joining the other 196 school districts throughout Oregon in celebrating "School Board Recognition Month" during January. We are very fortunate to have seven volunteer school board members who are committed to helping every student reach their full potential: Chair, Tom Colett, Vice Chair, Becky Tymchuk, and members, Ugonna Enyinnaya, Sunita Garg, Susan Greenberg, Karen Pérez and Eric Simpson do an excellent job of serving the district's students, parents, staff and the overall community.

The decisions that they face are complex and challenging. They volunteer countless hours of unpaid time to provide the best possible education to our 40,000 students. School Board members are ordinary citizens with extraordinary dedication to our community's public schools. Please join me in recognizing the dedication and hard work of our School Board members.

**WE Expect Excellence: Time Magazine Kid of the Year Finalist Award – Jenell Theobald**

Jenell Theobald, a 9th grade student at the International School of Beaverton (ISB), is one of five finalists in Time Magazine's [Kid of the Year](#), a honor recognizing extraordinary young leaders who are making amazing and admirable contributions in a range of fields, including social justice, science, education and more. Jenell is an avid volunteer who founded [Let's Peer Up](#), a non-profit that advocates for equal representation for people with physical and developmental disabilities. It was the first ever project run by middle school students to be chosen for the Portland State University Capstone Program. Read more about [Jenell and her fight for mental health awareness](#).

As a finalist, Jenell was awarded \$5,000 and the designation of "kid reporter" for one year. The "Kid of the Year" winner will be revealed on February 9 during a TV special on Nickelodeon. Congratulations, Jenell, and good luck!

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**WE Expect Excellence: BSD School Nurses – Lori Perkins, Meghan O’Loughlin, Frances O’Connor**

Every day, our school nurses play an integral role in the health of our students. School nurses are charged with individualized care for students with identified health concerns. They address the needs of students on individualized education plans (IEPs) as well as provide support for mental and behavioral health, communicable disease prevention and health education. Our nurses connect families to healthcare and handle medical emergencies.

For nearly two years, they’ve also been guiding the district through the COVID-19 pandemic. They’ve been charged with testing, tracking and caring for students, often working late into the night and on weekends. They’ve been essential to the well-being of our students and staff. Please join us in applauding and saying thank you to all of our school nurses, including Lori Perkins, Meghan O’Loughlin and Frances O’Connor!



### PUBLIC COMMENTS

Due to Covid-19 state-wide restrictions and in keeping with the efforts of social distancing the meeting of the Beaverton School District School Board for January 18, 2022 will be conducted online.

Written Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, January 13, 2022, through 12:00 p.m. on Monday, January 17, 2022.

The following 143 comments followed all of the posted guidelines on the form and were submitted by Monday, January 17, 2022 at 12:00 p.m. Any comments that did not follow the listed guidelines on the form were deleted.

taryn fentress	BSD Student	One of my biggest concerns about starting school so early is the fact that a lot of students have extra curricular activities that go until really late at night, so waking up early takes such a toll on our sleep schedule. For me, I have dance almost every day after school so then by the time I get my homework done and eat dinner, it's already 12 or later so I only get like 5 hours of sleep per night. Another issue I have is for students that have to drive themselves to school, driving on no sleep is extremely dangerous. Studies have shown that driving tired significantly increases crashes, so why would we start school early if it puts so many students at risk for getting into an accident?
Ashley Ra	BSD Student	During the pandemic CDL learning, school started at 8:30 and I found that it was so much easier to wake up and I found that I didn't need to take naps later in the day that took up my time to complete important assignments. As a teenager, sleep hormones are released later which means we just naturally sleep and wake up later than adults and younger children. Having school start at 8:30 can help me get more sleep, improve my grades more because I'm actually awake and ready to learn. If we're starting school at 7:45 because of how long classes should be, I think during CDL class was around 70 minutes. I think that's better because personally, sitting in the same room for 90 minutes doesn't help with my learning. It's hard to be contained in the same room for that long. I think this goes with a lot of other students as well. I'm sure there's a lot more things to be considered, but I really think the 8:30-2:30 schedule is better.
Brendan St.Marie	BSD Staff Member	As a former student of the district and now teacher within it I am frustrated in district leadership. The decision makers, from the Superintendent down, have repeatedly chosen to make decisions that run contrary to their public statements in support of equity. The same issues that existed when I was a child continue today. Decisions including school boundaries, the middle school schedule, and now selective action to transition back to temporary distance learning have been made for the benefit of communities of privilege, money, and influence rather than for the benefit of all students. These decisions harm children. Teachers and school staff across the district have made these outcomes known to district leadership only to be met with indifference, skepticism, or silence. Our communities deserve better. Our students deserve better. It is disheartening that the decisions of leadership

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		reflect a pattern of valuing equity only so long as it doesn't inconvenience our affluent communities.
Payton Roberts	BSD Student	I am constantly tired and worried about if I will be able to stay awake in class after spending the night on hours of homework OUR teachers assign. A later start would allow me to get more sleep and better manage my time.
Lea Molczan	BSD Staff Member	As a 23 year BSD veteran, I am extremely frustrated and disappointed by the lack of transparency from the district this year. Middle school staff and students have expressed their opinions regarding the common middle school schedule and were given very little explanation as to why it couldn't be changed. Now, at Mountain View, we are struggling to staff our building and have 30+% of our student out each day, yet we are not being allowed to switch to remote learning. Again, no explanation is given. We are losing amazing educators and will continue to lose more if things don't change because this is not sustainable.
sameeha chowdhury	BSD Student	my first period is always slow and unproductive because of how tired I am.
Spencer Nicholes	BSD Student	I almost fell asleep at school because I had to stay up to study, if I had been able to sleep in 30 more minutes it would have allowed me to be well-rested in my classes.
Valerie Lam	BSD Student	To get to school on time, I have to wake up at 6:30am every morning. Most of the time, the sun is not even up yet so it's extremely difficult to get up. Additionally, there have been multiple incidents where I have woken up thinking it was 6:30am, but really it was only 3:00am because I couldn't tell the difference in times. As an IB Diploma candidate, I have to work to balance many classes and extracurriculars. This results in sleeping times from about 12:00am/1:00am to 6:30am. During finals weeks or huge project weeks, I usually am able to get 3 to 5 hours of sleep.
Marlo McIlraith, MD	BSD Parent, BSD Community Member	I am writing to request that the BSD School Board pass a resolution to move school start times for high schools to 8:30am to optimize the mental health, academic performance, and physical safety for our students and children. Teens need between 8 and 10 hours of sleep per night, yet fewer than 1/3 of high school students get more than 7 hours of sleep. Our current school start time of 7:45 am makes it impossible for teens to get the sleep they need. The evidence from schools that have shifted start times shows improvements in adolescent sleep, including improvement in academic performance (attention, memory, behavior control, and executive function) and reduced rates of anxiety, depression, car accidents, and obesity. Now more than ever is the time for BSD to make this change as we have seen an explosion in the rates of mental health issues and poor academic achievement as we continue to deal with the COVID pandemic. Marlo McIlraith, Pediatrician
Elizabeth Shortell	BSD Student	I want the BSD school board to pass a resolution to move high school start times to 8:30am. This is better aligned to the natural teenage circadian rhythm and would help to increase attendance in the mornings.
David Sha	BSD Student	Students staying up to and past 2 AM to do work is not uncommon, and many students fall asleep at school. Is it really productive to wake students up for classes at 7:45, when many fall asleep or struggle to stay awake during class anyways?
Claire Lowry	BSD Student	Later start times would mean that carpools are easier to make happen as there would be more time in the morning to pick up friends and neighbors which will save not only time and money, but also the environment. I would also get more sleep to perform better in school, keep a better mental state, and feel physically better throughout the day. My club soccer is from 8:15-

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		9:30 pm every week and it is impossible for me to get the sleep that I require with the start times that are in place now. I support later start times.
Emma Hinds	BSD Student	we request that the bsd school board pass a resolution to move school times for high schools to 8:30am to optimize the mental health, academic performance, and physical safety of our students and children
Olivia Gleason	BSD Student	We request that the bsd school board pass a resolution to move school times for high schools to 8:30am to optimize the mental health, academic performance, and physical safety of our students and children
Kaitlyn Jensen	BSD Student	We request that the BSD school board passes a resolution to move school start times for high school to 8:30am to help improve our academic performance and mental health.
Sydney Smith	BSD Student	I request that the start time for school is 8:30
Piper Duke	BSD Student	We should move the start time to later because I have difficulty paying attention and staying awake in my first class
brooklyn leal	BSD Student	i think school should definitely start a little later, i am exhausted when i wake up and can barely get enough sleep the night before to be satisfied.
Paolo Mota Marques	BSD Student	8:30 is good. 7:45 is bad.
Meghan McGill	BSD Staff Member	I write this email asking for your increased support of Mountain View. We love our students and this community, and what is happening here is not working. Teachers are regularly asked to merge classes and give up plan to sub and still meet the needs of our many students- all while waiting to get sick which right now feels inevitable. Simultaneously, we now have 10+ students missing from classes. When my students aren't here, they're not accessing any education. Very little learning can happen under these circumstances; I cannot check in with my students under these circumstances. I ask respectfully, does the District not know what we are going through here, or does the District know and not care? Is there a tipping point? How many staff here must quit or get sick? How many students and their families must get ill? There is a substantial health risk to students, especially when so many of our families have questionable access to adequate health care, insurance, and testing.
Jill Rector	BSD Parent	At a time when we need to be as supportive as possible to our teachers and staff, it is disappointing that you have limited vaccinated volunteers in the school buildings. Please resume volunteers in the buildings as soon as possible. Please do all you can to keep schools open. This pandemic continues, but the mental health and well-being of our children should be first and foremost. Closing schools leads to increases in learning disparities and does not help our students succeed.
Paul Wu	BSD Staff Member	Reputable research has consistently shown that high school age students need 8-10 hours of sleep per night in order to promote a healthy lifestyle, both academically and physically. To jeopardize the health of students merely for the convenience of time later in the day for after school activities or to work around the work schedules of their parents defeats the purpose of school, which is to cultivate the best in students. Tired and exhausted students nodding off in class or being too bleary eyed to pay attention does not make for a positive school experience.
Noah Anderson	BSD Staff Member	Why did we go back to starting school at 7:45? One of the most frequent comments from my students is that they miss having class start at 8:30. I think the research has shown that later start times are more beneficial to the

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		teenage brain. If we are here to serve our students, then we should make a change to help them rather than continuing to start school at 7:45 because it's what we've done for the past umpteen years.
Kyle Shephard	BSD Parent, BSD Staff Member	<p>I teach a senior literature and composition class every morning, 1st period. On average, I am missing 15 out of 35 students. One student told me today, "How can they expect us to go from waking up at 8:15 during CDL to waking up and leaving the house by 7:15 the next year? It doesn't make any sense."</p> <p>She is absolutely right. It doesn't make any sense. Starting later helps everyone who works or attends a high school. Students have time to drop off siblings at elementary school and then go to school on time. Teachers can ALL go to staff meetings if their work day starts at 7:45, but their first class isn't until 8:45. No more after school conflicts.</p> <p>Look, here is what you do:  All elementary starts at 7:45 or 8am  All high schools start at 8:45  All middle schools start at 9:15 or 9:30.  This is a more logical schedule.</p>
Celina Shao	BSD Student	As a devoted distance runner, team manager, friend, and IB diploma candidate, I already consider sleep a precious necessity that ensures I'm functioning optimally. I go to bed at 11 minimum. It takes a long time for me to fall into deep sleep due to my anxiety and depression. I take melatonin, but even then, I get 5-6 hours at most (and sometimes I forget it due to my hectic schedule). I'm lucky I have a body that can flourish with a modest amount of sleep, but I know many friends that show up to class burnt out and unable to concentrate. Furthermore, sleep is vital for athletes like me because it aids us in not only best athletic performance but recovery. My running coach emphasizes sleep religiously. I understand that waking up early is a discipline that everyone has to face at some point, but for high schoolers, it's not ideal at all.
Kathrine Kraft	BSD Parent, BSD Staff Member	As we continue to navigate the changing landscape of education during a pandemic, I hope that we are making space to learn from our successes and failures. One positive aspect of last year's CDL was the later start time, especially for high schools. In multiple surveys, students expressed a desire to keep the late start times moving forward. However, when school started this year, it was back to the old normal. Is this because the district sees value in early start times, or because it's easier to continue doing what we've always done? The CDC and AAP have been recommending adolescents start school after 8:30 since at least 2014 ( <a href="https://publications.aap.org/pediatrics/article/134/3/642/74175/School-Start-Times-for-Adolescents">https://publications.aap.org/pediatrics/article/134/3/642/74175/School-Start-Times-for-Adolescents</a> ) and there is peer-reviewed data from Seattle schools supporting the change ( <a href="https://www.science.org/doi/10.1126/sciadv.aau6200">https://www.science.org/doi/10.1126/sciadv.aau6200</a> ). It is in our children's best interests for BSD to consider a later start time for high schools. If not next year, then when?
Jeff Lundberg	BSD Parent	With the abundance of research indicating that the academic performance, physical health, and emotional well-being of students improves with a later start time, I feel that BSD should support our high school students by delaying school start times to later in the morning. They are having a tough enough time as it is with Covid. Let's help them succeed by making their lives a little bit easier.
Eloise Kamm	BSD Student	I believe that we as high schoolers should have a later school start time. It has been fully researched and said that High Schoolers/Teenagers need the most sleep out of all ages. If that means high school switches times with elementary school, that should be possible. Most elementary schoolers are

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		wide awake by then while High Schoolers are barely able to make it out of bed by the time school starts. We need our sleep in order to function, and I think by considering this idea it would improve the over academic work quality by students.
Corinna Tricarico	BSD Staff Member	Later start times for high school students is supported by a wide, varied and long-existing body of research. If we truly claim to want to set students up for success, we will make data based decisions that are based on evidence and best practices. There literally is no reason to fail students in this way. As a Special Education teacher I regularly must complete paperwork for a shortened school day due to the health impacts the too early start time has on students. We claim we want increased graduation rates, increased rates of passing and so on? This is one well known, well documented solution.
Aadhithya Sivakumar	BSD Student	I would prefer to have school times start at 8:30 because that would help my mental health and help me in my academics. Currently, many students are staying up late doing schoolwork and waking up early for school. For this reason, high schoolers are receiving less than adequate sleep, causing them to feel tired/not pay as much attention to school. By shifting our school times so it's starts later, we would be healthier as we gain more sleep, and perform better in our academics. It would also help our stress levels tremendously.
Samaah Mohammed	BSD Student	CDL and Bybrid learning has proved that 8:30 A.M start times are doable so we should continue that. First periods usually don't result in much work being done anyway, and so many kids roll in late too.
Sriraghav Bavineni	BSD Student	I would like to go back to the class schedule from hybrid learning.
Matt Burg	BSD Staff Member	Please keep BSD's start times the same! As I high school teacher, I do not believe delaying school by 45 minutes will make much difference. With only 24 hours in a day, we are just trading time in the morning for time in the afternoon/evening. Our hard-working students will not have any less work and will stay up (45 minutes) later to get it done. We ran a late-start experiment last year during CDL. Instead of being tired at 7:45am, my students were tired and struggling to arrive on time at 8:30am. My message to them was the same, "I'm sorry you are tired, I know it is hard to get up and ready for an 8:30am class," and they agreed. Delaying the start also delays school's end. Students will also start their after-school activities or jobs later. This means later dinner for many after their sport/activity, and for those whose earnings are a meaningful contribution to their family budget, this loss of 4.25 hours per week will be very noticeable. Please keep the start time the same.
Everett Clough	BSD Student	Any updates on BSD school closures due to Covid? I've personally had many people in my circle get it and am concerned that the vigilant, multilayered efforts made by the school aren't stopping the spread of the highly contagious new variant.
Eric Ballas	BSD Staff Member	In my eight year career teaching high school here in the district, the number one complaint I get from students is "I'm tired." Every day our students struggle to focus, and their sleepiness is clearly a big reason why. Asking students to wake up at 6:00 a.m. or earlier to catch a 7:00 a.m. bus is simply not a recipe for success. Many more students at my school now work in the evenings, which adds to this fatigue. Tigard/Tualatin recently switch their schedules, and I hope you can reach out to them to see if they are getting a positive result. Momentum is building around the unfairness of high school start times nationwide, so let's be leaders at BSD and make the switch! Thank you for considering this issue.

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Marci Reschke	BSD Parent, BSD Staff Member, BSD Community Member	Over and over, we are told to 'trust the science' and comply with the covid-19 rules and regulations of our state and school district. Anyone who looks at scientific data of infections and transmissions of omicron between vaccinated and unvaccinated students will find definitively that both vaccinated and unvaccinated transmit covid. (Or we wouldn't be have so many vaccinated teachers and students currently out with covid!) I would like to understand why our district continues to discriminate against students or teachers who are unvaccinated by requiring more quarantining of them after exposure - even if they are asymptomatic. ? The rules should apply equally to both vaccinated and unvaccinated. BSD prides itself in equity, yet this is not equitable. All students should have equal opportunity to learn. Science doesn't back this discriminatory practice. How can a district who prides itself in equity turn a blind eye to this?
Tazkyah Khan	BSD Student	we want the BSD school board to pass a resolution to move school start times for high schools to 8:30 am. this would optimize the mental health, academic performance , and physical safety of the student.
Andrew Witt	BSD Staff Member	Dear Board. members and BSD Community, I am writing on behalf of an initiative to change High School start times so they align with best research on teen sleep needs and mental health. It has been my great pleasure and honor to work as a school counselor in in the Beaverton School District the past 16 years. I would be delighted to see the district move on this important health issue. I wonder if you can make it happen? Let us know what we can do to help!
Grace Booth	BSD Student	As a student who works after school almost every day, I think that starting later would negatively impact me. Starting later means getting out later, which would mean I would have to stay at work up until 11pm, meaning I would get home very late and have to do my homework after that. Because of this, I definitely wouldn't get any more sleep and may get even less sleep. I know many other students who also work that starting later would have the same negative impact on.
Jordan	BSD Staff Member	I would like to address the inequities that are currently occurring in our district during this Omicron surge. There are district staff members who are allowed to work from home during this time while we're on the front lines everyday trying to stay safe. I'm currently 35 weeks pregnant and I feel unsafe to be at school every single day. I 'm unable to support students as a counselor because students are either out sick (limits access), I'm at duties and I'm too afraid to be in close contact with students. My school has had an ongoing sub shortage since September and that has only ramped up after winter break. Other teachers are feeling obligated to sub for the teachers out which only increases their exposure and compromises their protected plan and lunch time. The way we are functioning right now is not sustainable and only increases burn out and staff members quitting. Something needs to be done and unfortunately student and staff voices aren't being heard right now.
Meghan Day	BSD Staff Member	I am so grateful to be have been able to serve the Mountain View community for three years now. However, the boundary adjustment has hurt our students immensely. Mountain View has almost two times more homeless students than the average Beaverton Middle School. That's approximately 24% of all BSD homeless Middle Schoolers. We are also the most diverse of all the middle schools in BSD. AHP was added as a new feeder school this year and has the highest number of homeless students in all of the K-8 schools (92 homeless students). How does this make sense? How is this equitable? We are at 99% capacity this year and other Middle Schools in BSD are only at 72%

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		capacity! It's unsafe and not right. This year, I have struggled daily to emotionally, behaviorally, and academically support the kids that have been stuffed into MTV in the way that they deserve. They deserve the world and aren't even given a fighting chance at a quality education with this boundary adjustment. Please help.
Malaika	BSD Student	School should not start later. A 7:45 start time forces high schoolers to be more productive and efficient with their time. Furthermore, a 7:45 start time allows school to end at 2:30, benefitting students who work after school or participate in clubs. Schools starting later will do nothing to provide high schoolers with more time to sleep because that means that school ends later, so they will have to work later into the night, etc.. It's an inefficient solution that will reap no benefits.
Sunil Jain	BSD Student	Hi. I am a senior IB candidate student as well as a swim team member at Sunset High School. My schedule is: waking up at 6:30am, leave for school at 7:15, coming back at 2:30pm, lunch at 3-3:30pm, school work until around 6:30pm, dinner at 6:45pm, swimming at 7:30pm, and coming back to work at 9:30pm, working until 12pm, and sleeping at 1am. In total I get about 5-6 hours of dedicated work time during the day. Currently, as the IB season begins, I can confidently say that I need at LEAST 5 hours per day to stay on track with school and study for IB tests. To my fellow IB students and I, 7:45am start times is barely acceptable when considering when and how long a student should be sleeping. Although, shifting the school day to be later will not increase how much time I get to work at home, it will definitely help during the day. Thank you for your consideration.
Aneeq Chowdhury	BSD Student	School is too early, and it is causing me to be late to school and have less sleep. This is pretty unhealthy.
Alexandrea Bushue	BSD Staff Member	I am in FULL SUPPORT to start high school later than 8:30 am. Sports can be done in the mornings. Seattle did it with lots of positive data. Sports shouldn't run our district. We could go on the current middle school calendar and sports would still have plenty on time to practice in the mornings starting at 6am. Let our kids sleep!
Jake White	BSD Student	Later start times
Elizabeth Ranweiler	BSD Parent	I request that the BSD School Board pass a resolution to move school start times for high schools to 8:30am to optimize the mental health, academic performance, and physical safety of our students and children.
Chuck Erkenbeck	BSD Staff Member	Many of my high school students are 15-40 minutes late to the first class of the day. They are forced to "flip a switch" so they can quickly begin to follow the morning routines. It can often be challenging to get any work done before 8:15 or 8:30; they simply are not rested and ready. By the end of the day they are exhausted and can barely keep their eyes open. I support this proposal to change the start of high school classes from 7:30 - 8:30. If this simple change were made, I believe my students would show immediate improvements in attention, attitude and ability. Please consider this change for all students, many of whom struggle every morning to interrupt their natural sleep patterns in order to avoid multiple tardies and missed material. The data from other districts made the difference for me - it's overwhelmingly in favor of a later start and a better chance for each of our students to approach their school day rested and appropriately equipped for success. Thank you!
Riitvek Baddireddi	BSD Student	Please cancel school and take us back to remote learning, I got Covid and everyone else I know is getting Covid. Half the school has Covid, I think it would just be easier for everyone if we were moved back into remote learning. (Sunset Highschool)

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Julius Rockczar	BSD Student	More sleep is going to be so much better for the community, I mean personally, last year during online when it started at 8:30 I was much more rested than I am now.
Caroline Molamphy	BSD Student	Waking up at 6am to get ready for school at 7:45 has been a struggle during my experience in in-person high school. I personally need at least 8 hours of sleep each night to function well the next day as I take medication that makes me very tired. Even when going to bed at 10:30 or 11 (earliest I can go to bed post after-school activities and homework) I usually am scraping by during the day with no other opportunities to sleep due to an already busy schedule. All of these problems were lessened significantly when we had an 8:30 start time during CDL- I found myself able to go to bed at the same time but able to get an extra hour of sleep, which was so important for helping me get through the day. Class participation during the first period of the day is almost non-existent in every class I've been in- people are barely staying awake and not absorbing the material as well as they should be able to. It would be very beneficial to all high schoolers to have an 8:30 start time.
Ally Delgado	BSD Student	I checked the health app on my iPhone and it said I had an average of 3 hours and 24 minutes of sleep for this week. With after school commitments and a challenging course load, it's hard to go to bed early, so I end up staying up late to finish all my assignments. Then, when having to wake up at 6 am, it's difficult to function during the day and the cycle repeats itself.
Michelle Sorensen	BSD Parent	Hello. My son attends the special needs ISC classroom at William Walker. His classroom was shuttered this week (1/10-14) due to 1 asymptomatic classmate. Additionally, today we learned his whole school will be closing for at least the next week. Noah has a dual diagnosis of autism and Down syndrome and distance learning is not a mode that provides any sort of access to education. With an unknown potential length of his school's closure, I would like to know what is being done to address the needs of Noah and other children like him, who most critically rely on an in person setting and interaction to engage in learning. I would like to see the school and district address limited in person instruction for these students who seem to be entirely left behind and invisible to decision-makers during this time. Noah and his peers deserve actions that allow them access to a free appropriate public education now more than ever, rather than apologies and platitudes. Thank you, Michelle
Nora Olson	BSD Student	At what point did transportation become more important than mental health and academic performance in this district?
Emilie Krutzik	BSD Staff Member, BSD Community Member	Please change the middle school schedule ASAP. Students are still living through the pandemic and all the uncertainty that goes with it. What they need now more than ever is to build relationships- with each other and with their teachers. As a math teacher, I am put in the difficult position of having to choose pushing through the advanced math curriculum so that they are prepared for state tests and high school or slowing down and meeting students where they are now, both academically and social/emotional. I can't do both in a 38-42 minute period, even with the double blocks every other day. It is too much for students and it's affecting teachers. Every day I show up and make a choice, fearing it is the wrong one. Please give teachers more flexibility to help students!
Jason Randolph	BSD Student	A shift in school starting time from 7:45 to 8:30 would be immensely beneficial to all high school students in the Beaverton School District. The additional time in the morning would allow for students to get extra sleep,

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		leaving them well-prepared to function during the school day, or extra time to complete school or personal tasks.
Vatsal Parikh	BSD Student	Majority of the teenage population sleep at 11pm or 12am regardless of whether they have work to do or not. And, when school start at 7:45 it requires most students to wake up at 6am limiting them to 6 hours of sleep per night which is absolutely terrible for developing humans. Thus, starting high school late would allow and extra hour of sleep per night bringing up the average to 7 hours which is optimal for teenagers.
Rachel Huffstetler	BSD Student	I personally have been struggling a lot in my morning classes, almost unable to keep myself awake enough to understand what the lesson is about. Throughout CDL, when we started school at 8:30, I felt as if I was able to actually get enough rest at night to not be tired during the day. This was true for when BSD switched to Hybrid classes as well.
Hailey Janes	BSD Student	pushing back the school start time isn't just about students wanting to sleep in, we need to sleep in. I try to get a full 8 hours of sleep but I end up tossing and turning because I'm not tired at 9:30 or 10 pm. A later start time can help students have a healthy relationship with sleep and with school. I have late arrival on A days and I find that it is much easier to be productive and present in my classes those days.
Ervin Liao	BSD Student	The early start time for high school has been hard. However, I don't think its the actual time itself. For me, it seems like the extremely late start time for middle schools compared to the bright and early start time for high schools that make the difference. It was really difficult to adjust from waking up at around almost 9:00 to go to middle school and then having to wake up at 6:30 the next year to catch a bus.
Kumkum Nema	BSD Student	It may be easy to dismiss the matter of pushing back high school start times as insignificant, or even one of convenience, but I can say on behalf of the majority of high schoolers, it is a matter of necessity. Personally, my mental health has struggled severely due to the early start time, even though I follow "healthy" sleep guidelines and get 8+ hours a night. As a student, I want to accomplish my full potential to achieve my goals, but during one of the most important stages of my life, I am forced to work against my biology to fit a schedule that is illogical for a teenager's circadian rhythm. I can say with certainty that many of the problems students are facing right now (low motivation, behavioral issues) can be significantly improved if we get just a little more time in the morning. I have full faith in the Beaverton School District to make a decision that will help their students achieve their ambitions in a truly healthy way.
Shealyn Burfeind	BSD Staff Member	I support the motion for a later start time for high school students. When the bell rings for my 7:45 AM biology class I typically have between 5-8 students present. I rarely exceed an attendance rate of more than 15/26 students on my roster (many of whom arrive 30-50 minutes late). 30% of this class is not currently passing and at least 25% of the class is likely to earn a D. In my final two course sections (which meet later in the day) only 6% and 11% are not currently passing. Every non credit bearing grade in my gradebook can be attributed to attendance patterns. I've had many conversations with students to try to understand this. Nearly every struggling student has identified either a lack of sleep, a need to get elementary siblings ready in the morning (a serious equity concern), and the early start time as the issue. I strongly believe that a later start time will be more equitable, improve academic success and confidence, and result in far less credit recovery.
Lilith Morgan	BSD Student	I think school should start at 8:30 or later due to a few reasons. My first and most majorly impacting one being MENTAL HEALTH. Some students have insomnia, and some students are just constantly drained due to their mental

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		health. getting up from 3-6 in the morning does not help this. My next reason is that different people have different sleep schedules. There's morning people, and there's night owls. Sleeping schedules (and when you thrive) are hard to change. A few other reasons that wont be in detail are; home responsibilities (i.e. taking care of an elementary student sibling), neighbors disturbing people's sleep, money + how far or near the school one is. (i.e. no/low gas money but can't get a bus)
Naomi Sodergren	BSD Student	School should start later for all students, but especially high school students. It would help their sleep schedules tremendously. Students in our age bracket naturally get to sleep later, thus needing to wake up at a later time. School starting so early disrupts our sleep cycles, and lots of our grades and over all health suffers because of this. It would also greatly help attendance. Personally I tend to be late in the mornings because I need extra sleep, and I know this is the same for others as well. For students that need to help younger students our early school starting time makes us rush and feel greatly unprepared for the day ahead of us. This would also give teachers to opportunity to get more sleep and help them feel less burnt out. Here's a website that I've looked at, <a href="http://sleepfoundation.org">sleepfoundation.org</a>
junze chen	BSD Student	Please shut down sunset and sent everyone online just for two weeks. The covid cases in bad right now is terrifying and a lot of students had decided to stay at home because of that. However for kids like me, we are scared of missing schools because i'm a junior and an ib candidate, missing schools for a few days means that i will fall so behind. Meanwhile i'm also scared of the covid situation in school. The easy solution is just sending everyone online for two weeks in order to stop the virus from spreading
Ximena	BSD Student	I really encourage this late start, for many reasons but one of them being that we need more time to rest and the extra time would also give us a chance to get to school on time.
Emma Saddoris	BSD Student	Every morning I have to wake up at 6:15 while my middle school sister gets to wake up around 9:00. There are days I can barely keep my eyes open and end up falling asleep. I always go to bed around 9:30-10:00 so I can only imagine how some of the other students feel. Statistics say teenagers should be getting 8-10 hours of sleep but we all know it should be more. Remember when you were a teenager? and you dreaded waking up early in the morning and wanted school to start later or classes to not drag on as long? That's how us students feel. This is a school, if lack of sleep is hurting someone's education then something needs to be done. From what I've heard only 20% of us graduate. That could change if we got more sleep. Us students are the future of this world and we are going through a global pandemic, I think it's time for some change in the school and it starts with changing the time school starts. Thank you for you're time.
Sierra Aspnes	BSD Student	Some days I literally struggle to drive to school without almost falling asleep.
Alexa Merriwether	BSD Student	We request the the BSD School Board pass a resolution to move school start times for high schools to 8:30 am to optimize the mental health, academic performance and physical safety of our us.
Allison Murry	BSD Student	Students such as myself find it extremely exhausting to have a P.E so early in the morning. It is hard to be so active so early in the day. Because of how early the first/second period starts the first lunch ends up being quite early. Most would want to eat lunch around 11:30 or 12. But because of the start of the day this time ends up being just barely 11. Same goes for the math class. Some students do not have the chance to eat when they get to school because of time constraints. Therefore classes that needed mental or physical energy like math and P.E. Suffer in performance because of the energy level of students.

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<p>Marcia Callender</p>	<p>BSD Community Member</p>	<p>Please consider:          Allow volunteers back as soon as possible. Volunteers can be a tremendous help to teachers, staff, and students. Transition test to stay responsibilities to families or volunteers. Many retired medical providers in our communities who would gladly help if we only knew how to apply and what is needed. Let the community know your needs, we will respond.          Change contact tracing in schools. We should focus on classrooms, not all potential "random" student contacts. Very few students who are quarantined from this process test positive. Huge workload          Stop the use of outdoor masking, as there is no scientific evidence supporting this. Do you wear a mask all day without a break?          PLEASE Cont extracurricular activities, very important for the mental health of students and gives them hope. Pivot from culture of fear in schools to hope          The school board should be more vocal on issues at a state level to support change and kids.          Marcia Callender          Marcia Callender</p>
<p>Chrissy Rose</p>	<p>BSD Parent</p>	<p>I think that High School Students should have the latest start time for school. They are night owls.</p>
<p>Anna M. Adamko, M.Ed.</p>	<p>BSD Staff Member</p>	<p>There is plenty of current and peer-reviewed research to support that a later start for students supports greater academic success and improved social/emotional health. Research also shows that a later start would also improve chronic student absenteeism. Schools that start later have shown evidence of having a greater impact on students' overall wellbeing and academic success. I am in full support of schools starting no earlier than 8:30 am.</p>
<p>Forrest Rosser</p>	<p>BSD Staff Member</p>	<p>I have been a school counselor in BSD for the past 15 years, and for the past 4 years at Westview HS. One of the single most stressful changes for my high school students to tolerate this year was the move of our daily start time back to 7:45am. The vast majority of students were much more comfortable with the 8:30 start time last year. This regression has led to increases in tardiness + absences for our community. Teachers report that many of their students struggle with focusing and energy during their first period classes of the day. I'm sure you're aware that much of the brain research supports later school start times for teens. I'm happy to share the research if you have not seen it. Most of our staff members, even those with small children at home, support the later start time, too, as they are aware that it would be in the best interest of their students emotionally and academically. Please take this corrective action for next year. Thank you for your service!</p>
<p>Amanda Pursell-Genck</p>	<p>BSD Parent</p>	<p>I read so much about how high school kids' brains aren't wired for early morning going way back to when my kids were still toddlers. While I get the current very early start is probably balanced against parents' work schedules and getting kids to school, it doesn't make sense to me that we don't look at the science of what impacts their learning. That is the main purpose for being there, afterall. Maybe there is a happy medium of 8:10 or 8:15 start instead of an all or nothing of 7:45 or 8:30. The idea of my kids getting an additional 30 minutes of sleep in the morning would really help them.</p>
<p>Tim Dodge</p>	<p>BSD Staff Member</p>	<p>We request that the BSD School Board pass a resolution to move school start times for high schools to 8:30am to optimize the mental health, academic performance, and physical safety for our students and children. Aligning school start times with students' biological circadian rhythms lead</p>

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		to measurable and impactful improvements in sleep/health, academics, safety, and behavior. These changes are cost effective and equitable.
Taylor Lindauer	BSD Student	I request that the BSD School Board pass a resolution to move school start times for high schools to 8:30AM to optimize the mental health academic performance and physical safety of us.
Hannah Hardt	BSD Parent, BSD Staff Member, BSD Community Member	I am not sure where to begin. Please come out to Mountain View. We would love to show you first hand how the boundary adjustments have effected this school and how it is a great example of how inequitable our district can be. Our students are the ones that get hurt by these decisions. It also makes us teachers overwhelmed with the amount of trauma we have to get to before we can even start to teach. Then you give a schedule to all middle schools that does not work for the stage of life they are in. Students can not handle having so many transitions in a day and then as teachers we try to transition in those 40 minutes and it completely overwhelms students. This schedule needs to be changed as soon as possible so that we can set these students up for success for the rest of the year and into the next years. It is not ok that you are continually asking us to show up every day knowing that what we are doing is not right for students. It is harmful to all involved. Let schools change this.
Allan Tanguy	BSD Student	The 7:45 A.M. start time has significantly affected my grades and GPA. In other classes, I have quickly learned all the knowledge needed to succeed in that class. This has been reflected through my grades. In classes that occur later in the day, my grades are high A's and high B's. However, my grades have suffered in classes where the start time in 7:45 A.M. I find it extremely difficult to pay attention and learn any information in these classes. I often find myself barely paying attention, almost being on the verge of sleeping. My grades in these classes reflect my fatigue. I tread low B's and high C's in these classes. My sleep schedule could be a reason for my performance in these early classes. I play soccer, and I have practice 3 days a week, from 8:30 P.M. to 10:00 P.M. By the time I shower and go to bed, it is already 11:00 P.M. or 11:30. Having a later start date would help me in all my early classes, raising my grades, and boosting my GPA.
Tracy Naughton	BSD Parent	Please start high school at 8:30am or later for the health of our teens.
Kenyon Alsop	BSD Student	I don't really care, I wake up at 5 every morning anyways.
margot jarrell	BSD Student	ive skipped school and came hours late just because i was so tired. my parents have given me grace time to be late or stay home but i just can't be productive so early in the morning. I prefered when i was in middle school and it started at like, 9. it shouldn't be that hard to change it. its for the greater good.
Zack	BSD Student	Curious why we'd have to start at 8:30. I think the main issue is that most of us have to be at the bus between 6:30-7:00, meaning we HAVE to get up before 6 or we have to rush and get everything ready in 15-20 minutes and then run to the bus stop. School starting at 7:45 is fine, its nice, we all get out at 2:30 it gives us a lot of afternoon free time and its enjoyable, is there no option for buses to pick students up from 7:00-7:20 instead? I honestly really like going to school so early and getting home at 3:00 everyday, so I really hope you guys do not change the start time.
Hallow Smith	BSD Student	I struggle to get to sleep at night and have to wake up at 5 in the morning to be able to gt to school on time (And I still struggle), and extra hour would save me a lot of time

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Aaron Robert Eriksson	BSD Staff Member	I believe that the new middle school schedule this year for BSD was made in good faith, with the belief that an 8-period day would be best for students. In practice, I believe this schedule does the opposite, and makes the school day more stressful and confusing for students, and provides diminishing returns for student's interests, well-being, and educational output. I strongly urge the school board to reconsider the schedule for next year, as it is leading to student burnout at an untenable rate. Students across all my classes have expressed dissatisfaction with the number of classes they have each day, with their shortness of length, and the fact they still have to complete classwork most every day in the afternoon. It seems the best course of action would be to reconsider the schedule in order to increase student agency, positivity, and ability. Thank you for taking the time to consider this important issue on behalf of our students, our teachers, and our district.
Lucy Brandeburg	BSD Student	We want the BSD School Board to pass a resolution to move school start times for high schools to 8:30 am. This would optimize the mental health, academic performance, and physical safety of students. Thank you.
Stephanie Morris	BSD Parent	We request that the BSD School Board pass a resolution to move school start times for high schools to 8:30am to optimize the mental health, academic performance, and physical safety for our students and children.
Olivia Lee	BSD Student	We request that the BSD school board pass resolution to move school start times for high schools to 8:30 to optimize the mental health, academic performance and physical safety of our students and children.
William Chamberlin	BSD Student	Through my high school career starting at 7:45 was something which I never understood and felt like only a setback to my learning. With this setback my first class each day sometimes felt unbearable to endure and pay attention too so early in the morning. High school is the time when I believe sleep is so impact and getting 7 hours of sleep doesn't feel like enough. Changing the time to 830 will help me get more sleep to function of the classroom learning and participating in activities.
Iana Train	BSD Student	I am a student at sunset high school. I find that it is hard to eat breakfast in the morning because it is too early. I am always fatigued and it is so hard to focus during class because how early it is. I think it is time to change the time school starts because it feels like we are the last school and district to fix this problem, and there wouldn't be any harm to the students by changing the times it would just improve our lives and our health.
Russell Fanciullo	BSD Student	I am for starting at 8:30 A.M and ending 45 minutes later at 3.15 P.M. I am a student here at Southridge High School, and I think this will greatly improve students lives, and there is plenty of evidence given towards why we should start later. We get more sleep, we're more awake when we get to school.
zaiden mckinney	BSD Student	I like to get out early and i am fine having to get up early so i do get to get out at 2:30
Jonathan Martinez	BSD Student	Yes
simone simpson	BSD Student	us kids having to wake up at 6am then having a whole day of school then sports, jobs, and homework then not getting to sleep till 1-3am. going to school so early and not being able to go to sleep till about 1-3am makes it hard to focus during school and learn what is needed.
Cooper Dawson	BSD Student	This is a great idea you need to do it now
Brent Murry	BSD Parent	By the time kids get to high school, they need to start realizing that the world is not going to conform to their needs just because it's inconvenient. I don't see that changing the start time to 8:45 is going to be preparing them

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		<p>for a future where non-flexible timelines and start times are the norm. While I selfishly feel that seeing my kids needing to get up at 6:30 in the morning to catch a 7am bus to get them to school by 7:45, is sometimes hard, I don't think that having them do so is affecting them adversely. If the trouble is that it's the norm for the kids to stay up late playing on their devices or socializing and this makes it hard to get up early to be at school by 7:30, it's time to set some boundaries.</p> <p>I question what the motivation behind this requested change and would love to see some evidence that starting at 7:45 is placing an undue burden on parents/students. Maybe a smaller adjustment could be beneficial to straddle the hour difference suggested.</p>
Gwen	BSD Student	<p>Although I love the idea of getting more sleep I have sports after school that are not connected to this specific building. Because of that I need to be able to fit in any homework I have as soon as class ends to when I have to go to my sport.</p>
Miles Peterson	BSD Student	<p>I have sports practices every night for 2 hours and I also have to work and do my homework. Being able to sleep more would help alot.</p>
Ally Edwards	BSD Staff Member	<p>I love being with students every day. They work so hard and have shown resilience since returning to the building. But, class sizes and the schedule are making this job impossible. My smallest class size as a 6th grade ELA teacher is 38, my largest is 42. With the middle school schedule, I teach 6 classes in a row making my caseload 235 students. This year the district has emphasized SEL and building connections. It's nearly impossible to connect with every student due to the amount in classrooms. My class periods are 41 minutes long. This means that I have &lt;a minute to attempt to connect and conference with all my students. BSD adopted a curriculum that gives students autonomy in their writing and work. With a caseload of 235 students, I have spent almost every weekend &amp; at times 5+ hours on weekdays working to grade, it is not sustainable. Due to class sizes, lack of planning time, and the schedule I am sad to hear of many talented educators planning to leave the profession.</p>
Amy Borlaug	BSD Staff Member	<p>The middle school schedule and staffing is very harmful to students. Students have 8 transitions and no teaching teams to wrap around them and help them through this difficult period in their lives and schooling. Additionally, by implementing this schedule, BSD was able to cut core teachers. As a result, teachers have increased caseloads, more preps, and often lack of common plan time with colleagues- resulting in a huge increase in workload and a decrease in quality of attention to students and curriculum. We are trying very, very hard to make sure students don't suffer from our workload being doubled. (Not to mention teaching during our plan time due to the sub shortage and keeping Canvas updated for those quarantining) It is not right to put 11 year olds into this model. BSD split Humanities back into Language Arts and Social Studies (yay!), but still found a way to cut teachers by implementing this schedule and staffing allocation. Bring back teams- it's best for students!</p>
Malia Lindsey	BSD Staff Member	<p>As a middle school drama teacher, I'd like to thank our school board and administrators for prioritizing student choice, quality electives, and equitable access to the arts for all students this past year through the common middle school experience. I've seen so much growth this year in students who have chosen to take drama class not only as an academic subject, but also interpersonally and in the areas of self-esteem and confidence. Electives classes teach a combination of practical, trade-based skills, as well as critical thinking and collaborative skills that our students need for success in the 21st century. It's crucial that we continue to give students the opportunity to choose which elective areas they want to focus on and</p>

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		develop, and to have quality time dedicated to these classes. I hope that when making scheduling decisions, the board continues to prioritize the needs of these amazing programs that add enjoyment and depth to our students' lives.
Anonymous	BSD Student	I've seen that when there's fight's or some altercations with a White and a Poc students they usually get the POC in trouble and letting the white students off the hook. I also don't like the fact that people mostly hall monitors aren't wearing their mask it makes the school unsafe and uncomfortable to be in considering the situation that were in.
Elias Gonzalrs	BSD Student	School at 8:30 instead of 7:45? Hell yes
Dawn	BSD Parent	As a parent who works nights it has been difficult getting my student up on time from a remote location. Lots of 1,2 period absences and sluggish when they get home and take naps that interfere with homework and getting to bed on time for the next early morning. I as a parent would rather have a later start time so they can accomplish school homework and sleep with more of a balance. I also realize this would push end and start times closer to other grades and am wondering if combining bussing for different grade levels might help. Thanks for listening.
Melissa Tom	BSD Parent	Please pass a resolution to move school start times for high schools to 8:30am to optimize the mental health, academic performance, and physical safety for our students and children. The circadian rhythm of teens naturally shifts sleep times later, and starting school before 8:30 often results in less than 7 hours of sleep. Chronic sleep deprivation in teens is associated with increased risky behaviors such as drunk driving, sexual activity and substance abuse as well as increased risk of anxiety and depression. Moving school start times to 8:30am has been shown in studies to result in better grades, even up to 2 grade levels improvement, especially in disadvantaged students, high graduation rates and improved attendance. Especially notable is the improvement in behavior and decrease in disciplinary issues in districts where school start times were delayed. Help give our students and teachers the best learning environment possible by moving school start to 8:30am. Thank you.
Katherine Murry	BSD Student	I believe it is important for students to get a proper amount of sleep in order to be able to be successful in school, they are not able to do this as long as school starts so early. It greatly affects the mental and physical health of many of us.
Sydney Montelongo	BSD Student	Every day, I drive to my zero period class in complete darkness. I know the back roads like the back of my hand because there often foggy mornings where I can't see past my hood in the dark. Delaying the school day (and consequently zero periods, of which mine starts at 6:45), would allow for me to drive when I'm more alert and awake, starting class on a better note. It would also make my commute safer by bringing it closer to sunrise, taking away the stress of an unsafe commute.
Daniella Chappelle	BSD Student	I support the 8:30 start time
Barry Raber	BSD Parent	This early morning start time is just killing my kids and reducing their education. Both have admitted they have fallen asleep in class. When I taught a class at Sunset I saw three of the 35 kids sleeping (and my content was good :)). I understand the early start may be to accomodate busing athletes from magnate schools. If this is true, that can't be more than 5% of kids and

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		robbing the other 85% of more alertness in class can't be worth that. It is hard to look at the Instagram page dedicated to pictures of kids sleeping in class and think we don't have a problem: <a href="https://www.instagram.com/sunset.slumped/?utm_medium=copy_link">https://www.instagram.com/sunset.slumped/?utm_medium=copy_link</a>
Magnus Castillo-Devries	BSD Student	School, specifically high school, should have a later start time. The latest start time for school that I've experienced was 9:15 am for middle school and while I don't think high school should/has to begin that late, a later time would be better. I, like many others, prefer to stay up late, for many reasons: I'm not tired until later (which makes sense considering I'm a teenager and going through puberty so my internal clock is off), I have more time to do things in a day (because school starts early, I wake up, eat breakfast, get ready, etc. right away and there's not any time to do something else in the mornings before school and then there's a full day of school so my only free time is after school), etc. I have several alarms that go off every morning to wake me up and I still often arrive to school feeling tired and not ready to learn. My first class on B days is math, and is something I have to pay a lot of attention to but I'm always so tired when I get there.
Amy Rusin	BSD Student	i think starting at a later start time students will be more awake and not sleeping as much as they are in class right now. lets look at the sleeping accounts on instagram. For Beaverton high that account was made in late November ish and there are almost 300 posts of people sleeping. that is crazy. so im saying if we start at a later start time we will all be well rested and ready for school.
Jackson Peck	BSD Student	I think that the starting time for school should be made later. it is too stressful and difficult to wake up at such an early time in the morning and sleep deprived students. this lessens our energy and ability to succeed in class and lowers our grades. you have the ability to make the students of your district succeed and yet you aren't doing it so please change the starting time for school
Natashia Lo	BSD Student	I have been noticing a LOT of wasted food. Food that could have been eaten and still in their packages. It pains me to see how these can be reused, donated, or composted. I have a few ideas on what we can do to minimize this but I hope this issue resolved soon.
Grayce Gonzales	BSD Student	covid messed up a lot of teens lives and sleep schedule. it's draining to have to wake up so early and catch a bus, try to slave n do our work while being tired af, then when we get home all we want to do is nap leaving no time for schoolwork.
Lauren Booth	BSD Parent	I am writing in support of so many great things happening at Raleigh Hills School during this challenging year when so many students are facing isolation. The principal, teachers, and students continue to amaze me with their positivity, community care, and inclusive practices. In particular, I support the Queer Straight Alliance (QSA) clubs at the school. The clubs were started by students and are student-led, one for the middle schoolers and another for 4th-5th graders at the school. My 12 year old participates in the middle school QSA as a 7th grader, and I'm happy that the younger students have built their own group of peer support. We have a 2nd grader, as well, and I'm grateful she is being educated in an inclusive environment where kids in 4th and 5th grade have the courage and capacity to create clubs and activities that honor their full identities and those of their peers. Their empowered, organized student engagement is a testament to the incredible community they've created.
Janene Kajitani	BSD Parent	I'm writing to express support for the students who started a Queer-Straight Alliance at Raleigh Hills. Especially after the past few years when students have been more isolated, the QSA provides an opportunity for kids to

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		connect with and support each other on campus. These students have taken the initiative to create a welcoming and affirming space for each other, and that is something we should all celebrate. Thank you!
Claire Grusin Kaufmann	BSD Parent	The gay/straight alliance is not a violation or imposition of any kind. This is not about politics or religion. Perhaps Consider that open conversations about queerness or gender identity as a community are suicide prevention and are in the best interest of public health in the long run. Further as our nation's political sphere becomes increasingly siloed and partisan, why would we eliminate even more conversations,?
Blake Allen	BSD Staff Member	I would like to thank our school board and administrators for providing a common middle school experience this year that values well-rounded education, student choice, and equitable access to quality electives by providing two daily elective periods in addition to PE. This has been especially impactful for students in AVID, SPED, ELD and other services who may not have had access to electives in the past.
Zekri Gardi	BSD Parent	As a parent, it's difficult when my kids all have school at different times. My middle schooler leaves at 8:40 while my high schooler has to be out before 7 am due to busses. My whole morning is taken due to the different times. Not only is my high schooler super tired when he wakes up at 6 AM but he constantly complains his performance isn't top-notch at school. It would make it easier if all the schools were to start a little later around the same time (around 8:30 am or so). It would help parents and kids perform better.
Trisha Zoradi	BSD Parent	I am incredibly heartened to hear that there is a Queer/Straight Alliance group for 4th and 5th graders. Children need a safe space to talk to and learn from their peers. Please continue to support and uplift this incredible group!
Patrizia Montanari	BSD Parent	I strongly support and encourage the freedom of assembly and speech for our students who feel the need of creating LGBTQ groups that help them understand about inclusivity and being able to ask questions in a safe place an non judgmental environment. I find the creation of LGBTQ QSA at Raleigh Hills a great initiative for our children development, awareness and well being. I understand from my own children that this is a purely student driven initiative and volunteer basis, therefor it's optional to attend. In my opinion as Parents and Teachers we should support learning experiences despite personal opinions and show support to the LGBTQ community and their allies no matter what grade the students are in. These are inquisitive children who need support and are looking for answers and it's our job as parents and educators to provide that in a space they feel comfortable. Thank you. Patrizia Montanari
Jennifer B. Frotton	BSD Parent	I would like to express my frustration for BSD's inability to provide stable learning for our children. I have had the privilege to speak a few times with my local board member and I am disillusioned by justification for on-line learning: "we just do not know what to do." You are elected officials - with the most precious gift of our children in your hands. To throw your hands up and reveal that you do not know how to do your job is frightening! What will our society be in 20 years when our children fail to thrive? Think about all of the futures that you are negatively impacted because your board "just does not know what to do." In shutting down the schools you have furthered class lines; those who are of means will send their children to private schools and receive a worthy in person instruction. While those who rely on BSD will suffer behind the screen. I respectfully ask you to go back to the drawing board and figure out how to best serve the children, not yourselves.
Jessica Pierce	BSD Parent, BSD Staff Member,	I am so inspired by and proud of the students at Raleigh Hills who have led the way for a Queer Straight Alliance at the fourth and fifth grade levels. This is a beautiful and necessary identity affirming community that offers a

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	BSD Community Member	safe space for students to ask critical questions and learn about each as whole human beings. There are reams of research that show that when we lift up and validate the journeys and identifies of LGBTQIA2S+ kids as early as possible, they are able to thrive. And isn't that what we want for our children? And when queer kids thrive, ALL kids thrive. The QSA offers ALL kids the voluntary opportunity to connect with each other from positions of dignity and respect. I am eternally grateful to the adults at Raleigh Hills for truly listening to students who expressed a need for more community and for responding with love and affirmation and action. We can all learn something from these courageous and loving young people. I cannot wait to see where they lead us!
Cathy Cyphers	BSD Parent, BSD Staff Member	<ol style="list-style-type: none"> <li>1. Communication to parents and staff from the district through ParentSquare with important, actionable information, and/or policy changes should be sent with a 'notification.'</li> <li>2. Steps need to be taken to update the Covid dashboard in a timely way to ensure it is a transparent and reasonably accurate picture of what is happening in schools.</li> </ol>
Eleissa Buddress	BSD Parent	I am here to speak to my support of the Queer Straight Alliance at Raleigh Hills. I have 8th and 5th grade daughters AT RALEIGH HILLS and we have been at the school for the last 9 years. The word PRIDE is a gross understatement for how I felt when I heard that the middle schoolers had started this safe, welcoming space for their community. My middle schooler has been an active participant in it all year; I am beyond grateful to know that the school supported the students in what can be - BUT SHOULD NOT EVER BE - a controversial club. I can't help but think about all of the kids who are hiding, made to feel ashamed if they are not supported at home, much less questioning their sexuality. When my 5th grader came home and said that they were being given the opportunity to learn more and have their own LGBTQ+ space, her PRIDE as an ally was on full display. If you're not interested, don't join.
Makiko Hoff	BSD Parent	I think the district needs to explain better about the covid quarantine protocol. This new omicron variant is infecting everybody regardless of the vaccination status and the vaccinated are also spreading the virus, so why the unvaccinated students are required to quarantine after in close contact with a positive or presumptive positive case but no quarantine requirement for vaccinated students? Also cloth and surgical masks have always been facial decorations and that's why we keep receiving "Positive Covid Informational Letter" from the school principals constantly. It's never too late for the school board to admit you've been listening to advisers with bad information. It's time to drop all mandates and let the parents decide what's best for our children and to keep them safe. The survival rate of covid is over 99% and it's impossible to control an airborne respiratory virus as we've learned in the last 2 years.
Sarah Smith	BSD Parent	Please. I am not beyond the point of begging at this point. Please. Please stop and see what damage the decisions you make do. The sex education curriculum is dangerous and not the responsibility of the school district. When a parent is told that they can't see the curriculum and that they are not invited into the classroom because it should be a safe environment with the teacher, this is part of the definition of grooming and it is illegal. Stop using Covid as an excuse to keep parents out of the schools and stop trying to manipulate and indoctrinate our children to believe your personal, social and political views over their own parents. Covid is a virus. What damage are we doing to our children to create anxiety over catching a cold. Their immune systems need to catch colds to stay healthy and the mental impact is frightening. Raleigh Hills should not be teaching sexualization awareness

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		to elementary school children and neither should anyone else. They are children. Stop it!
Alexandra Lipets	BSD Student	An issue that high school students are facing is a very early school starting time. Most high schoolers have extracurricular activities that, with addition to doing homework, cause them to go to bed at a time that does not provide the 8-10 hours of sleep that teenagers need. Because of the very early start time, buses pick students up around 7am, meaning most students get up at around 6. To get 8 hours of sleep, they must be asleep at 10. This means being in bed at around 9:45. This is simply not possible for most teens. Lack of sleep has many consequences, some of the biggest including worse mental and physical health, academic performance, and unsafe behaviour. Throughout our high schools you can find many students sleeping in classes or around the school which clearly shows students are not getting enough sleep. I hope you consider delaying high school start times to at least 8:30 am for the wellbeing of students as well as staff.
Betsy ThorneWood	BSD Staff Member, BSD Community Member	This district has told staff, students, and the public to “embrace equity” yet when staff and students face attacks from an outside individual who seeks to discredit us in order to spread lies, hate, and misinformation, the district is silent. This individual led a campaign of abuse last year against BSD employees for comments made in a district sponsored forum; our district issued tepid support. Harassment from that individual continues with inflammatory Facebook posts calling out teachers by name and worksite, inviting abuse; our district says nothing. The latest target is a student created Queer Straight Alliance at Raleigh Hills K8. Members of the board, instead of ignoring these attacks, I’d ask that the district live out our message of equity by publicly and vocally supporting every staff member or cause that falls into the abusive gaze of this individual. We embrace those who embrace equity.
Erin Herrick	BSD Community Member	Transparency is a virtue for all public institutions, especially those that have influence over children. It is vital to create a culture of transparency. But, that is not what we see in BSD. BSD lacks transparency and has become a culture of secrecy. The model to switch to and follow would be to balance the needs for a robust curriculum and parental rights. These are our children and research proves that parental involvement leads to greater achievement, both social/emotional and academic. I’m also requesting that you amend the parental rights board policy to: 1) Require notification to parents before approaching minor students to learn or join any student or affinity groups. 2) Require parental consent to sign any minor student up for any student or affinity group. 3) Establish a simple and clear process for parents to request copies of or access to review any information discussed or presented to their minor children as part of any group.
Tiffany Hartley	BSD Community Member	This is a horrible example of education! In our school, we are sent an email informing the parents regarding a sensitive issue and that a class is being held to educate the children. It gives you the option of keeping them home that day or joining the class to listen to what’s being taught... but teaching sexual orientation to such young children without a parents consent can only lead to the parents thinking there was ill intent and creates an environment around LGBTQ that is not needed! I wonder what qualifications the teachers have with teaching such a subject? I have many gay friends who also asked what qualifications this “group” has... the fact that they weren’t open about what they were doing shows the lack of respect towards such a personal issue. I would’ve taken my child out of this school if he were there...just terrible!
Nancy K Robinson	BSD Parent	So much to comment on with only 1k characters allowed. First of all, to hear that a BSD elementary school has planned an LGBTQ club without the

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		<p>knowledge and complete consent of their parents is appalling. Who would think it was ok to talk to someone else's child, not to mention 9 or 10 years old, about sex and sexual orientation without their parent's consent or even knowledge? It is plainly disgusting and scares me half to death that I am supposed to be trusting these teachers with my 10 year old. It's so sad that of things that I have to worry about for my child is protecting him from pedophilia in public schools. Their desire to talk to him about these things in place of myself is not ok. It's deplorable that I had to, but so glad I took him out. Please just teach them what you're supposed to and stop assuming the roles of their parents.</p>
Roberta Powell	BSD Community Member	<p>I am horrified to learn that 4th and 5th graders at Raleigh Hills Elementary school were being asked to sign up for a LGBTQ club and being told to hide it from their parents. first, parents are their children's FIRST teachers and need to know everything their children are being taught so they can discuss it at home. Second, children should not be instructed in an ideology at this age or any other age that may go against their family's values without the consent of their parents.</p>
Jeff Myers	BSD Parent	<p>Good day board members. When the board implemented restrictions to the "live" public comment period (reducing from 3 to 2 minutes, limiting topics to the board's agenda, and a max of 15 speakers), you justified them by saying you all will regularly host listening sessions. These sessions would give us the opportunity for two-way communication.</p> <p>To my knowledge, the board has only hosted a single virtual listening session. This was held months ago and I haven't seen any communication about hosting additional sessions.</p> <p>I also wanted to share with all of you and those who also read these comments that there are a couple of board members who are purposefully not making themselves available by phone or email as per your "WE Listen" statement on the board page. This avoidance to meet or respond is targeted and unacceptable.</p> <p>Please follow through with your commitment to listening sessions &amp; meeting with the whole community, not just those who align with your beliefs. Thank you.</p>
Amy Jones	BSD Parent	<p>I'd like to send my appreciation to RH Counselor Amanda, and Principal Demartino, for supporting the student-led effort to create the QSA. My own child struggles to make social connections, but has become ignited by having the QSA. Engaged for the first time in a long while, they come home with smiles and talk of new activities with other kids, things not seen in a few years. I hear all about the club and about friends; I hear about it daily, at dinner, where previously we heard so little. The social aspect of school is tantamount for kids to learn and thrive. Kids will not thrive via mandate to "learn the basics." Kids need to be engaged with their peers. The QSA is helping kids who struggle finding social connections and engaging them. With the QSA, there is room for kids to fit in, to feel listened to without judgment, and to explore and better understand their own feelings. Having a safe space like that is priceless. The club has brought back a sparkle for my child. I thank you RH!</p>
Candice Smith	BSD Community Member	<p>Raleigh Hills QSA club &amp; attempts to solicit impressionable 9&amp;10 year olds to join a club based largely on one's sexual identity is appalling. I am disappointed BSD finds it appropriate to propagate sexualized ideology and materials to children whom DO NOT BELONG TO THEM.</p> <p>It is important to learn biology, anatomy &amp; to learn about differences in people, families, &amp; communities, however it is in NO WAY APPROPRIATE for tax payer funded educational curriculums, teachers &amp; staff to propagate OUR youth in a sexualised way. Biology, Anatomy and differences in people can be taught w/o sexuality being the focus. Conversations we need to have</p>

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		<p>about gender should reflect facts and truth. There are 2 genders-Male &amp; female. All people have the right to belong, be included &amp; be protected- especially from any who would exploit them for their own efforts to "advocate for change".</p> <p>As a community many struggle to keep BSD focused on academic success. BSD has no authority to move that focus to promote SJW</p>
B.B.	BSD Community Member	<p>I'm an aunt of a student there. In regards to children being told to sign up for an LGBTQ club and not having their parents know, I think the student knew it was best to run this by the parents first and that it was wrong for them to say not to tell their parents. The school needs to take disciplinary action against those who were being sneaky with topics that can lead to sexual endangerment and child abuse of minors. Parents should have a say in this because they might feel their child is too young for this topic and minors need to be protected from sexual predators who may be running a gulag-like re-education indoctrination club to corrupt the youth at a young age into thinking they are something they aren't. This is an attack on the family which mirrors communistic teachings of making children look to the school as the state for guidance rather than their parents. Age 10 is too young IMO. When they are 18 they can decide to join.</p>
Saralyn Dougall	BSD Parent	<p>It has come to my attention that a 'Public Records Request' shows that teachers, a social worker, and others planned and presented an LGBTQ club presentation for children, ages 9-10 (4th and 5th graders) with the intention to HIDE THIS FROM PARENTS. It was planned in November 2021 with implementation in January 2022. The children were asked to fill out the sign-up sheet with the intention to HIDE THIS FROM PARENTS.</p>
Timothy Leyden	BSD Parent, BSD Staff Member, BSD Community Member	<p>To the Board: Thank you for your service on behalf of our students &amp; community. Along with an overwhelming majority of students, staff, and parents in our district, I would like the Board to change our high school start times to no earlier than 8:30am. The research showing beneficial effects for our learners is unequivocal, and many esteemed professional organizations (American Academy of Pediatrics, CDC, etc..) encourage this change. Many negative changes have been wrought by Covid, but one area which found universal support while it was underway was our year where we did indeed have an 8:30 start time (along with ten minute passing time and humane, hour-long lunchtimes). While I appreciate that there are logistical challenges to making this change, I am unable to believe that these are unsolvable--- bigger districts than ours have done this. If our district truly believes in equity, please make the move to effect a change which will benefit ALL of our students.</p>
Sara Davidson	BSD Community Member	<p>displaying. One example is the LGBTQ club which was formed at Raleigh Hills Elementary School without parental input or consent. This is not how to go about starting a club. Also this topic is incredibly inappropriate for these ages of children. It appears like grooming by staff members vs an actual club, which is reprehensible. I would also urge you to drop all mask requirements for the Beaverton school district since they are useless against the highly contagious/mild omicron variant. The children need to breathe properly, and be able to see each other's faces to develop proper communication skills.</p>
Mitzi Sandman	BSD Parent	<p>Imagine being an 11 yo girl and realizing your crush on isn't on a boy, but a girl. Or, as a 5th grader knowing you've always felt like a girl even tho' you have a boy's body. These aren't hypothetical situations, but actual scenarios experienced by our kids right now in BSD. Now imagine a school lunchtime club where you can get support &amp; make friends in a safe manner, free from bullying, open to all &amp; where everyone belongs.</p> <p>We need to support the educators offering these clubs. There's a faction of</p>

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		parents wanting to stop them, calling the schools "indoctrination prison camps for children" and the clubs "grooming 101"; claiming that these clubs are being "actively hidden" & "secret" from parents. None of this is true. Please defend these clubs & keep them open in our schools. The rate of self-harm & suicide among LGBTQ+ youth is significantly higher than among those who aren't. Don't let the loud hateful voices shut down these clubs created for some of our most vulnerable students.
Arlene Koepal	BSD Parent	My child came home from school upset about a group he was influenced to join 'QSA' in his 4th grade classroom on Dec 6th. I am believe we have a time & place to to teach about that. I believe a 4th grade classroom does not qualify for that. I think not giving the parents a heads up is deceit. I feel we are in unfortunate times, when standing up for what you believe in will get you called all sorts of names. Why would you think it's ok to teach sexual orientation to 4th graders? I have hesitated speaking out but I am going to be quiet no longer.
Sara Groat	BSD Parent, BSD Staff Member	The layered mitigation strategies at the start of this year gave a sense of safety for staff members and parents sending our students to school. The change in isolation and quarantine guidelines, and no longer contact tracing in K-12 classrooms, leaves me feeling very uncertain about the safety of my children and myself. The surge in COVID cases in our community and schools leaves me wondering why we are putting the health of our students, staff and community in jeopardy all to keep our schools open. Staff are getting sick. We have sub shortages every single day that staff must help to cover, increase staff burnout. Student absences keep growing, yet we are asked to continue teaching our curriculum anyway. The district says we are at a tipping point, yet no one knows what those metrics are. Ask any staff member and most will say we have reached that tipping point. No one wants remote learning, however, a short pause on in person school prioritizes the health and safety of all of us.

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### Request to Present Public Comments

Due to Covid-19 state-wide restrictions and in keeping with the efforts of social distancing the meeting of the Beaverton School District School Board for January 18, 2022 will be conducted online. Names were accepted by online form submission from 12:00 p.m. on Thursday , January 13, 2022 through 12:00 p.m. on Monday, January 17, 2022 to be randomly selected to speak on the zoom link for the Board meeting Tuesday January 18, 2022.

The following submitted their name and topic they would like to speak on:

Marlo McIlraith, MD	BSD Parent, BSD Community Member	District COVID Update
Lora Myers	BSD Parent	Behavioral Health and Wellness Project Team Members Approval
Jeanette Schade	BSD Community Member	School Report - Raleigh Hills
Bambi Russell	BSD Parent	School Report - Raleigh Hills
Steve	BSD Parent, BSD Community Member	District COVID Update
Jessica Pierce	BSD Parent, BSD Staff Member, BSD Community Member	School Report - Raleigh Hills
Eleissa Buddress	BSD Parent	School Report - Raleigh Hills
Makiko Hoff	BSD Parent	District COVID Update
Jeff Myers	BSD Parent	Behavioral Health and Wellness Project Team Members Approval
Sara Davidson	BSD Community Member	School Report - Raleigh Hills
Erin Herrick	BSD Community Member	School Report - Raleigh Hills
Nancy Robinson	BSD Parent	School Report - Raleigh Hills
Nancy Noriega	BSD Parent	Behavioral Health and Wellness Project Team Members Approval
Sarah smith	BSD Parent	Proposed Capital Bond

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WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

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## SUPERINTENDENT REPORT

**Temporary Remote Instruction/ COVID 19 Guidance:** I once again want to thank our students, families, staff, and school board for your efforts and flexibility during COVID 19. I want to specifically call out the extraordinary efforts of staff to cover other classes and other duties in an effort to keep our schools open for in person instruction in the wake of the Omicron surge. Beaverton was one of the last Metro districts forced to transition schools to Temporary Remote Learning (TRL) due to the Omicron Virus that is not expected to peak until January 27<sup>th</sup>. I do not take lightly the transitioning of a program or school to Temporary Remote Learning. In considering closures, we look daily at staff and student absences, covid isolation and quarantine data, and trending data of a school or program. Later tonight you will hear from central office staff regarding recent changes in our data, changes in protocols, and testing opportunities for staff and students.

The district continues to follow the requirements and guidance from the Oregon Health Authority, the Oregon Department of Education, Washington County Health Department and our Governor regarding social distancing, mask wearing, vaccinations, and other guidelines and requirements relating to COVID 19. We will continue to monitor and adjust as we react to changes regulating schools.

**School Board Recognition Month:** January is designated as National School Board Recognition Month. Never before, have school boards been so instrumental in governing, guiding, and creating policy due to Covid 19 and other issues impacting our students, families, and staff. As unpaid elected officials, you have sacrificed time, energy, and other resources to ensure the students, families, and staff of the Beaverton School District are served as well as possible in these extremely difficult times. Not only are you tasked with decision making in these critical times, but you have also been diligent in looking ahead and setting both short term objectives and long-term goals to move our district forward. The decisions you make are often not popular or please all, but you continue to keep our students at the core of your decision making. Your leadership and commitment are truly remarkable. One only has to look around our state and nation to see other school boards struggling with cohesiveness and respect for the office and mission of a well-functioning school board. Thank you for your service and dedication to our students, families, staff, and community.

# Raleigh Hills K-8

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



## **WE EXPECT EXCELLENCE**

*WE teach students knowledge and skills for our evolving world.*

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



## **WE INNOVATE**

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

*WE create learning environments that promote student achievement.*



## **WE EMBRACE EQUITY**

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

*WE provide needed support so that every student succeeds.*



## **WE COLLABORATE**

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

*WE partner with our community to educate and serve students.*

### **Our Story:**

Raleigh Hills K-8 has 380 enrolled students, from Kindergarten to 8th Grade. Our population is very diverse with 18 different languages spoken and 27% Ever English Learners. 48% of the student population qualifies for free and reduced lunch. Our enrollment, like that of much of the district, has dropped. In our case, we are down 11%. This is in part due to the fact that we are phasing out our middle school program. We do not have a 6th grade class this year.

### **Academics:**

Raleigh Hills has a dedicated and experienced group of teachers who are exceptional at building relationships with students and families. In past years, we capitalized on this ability to begin working toward making sure students were attending regularly and developing a multi-tiered system of supports for students in the area of reading, writing, math and SEL. We also worked toward increasing student efficacy in the area of math. Because of the effects of COVID on our school and the nation, we were not able to measure the outcomes of our efforts. Additionally, what we found was that student participation in distance learning decreased over time in the spring so that we were not able to deliver instruction to all students in the ways we would have hoped.

This year, the staff is dedicated to becoming an anti-racist school. For us, this means working and thinking outside the box to recapture the students who are not able to participate in CDL for a variety of reasons. We strive to remove the barriers that are in the way of students accessing the curriculum and lessons. Additionally, we are examining our systems and structures to find areas that are exclusive and work toward making our school a place where all students feel safe, welcome and valued so that they can achieve academically at the highest levels.

**School Climate and Culture:** Raleigh Hills is an inviting school that makes an effort to help all students and parents feel safe and welcomed. On our most recent student survey, 83% of 4th and 5th graders report feeling welcome and accepted at Raleigh Hills and 91% report that they feel safe. In addition to creating a caring and safe environment, the staff at Raleigh Hills have increased their level of understanding about helping the social and emotional growth of their students through the use of community circles, collaborative problem solving, and curriculum like Sanford Harmony and the Zones of Regulation. This year we are a RULER pilot school. RULER is a system for increasing emotional intelligence among staff and students. It stands for Recognize, Understand, Label, Express, & Regulate emotions. We are working with a staff developer from Yale on implementing an Emotions Matter mindset with our staff. We will continue our deep work with staff in our second year of implementation on how to be emotional scientists so that we can learn to name our emotions in order to regulate them. We'll collectively teach these skills and strategies to our students as well.

Teachers at Raleigh Hills communicate to students that they care for them and believe in their abilities to learn. On the same student survey, 88% of 4th and 5th graders report there is at least one adult who really cares about them. 98% of students either agree or strongly agree that their teachers believe they can learn. 91% of teachers on the 2018 TELL survey report that almost every student has the potential to do well on assignments. We will build on this foundation to design engaging, rigorous lessons that will encourage students to participate and will increase teacher collective efficacy. Our aim is to use these skills now and as we return to in-person instruction. We will continue to hone our craft as a strong staff who is well equipped to meet the emotional and academic needs of students who have experienced collective trauma.

<p><b><u>Equity Area of Focus:</u></b></p> <p>We will fully implement the use of ParentSquare as our primary communication tool with caregivers. We'll establish positive relationships with our students and families so that 95% of students report there is at least 1 adult who cares about them at school.</p> <p>We will continue professional development to become more knowledgeable anti-racist and anti-bias educators.</p>	<p><b><u>Academic Excellence Area of Focus:</u></b></p> <p>All students will increase their math achievement as measured by the DreamBox Predictive Insights report.</p>	<p><b><u>Collaboration Area of Focus:</u></b></p> <p>Staff will engage in bi-monthly collaboration with school leadership, the BH&amp;W team and the ELD department to support students' language development, academic and SEL needs and remove barriers to their full participation in education.</p>
<p><b><u>Equity Goal:</u></b></p> <p><i>Our goal is to reach a parent or caregiver in each household. We will measure and monitor data to determine the effectiveness and efficiency of school-to-home communication over time.</i></p> <p><i>Our staff will engage in monthly ABAR PD and/or examination of Raleigh Hills school-wide data related to equity and equitable outcomes.</i></p>	<p><b><u>Academic Excellence Goal:</u></b></p> <p><i>All students will make one year's growth during the 2021-2022 academic year as measured by DreamBox reports, and at-risk mathematicians in grades 1-5 will strive to make more than one year's growth with the applied support strategies.</i></p>	<p><b><u>Collaboration Goal:</u></b></p> <p><i>Educators will work in collaboration to provide tiered levels of support for instruction and behavioral health and wellness. The BH&amp;W and ELD teams will collaborate with grade level teams twice a month. The team will institute effective processes to identify at-risk learners and collaboratively plan interventions to meet academic and SEL needs. Teachers will be coached and mentored by peers in strategies and approaches to institute learning intervention plans.</i></p>
<p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Behavioral Health &amp; Wellness Team will collect and analyze Parent Square data and referral data in October, January, and May to identify connection issues and improve connectivity.</li> <li>● Improve communication accessibility via translation resources.</li> <li>● School staff leadership select and lead an ABAR-themed staff development</li> <li>● At a staff meeting, provide monthly professional development opportunities related to equitable practices and anti-racism.</li> <li>● Continue our work with Tribal History and Cultivating Genius Framework</li> </ul>	<p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Collaboratively analyze DreamBox data to make instructional decisions.</li> <li>● Teams collaborate with Math Coach to design supports for math talks and student talk in math.</li> <li>● ELD team will collaborate with teams to support content vocabulary strategies</li> <li>● Communicate learning targets, relevance, and success criteria to students and families.</li> <li>● Provide authentic experiences using background knowledge, drawing upon culturally relevant learning, reading materials, visual strategies, and realia.</li> <li>● Provide frequent assessment, feedback, encouragement, and celebrations of success</li> <li>● Math Coach will support K-5 implementation of Building Fact Fluency Toolkits using Dream Box data for small group identification</li> <li>● ELD/Academic Coach Team will provide specific strategies from Teaching Math to Multilingual Students during collaboration meetings.</li> </ul>	<p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Collaboratively analyze IRLA data to make instructional decisions.</li> <li>● Analyze Dreambox data to select support work and assignments based on students needs, create small groups for learning support</li> <li>● Reflect on formative assessments to determine the next steps.</li> <li>● Consider behavioral health and wellness factors impacting student learning and provide strategies to support classroom teachers.</li> <li>● Analyze participation and attendance data for recognition and intervention.</li> <li>● Participate in professional development.</li> <li>● Grade-level teams meet once every two weeks for collaboration.</li> <li>● The Behavior Health and Wellness team meets weekly in response to students and teacher queries for social and emotional support.</li> </ul>
<p><b><u>Data of Note</u></b></p>		

**Fall IRLA Data**

November 2021

**Fall DreamBox Data**

November 2021

**Demographics**

48 % Historically underserved/underrepresented student groups

27 % Students developing English language proficiency

20 % Students with special education learning needs

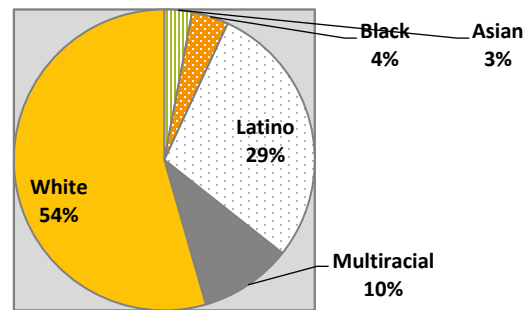

**SCHOOL REPORT**

 School: **Raleigh Hills K-8 School**

 Principal: **Jennifer DeMartino**

 Years as School Principal: **3**

 Years in BSD: **8**
**School Demographics 2020-21**

 Enrollment: **437**  
 Economically Disadvantaged: **44%**  
 Students with Disabilities: **18%**  
 Ever English Language Learner: **26%**  
 Different Languages Spoken: **15**

**School Metrics**
**Kindergarten Readiness**

Letter Names*	18-19	19-20	20-21	Early Mathematics	18-19	19-20	20-21
All Students	31.6	31.9		All Students	11.9	11.7	
Economically Disadvantaged	19.6			Economically Disadvantaged	10.3		
English Language Learners	10.4			English Language Learners	9.4		
Students with Disabilities				Students with Disabilities			
Migrant				Migrant			
Asian				Asian			
Black/African American				Black/African American			
Hispanic/Latino	16.3	15.6		Hispanic/Latino	9.6	8.7	
American Indian/Alaska Native				American Indian/Alaska Native			
Multi-Racial				Multi-Racial			
Native Hawaiian/Pacific Islander				Native Hawaiian/Pacific Islander			
White	37.8	39.5		White	13.0	13.0	
Female	31.9	30.8		Female	11.8	11.9	
Male	31.3	33.3		Male	12.1	11.5	
Non-Binary				Non-Binary			
Letter Sounds	18-19	19-20	20-21	Approaches to Learning	18-19	19-20	20-21
All Students	10.7	9.7		All Students	3.5	3.8	
Economically Disadvantaged	6.0			Economically Disadvantaged	3.0		
English Language Learners	1.0			English Language Learners	3.1		
Students with Disabilities				Students with Disabilities	NA		

**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.

Migrant				Migrant			
Asian				Asian	NA		
Black/African American				Black/African American	NA		
Hispanic/Latino	2.5	3.6		Hispanic/Latino	3.4	3.4	
American Indian/Alaska Native				American Indian/Alaska Native	NA		
Multi-Racial				Multi-Racial	NA		
Native Hawaiian/Pacific Islander				Native Hawaiian/Pacific Islander	NA		
White	14.1	12.5		White	3.6	3.9	
Female	10.7	9.0		Female	3.6	4.2	
Male	10.8	10.8		Male	3.5	3.3	
Non-Binary				Non-Binary			

\* Combined results for uppercase and lowercase letter assessments.

*Data not reported when there are fewer than 10 students in the denominator.*

### College Readiness

<b>Grade 3 English Language Arts</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Grade 3 Mathematics</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
All Students	60.8%			All Students	60.8%		
Economically Disadvantaged	51.4%			Economically Disadvantaged	51.4%		
English Language Learners	30.8%			English Language Learners	38.5%		
Ever English Language Learners	30.8%			Ever English Language Learners	38.5%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian				Asian			
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	52.4%			Hispanic/Latino	52.4%		
White	75.0%			White	79.2%		
Multi-racial				Multi-racial			
Male	55.0%			Male	60.0%		
Female	64.5%			Female	61.3%		
Non-binary				Non-binary			

<b>Grade 5 English Language Arts</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Grade 5 Mathematics</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
All Students	66.2%			All Students	53.8%		
Economically Disadvantaged	28.0%			Economically Disadvantaged	28.0%		
English Language Learners	22.2%			English Language Learners	16.7%		
Ever English Language Learners	22.2%			Ever English Language Learners	16.7%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities				Students with Disabilities			
Talented and Gifted	>95%			Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian				Asian			
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino				Hispanic/Latino	13.3%		
White	81.0%			White	69.0%		

Multi-racial				Multi-racial			
Male	52.0%			Male	48.0%		
Female	75.0%			Female	57.5%		
Non-binary				Non-binary			

<b>Grade 8 English Language Arts</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Grade 8 Mathematics</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
All Students	67.4%			All Students	53.5%		
Economically Disadvantaged	28.6%			Economically Disadvantaged	28.6%		
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian				Asian			
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino				Hispanic/Latino			
White	78.6%			White	57.1%		
Multi-racial				Multi-racial			
Male	54.2%			Male	58.3%		
Female	84.2%			Female	47.4%		
Non-binary				Non-binary			

<b>Growth English Language Arts</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Growth Mathematics</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
All Students	46%			All Students	46%		
Economically Disadvantaged	36%			Economically Disadvantaged	42%		
English Language Learners	37%			English Language Learners	46%		
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant	49%		
Students with Disabilities	38%			Students with Disabilities	43%		
Talented and Gifted	40%			Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian				Asian			
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	42%			Hispanic/Latino	43%		
White	48%			White	48%		
Multi-racial	40%			Multi-racial	50%		
Male	43%			Male	44%		
Female	49%			Female	48%		
Non-binary				Non-binary			

*Data not reported when there are fewer than 10 students in the denominator.*

## 2020-21 Participation Rates

Smarter Balanced ELA: **6.0%**

Smarter Balanced Math: **5.4%**

Student Survey: **<5%**

<b>Absence and Exclusion Measures</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Annual Survey Responses</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
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Students missing fewer than 10 days of school	55%	79%	73%	Students reporting that at least one adult cares about them	87%	NA	NA
Students missing class due to suspensions or expulsion	17	12	1	Parents reporting they feel informed and valued as active partners in their child's education	80%	NA	72%
Number of class days missed due to suspensions or expulsion	136.5	24.5	0.5	Teachers and staff reporting they contribute to school decision making	55%	NA	>95%

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

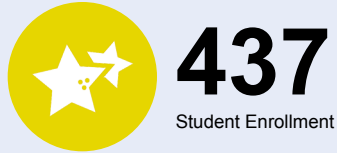


OREGON AT-A-GLANCE SCHOOL PROFILE
Raleigh Hills Elementary School

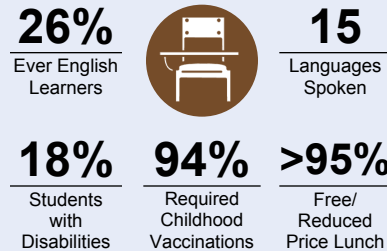
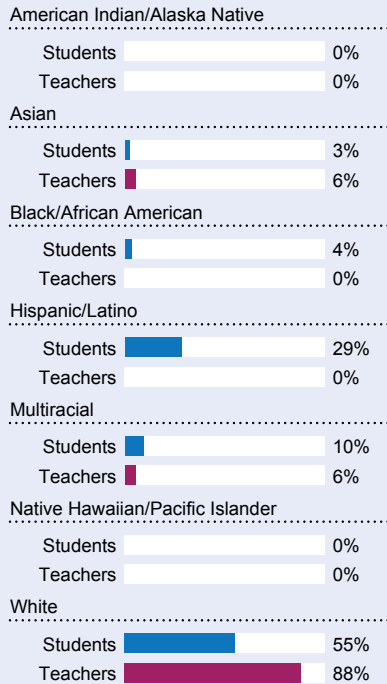


PRINCIPAL: Jennifer DeMartino | GRADES: K-8 | 5225 SW Scholls Ferry Rd, Portland 97225 | 503-356-2160

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.

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

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

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

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

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, and 7 reporting: Feeling safe, welcomed, and accepted at school: NA At least one adult at school really cares about them: NA



Outcomes

Our Staff (rounded FTE)



27

Teachers



7

Educational assistants



2

Counselors/ Psychologists



85%

Average teacher retention rate



90%

% of licensed teachers with more than 3 years of experience



No

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, and 7 reporting not being bullied online: NA

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

EXTRACURRICULAR ACTIVITIES

See our website for activities available to students.

PARENT ENGAGEMENT

84% 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.

77% of parents report that the school encourages feedback from parents and the community.



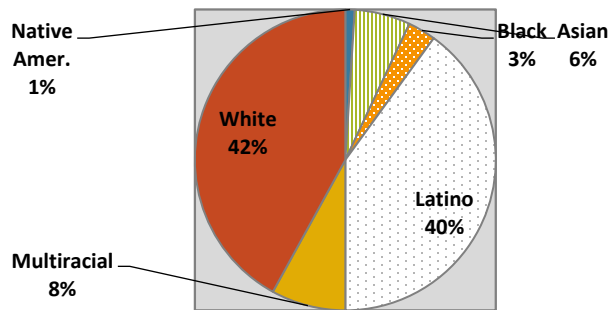
### SCHOOL REPORT

 School: **Whitford Middle School**

 Principal: **Brian Peerenboom**      Years as School Principal: **6**      Years in BSD: **20**

#### School Demographics 2020-21

**Enrollment:** 739  
**Economically Disadvantaged:** 51%  
**Students with Disabilities:** 15%  
**Ever English Language Learner:** 38%  
**Different Languages Spoken:** 27



#### School Metrics

##### College Readiness

Grade 8 English Language Arts	18-19	19-20	20-21	Grade 8 Mathematics	18-19	19-20	20-21
All Students	57.9%			All Students	52.3%		
Economically Disadvantaged	37.2%			Economically Disadvantaged	33.3%		
English Language Learners	21.2%			English Language Learners	18.5%		
Ever English Language Learners	33.7%			Ever English Language Learners	26.1%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	8.0%			Students with Disabilities	16.7%		
Talented and Gifted	>95%			Talented and Gifted	>95%		
Native American/Alaskan Native				Native American/Alaskan Native			
Asian				Asian			
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	33.3%			Hispanic/Latino	25.0%		
White	81.3%			White	76.2%		
Multi-racial	70.6%			Multi-racial	72.2%		
Male	57.8%			Male	55.7%		
Female	58.0%			Female	49.1%		
Non-binary				Non-binary			

Growth English Language Arts	18-19	19-20	20-21	Growth Mathematics	18-19	19-20	20-21
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**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.

All Students	46%			All Students	54%		
Economically Disadvantaged	36%			Economically Disadvantaged	47%		
English Language Learners	34%			English Language Learners	38%		
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant	38%			Migrant	35%		
Students with Disabilities	51%			Students with Disabilities	53%		
Talented and Gifted	56%			Talented and Gifted	63%		
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	52%			Asian	69%		
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	35%			Hispanic/Latino	40%		
White	53%			White	65%		
Multi-racial	59%			Multi-racial	67%		
Male	44%			Male	49%		
Female	48%			Female	59%		
Non-binary				Non-binary			

*Data not reported when there are fewer than 10 students in the denominator.*

## 2020-21 Participation Rates

Smarter Balanced ELA: **12.2%**

Smarter Balanced Math: **12.5%**

Student Survey: **81%**

<b>Absence and Exclusion Measures</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Annual Survey Responses</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
Students missing fewer than 10 days of school	57%	73%	60%	Students reporting that at least one adult cares about them	84%	NA	92%
Students missing class due to suspensions or expulsion	70	37	1	Parents reporting they feel informed and valued as active partners in their child's education	79%	NA	68%
Number of class days missed due to suspensions or expulsion	415.5	89.5	2.0	Teachers and staff reporting they contribute to school decision making	63%	NA	>95%

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



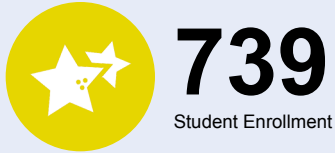
# OREGON AT-A-GLANCE SCHOOL PROFILE

## Whitford Middle School

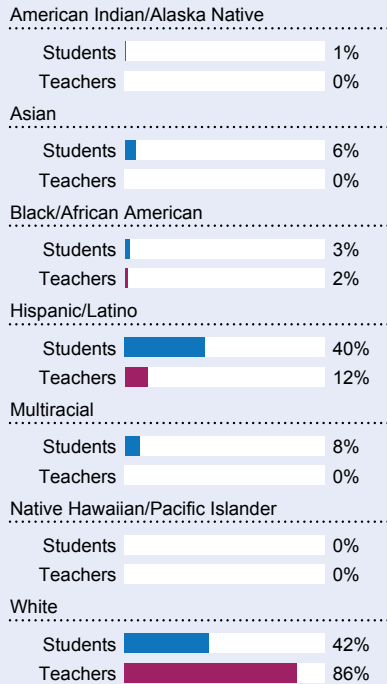
2020-21

PRINCIPAL: Brian Peerenboom | GRADES: 6-8 | 7935 SW Scholls Ferry Rd, Beaverton 97008 | 503-356-2700

### Students We Serve



### DEMOGRAPHICS



38%

Ever English Learners



27

Languages Spoken

15%

Students with Disabilities

93%

Required Childhood Vaccinations

>95%

Free/Reduced Price Lunch

\*<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 grade 7 reporting:  
· Feeling safe, welcomed, and accepted at school: 94%  
· At least one adult at school really cares about them: 92%



### Outcomes

#### Our Staff (rounded FTE)



**41**

Teachers



**7**

Educational assistants



**4**

Counselors/  
Psychologists



**83%**

Average teacher retention rate



**89%**

% 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 grade 7 reporting not being bullied online: 76%

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

#### EXTRACURRICULAR ACTIVITIES

See our website for activities available to students.

#### PARENT ENGAGEMENT

76% 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.

69% of parents report that the school encourages feedback from parents and the community.



## MONTHLY FINANCIAL UPDATE

### POLICY ISSUE / SITUATION:

Mike Schofield will present the attached financial report as of December 31, 2021 reflecting:

- General Fund Activity and Forecast – Does not include cost impact of cost of living increase, as we are still bargaining.
- Summary of Revenue, Expenditures and Encumbrances for All Funds Except General Fund
- 2021-22 Classroom Teacher Staffing by School as of 12/31/2021
- Portfolio Management Summary
- Investments by Sector and Group
- Investments Summary by Fund

### RECOMMENDATION:

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

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

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

**Beaverton School District**  
**Year-To-Date Activity and Forecast**  
**General Fund**  
**As of December 31, 2021**  
*(\$ in millions)*

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Prior Year-End Forecast
<b>REVENUES:</b>						
Beginning Fund Balance	\$ 78.0	\$ 78.0	\$ 85.6	\$ -	\$ 85.6	\$ 85.6
State School Fund:						
State School Fund	278.3	278.3	161.2	-	161.2	277.8
Property Taxes	155.0	155.0	147.7	-	147.7	155.0
Common School Fund	4.2	4.2	-	-	-	4.2
County School Fund	0.8	0.8	0.3	-	0.3	0.8
Local Option Levy	36.4	36.4	35.4	-	35.4	36.4
Investment Earnings	0.7	0.7	-	-	-	0.7
NWRESD Appointment	10.9	10.9	6.3	-	6.3	10.9
Other	16.1	16.1	6.7	-	6.7	16.1
<b>Total</b>	<b>\$ 580.4</b>	<b>\$ 580.4</b>	<b>\$ 443.2</b>	<b>\$ -</b>	<b>\$ 443.2</b>	<b>\$ 587.5</b>
<b>EXPENDITURES:</b>						
Salaries	\$ 279.0	\$ 279.0	\$ 110.5	\$ -	\$ 110.5	\$ 267.0
Benefits	174.2	174.2	67.3	-	67.3	167.0
Purchased services	28.9	28.9	11.7	12.1	23.8	27.9
Supplies & materials	22.4	22.4	10.7	2.7	13.4	21.4
Capital outlay	0.8	0.8	0.2	-	0.2	0.8
Other	2.8	2.8	2.0	0.3	2.3	2.8
Transfers out	3.0	3.0	3.0	-	3.0	3.4
Contingency	69.3	69.3	-	-	-	69.3
<b>Total</b>	<b>\$ 580.4</b>	<b>\$ 580.4</b>	<b>\$ 205.4</b>	<b>\$ 15.1</b>	<b>\$ 220.5</b>	<b>\$ 559.6</b>

<b>Projected Surplus / (Deficit) Balance</b>	<b>\$ 27.9</b>
<b>Projected Ending Fund Balance</b>	<b>\$ 97.2</b>
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2022 *	<b>16.5%</b>

<b>*Projected ending fund balance breakdown:</b>		Projected EFB	
General Operating Fund		\$ 96.7	<b>16.4%</b>
Local Option Levy Fund		0.5	<b>0.1%</b>

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>APPROPRIATIONS:</b>						
Instruction	\$ 319.3	\$ 319.3	\$ 123.7	\$ 4.3	\$ 128.0	\$ 302.9
Support Services	186.7	186.7	77.3	10.6	87.9	181.9
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	4.7	4.7	4.4	0.2	4.6	5.1
Contingencies	69.3	69.3	-	-	-	69.3
<b>Total</b>	<b>\$ 580.4</b>	<b>\$ 580.4</b>	<b>\$ 205.4</b>	<b>\$ 15.1</b>	<b>\$ 220.5</b>	<b>\$ 559.6</b>

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

<b>Funds</b>	<b>Final Budget (incl Beg Fund Bal)</b>	<b>YTD Revenue (incl Beg Fund Bal)</b>	<b>YTD Expenditures (Incl transfers out)</b>	<b>Encumb.</b>	<b>YTD Expenditures &amp; Encumb.</b>	<b>Expenditure Budget Variance</b>	<b>Percent</b>	<b>Fund Balance</b>
Student Body Fund	\$ 14,450,000	\$ 9,569,626	\$ 3,895,266	\$ 873,749	\$ 4,769,015	\$ (9,680,985)	33.00%	\$ 4,800,611
Categorical	8,301,161	6,279,454	689,406	1,926,023	2,615,429	(5,685,732)	31.51%	3,664,025
Scholarship Fund	515,000	458,520	40,377	23,000	63,377	(451,623)	12.31%	395,143
Grant Fund	180,303,185	15,440,983	36,810,358	3,661,982	40,472,340	(139,830,845)	22.45%	(25,031,357)
Equipment Replacement Fund	3,187,000	2,789,181	2,782,378	-	2,782,378	(404,622)	87.30%	6,803
Sustainability Fund	10,273,243	6,353,646	-	-	-	(10,273,243)	0.00%	6,353,646
Nutrition Services Fund	17,451,159	7,658,718	5,220,741	3,725,905	8,946,646	(8,504,513)	51.27%	(1,287,928)
Debt Service Fund	93,757,250	82,120,294	13,518,619	-	13,518,619	(80,238,631)	14.42%	68,601,675
Capital Projects Fund	101,898,500	108,586,728	32,084,168	15,614,532	47,698,700	(54,199,800)	46.81%	60,888,028
Insurance Reserve Fund	7,753,269	6,179,029	2,939,577	2,287,252	5,226,829	(2,526,440)	67.41%	952,200
Workers' Compensation Fund	5,437,188	4,016,462	919,423	83,805	1,003,228	(4,433,960)	18.45%	3,013,234
<b>Total</b>	<b>\$ 443,326,955</b>	<b>\$ 249,452,641</b>	<b>\$ 98,900,313</b>	<b>\$ 28,196,248</b>	<b>\$ 127,096,561</b>	<b>\$ (316,230,394)</b>		<b>\$ 122,356,080</b>



**2021-22 Classroom Teacher Staffing By School**  
As of 12/31/2021

School				Budgeted APU				Actual APU				
	Budgeted Enrollment	9/30/2021 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	ESSER	TOTAL
Aloha Huber (K-8)	844	849	5	30.0	8.0	3.0	41.0	30.0	8.0	3.0	-	41.0
Barnes	575	513	(62)	19.0	6.0	2.0	27.0	19.4	6.0	2.0	-	27.4
Beaver Acres	719	705	(14)	24.0	7.0	2.0	33.0	24.0	7.0	2.0	-	33.0
Bethany	471	375	(96)	13.0	4.0	2.0	19.0	12.0	4.0	2.0	-	18.0
Bonny Slope	603	608	5	18.0	5.0	2.0	25.0	20.0	5.0	2.0	-	27.0
Cedar Mill	384	375	(9)	11.0	3.0	2.0	16.0	11.9	3.0	2.0	-	16.9
Chehalem	429	380	(49)	15.0	4.0	2.0	21.0	14.0	4.0	2.0	-	20.0
Cooper Mountain	456	416	(40)	12.0	4.0	2.0	18.0	12.8	4.0	2.0	-	18.8
Elmonica	445	433	(12)	14.0	4.0	2.0	20.0	14.0	4.0	2.0	-	20.0
Errol Hassell	380	341	(39)	12.0	3.0	2.0	17.0	13.0	3.0	2.0	-	18.0
Findley	546	476	(70)	15.0	5.0	2.0	22.0	14.8	5.0	2.0	-	21.8
Fir Grove	367	335	(32)	12.0	3.0	2.0	17.0	10.9	3.0	2.0	-	15.9
FLEX (K-5)	228	928	700	6.0	1.0	1.0	8.0	22.0	1.0	1.0	11.0	35.0
Greenway	316	307	(9)	10.0	3.0	2.0	15.0	8.4	3.0	2.0	-	13.4
Hazeldale	479	408	(71)	16.0	4.0	2.0	22.0	13.5	4.0	2.0	-	19.5
Hiteon	590	502	(88)	18.0	5.0	2.0	25.0	17.0	5.0	2.0	-	24.0
Jacob Wismer	703	570	(133)	22.0	5.0	2.0	29.0	21.0	5.0	2.0	-	28.0
Kinnaman	584	511	(73)	21.0	5.0	2.0	28.0	19.5	5.0	2.0	-	26.5
McKay	295	257	(38)	10.0	2.0	2.0	14.0	9.0	2.0	2.0	-	13.0
McKinley	653	582	(71)	23.0	6.0	2.0	31.0	22.0	6.0	2.0	-	30.0
Montclair	290	277	(13)	9.0	2.0	3.0	14.0	9.0	2.0	3.0	-	14.0
Nancy Ryles	567	498	(69)	18.0	4.0	2.0	24.0	16.9	4.0	2.0	-	22.9
Oak Hills	545	518	(27)	17.0	4.0	2.0	23.0	17.0	4.0	2.0	-	23.0
Raleigh Hills (K-8)	414	353	(61)	13.0	4.0	2.0	19.0	12.0	4.0	2.0	-	18.0
Raleigh Park	319	319	-	9.0	3.0	2.0	14.0	9.0	3.0	2.0	-	14.0
Ridgewood	390	377	(13)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	-	17.0
Rock Creek	448	420	(28)	13.0	4.0	2.0	19.0	11.0	4.0	2.0	-	17.0
Sato	765	709	(56)	24.0	6.0	2.0	32.0	22.9	6.0	2.0	-	30.9
Scholls Heights	649	597	(52)	21.0	5.0	2.0	28.0	20.0	5.0	2.0	-	27.0
Sexton Mountain	513	470	(43)	15.0	4.0	2.0	21.0	15.0	4.0	2.0	-	21.0
Springville (K-8)	842	667	(175)	26.0	7.0	2.0	35.0	22.9	7.0	2.0	-	31.9
Terra Linda	330	288	(42)	9.0	3.0	2.0	14.0	9.0	3.0	2.0	-	14.0
Vose	726	677	(49)	25.0	7.0	3.0	35.0	23.9	7.0	3.0	-	33.9
West TV	306	300	(6)	10.0	3.0	1.0	14.0	11.0	3.0	1.0	-	15.0
William Walker	510	490	(20)	20.0	4.0	2.0	26.0	19.0	4.0	3.0	-	26.0
<b>Elementary School Total</b>	<b>17,681</b>	<b>16,831</b>	<b>(850)</b>	<b>561.0</b>	<b>150.0</b>	<b>71.0</b>	<b>782.0</b>	<b>559.7</b>	<b>150.0</b>	<b>72.0</b>	<b>11.0</b>	<b>792.7</b>
<b>Average Elementary School Staffing Ratio</b>				<b>31.5</b>	<b>24.9</b>	<b>22.6</b>		<b>30.1</b>	<b>23.7</b>	<b>21.5</b>	<b>21.2</b>	



**2021-22 Classroom Teacher Staffing By School  
As of 12/31/2021**

School				Budgeted APU				Actual APU				
	Budgeted Enrollment	9/30/2021 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	ESSER	TOTAL
Cedar Park	681	622	(59)	21.6	4.2	1.6	27.4	22.4	4.2	1.6	-	28.2
Conestoga	921	854	(67)	27.8	5.4	2.0	35.2	28.6	5.4	2.0	-	36.0
Five Oaks	886	749	(137)	28.4	5.4	2.0	35.8	27.0	5.4	2.0	-	34.4
Highland Park	688	702	14	20.4	4.0	1.6	26.0	21.3	4.0	1.6	-	26.9
Meadow Park	697	686	(11)	26.2	4.6	1.6	32.4	26.0	4.6	1.6	-	32.2
Mountain View	941	883	(58)	32.8	6.2	2.4	41.4	32.1	6.2	2.4	-	40.7
Stoller	1,028	1,039	11	29.0	5.6	1.4	36.0	31.4	5.6	1.4	-	38.4
Tumwater	889	865	(24)	24.7	4.8	2.0	31.5	25.6	4.8	2.0	-	32.4
Whitford	814	766	(48)	30.0	5.4	1.8	37.2	30.0	5.4	1.8	-	37.2
<b>Middle School Total</b>	<b>7,545</b>	<b>7,166</b>	<b>(379)</b>	<b>240.9</b>	<b>45.6</b>	<b>16.4</b>	<b>302.9</b>	<b>244.3</b>	<b>45.6</b>	<b>16.4</b>	<b>-</b>	<b>306.3</b>
<b>Average Middle School Staffing Ratio</b>				<b>31.3</b>	<b>26.3</b>	<b>24.9</b>		<b>29.3</b>	<b>24.7</b>	<b>23.4</b>	<b>23.4</b>	
Aloha	1,805	1,740	(65)	67.6	13.2	4.0	84.8	62.5	13.2	4.0	-	79.7
Beaverton	1,425	1,441	16	55.2	9.0	3.2	67.4	53.7	9.0	3.2	3.1	69.0
Mountainside	1,775	1,732	(43)	57.6	10.2	3.4	71.2	55.7	10.2	3.4	-	69.3
Southridge	1,506	1,500	(6)	51.4	9.4	3.2	64.0	50.9	9.4	3.2	-	63.5
Sunset	1,937	1,983	46	58.6	10.8	3.4	72.8	57.5	10.8	3.4	2.4	74.1
Westview	2,366	2,324	(42)	74.2	13.8	4.0	92.0	72.5	13.8	4.0	-	90.3
<b>High School Total</b>	<b>10,814</b>	<b>10,720</b>	<b>(94)</b>	<b>364.6</b>	<b>66.4</b>	<b>21.2</b>	<b>452.2</b>	<b>352.8</b>	<b>66.4</b>	<b>21.2</b>	<b>5.5</b>	<b>445.9</b>
<b>Average High School Staffing Ratio</b>				<b>29.7</b>	<b>25.1</b>	<b>23.9</b>		<b>30.4</b>	<b>25.6</b>	<b>24.3</b>	<b>24.0</b>	
Arts & Communication Magnet Academy (6-12)	712	693	(19)	25.2	4.2	1.2	30.6	25.0	4.2	1.2	-	30.4
Beaverton Academy of Science and Engineering (6-12)	846	828	(18)	31.4	5.0	1.4	37.8	30.8	5.0	1.4	-	37.2
Community School (9-12)	103	90	(13)	10.6	1.4	0.4	12.4	7.6	1.4	0.4	-	9.4
FLEX Online School (6-12)	284	738	454	18.3	1.0	0.6	19.9	18.3	1.0	0.6	0.8	20.7
International School of Beaverton (6-12)	856	857	1	30.4	5.0	1.2	36.6	31.3	5.0	1.2	-	37.5
<b>Options Schools Total</b>	<b>2,801</b>	<b>3,206</b>	<b>405</b>	<b>115.9</b>	<b>16.6</b>	<b>4.8</b>	<b>137.3</b>	<b>113.0</b>	<b>16.6</b>	<b>4.8</b>	<b>0.8</b>	<b>135.2</b>
<b>Average Options Staffing Ratio</b>				<b>24.2</b>	<b>21.1</b>	<b>20.4</b>		<b>28.4</b>	<b>24.7</b>	<b>23.9</b>	<b>23.7</b>	
<b>Address Extreme Class Size K-12</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>44.6</b>	<b>-</b>	<b>-</b>	<b>44.6</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>District Total</b>	<b>38,841</b>	<b>37,923</b>	<b>(918)</b>	<b>1,327.0</b>	<b>278.6</b>	<b>113.4</b>		<b>1,269.8</b>	<b>278.6</b>	<b>114.4</b>	<b>17.3</b>	<b>1,680.1</b>

*Note: Budgeted enrollment includes general education student projections plus specialized program students for elementary and general education student projections plus ALC, EGC, and SCC students for secondary. Classroom teachers are budgeted based on a staffing ratio found in the Staffing Allocation Methodology (SAM) on pages 209-228 in the 2021-22 Adopted Budget Document.*

**Beaverton School District**  
**Portfolio Management**  
**Portfolio Summary**  
**December 31, 2021**

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Commercial Paper Disc. -At Cost	15,000,000.00	14,996,650.00	14,995,263.89	4.19	59	0.130
Treasury Discounts -At Cost	298,962,000.00	298,885,175.65	298,893,876.29	83.56	99	0.056
LGIP	43,815,516.19	43,815,516.19	43,815,516.19	12.25	1	0.450
	<b>357,777,516.19</b>	<b>357,697,341.84</b>	<b>357,704,656.37</b>	<b>100.00%</b>	<b>86</b>	<b>0.107</b>

Investments		
<b>Total Earnings</b>	<b>December 31</b>	<b>Month Ending</b>
Current Year	52,083.15	560,780.92
<b>Average Daily Balance</b>	<b>441,735,573.92</b>	<b>230,538,685.34</b>
<b>Effective Rate of Return</b>	<b>0.14%</b>	<b>0.48%</b>

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

Beaverton School District, Prepared By Business Office

**Beaverton School District**  
**Investments by Sector and Group**  
**Index: Investment Policy**  
**Limitation based on Par Value**  
**December 31, 2021**

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
<b>Corporate Indebtedness</b>								
<b>Toyota Cap Corp</b>								
89233HBG8	11231	Toyota Cap Corp	02/16/2022	5,000,000.00	4,998,686.11	4,999,350.00		1.39
89233HC85	11234	Toyota Cap Corp	03/08/2022	10,000,000.00	9,996,577.78	9,997,300.00		2.79
			<b>Subtotal</b>	<b>15,000,000.00</b>	<b>14,995,263.89</b>	<b>14,996,650.00</b>	<b>5.00</b>	<b>4.19</b>
			<b>Total</b>	<b>15,000,000.00</b>	<b>14,995,263.89</b>	<b>14,996,650.00</b>	<b>35.00</b>	<b>4.19</b>
<b>OR Treas Local Govt Inv Pool</b>								
<b>Local Government Inv Pool</b>								
LGIP 4010	FUND 000	LGIP		43,158,142.74	43,158,142.74	43,158,142.74		12.06
LGIP 5173	FUND 300	LGIP		555,872.03	555,872.03	555,872.03		0.15
LGIP 4966	FUND 416	LGIP		99,748.25	99,748.25	99,748.25		0.02
LGIP 4972	FUND 417	LGIP		1,753.17	1,753.17	1,753.17		
			<b>Subtotal</b>	<b>43,815,516.19</b>	<b>43,815,516.19</b>	<b>43,815,516.19</b>	<b>100.00</b>	<b>12.25</b>
			<b>Total</b>	<b>43,815,516.19</b>	<b>43,815,516.19</b>	<b>43,815,516.19</b>	<b>100.00</b>	<b>12.25</b>
<b>US Treasuries</b>								
<b>US Treasuries</b>								
912796K73	11219	U.S. Treasury	01/13/2022	7,304,000.00	7,302,772.12	7,304,000.00		2.04
912796L72	11226	U.S. Treasury	02/10/2022	9,735,000.00	9,733,894.54	9,734,707.95		2.72
912796K65	11228	U.S. Treasury	01/06/2022	10,000,000.00	9,999,625.00	10,000,000.00		2.79
912796Q77	11229	U.S. Treasury	01/18/2022	23,000,000.00	22,999,271.59	22,999,770.00		6.42
912796L80	11230	U.S. Treasury	02/17/2022	7,000,000.00	6,999,492.50	6,999,720.00		1.95
912796H44	11232	U.S. Treasury	05/19/2022	12,392,000.00	12,389,549.14	12,387,414.96		3.46
912796L72	11233	U.S. Treasury	02/10/2022	21,000,000.00	20,998,915.00	20,999,370.00		5.87
912796N21	11235	U.S. Treasury	03/17/2022	23,000,000.00	22,997,521.11	22,997,470.00		6.42
912796N47	11236	U.S. Treasury	04/07/2022	10,000,000.00	9,998,361.11	9,998,100.00		2.79
912796P29	11237	U.S. Treasury	04/14/2022	23,000,000.00	22,996,006.94	22,995,170.00		6.42
912796M97	11238	U.S. Treasury	03/10/2022	8,395,000.00	8,394,160.50	8,394,328.40		2.34
912796H44	11239	U.S. Treasury	05/19/2022	46,542,000.00	46,525,451.73	46,524,779.46		13.00
912796R35	11240	U.S. Treasury	06/09/2022	13,594,000.00	13,587,391.81	13,587,474.88		3.80
912796Q28	11241	U.S. Treasury	05/12/2022	10,000,000.00	9,997,566.67	9,996,800.00		2.79
912796J42	11242	U.S. Treasury	06/16/2022	23,000,000.00	22,987,857.92	22,986,200.00		6.42
912796H44	11243	U.S. Treasury	05/19/2022	23,000,000.00	22,993,646.25	22,991,490.00		6.42
912796K57	11244	U.S. Treasury	07/14/2022	7,000,000.00	6,995,994.44	6,993,280.00		1.95
912796R35	11245	U.S. Treasury	06/09/2022	7,000,000.00	6,997,173.75	6,996,640.00		1.95

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
<b>US Treasuries</b>								
912796N47	11246	U.S. Treasury	04/07/2022	7,000,000.00	6,999,370.00	6,998,670.00		1.95
912796R76	11247	U.S. Treasury	02/08/2022	7,000,000.00	6,999,854.17	6,999,790.00		1.95
		<b>Subtotal</b>		<b>298,962,000.00</b>	<b>298,893,876.29</b>	<b>298,885,175.65</b>	<b>100.00</b>	<b>83.56</b>
		<b>Total</b>		<b>298,962,000.00</b>	<b>298,893,876.29</b>	<b>298,885,175.65</b>	<b>100.00</b>	<b>83.56</b>
<b>Grand Total</b>				<b>357,777,516.19</b>	<b>357,704,656.37</b>	<b>357,697,341.84</b>		

**Beaverton School District**  
**Summary by Issuer**  
**December 31, 2021**  
**Grouped by Fund**

Issuer		Number of Investments	Par Value	Market Value	% of Portfolio	Average YTM 365	Average Days to Maturity
<b>Fund: Pooled Cash</b>							
	Subtotal	13	231,158,142.74	231,118,882.74	64.61	0.131	69
<b>Fund: 300 Debt Service</b>							
	Subtotal	3	59,489,872.03	59,468,066.45	16.63	0.076	137
<b>Fund: 416 Capital Projects Non-Tax</b>							
	Subtotal	5	28,099,748.25	28,088,128.25	7.85	0.060	121
<b>Fund: 417 Capital Projects Taxable</b>							
	Subtotal	5	39,029,753.17	39,022,264.40	10.91	0.058	82
	<b>Total and Average</b>	<b>26</b>	<b>357,777,516.19</b>	<b>357,697,341.84</b>	<b>100.00</b>	<b>0.108</b>	<b>86</b>



## DISTRICT COVID UPDATE

**POLICY ISSUE/SITUATION:** The emergence of the omicron variant of SARS-CoV-2 is continuing to have impacts on the operations of the Beaverton School District. The report contains updated metrics, current changes to mitigation strategies (including isolation and quarantine), and considerations of further impacts.

BSD staff will highlight this information in the board presentation.

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

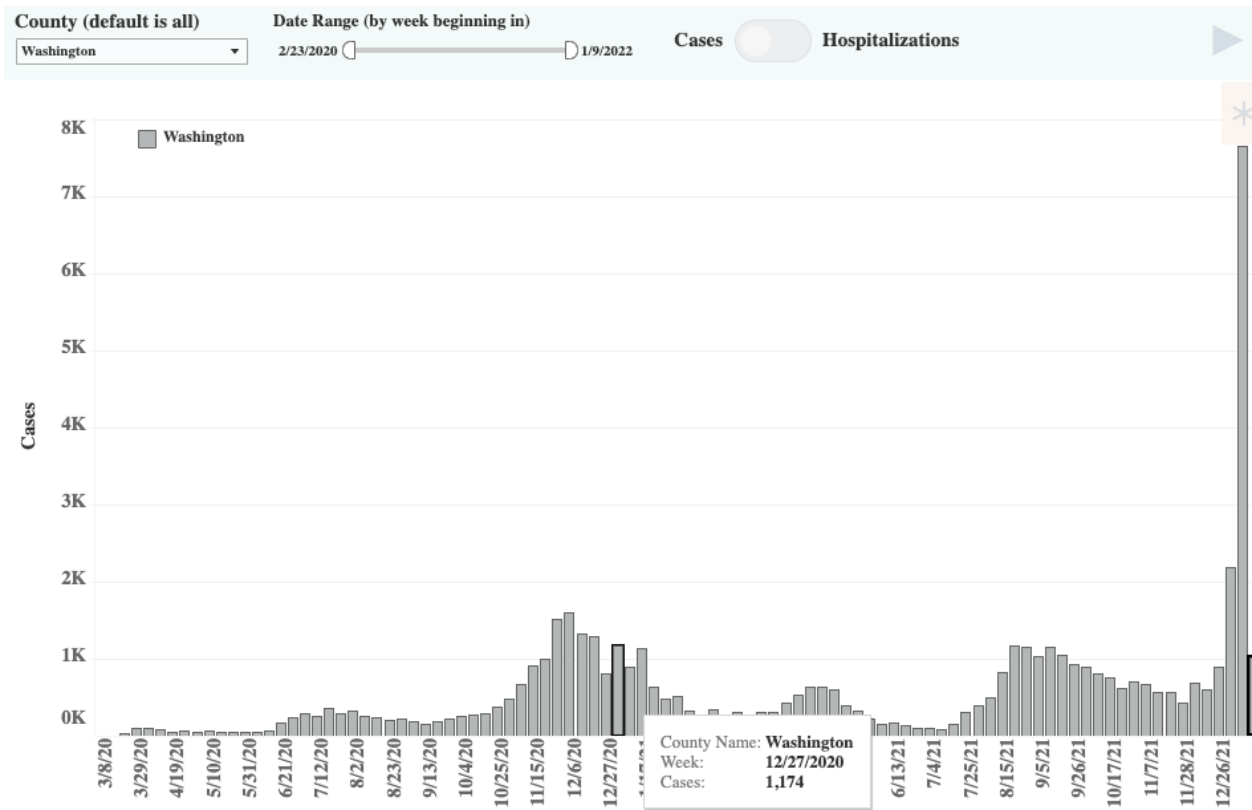
## DISTRICT COVID UPDATE – January 2022

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### Metrics

Positive cases in Washington County are at an all-time high. While there is evidence that there is decreased risk of severe disease and hospitalization, the high case rate is causing significant impacts to staffing levels across all sectors of the community.

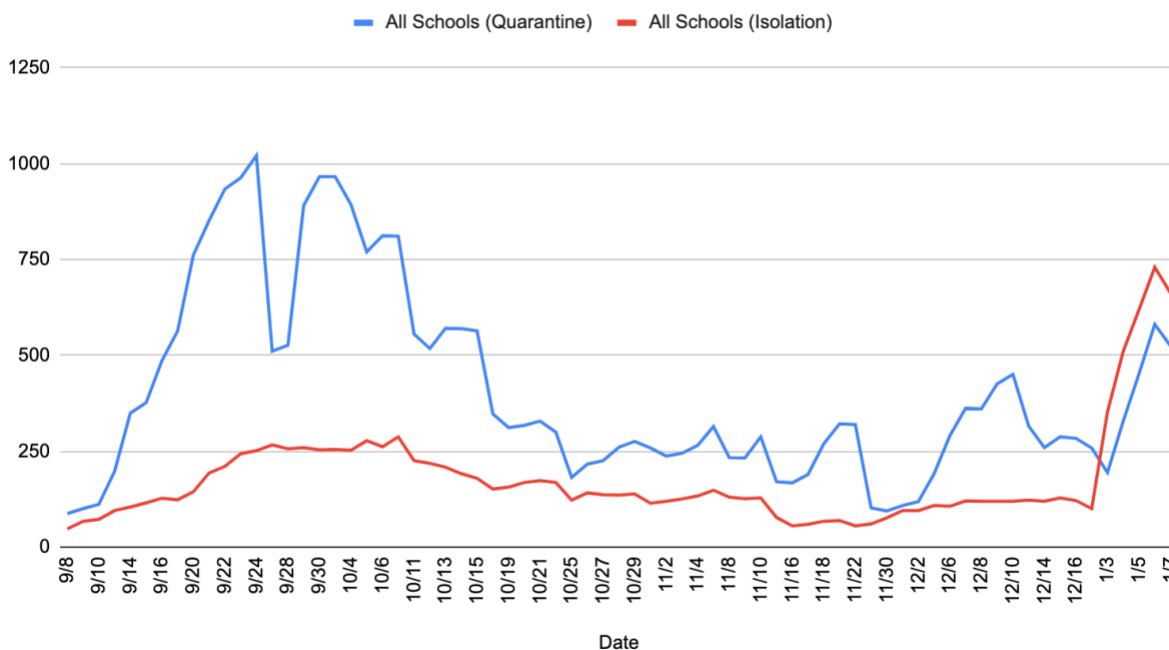
### Washington County Positive Case Count (as of the January 2, 2022 reporting period)



## BSD STUDENT CASES

The following chart displays data that is provisional and subject to change. However, the data displays two trends of concern. First, overall isolations and quarantine continue to be at high levels and the number of isolations (positive confirmation of Covid-19) are greater than the number of quarantines. The second likely speaks to the capacity of staff to identify all close contacts.

### BSD Isolation and Quarantine



## Washington County Vaccination Rate by Age

Washington County continues to have one of the highest county-wide vaccination rates in the state at just over 85%. Forty-four percent of 5-11 year old individuals are vaccinated with an increase in the weekly rate. Individuals 12 years of age and older are now eligible for a booster.

	# One Dose	People Remaining to Reach 80% One Dose	Average First Doses Per Day	One Dose Relative Percent Change	# Booster Doses	# People Who Need a Booster Now	Average Booster Doses Per Day	Booster Dose Relative Percent Change	Population
5 to 11 years	24,216	19,378	126 per day	up 3.9%	13	0	0 per day	up 10.0%	54,493
12 to 17 years	39,330	1,160	17 per day	up 0.3%	4,155	0	115 per day	up 27.4%	50,612
18 to 19 years	12,485	0	8 per day	up 0.5%	3,363	6,433	83 per day	up 22.6%	14,048
20 to 49 years	222,720	0	108 per day	up 0.3%	80,467	104,044	810 per day	up 7.9%	265,583
50 to 64 years	95,387	0	28 per day	up 0.2%	49,540	36,726	350 per day	up 5.3%	113,098
65 years and older	80,386	0	14 per day	up 0.1%	54,492	21,493	144 per day	up 1.9%	86,703

## **Updated Mitigation**

### ***The following letter was delivered to the BSD community describing changes to COVID-19 Mitigation Strategies***

*Dear BSD Community & Staff,*

*As of this week, COVID-19 cases in Washington County have reached an all-time high due to the pervasiveness of the Omnicron variant. While we've already taken extraordinary efforts to curb the spread of COVID-19 among our students and staff, it's imperative that we take further action. We understand how important it is to each of our families to have their students attending in-person classes. The following actions are meant to be a layered approach — adding one mitigation strategy on top of another — to ensure that students and staff remain healthy and schools remain open.*

*The following changes will take effect on **Monday, January 10**.*

#### **Assemblies & After-School Extracurricular Activities**

*We are temporarily **pausing** all school assemblies and after-school social events, including school dances. After-school clubs and extracurricular activities **will be allowed** with proper masking and social distancing. Those participating in theater rehearsals must wear masks; mask-wearing during theater performances is optional.*

#### **Athletics/Band/Choir**

*Athletics, band and choir will continue with enhanced safety measures in place. However, families and students should be aware that participation comes with an inherent increased risk of exposure to COVID-19.*

#### **Masking**

*It's critical that all athletes and coaches consistently and properly wear masks when they're not actively engaged in the sport. For example, masks must be worn while sitting on the bench or in locker rooms. If a BSD team plays an away game in a district that requires athletes to be masked at all times, BSD players will follow that district's rules.*

*All choir members must wear masks during classes and practices; mask-wearing during choir performances is optional.*

*All band members who play instruments with their mouths must wear slitted masks during classes and practices; band members who play non-mouthed instruments must wear regular masks.*

*Mask-wearing during band performances is optional. Bell covers must be used with appropriate instruments at all times. The District will provide slitted masks and bell covers, as needed.*

*Failure to properly mask may result in exclusion from the activity.*

**Student Spectators**

*For athletic events, students may only attend if they have a family ticket (described below). Cheerleaders and dance squads will be allowed at games with the same allotment of family tickets (described below) as other athletes. Pep bands will not be allowed at games at this time.*

*For choir and band performances, students may only attend if they have a family ticket (described below).*

*Failure to adhere to masking and social distancing rules will result in removal from a game or performance.*

**Other Spectators**

*Each athlete's family (both home and visiting teams) will be issued up to four tickets, depending on seating capacity. Family groups should exercise social distancing, to the extent possible, and be masked.*

*Each performer's family will be issued up to four tickets, depending on seating capacity. Ticket distribution will vary by school.*

**Livestreaming**

*When possible, schools will make every effort to provide livestreaming of games and performances.*

**Concessions**

*Concession stands will not be open for any athletic competitions or performances. Food and drink will not be permitted for spectators to ensure consistent and proper mask-wearing.*

**Overnight Travel**

*We are continuing to pause all overnight travel.*

### **Masking**

*The indoor mask mandate in schools will be extended to include students in band as described above.*

*In addition to mandatory indoor mask use, the District is reinstating mandatory masking in **outdoor settings**, including recess and outdoor classes.*

*However, students are not required to wear masks while actively engaged in physical activity during outdoor P.E. classes. Students are required to wear masks during indoor P.E. classes.*

### **Test-to-Stay Program**

*Because of a severe staff shortage, we are temporarily **pausing** the Test-to-Stay Program. This program allowed unvaccinated students who were exposed to a COVID-positive case at school or on the bus and not experiencing symptoms to test negative and remain at school rather than quarantine at home. We hope to restart the program on January 24, pending adequate staffing.*

### **Visitors**

*We are temporarily **pausing** all visitors. No visitors will be allowed beyond the front office, including:*

- *Career day participants*
- *Military recruiters*
- *Mock interview helpers*
- *Visiting authors, artists or presenters from local organizations*
- *CTE industry guests/partners*

### **Volunteers**

*While we value the tremendous contribution of our dedicated volunteers, we are temporarily **pausing** the use of volunteers in schools except for those volunteers providing school meal support, support at school-based food markets and pantries, and support at district-based Clothes for Kids.*

### **Volunteer Service Projects**

*We are **pausing** all volunteer service projects (i.e., blood drives and book fairs).*

*Please emphasize the importance of consistent and correct mask-wearing in addition to social distancing and frequent handwashing with your students; free masks are available at school. If you haven't already, please have your child vaccinated to protect them and those around them. And if your child is sick or has been exposed to a positive COVID-19 case, please report it to your school and remain at home in quarantine.*

*We understand the disappointment that some of our students, families and staff will feel with the reinstatement of many of these policies. However, if we do not take additional measures to curb the spread of COVID-19 — especially among our staff members — we will not have enough healthy bus drivers, teachers and support staff to operate school in person.*

*We'll continue to review and revise our safety protocols, as needed. As always, thank you for your cooperation and continued support.*

### **Changes to Isolation and Quarantine**

These new protocols will be effective **Tuesday, January 18.**

#### **IF A VACCINATED OR UNVACCINATED STUDENT HAS A POSITIVE OR PRESUMPTIVE CASE OF COVID-19:**

- The student must isolate at home for 5 days. Here's how to count: Day 0 is the day when symptoms begin or a student receives a positive test result. The next day is Day 1 of the 5-day isolation.
- If the student is fever-free for 24 hours (without the use of fever-reducing medication) and other symptoms have improved, the student can return to school on Day 6. Otherwise, the student should remain at home until fever-free and symptoms improve.
- When the student returns to school, the student must wear a well-fitting mask for an additional 5 days, including instances where masking would otherwise be optional:
  - Actively engaged in athletics
  - Actively engaged in outdoor P.E.
  - Participating in theater/choir/band performances
- If the student is medically unable to consistently and properly wear a mask for those additional 5 days, the student will need to remain isolated at home for 10 days rather than 5 days.
- Pre-K students are not eligible for shortened isolations.

#### **IF AN UNVACCINATED STUDENT IS DETERMINED TO BE A CLOSE CONTACT TO A POSITIVE CASE OF COVID-19:**

- The student must quarantine at home for 5 days. Here's how to count: Day 0 is the day of the last contact with the positive COVID-19 case. The next day is Day 1 of the 5-day quarantine.
- However, if a household member (e.g. parent) tests positive and is unable to completely isolate away from the unvaccinated student, the student must quarantine at home for 5 days following the LAST day of exposure to the infected household member. That means after the isolation

period ends for the infected person on Day 5, the student would begin their quarantine period on Day 6, so the student would not be able to return to school until Day 11. For further clarification, contact your school nurse or health assistant.

- When the student returns to school, the student must wear a well-fitting mask for an additional 5 days, including instances where masking would otherwise be optional (see above).
- If the student is medically unable to consistently and properly wear a mask for those additional 5 days, the student will need to remain quarantined at home for 10 days rather than 5 days.
- It's recommended but not required that the student get tested at least 5 days after the close contact.
- Pre-K students are not eligible for shortened quarantines.

**IF A VACCINATED STUDENT IS DETERMINED TO BE A CLOSE CONTACT TO A POSITIVE CASE OF COVID-19:**

- The student can continue to come to school but should monitor for symptoms.
- It's recommended but not required that the student get tested at least 5 days after the close contact.
- Per this new guidance, an 18-year-old student who has received either two doses of the Pfizer or Moderna vaccine (more than 5 months ago) or one dose of the Johnson & Johnson vaccine (more than 2 months ago) BUT has NOT received a booster is NOT considered fully vaccinated and should follow the above guidance for an "unvaccinated student."
- Per this new guidance, a student who had confirmed COVID-19 (tested positive using a COVID-19 viral test) within the last 90 days does not need to quarantine.

**If your student has been isolating for at least 5 days and is now fever-free and symptoms are improving, they can return to school on Tuesday, January 18. Please contact your school nurse to confirm a return date.**

**If your student has been quarantining for at least 5 days and is asymptomatic, they can return to school on Tuesday, January 18. Please contact your school nurse to confirm a return date.**

## **Potential Impacts to Service**

*BSD, along with districts throughout the state and nation are prepared to shift schools to a remote learning model. The following information was shared with the community to outline the potential process. BSD has a team that meets daily to look at each school's situation and make appropriate determinations.*

*However, we're close to a tipping point. We're monitoring the following data points on a daily basis: number of staff testing positive for COVID-19, number of students testing positive for COVID-19, number of students in quarantine, number of overall student absences and number of staff absences unable to be filled by substitutes.*

*IF we reach a point where we're unable to safely operate a school because of inadequate staffing and/or COVID-19 spread, we'll follow this protocol:*

- *Families will be notified via ParentSquare (urgent alert) that their school will be moving to remote learning. The school will communicate with their families about distributing iPads and/or Chromebooks, as needed, and other information.*
- *Per our contract with the Beaverton Education Association, the District is required to provide one day for teachers to transition to remote learning, **if an individual school transitions to temporary remote learning**. For example, if the District made an announcement about moving to remote learning on a Monday at noon, online classes would begin on Wednesday; Tuesday would be a no-school day for students and a transition day for staff.*
- *Per our contract with the Beaverton Education Association, the District is required to provide two days for teachers to transition to remote learning, **if the entire district transitions to temporary remote learning**. For example, if the District made an announcement about moving to remote learning on a Monday at noon, online classes would begin on Thursday; Tuesday and Wednesday would be no-school days for students and transition days for staff.*
- *Meal service will continue. Families will be able to pick up a breakfast-lunch bag from school daily at a designated time. Schools will communicate details about meal pick-ups.*

## **Board Meeting (January 18 ,2022)**

BSD staff will provide relevant updates to this report as well as answer questions from the Board.

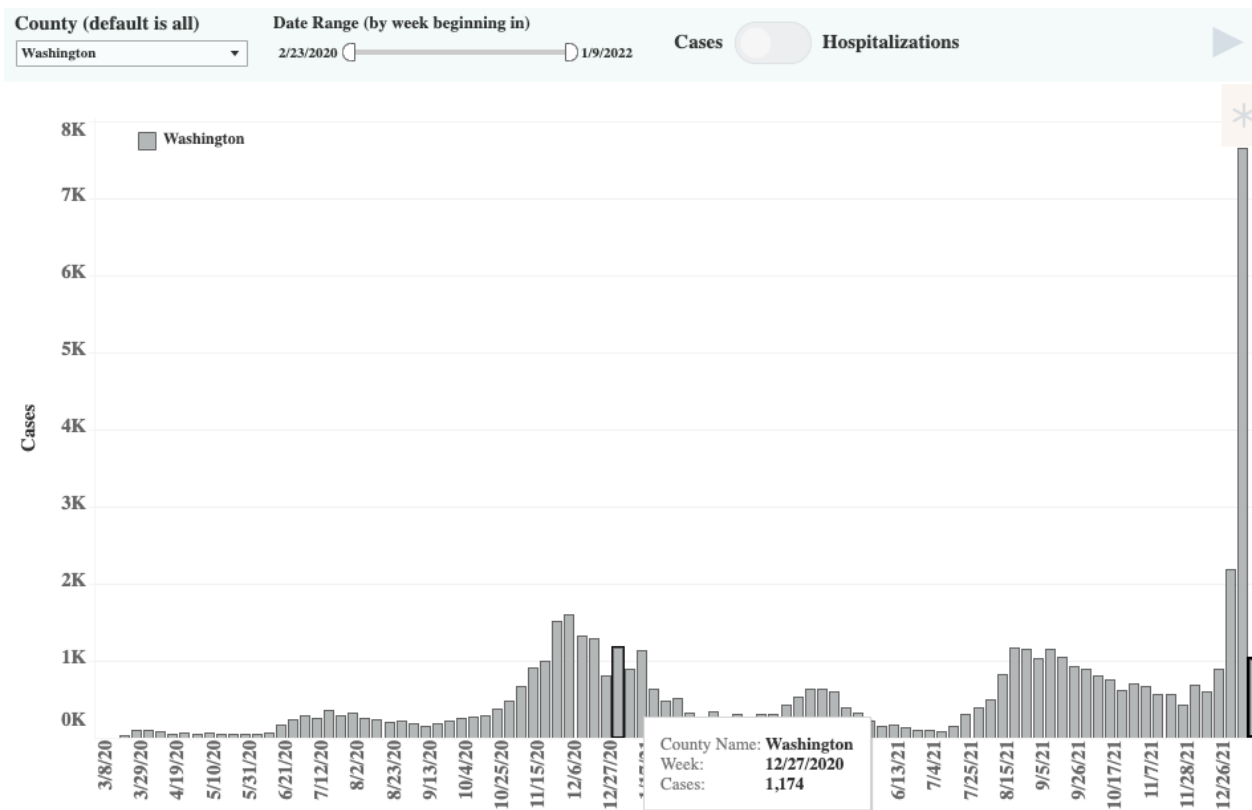
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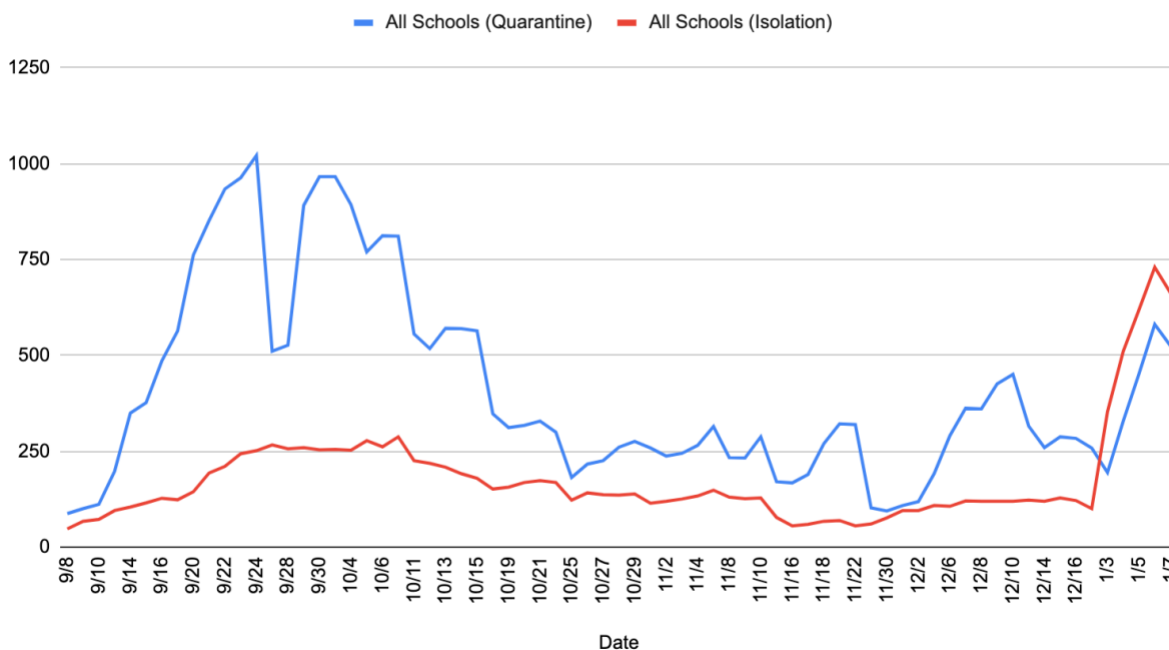
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## BSD STUDENT CASES

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### BSD Isolation and Quarantine



## Washington County Vaccination Rate by Age

Washington County continues to have one of the highest county-wide vaccination rates in the state at just over 85%. Forty-four percent of 5-11 year old individuals are vaccinated with an increase in the weekly rate. Individuals 12 years of age and older are now eligible for a booster.

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- *Mock interview helpers*
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#### **IF A VACCINATED OR UNVACCINATED STUDENT HAS A POSITIVE OR PRESUMPTIVE CASE OF COVID-19:**

- The student must isolate at home for 5 days. Here's how to count: Day 0 is the day when symptoms begin or a student receives a positive test result. The next day is Day 1 of the 5-day isolation.
- If the student is fever-free for 24 hours (without the use of fever-reducing medication) and other symptoms have improved, the student can return to school on Day 6. Otherwise, the student should remain at home until fever-free and symptoms improve.
- When the student returns to school, the student must wear a well-fitting mask for an additional 5 days, including instances where masking would otherwise be optional:
  - Actively engaged in athletics
  - Actively engaged in outdoor P.E.
  - Participating in theater/choir/band performances
- If the student is medically unable to consistently and properly wear a mask for those additional 5 days, the student will need to remain isolated at home for 10 days rather than 5 days.
- Pre-K students are not eligible for shortened isolations.

#### **IF AN UNVACCINATED STUDENT IS DETERMINED TO BE A CLOSE CONTACT TO A POSITIVE CASE OF COVID-19:**

- The student must quarantine at home for 5 days. Here's how to count: Day 0 is the day of the last contact with the positive COVID-19 case. The next day is Day 1 of the 5-day quarantine.
- However, if a household member (e.g. parent) tests positive and is unable to completely isolate away from the unvaccinated student, the student must quarantine at home for 5 days following the LAST day of exposure to the infected household member. That means after the isolation

period ends for the infected person on Day 5, the student would begin their quarantine period on Day 6, so the student would not be able to return to school until Day 11. For further clarification, contact your school nurse or health assistant.

- When the student returns to school, the student must wear a well-fitting mask for an additional 5 days, including instances where masking would otherwise be optional (see above).
- If the student is medically unable to consistently and properly wear a mask for those additional 5 days, the student will need to remain quarantined at home for 10 days rather than 5 days.
- It's recommended but not required that the student get tested at least 5 days after the close contact.
- Pre-K students are not eligible for shortened quarantines.

**IF A VACCINATED STUDENT IS DETERMINED TO BE A CLOSE CONTACT TO A POSITIVE CASE OF COVID-19:**

- The student can continue to come to school but should monitor for symptoms.
- It's recommended but not required that the student get tested at least 5 days after the close contact.
- Per this new guidance, an 18-year-old student who has received either two doses of the Pfizer or Moderna vaccine (more than 5 months ago) or one dose of the Johnson & Johnson vaccine (more than 2 months ago) BUT has NOT received a booster is NOT considered fully vaccinated and should follow the above guidance for an "unvaccinated student."
- Per this new guidance, a student who had confirmed COVID-19 (tested positive using a COVID-19 viral test) within the last 90 days does not need to quarantine.

**If your student has been isolating for at least 5 days and is now fever-free and symptoms are improving, they can return to school on Tuesday, January 18. Please contact your school nurse to confirm a return date.**

**If your student has been quarantining for at least 5 days and is asymptomatic, they can return to school on Tuesday, January 18. Please contact your school nurse to confirm a return date.**

## **Potential Impacts to Service**

*BSD, along with districts throughout the state and nation are prepared to shift schools to a remote learning model. The following information was shared with the community to outline the potential process. BSD has a team that meets daily to look at each school's situation and make appropriate determinations.*

*However, we're close to a tipping point. We're monitoring the following data points on a daily basis: number of staff testing positive for COVID-19, number of students testing positive for COVID-19, number of students in quarantine, number of overall student absences and number of staff absences unable to be filled by substitutes.*

***IF** we reach a point where we're unable to safely operate a school because of inadequate staffing and/or COVID-19 spread, we'll follow this protocol:*

- *Families will be notified via ParentSquare (urgent alert) that their school will be moving to remote learning. The school will communicate with their families about distributing iPads and/or Chromebooks, as needed, and other information.*
- *Per our contract with the Beaverton Education Association, the District is required to provide one day for teachers to transition to remote learning, **if an individual school transitions to temporary remote learning**. For example, if the District made an announcement about moving to remote learning on a Monday at noon, online classes would begin on Wednesday; Tuesday would be a no-school day for students and a transition day for staff.*
- *Per our contract with the Beaverton Education Association, the District is required to provide two days for teachers to transition to remote learning, **if the entire district transitions to temporary remote learning**. For example, if the District made an announcement about moving to remote learning on a Monday at noon, online classes would begin on Thursday; Tuesday and Wednesday would be no-school days for students and transition days for staff.*
- *Meal service will continue. Families will be able to pick up a breakfast-lunch bag from school daily at a designated time. Schools will communicate details about meal pick-ups.*

## **Board Meeting (January 18 ,2022)**

BSD staff will provide relevant updates to this report as well as answer questions from the Board.

## Arco Iris Charter Renewal 2022

	<b><i>Renewal Criteria</i></b>	<b><i>Status</i></b>	<b><i>Comments</i></b>
1	Is the school in compliance with Oregon charter school law and all other applicable state and federal laws?	Yes	See external evaluation report received December 31, 2021.
2	Is the school in compliance with the charter?	Yes	See external evaluation report received December 31, 2021 and Annual Evaluation presented to the Board on October 25, 2021.
3	Is the school meeting or working toward meeting the student performance goals and agreement specified in the charter?	Yes	Refer to Annual Evaluation presented to the Board on October 25, 2021.
4	Is the school fiscally stable and was the sound financial management system outlined in the Charter used?	Yes	See external evaluation report received December 31, 2021, Annual Evaluation presented to the Board on October 25, 2021, and most recent financial audit.
5	Is the school in compliance with any renewal criteria specified in the charter, if any?	Yes	The only renewal criteria specified is the renewal timeline outlined below.

### **Renewal Timeline**

<b><i>Timeline</i></b>	<b><i>Event</i></b>	<b><i>Date completed</i></b>
No later than December 30, 2021	Written request for renewal of Charter	December 17, 2021
Within 45 days of receiving request for renewal	Public hearing on renewal request to be held January 18, 2022	
Within 30 days of public hearing	School Board decision on renewal request on February 28, 2022	
Within 90 days of renewal approval	Negotiation of Charter	

**CHARTER SCHOOL AGREEMENT  
ARCO IRIS SPANISH IMMERSION SCHOOL**

**by and between**

**Beaverton School District No. 48**

**and**

**Arco Iris Spanish Immersion Charter School**

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**CHARTER SCHOOL AGREEMENT  
ARCO IRIS SPANISH IMMERSION SCHOOL**

This Charter School Agreement (this "Charter"), dated effective as of July 1, 2016, is entered into by and between Beaverton School District No. 48, an Oregon public school district (the "District"), and Arco Iris Spanish Immersion Charter School ("Arco Iris"), an Oregon nonprofit corporation.

**RECITALS**

- A. The parties entered into an initial Charter Agreement effective July 1, 2010 and ending June 30, 2013 (the "First Charter"), and renewed the First Charter for a second term effective July 1, 2013 and ending June 30, 2016 (the "Existing Charter").
- B. On February 22, 2016, the District approved renewal of the Existing Charter for a third charter term.
- C. The parties intend that this Charter serve as the charter agreement for Arco Iris.
- D. The recitals set forth above are contractual and are to be considered part of this Agreement and to be construed to effectuate this Agreement.

NOW, THEREFORE, in consideration of the foregoing contractual recitals and the mutual understandings, covenants, and payments herein described, and for other good and valuable consideration, the sufficiency of which is acknowledged, the parties agree as follows:

**AGREEMENT**

**1. ESTABLISHMENT OF ARCO IRIS**

This Charter is the written charter required under ORS 338.065(1) for the establishment of Arco Iris as a public charter school under ORS Chapter 338 (the "Act"), which authorizes public charter schools and generally describes their formation, operation, and funding.

**2. TERM OF AGREEMENT**

2.1 Initial Term. The term of this Charter shall commence on July 1, 2016, and will automatically expire on June 30, 2022, unless earlier terminated as provided herein.

2.2 Renewal. If Arco Iris desires to renew this Charter, it must submit a written renewal request to the District at least 180 days before the then-current Charter term expires. Within 45 days after receiving the renewal request, the District must hold a public hearing about the request for renewal. Within 35 days after the public hearing, the District must approve the renewal or state in writing the reasons for denying the renewal. If the District approves the renewal, the District and Arco Iris must negotiate a new charter school contract within 90 days

after the date on which the District approved the renewal, unless the District and Arco Iris agree to an extension of the time. If the District does not approve the renewal, Arco Iris may address the reasons stated in the District's denial notice and any remedial measures suggested by the District, and submit a revised request for renewal to the District.

### **3. MISSION; GOALS; PHILOSOPHY**

3.1 Commitment. Arco Iris will implement its educational program in a manner consistent with its stated mission, goals, and philosophy.

3.2 Mission Statement. The mission of Arco Iris is to offer a solid education that includes Spanish immersion and a rigorous mathematical curriculum that will prepare students to be responsible citizens and lifelong learners with strong values.

3.3 Goals. The goals of Arco Iris are to prepare students to attain high academic achievement in Spanish and English; build the skills and knowledge that students will need to be successful in their future mathematics classes; and become bilingual, biliterate, and multiculturally competent leaders.

3.4 Philosophy. The philosophy of Arco Iris is to provide an academically challenging, content-rich curriculum that holds high expectations for all students, including becoming fluent and literate in Spanish in addition to English; to develop strong, critical-thinking skills in all students; to provide a safe environment where all students are known, respected, and valued as individuals of great potential; and to establish a community that models and encourages character development, respect for diversity, and a sense of responsibility toward the community.

### **4. COMPLIANCE WITH LAWS**

4.1 Applicable Laws. Arco Iris will comply with all applicable federal and state laws, local ordinances, and regulations. Specifically, Arco Iris shall comply with the laws listed in ORS 338.115(1) in effect as of the execution of this Charter.

4.2 Elementary and Secondary Education Act. Arco Iris is subject to the assessment and accountability provisions of the Elementary and Secondary Education Act ("ESEA") that apply to charter schools, and Arco Iris will cooperate with all District efforts to ensure compliance with ESEA, including, without limitation, the potential designation as a school in need of improvement, offering of school choice to Arco Iris students, corrective action, or restructuring to the extent that these provisions apply to charter schools. Arco Iris agrees to implement all conditions required by those designations; and will satisfy all other state and federal requirements with respect to assessment and accountability under ESEA that apply to charter schools.

### **5. EDUCATIONAL PROGRAM**

5.1 Overview. Arco Iris agrees to design and implement the educational program in a manner substantially consistent with its educational program in effect as of the effective date of this Charter, and as amended by this Charter. The educational program must include the following:

5.1.1 All English Language Arts classes must be taught in English by a person proficient in the English language;

5.1.2 In Kindergarten and first through fifth grades, approximately 75 percent of daily instruction will be given in Spanish and 25 percent in English;

5.1.3 In sixth, seventh and eighth grades, approximately 50 percent of daily instruction will be given in Spanish and 50 percent in English;

5.1.4 Differentiated instruction in all classes;

5.1.5 Immersion teaching techniques will be incorporated in classes instructed in Spanish to ensure student success in Spanish learning acquisition;

5.1.6 The curriculum will be fully aligned with Oregon curriculum state standards, and the District's learning targets will serve as a guide for curriculum unit development and assessment;

5.1.7 The educational program implemented must meet the requirements of state and federal law, including, without limitation, Oregon content standards described in ORS 329.045, and other requirements concerning subjects of instruction and content standards;

5.1.8 Instructional materials will align with applicable Oregon State Standards, ORS 329.045, and Arco Iris's education program in existence as of the effective date of this Charter. Arco Iris will notify the District in writing of its intent to use instructional materials 60 days in advance of its use; and

5.1.9 Alignment with the District's goal for all students to show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and to be prepared for post-secondary education and career success.

5.2 Curriculum. Arco Iris must make a copy of its curriculum, including instructional materials, learning targets, and written philosophies and values, available for inspection by the District at Arco Iris during normal school hours.

5.3 Grades Served. Arco Iris may provide instruction to students in kindergarten through eighth grade.

5.4 Minimum Instructional Hours. Arco Iris will annually adopt and implement a school calendar which provides the students in each grade level with instructional hours in accordance with OAR 581-022-1620 and will ensure that those hours are met.

5.5 Educational Objectives. Arco Iris agrees to and commits itself to the following educational objectives:

5.5.1 That all students develop into well-rounded individuals with a love of learning;

5.5.2 That all students master national, state, and District content standard requirements in all subjects with a special focus in English, Spanish, and mathematics;

5.5.3 That all students be able to solve problems using data and methods learned at Arco Iris, while retaining meaningful information and skills for life;

5.5.4 That all students be able to apply knowledge and skills obtained at Arco Iris in real-life situations; and

5.5.5 That all students have a clear vision of their responsibility to themselves, family, and community.

5.6 Student Assessment. Arco Iris will assess student performance (a) in the manner set forth in this Charter, (b) as provided in ORS 338.115(1)(L), and (c) in a manner consistent with assessments administered by the District to its elementary students, including assessments required for any District two-way immersion programs. The assessments will include:

5.6.1 Administering to each new incoming student in the fall a research based language proficiency assessment that measures proficiency growth as outlined in the American Council for Teaching Foreign Languages (ACTFL) Proficiency Rubric and administering to all students in the spring of each school year a research based language proficiency assessment that measures proficiency growth as outlined in the ACTFL Proficiency Rubric;

5.6.2 Administering to each student each school year the Oregon Statewide Assessments to the extent the District requires its students to take such assessment;

5.6.3 Administering to each ELL Student (defined in Section 7 below) each school year the English Language Proficiency Assessment.

5.7 Student Achievement. All Arco Iris students must meet the District's learning targets for each grade level for each subject. Arco Iris will be deemed to have met the student achievement requirements of this Charter if, on a subject-by-subject basis, the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in English language arts, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District's two-way immersion programs. Based on Arco Iris' demonstrated academic performance during the term of the prior charter agreement, notwithstanding the foregoing, the District agrees that it will not terminate this Charter solely for

the Arco Iris' failure to meet student achievement requirements for any school year so long as (a) Arco Iris met student achievement requirements for the immediately preceding school year, and (b) Arco Iris develops and implements a plan of improvement to address deficiencies and to improve student achievement in areas where Arco Iris failed to meet or exceed district percentages. Arco Iris shall develop such plan within sixty (60) days of receipt of final test scores indicating such failure and shall deliver a copy of the plan to the District upon completion of the plan. The District may terminate the Charter if Arco Iris fails to meet student achievement requirements in two consecutive school years.

5.8 Nonsectarian. Arco Iris must operate in all respects as a nonreligious and nonsectarian public school, and in no event may Arco Iris be affiliated with any nonpublic sectarian school or any religious organization. But Arco Iris is not prohibited from leasing space or facilities from nonpublic sectarian schools or religious institutions.

## 6. ENROLLMENT

6.1 Generally. Student enrollment in Arco Iris is voluntary. All students who reside within the District and apply for and qualify for admission are eligible for enrollment at Arco Iris. If the number of applicants from students in the District exceeds the capacity of a program, class, grade level, or building, Arco Iris will select students through an equitable lottery selection process, in accordance with the terms of ORS 338.125.

6.2 Priority Admissions. Arco Iris may give priority for admission only as permitted by ORS 338.125(1) to students who (a) were enrolled in Arco Iris in the prior year, or (b) have siblings currently enrolled in Arco Iris who were enrolled in Arco Iris in the prior year. Arco Iris may also give priority admission (i) to students who are the children of then-current Board members and paid staff of Arco Iris and (ii) to new Middle School students (grades 6-8) transferring from Spanish immersion programs, provided that such priority may only be granted pursuant to a valid waiver issued by the State Board of Education, but only for so long as the waiver is in effect.

6.3 Nonresident Admission. Nonresident students may be considered for enrollment at Arco Iris after all resident students who have applied for and qualified for admission have been admitted, and only if Arco Iris has adequate space and staff to accommodate nonresident students. In the event a new non-resident student is admitted to Arco Iris, Arco Iris agrees to (i) provide written notice of the student's enrollment to the District within ten (10) days of enrollment; and (ii) provide written notice of a non-resident student's withdrawal (for any reason other than graduation from high school) to the District within ten (10) days. Written notice required under this Paragraph shall include the most recent contact information on file for the student's parent or guardian.

6.4 Student Registration. Upon a student's admittance to Arco Iris, Arco Iris will ensure that an enrollment form, similar to the form used by Arco Iris at the time of renewal of this Charter, is completed for the student before he or she attends the first day of school.

6.5 Minimum Enrollment. Arco Iris must maintain an active enrollment of at least 25 students. Active enrollment for purposes of this Charter means the total number of eligible students enrolled in and regularly attending Arco Iris with fewer than ten consecutive days of absences. The District may terminate this Charter as a failure to meet the terms of this Charter

under Section 21.1.1 of this Charter, if fewer than 25 students have enrolled by August 15 of each year, or if enrollment falls below that number for two consecutive months.

6.6 Maximum Enrollment. The maximum number of students who may be actively enrolled in Arco Iris is limited to 750 students.

6.7 Active Roll. A student must be entered on and withdrawn from Arco Iris's active roll in accordance with District policies and OAR 581-023-0006.

6.8 Nondiscrimination Standards. Arco Iris may not limit admission or discriminate against any person on the basis of ethnicity, national origin, race, religion, disability, gender, sex, terms of an individualized education program, creed, color, ancestry, sexual orientation, income level, proficiency in the English language, or athletic ability. Additionally, Arco Iris may not discourage students otherwise eligible to attend, including any student with special needs, from applying to or attending Arco Iris. Arco Iris shall have the option to develop a proposal to be submitted to and approved by the District that will allow Arco Iris to implement Spanish language proficiency requirements for students who enroll in Arco Iris after being enrolled in non immersion Spanish language elementary educational programs to ensure sufficient Spanish language proficiency at a level that will allow the student to maximize his or her performance and achievement in Arco Iris' educational program. Such proposal shall comply with applicable state and federal law. This provision shall not be construed to obligate the District to approve any such proposal.

6.9 No Dual Enrollment. Without the District's prior written approval, Arco Iris shall not permit a student to attend on a full-time or part-time basis if such student attends or is enrolled, on a full-time or part-time basis, in another public school, another public charter school, or a non-public school. If Arco Iris, or any of its teachers, employees, or staff becomes aware that any student is enrolled or attending another public school, another public charter school, or a non-public school on a full-time basis or part-time basis, Arco Iris will notify the District in writing within three business days and will request that the parent of such student take appropriate action to reduce the student's enrollment and attendance to one school.

## **7. ENGLISH-LANGUAGE LEARNERS**

Arco Iris must comply with all federal, state, and local laws, ordinances, rules, and regulations, and all District policies regarding service to any student who is an English language learner ("ELL Student"), including without limitation, providing the services required under ORS 336.079, complying with Oregon content standards described in ORS 329.045, and complying with other requirements concerning subject of instruction and content standards. To enable ELL Students to acquire English language proficiency, Arco Iris must implement the ELL program described on the attached Exhibit A.

## **8. STUDENTS WITH DISABILITIES**

8.1 Generally. Arco Iris will comply with all District policies and regulations and all requirements of federal and state law concerning the special education of school-aged children who are eligible under the Individuals With Disabilities Education Act ("IDEA") and students with disabilities eligible for accommodations under Section 504.

8.2 Application and Enrollment. The application for each student to seek enrollment at Arco Iris must ask whether the student has an Individualized Education Program under IDEA ("IEP"). For any prospective student with an IEP, Arco Iris will notify the District as soon as possible. Students eligible for special education services and on an IEP will be included in the enrollment lottery under Section 6.1. If a student is selected through the lottery process, an IEP meeting will be held with an Arco Iris representative where the IEP team will determine if Arco Iris is an appropriate placement for the student. For a nonresident student who enrolls in Arco Iris with an IEP, the District will follow that IEP until a new IEP is developed.

8.3 Administering IEPs. Arco Iris and the District recognize the District is responsible for providing any required special education and related services to the student, to the extent required by ORS 338.165(1)(a). Arco Iris will work closely with the District to ensure that the services are provided and will make any required accommodations. The parties recognize that there will likely be several methods or "delivery mechanisms" for providing these services, and because there is no way to know in advance the specific needs of all special education students who will enroll at Arco Iris, there is no way to specify in this Charter anything more than a framework for administering the IEPs. Compliance by Arco Iris and the District includes, therefore, but is not limited to, the following:

8.3.1 The Individual Education Plan/Program (IEP) team is determined by federal law.

8.3.2 The District remains responsible for offering and providing a FAPE to all special education students who attend Arco Iris. The District is responsible for the provision of necessary special education programs, materials and services for any District special education student, including development and implementation of IEPs, handling administrative proceedings, and specialized services, to the extent required by ORS 338.165(1)(a).

8.3.3 Special Education transportation will only be provided by the District to a special education student if it is a related service on the student's IEP.

8.3.4 The student's IEP team will determine the appropriate educational program and placement each school year. Arco Iris will abide by the IEP team's decision on program and placement.

8.3.5 Arco Iris will be responsible to have a staff member on the IEP team of each enrolled special education student.

8.3.6 Arco Iris will work closely with the IEP team to determine how to meet the goals of the IEP and how to arrange for the special accommodations and services required.

8.3.7 Arco Iris will abide by the IEP team's decision in all areas and not change a student's IEP without IEP team action.

8.3.8 Arco Iris will comply with training required by the IEP team for delivery of services to the student.

8.3.9 Arco Iris will provide substitutes for Arco Iris staff who are required to attend IEP meeting related to a special education student.

8.3.10 Arco Iris will comply with all District procedures, policies, and regulations, and the requirements of federal and state law concerning the education and discipline of children with disabilities.

8.3.11 For those services that the IEP team determines would be best delivered by District employees, Arco Iris will cooperate with District staff to assist in the effective delivery of the services, which might include on-site or pull-out service delivery, and will provide a consistent instructional space for District special education staff to instruct students.

8.3.12 If the IEP team determines that delivery of certain special education services is best provided by Arco Iris, Arco Iris will (a) ensure that its staff receives any training, licensure, or certification necessary for the delivery of such services, and (b) negotiate a separate contract with the District under which the District will reimburse Arco Iris for its reasonable costs (in an amount to be agreed upon in an advanced written agreement) to provide such special education services.

8.3.13 Unless otherwise agreed by the parties in writing, the District shall not be obligated to compensate or reimburse Arco Iris for accommodations or modifications that it is required to provide in accordance with federal and state laws concerning persons with disabilities

8.3.14 The District has the discretion to determine which self-contained classrooms it will provide, if any, at Arco Iris, as opposed to at a District location. To the extent the provision of such services at Arco Iris causes Arco Iris to incur additional expense, other than expenses described in Section 8.3.13, the District agrees to reimburse Arco Iris for such expense in an amount to be agreed upon by the parties pursuant to Section 8.3.12.

8.4 Child Find; Accepted Students Later Determined to Be Special Education Students. The District shall identify, locate and evaluate students (resident and nonresident of the District enrolled in Arco Iris to determine which students may be in need of special education and related services according to the state and federal law.

8.4.1 Arco Iris will work closely with the District to ensure that these responsibilities are carried out with respect to students enrolled. Arco Iris will immediately notify the District if it suspects that a student may need evaluation to determine eligibility for special education.

8.4.2 Arco Iris must comply with the District's practices and policies for referral of students for evaluation. Any student referred for evaluation will remain enrolled at Arco Iris unless an IEP team determines that Arco Iris is not the appropriate placement for that student. Arco Iris will ensure that at least one of its teaching staff has been trained in the Child Find process.

8.4.3 The District will, to the extent possible, make available to Arco Iris teachers, Child Find training that is available to District teachers, except that Arco Iris shall reimburse the District for any additional costs it incurs by any teachers attending any such training.

8.5 Funding. The District will retain all funding for its special education students, including additional funding pursuant to ORS 327.013(1)(c)(A)(i).

8.6 Section 504. Arco Iris acknowledges that it is legally responsible to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and ORS Chapter 659 with respect to its students, staff and patrons. Arco Iris may contract for District services in order to comply with Arco Iris's legal obligations under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and ORS Chapter 659. Arco Iris and the District shall mutually agree on the cost of these services.

## 9. RECORDS

9.1 Weighted Average Daily Membership. Arco Iris will identify and count, and keep accurate records of: (a) its number of enrolled students and their days present and absent; (b) attendance; (c) the number of enrolled special education students; (d) the number of students eligible for and enrolled under ORS 336.079 (relating to ELL Students); (e) other data required in order to calculate average daily membership or weighted average daily membership ("ADMw"), and (f) any other information or records necessary or convenient for the District to determine funding.

9.2 Academic Records. Arco Iris agrees to accurately and timely maintain all records, including student academic records, required by law and Section 9.4, and agrees to retain and disclose those records as required by law. In each annual notice of Arco Iris required by the Family Education Rights and Privacy Act, the District's charter school liaison (or such other District officials designated by the District on a list provided to Arco Iris) must be listed as school officials with legitimate educational interest in the education records of Arco Iris students.

9.3 Financial Records. Arco Iris agrees to establish, maintain, and retain appropriate financial records in accordance with all applicable federal and state laws and for a period of seven years following the expiration or earlier termination of this Charter. Additionally, Arco Iris must operate in accordance with generally accepted standards of fiscal management applicable to Oregon nonprofit corporations, provided that its financial statements are prepared in conformity with Generally Accepted Accounting Principles and that its accounting method complies in all instances with governmental accounting requirements that apply to charter schools.

9.4 Additional Required Records. As District policies or state requirements change, the District may provide Arco Iris with a list of records and information that Arco Iris is required to provide to the District and the dates that the information is due, to enable the District to meet its reporting requirements. Additionally, Arco Iris must establish, maintain, and retain, in accordance with the terms of this Agreement and applicable law, the following:

9.4.1 Written policies for enrollment and admission processes;

9.4.2 A list of formerly and currently enrolled students, including each student's full legal name, student identification number (if any), birth date, address, home school district, and name and address of legal guardian;

9.4.3 Documentation required and relevant to the special-needs status of any special education student;

9.4.4 The results of students on required assessments;

9.4.5 Arco Iris's School Improvement Plan (defined in Section 12.1.3 below);

9.4.6 Documentation of all student suspensions and expulsions;

9.4.7 A list of all former and current staff members and teachers, including name, birth date, address, compensation, evidence of certification to teach or progress toward certification to teach (if applicable), and documentation of termination or registration (if applicable);

9.4.8 Evidence that insurance required under this Charter has been obtained and remains in full force and effect;

9.4.9 Copies of all leases or other agreements or documents relating to Arco Iris facilities, and documentation of loans or other debt of Arco Iris;

9.4.10 Detailed accounting of school expenditures and sources of income received for 7 years; and

9.4.11 Copies of all currently required certifications, and health- and safety-related permits for occupancy of Arco Iris facilities.

## 9.5 Synergy

9.5.1 Synergy is the Web-based student information system used by many Oregon school districts to manage student information to meet state and federal requirements, to provide student reports, student report cards, transcripts, and schedules.

9.5.2 Arco Iris must enter student enrollment and attendance records into Synergy on a daily basis and in accordance with District policies.

9.5.3 Arco Iris must provide its own Internet-ready Synergy capable computers and network access for staff who will be entering data, and must provide technical support for its computer hardware.

9.5.4 Arco Iris must provide its own computer printer and print its own Synergy reports.

9.5.5 The District will provide Arco Iris staff with Synergy support and training necessary to fully utilize Synergy at a level commensurate with other District schools serving the same grades. Such training shall be provided at no cost to Arco Iris at times to be agreed upon by the parties. The District will take such other reasonable steps to facilitate access to Synergy by Arco Iris to allow Arco Iris to utilize Synergy as contemplated by this Section 9.5.

9.5.6 Arco Iris must provide time for its staff to attend Synergy training.

9.5.7 Arco Iris staff who use Synergy will follow the security policies related to access to student records.

9.5.8 Arco Iris may elect to use the Synergy report card process, discipline incident tracking, classroom teacher module, Middle School Report Cards, ParentVue, or other features.

9.6 Report Cards. If Arco Iris does not use the Synergy report card process, it must maintain student report cards in substantially the format that Arco Iris has used at the time of renewal of this Charter, or other form approved by the District.

9.7 Inspection; Review. Arco Iris must promptly make available to the District, upon reasonable request, the foregoing records and any other records reasonably related in any way to operations of Arco Iris or this Charter. This right will survive the termination of this Charter for a period of seven years for all financial records, and three years for all other records, or such longer period required by law or such longer period of time necessary for the District to meet its legal obligations, but the District's right applies only to records applicable to the periods in which Arco Iris was operated as a public charter school.

## 10. POLICIES AND PROCEDURES

10.1 Generally. Within 15 days of adoption, Arco Iris will provide the District with a copy of any policies or procedures adopted, amended, modified, or repealed.

10.2 Student Safety. Arco Iris will maintain written policies and procedures addressing student safety.

10.3 Student Discipline. Arco Iris's discipline policies and procedures must be consistent with District policies. Additionally, Arco Iris must comply with all applicable federal and state laws and regulations governing discipline of children, including laws regarding discipline of children with disabilities and due process requirements. If Arco Iris disciplines a student with rights under IDEA and its state-law counterpart, it will administer discipline in a manner consistent with IDEA and state law.

10.4 Criminal Records Checks. In addition to complying with state-law requirements related to fingerprinting and criminal records checks of all employees, Arco Iris agrees to conduct fingerprinting and criminal records checks on any volunteer who will have unsupervised contact with students. Arco Iris may not allow a volunteer to have unsupervised contact with students if the volunteer has been convicted of an offense that would preclude that individual from working in a public school in Oregon. If any individual refuses to submit to a fingerprint or criminal records check, Arco Iris will not allow the person to have unsupervised contact with students.

10.5 Tuition. Arco Iris will not charge tuition to students, other than tuition for before- or after-school programs administered by Arco Iris.

10.6 Fund-Raising. As provided in ORS 338.125(4), Arco Iris may conduct fund-raising activities, but it may not require a student to participate in fund-raising activities as a condition of admission to Arco Iris.

10.7 Free and Reduced-Price Meals. Arco Iris will provide free and reduced-price meals to eligible students in accordance with federal and state law.

10.8 Transportation. Arco Iris is responsible for providing transportation to students who reside within the boundaries of the District and who attend Arco Iris. Notwithstanding the foregoing, the District is responsible for the transportation of students attending Arco Iris to the limited extent required by ORS 338.145. The parties agree that this provision is intended to be consistent with the terms of ORS 338.145 and that neither party shall be required to incur obligations in addition to the obligations required under ORS 338.145.

10.9 Services and Support Provided by the District. Except as expressly agreed in writing by the District or required by law, Arco Iris will not be entitled to the use of or have access to District services, supplies, or facilities.

10.10 Computer Hardware and Software Purchasing, Curriculum, and Licensing. The District agrees to include Arco Iris as a District school in computer hardware and software purchasing, curriculum, and licensing agreements to enable Arco Iris to purchase computer hardware, software, curriculum licenses and related items at the same cost as other District

schools, provided that such inclusion is (a) at no additional cost to the District, (b) allowed by the terms of such purchasing or licensing agreements, and (c) results in a cost savings to Arco Iris. In the event the District incurs additional costs or expenses as a result of this Section 10.10, Arco Iris shall reimburse the District for all such additional costs and expenses. Notwithstanding the foregoing, the District agrees to allow Arco Iris to purchase District-approved and required technology interventions as District pricing levels, except to the extent this would cause the District to be in breach or violation of any applicable contract, license, or agreement, and provided that the District does not incur any additional cost, expense, or liability.

## **11. SCHOOL LOCATION**

11.1 Generally. Any location used by Arco Iris for school must comply with all applicable local, state, and federal laws and regulations, including, but not limited to, those relating to accessibility, construction, fire, and safety, and zoning and land use codes for school use. Additionally, Arco Iris must provide the District with a copy of any lease, purchase agreement, or other binding agreement relating to a school facility for Arco Iris and forward a copy of the agreement to the District within 30 days of its execution.

11.2 Notice to District. Arco Iris must notify the District if:

11.2.1 There is a material change in the condition of any portion of its school facilities, such as through flood, fire, or other unanticipated circumstance, which notification must be made within two (2) business days of the occurrence of the event;

11.2.2 There is any written allegation that Arco Iris has breached any provision of a lease, deed restriction, or other agreement related to its school facilities, which notification must be made within five (5) business days of the receipt of the written allegation; or

11.2.3 The Arco Iris Board of Directors has passed a resolution to pursue relocation of the Arco Iris school facilities, or has authorized execution of a lease or purchase agreement for new school facilities, which notice must be made within ten (10) business days of passage of the resolution.

## **12. REPORTING**

12.1 Annual Reporting.

12.1.1 By September 15 of each school year, Arco Iris must submit to the Board:

(a) A list of all teachers, staff members, and administrators at Arco Iris, including, for each person, name, compensation, the position or description of duties, the date of the initiation of the criminal background investigation required by Oregon law, and licenses, endorsements, certifications, degrees, and qualifications;

(b) A summary of currently enrolled students by grade, including the number of students returning from the previous year and the number of students by home district; and

(c) Proof of insurance required under this Charter.

12.1.2 No later than September 30 of each school year, Arco Iris must deliver to the Oregon Department of Education and the District a written report, according to ORS 338.095(1), on the performance of Arco Iris and its students and disclose in its report sufficient information to allow the Oregon Department of Education and the District to make a determination of Arco Iris's compliance with the requirements of the Act.

12.1.3 Arco Iris must prepare a School Improvement Plan (the "School Improvement Plan") and make it available to the Board and to the parents of the students of Arco Iris and any interested community members no later than the date such report is due for District schools. The School Improvement Plan must include an analysis of student performance data and growth in achievement, analysis of accomplishment of the previous year's established goals, the revised improvement goals, the action plan to achieve those goals, and a procedure to evaluate the progress towards meeting the goals. The parents and community served by Arco Iris must be given an opportunity to provide input on the School Improvement Plan.

12.1.4 Arco Iris must cooperate with District staff to timely submit to the Oregon Department of Education, class and staff reports in accordance with all applicable rules and regulations.

12.2 Reports to Board. Each September Arco Iris must report to the Board on Arco Iris and the performance of Arco Iris students. The report shall be a report about the prior school year, shall include the student performance report described in Section 12.1.2 and the student improvement plan described in Section 12.1.3. The report shall also include the following information:

12.2.1 A summary of the achievement of students;

12.2.2 A financial update;

12.2.3 A summary of classes available and to be added;

12.2.4 The current enrollment;

12.2.5 Update about any wait lists for students;

12.2.6 A summary of training given to and received by staff and teachers;

12.2.7 Goals for improvement for the current school year and beyond;

12.2.8 A summary of the staff and their qualifications; and

12.2.9 Any other information requested by the Board in advance or at the Board meeting

12.3 Quarterly Reports. On or before October 25<sup>th</sup>, January 25<sup>th</sup>, April 25<sup>th</sup>, and July 25<sup>th</sup>, Arco Iris must deliver to the District a report including the following related to the prior fiscal quarter:

12.3.1 A list of any students expelled;

12.3.2 Documentation of any changes in any certificate of occupancy, or other health- or safety-related permits, applications, or filings;

12.3.3 Any correspondence, notices, or determinations from the Internal Revenue Service related to maintenance of its tax-exempt status;

12.3.4 Other than the first notice from the Oregon Secretary of State each calendar year relating to Arco Iris's annual report, any correspondence, notices, or determinations from the Oregon Secretary of State or the Oregon Department of Justice Charitable Activities Section related to its status as an Oregon nonprofit corporation;

12.3.5 A copy of any changes made to articles of incorporation or bylaws;

12.3.6 A list, including name and contact information, of any individuals leaving or joining the board of directors;

12.3.7 A list of any newly hired employees, including the names of the employees, the position or description of the employees' duties, the date of the initiation of the criminal background investigation required by Oregon law, and the employees' licenses, endorsements, certifications, degrees, and qualifications;

12.3.8 Balance sheet, a statement of revenues and expenditures for the quarter ended, a statement of revenues and expenditures year-to-date, a budget projection summary, all financial statements must reflect all funds, including grants, and must provide separate reports for each fund and must be in a format provided or approved by the District;

12.3.9 A list, including name and contact information, of any individuals who resigned from or were terminated as employees; and

12.3.10 The April quarterly report shall include projected enrollment by grade for the following school year as well as a staffing plan based on the projected enrollment.

12.4 Ongoing Reports.

12.4.1 Within five business days after the completion of the first week or partial week of any school year, Arco Iris must provide the District with a report for the first week or partial week of such school year. Such report shall include the name of each enrolled student, the grade level of each student, whether a student is an ELL student, whether a student is a special education student, whether a student is eligible for free or reduced lunch, other data required in order to calculate ADMw, and any other information or records necessary or convenient for the District to determine funding. This requirement is waived by the District if on or before the due date for each report, the District is able to obtain all such data, information, and records from Arco Iris's entries into Synergy.

12.4.2 On or before the 10<sup>th</sup> day of September, October, November, December, January, February, March, April, May, June, and July, during the term of this Charter, Arco Iris must provide the District with a report for the prior month-ended. Such report shall include the name of each student enrolled during the prior month, the number of days present and absent during the prior month, the grade level of each student, whether a student is an ELL student, whether a student is a special education student, whether a student is eligible for free or reduced lunch, other data required in order to calculate ADMw, and any other information or records necessary or convenient for the District to determine funding. This requirement is waived by the District if on or before the due date for each report, the District is able to obtain all such data, information and records from Arco Iris's entries into Synergy.

12.4.3 Within five days after being named as a plaintiff or defendant in any court proceeding or if any administrative enforcement proceeding is asserted against Arco Iris arising from or related to Arco Iris, Arco Iris must provide the District with notice of the proceeding.

12.4.4 Arco Iris must immediately notify the District and other appropriate authorities, in accordance with law, of discipline of Arco Iris' employees arising from misconduct that is related to students.

12.4.5 Arco Iris must comply with all state and federal reporting requirements applicable to charter schools, including, without limitation, to the extent applicable to Arco Iris, physical education facilities reports, physical education minutes reports, and staff assignment data. To the extent the District is required or desires to submit any report on behalf of Arco Iris, Arco Iris must provide the District with any data, information, or records necessary or convenient to allow or facilitate the District to timely complete and file such report.

12.5 Failure to Timely Provide Reports or Information to the District. In the event that Arco Iris fails to timely provide reports or information to the District in accordance with the Section 12, above, or the annual audit report described in Section 13.4, or in accordance with any other deadlines mutually agreed to by the parties in writing, immediately upon notification to

Arco Iris (email notification to the person at Arco Iris generally responsible for finances is an acceptable form of notification), the District may withhold up to 25 percent from any payment owed to Arco Iris pursuant to Section 14 of this Agreement until such time that Arco Iris has provided the report or information. As soon as possible, but no later than two business days after receiving the missing report or information, the District shall forward the withheld sums to Arco Iris.

12.6 Survival of Termination. Arco Iris's obligations under:

12.6.1 Section 12.1.2 will survive expiration or earlier termination of this Charter until Arco Iris has made a report for Arco Iris's final year, or partial year, of operation under this Charter;

12.6.2 Section 12.4.3 will survive expiration or earlier termination of this Charter;

12.6.3 Section 12.4.4 will survive expiration or earlier termination of this Charter to the extent the Arco Iris employee misconduct arose during the term of this Charter.

12.6.4 Sections 12.3.8 will survive expiration or earlier termination of this Charter until (a) the affairs of Arco Iris have been wound down in accordance with Section 23 of this Charter, and (b) Arco Iris has complied with the terms of Section 12.3.8 following the final fiscal quarter, or partial fiscal quarter, of Arco Iris's operations.

### 13. FINANCES

13.1 Annual Budget. On or before April 15 of each year, Arco Iris will submit to the District Arco Iris's proposed budget for the next fiscal year. Arco Iris must immediately report to the District any material variation from the approved budget. For purposes of this Section 13.1, a material variation is a variation that exceeds the total budgeted amount for the relevant line item by 10 percent or \$50,000, whichever is less. Additionally, a revised budget must be submitted to the District no later than October 15 of each year which must take into account the latest information available regarding state funding and Arco Iris's enrollment for the current year.

13.2 Fiscal Year. The fiscal year of Arco Iris must begin on July 1 of each year and end on June 30 of the subsequent year.

13.3 Segregated Finances. Arco Iris agrees to segregate the finances of its operations for the charter school from the finances of all other operations of Arco Iris, including, without limitation, maintaining separate financial records and financial accounts. Arco Iris's obligations under this Section 13.3 will survive expiration or earlier termination of this Charter.

13.4 Annual Audit. Each year, at Arco Iris's sole cost and expense, Arco Iris will retain an auditor to conduct an audit of the accounts of Arco Iris as required by ORS 338.095(2) and in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990, as it may be amended from time to time. The audit shall be conducted in accordance with the

governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. Arco Iris will deliver a copy of the final audit to the District, the Oregon Department of Education, and the State Board of Education no later than each September 15 during the term of this Charter. In the event that Arco Iris fails to timely commence its audit, or in the event Arco Iris fails to timely pay any fees or costs of its auditor for its audit services, the District may use funds withheld from Arco Iris pursuant to Section 12.5 to retain an auditor or pay any unpaid fees or costs of the auditor. No later than 15 days following Arco Iris's receipt of the final audit, Arco Iris must deliver to the District Arco Iris's plan to address any deficiencies noted in the audit. If the District believes that Arco Iris's plan to address any deficiencies is inadequate, or if Arco Iris fails to timely deliver its plan to the District, the District may begin the termination procedure described in Section 21.1.1 for failure to meet the terms of this Charter. Arco Iris's obligations to have an annual audit under this Section 13.4 will survive the expiration or earlier termination of this Charter until Arco Iris has completed the required audit for each fiscal year in which Arco Iris operated as a public charter school.

13.5 Borrowing Prohibited. Without the prior approval of the Board, during the term of the Charter, Arco Iris will not borrow more than 15 percent of its budgeted income for charter school operations on an unsecured basis or encumber any of its assets, except that Arco Iris may borrow more than 15 percent of its budgeted income for its charter school operations if such borrowing is solely for capital acquisitions and, in connection with such borrowing, may use the acquired assets as security for repayment of the borrowed funds, without the prior approval of the Board.

## 14. DISTRICT FUNDING

14.1 Percentage of General-Purpose Grant. For each school year, the District will provide funding to Arco Iris in an amount equal to 80 percent of the District's General-Purpose Grant per ADMw as calculated under ORS 327.013. Arco Iris's ADMw shall include the additional 0.5 ADMw described in ORS 327.013(1)(c)(A)(ii) for each student in average daily membership eligible for and enrolled in an English as a Second Language program under ORS 336.079, but shall exclude the additional 1.0 ADMw described in ORS 327.013(1)(c)(A)(i) for each student in average daily membership eligible for special education as a child with a disability under ORS 343.035.

14.2 Percentage of Children in Poverty. In calculating the ADMw of Arco Iris, it will be assumed that Arco Iris has the same percentage of children in poverty families, as calculated under ORS 327.013(7)(a)(E)(i), as the District. Arco Iris shall be eligible for its proportionate share of funding for students in poverty.

14.3 Title I Funds. Arco Iris shall be entitled to receive Title I funds or services in accordance with applicable state and federal law, and in a manner consistent with the District's established policies regarding the use and application of Title I funds to schools and programs within the District.

14.4 Payments. Within ten days of the District's receipt of the funds from the State School Fund under ORS 327.095, the District will send to Arco Iris the portion of those funds, if any, that must be paid to Arco Iris according to the terms of this Charter.

14.5 Limitation on District's Obligations. The financial commitment on the part of the District contained in this Charter is subject to annual appropriation by the State of Oregon. The District has no obligation to fund the operations of Arco Iris to the extent that the District does not receive such funding from the State of Oregon for that purpose during the Charter term. If the District experiences any reduction or increase in state funding support, proportionate reductions or increases will be made to the funds paid to Arco Iris by the District through adjustment or setoff in subsequent months.

14.6 State Law Governs. The parties intend that funding and payments be made in accordance with the requirements of state law. The parties intend that this Charter be automatically modified to conform to any changes in state law relating to the calculation of ADMw or funding provided to the District, or the funding of charter schools.

14.7 Grant Funds. As provided in ORS 338.125(4), Arco Iris may apply for and receive grant funds from any public or private entity without the assistance, direction, or oversight of the District and will not be obligated to distribute to the District any portion of grant funds received unless expressly required by the terms or conditions of the grant. In no event shall Arco Iris require a student to participate in fund-raising activities as a condition of admission to Arco Iris.

14.8 District Right to Review. The District may, at any time and from time to time, review the number of students actually enrolled in Arco Iris, compared to the enrollment reported to the District by Arco Iris, and the District may adjust the funding to reflect the District's determination of the ADMw of Arco Iris provided, however, that Arco Iris must be given at least five-days prior written notice of such determination before any such adjustment is made.

14.9 Adjustment to Disbursements. In the event of overpayment or underpayment to Arco Iris, the District will increase or decrease funding for subsequent months until the overpayment or underpayment is corrected. If, with the final payment for the school year or at the expiration or earlier termination of this Charter, the District has overpaid Arco Iris, Arco Iris must immediately reimburse the District for the overpayment amount. If the overpayment is not reimbursed to the District within 15 days after written request of the District, the unpaid balance will accrue interest at the rate of 8 percent per annum. If, with the final payment for the school year or at the expiration or earlier termination of this Charter, the District has underpaid Arco Iris, the District must immediately pay Arco Iris for the underpayment amount to the extent it receives or has received such funds. If the underpayment is not paid to Arco Iris by the District within 15 days after written request by Arco Iris, the unpaid balance will accrue interest at the rate of 8 percent per annum, however, in no event shall interest begin to accrue until the District has received such funds.

14.10 Retention for Other Purchased Services. The District may retain from the funding to be provided by it to Arco Iris in an amount equal to the cost of services to be provided to Arco Iris by the District under any separate written agreement between Arco Iris and the parties in which Arco Iris agrees to pay the District for such services.

14.11 ESD Funding and Services. The Charter School shall be eligible to receive its proportionate share of services that are available through the Northwest Regional Education

Service District in the same manner as a nonchartered public school in the District pursuant to ORS 338.115(14).

14.12 Transportation Reimbursement. The District will bill Arco Iris for 30% of transportation and will assume responsibility for submitting transportation costs to ODE for reimbursement back to the District. A list of providers may be requested by Arco Iris after July 1 each year to receive current District and ODE Approved Special Pupil Activity Bus (SPAB) list and Arco Iris will be responsible for 30% of costs with these providers. Any providers not on the District approved list will require 100% of cost by Arco Iris.

## **15. SITE VISITS**

15.1 District Representatives. Members of the Board, the District's Superintendent, or the Superintendent's designee may visit Arco Iris at any time during normal business hours to monitor and evaluate its compliance with this Charter. Generally, prior notice, if any, of such site visits will be given in a manner consistent with notice given to District schools.

15.2 Annual Visit. At least annually, a member of the Board, the District's Superintendent, or the Superintendent's designee must visit Arco Iris to evaluate its compliance with the terms of this Charter and the Act, and the success of the academic program. The District or its designee must prepare a written report of the findings of its evaluation, which must include, but is not limited to, the following: (a) a statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues; (b) a description of the assessments used to measure student progress; (c) a summary of student assessment results; (d) a description of the staffing of Arco Iris, summarizing the qualifications of staff members; and (e) a description of Arco Iris's educational program. A draft of the written report must be provided to Arco Iris and Arco Iris must be given at least 15 days to comment on the report or provide additional information for the report, before it is finalized.

## **16. CORPORATE STATUS**

16.1 Duties and Authority of Arco Iris's Board. Subject to the limitations and provisions of this Charter and the limitations of any funding provided by the District or other revenue sources, Arco Iris's board of directors will serve as fiscal agent for Arco Iris and must ensure compliance with all applicable laws, rules, regulations, policies, procedures, and the terms and conditions of this Charter and the Act, and will have authority to exercise the following powers (together with the powers as provided elsewhere in this Charter or the Oregon Nonprofit Corporation Act):

16.1.1 Contracting for goods and services;

16.1.2 Preparing budgets;

16.1.3 Selecting, supervising, evaluating, and determining compensation for personnel;

16.1.4 Promoting and terminating personnel;

16.1.5 Leasing facilities for school purposes;

16.1.6 Making decisions affecting students' access to education, such as disciplinary decisions;

16.1.7 Retaining final decision-making authority regarding parent complaints;

16.1.8 Providing procedural safeguards to those persons (including parents, students, and employees) affected by Arco Iris's execution of any governmental function with respect to providing services related to Arco Iris's operation;

16.1.9 Accepting and expending gifts, donations, or grants of any kind, including those described in ORS 338.155(9) and ORS 338.185, in accordance with the conditions prescribed by the donor and in accordance with law and the terms of this Charter, provided that Arco Iris complies with all state and federal laws regarding reporting of charitable contributions; and

16.1.10 Adoption of policies consistent with the terms of this Charter.

16.2 Nonprofit Corporation. At all times during the terms of this Charter, Arco Iris must be organized as an Oregon nonprofit corporation. A true and complete copy of Arco Iris's articles of incorporation are attached hereto as Exhibit B, and a true and complete copy of Arco Iris's bylaws are attached hereto as Exhibit C. The articles of incorporation and bylaws may not be amended, modified, or repealed in any way that is inconsistent with the terms of this Charter.

16.3 Corporate Purpose. During the term of this Charter, Arco Iris's articles of incorporation must provide that one of the purposes of Arco Iris is to operate the Arco Iris Spanish Immersion Charter School as a public charter school in a manner consistent with this Charter.

16.4 Dissolution. The articles of incorporation and bylaws of Arco Iris must provide that upon dissolution of Arco Iris, the assets of Arco Iris that were purchased with public funds must be given to the State Board of Education, as provided in ORS 338.105(6).

16.5 Tax-Exempt Status. At all times during the terms of this Charter, Arco Iris must be exempt from tax under Section 501(c)(3) of the Internal Revenue Code.

16.6 Board Composition. The board of directors of Arco Iris must comprise at least five individuals, no fewer than three of whom must reside within the Portland metropolitan area. Arco Iris shall ensure that the individuals comprising the board of directors of Arco Iris collectively have expertise in at least three of the following areas: education, project management, finance, planning, fundraising, technology, human resources, Spanish language, and/or diversity/multicultural. If a member of the Arco Iris board of directors resigns or is removed and the number of directors on the Arco Iris board is less than five, Arco Iris must inform the District in writing promptly and undertake good faith efforts to replace such director as soon as reasonably practicable.

16.7 Corporate Records. No later than five days after receipt of the District's request, Arco Iris must provide the District with copies of any and all board minutes, any board policies, and a list of current and former board members, including contact information. Arco Iris's obligation under this Section 16.7 will survive expiration or earlier termination of this Charter for a period of seven (7) years.

16.8 Litigation. Arco Iris represents and warrants that there is no litigation, claim, or arbitration, pending or threatened, against Arco Iris that would affect Arco Iris's ability to perform under this Charter.

## 17. INSURANCE

Arco Iris must at all times maintain and keep in force the following insurance:

17.1 Commercial General Liability Insurance. Commercial general liability insurance (occurrence version) with coverage for bodily injury and property damage liability, personal and advertising injury liability, contractual liability, employee benefits liability, professional liability, teachers' liability, medical payments, and non-owned auto liability (if Arco Iris does not maintain automobile liability insurance) with a general aggregate limit of not less than \$5 million and a per occurrence limit of not less than \$3 million.

17.2 Directors' and Officers' Liability Insurance. Directors' and officers' liability insurance in an amount not less than \$800,000 for each loss and \$800,000 each policy year covering against liability arising out of wrongful acts and employment practices.

17.3 Automobile Liability Insurance. In the event that Arco Iris purchases, leases, or acquires the title to or right to use one or more automobiles for which automobile liability insurance is required by law, Arco Iris must procure and maintain automobile liability insurance in an amount not less than \$2 million combined single limit covering against liability for damages because of bodily injury, death, or damage to property, including the loss of ownership, operation, maintenance, or use of any automobile. The policy will include underinsured and uninsured motorist coverage at the limits equal to bodily injury limits.

17.4 Workers' Compensation Insurance. Workers' compensation insurance according to State of Oregon statutes (ORS Chapter 656), as required by law, and employers' liability insurance with limits of \$100,000 each accident, \$100,000 disease each employee, and \$500,000 policy limit.

17.5 Employee Dishonesty Insurance. Employee dishonesty insurance covering all employees and volunteers. The policy must carry limits of no less than \$100,000. Coverage must include faithful performance and loss of money and securities.

17.6 Property Insurance. Property insurance on all owned buildings and equipment and on any leased buildings and equipment if required by the terms of the lease. The insurance must be written to cover the full replacement cost of the building and equipment on an all-risk-of-direct-physical-loss basis, including earthquake and flood perils.

All policies of insurance must be issued by a licensed and admitted insurance carrier with a rating not less than A from A.M. Best. The District must be listed as an additional

insured on all policies of insurance described in Sections 17.1 and 17.3. All policies of insurance must provide for 30 days' prior written notice to the District before cancellation or material change thereto. Arco Iris must show proof of all the above insurance within two business days after receipt of a written request from the District.

## **18. STAFF QUALIFICATIONS**

18.1 English Language Arts. All English Language Arts classes at Arco Iris will be taught in English by a teacher proficient in the English language.

18.2 Classes Taught in Spanish. All classes taught in Spanish at Arco Iris will be taught by a teacher proficient in the Spanish Language.

18.3 ELL Classes. All teachers providing programs specialized for ELL Students will be taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.

## **19. RELATIONSHIP BETWEEN ARCO IRIS AND THE DISTRICT**

19.1 Independent Contractor. Arco Iris is an independent contractor providing charter school educational services. None of the provisions of this Charter may be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the parties other than that of independent parties contracting solely for the purpose of effectuating this Charter.

19.2 No Employment. The District is not the employer of Arco Iris or its employees, agents, or contractors and will not collectively bargain with Arco Iris employees, and neither Arco Iris nor its employees, agents, or contractors are under the direction or control of the Board or the District, except as required by law or this Charter. Neither the District nor its employees, agents, or contractors are employees or agents of Arco Iris.

19.3 Separate Legal Entity. Arco Iris is a separate legal entity and may sue or be sued. Arco Iris is in no way affiliated with the District, and the District has no obligation or responsibility for any obligation or responsibility of Arco Iris.

19.4 Third-Party Contracts. Arco Iris has no authority to enter into a contract that would bind the District. Arco Iris must clearly indicate to vendors and other entities and individuals with which or with whom Arco Iris enters into an agreement or contract for goods or services that any and all obligations of Arco Iris are solely the responsibility and obligation of Arco Iris and are not the responsibility or obligation of the District.

19.5 Nonendorsement. Arco Iris acknowledges that the granting of this Charter in no way represents or implies endorsement by the Board or the District of any method of instruction, philosophy, practices, curriculum, or pedagogy used by Arco Iris or its agents, nor does this Charter constitute a guarantee by the Board or the District of the success of Arco Iris in providing a learning environment that will improve student achievement or achieve the mission or goals established by Arco Iris. In no event, however, does this Section 19.5 imply that the District may not exercise its termination rights under this Charter for the failure of Arco Iris to meet the terms or conditions of this Charter, or for failure to provide the type of curriculum required by law or this Charter.

19.6 Survival of Terms. The terms of this Section 19 will survive the expiration or earlier termination of this Charter.

## 20. INDEMNIFICATION

20.1 Arco Iris's Indemnity of the District. Arco Iris agrees to indemnify and defend the District and its Board members, officers, employees, and agents, and hold them harmless from and against any and all costs, expenses, attorney fees, damages, liabilities, claims, demands, grievances, injuries, and losses (collectively, "Liabilities") arising out of or in any way related to (1) the operation or condition of Arco Iris; (2) any debt or contractual obligation of Arco Iris; and (3) any negligence or wrongful act or omission of any Arco Iris board member, officer, employee, or agent. This Section 20.1 shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.

20.2 The District's Indemnity of Arco Iris. District agrees to indemnify and defend Arco Iris, its Board members, officers, employees, and agents, and hold them harmless from and against any and all Liabilities of any kind arising out of or in any way related to (1) the operation or condition of any District school (Arco Iris is not a District school); (2) any debt or contractual obligation of the District; and (3) any negligence or wrongful act or omission of any District board member, officer, employee, or agent. This Section 20.2 shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.

20.3 Assignment Agreement. Arco Iris agrees to indemnify and defend the District and its Board members, officers, employees, and agents, and hold them harmless from and against any and all Liabilities of any kind arising out of or in any way related to the Assignment Agreement, including, without limitation, any claim that the Assignment Agreement is invalid, unenforceable, incomplete, or prohibited by law.

20.4 District's Immunity. Nothing in this Charter may be construed to limit, diminish, or waive in any way the immunity provisions of ORS 338.115(7), and those provisions must be strictly enforced.

20.5 Risk Management. Arco Iris will promptly notify the District of any threatened legal claim if the threatened claim is against Arco Iris and will promptly provide the District with copies of all notices of claims. The District will promptly notify Arco Iris of any threatened legal claim if the threatened claim is with respect to Arco Iris and will promptly provide Arco Iris with copies of all notices of such claims.

20.6 Survival of Terms. The obligations of Arco Iris and the District under Sections 20.1, 20.2 and 20.4 will survive the expiration or earlier termination of this Charter. Any indemnified party will have the right, at its own expense, to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

## 21. TERMINATION

21.1 Ground for Termination. During the term of this Charter, the District acting through the Board may terminate this Charter on any of the following grounds:

21.1.1 Failure to meet any terms of this Charter or the Act;

21.1.2 Failure to meet the requirements for student performance described in this Charter;

21.1.3 Failure to correct a violation of a federal or state law that is described in ORS 338.115;

21.1.4 Failure to maintain the insurance described in this Charter; or

21.1.5 Failure to maintain financial stability.

21.2 Notice of Termination. If the Charter is terminated under Section 21.1, the District will notify Arco Iris in writing at least 60 calendar days before the proposed effective date of the termination and will state the grounds for the termination. Arco Iris may request a hearing by the Board regarding the proposed termination of this Charter. Such a request by Arco Iris must be made in writing and be delivered to the business address of the District within 30 calendar days of the receipt of the notice of the proposed termination.

21.3 Immediate Termination. Under ORS 338.105(4), the District may terminate this Charter immediately and close Arco Iris without complying with the notice provisions set forth in Section 21.2, if Arco Iris is endangering the health or safety of the students enrolled at Arco Iris.

21.4 Arco Iris's Appeal Rights. Nothing in this Section 21 may be construed to limit Arco Iris's appeal rights set forth in ORS 338.105.

## **22. REPRESENTATIONS, WARRANTIES, AND COVENANTS.**

22.1 The Parties' Representations, Warranties, and Covenants. In addition to any express representations, warranties, or covenants of either party contained herein, the following constitute representations, warranties, and covenants of each party to the other:

22.1.1 Each party has the legal power, right, and authority to enter into this Charter.

22.1.2 All requisite corporate action has been taken by each party in connection with entering into this Charter, and no further consent of any other party is required.

22.1.3 The persons executing this Charter on behalf of each party have the legal power, right, and actual authority to bind the party to the terms and conditions of this Charter.

22.1.4 This Charter will be a valid and legally binding obligation of and enforceable against each party in accordance with its terms.

22.1.5 Each party represents and warrants that neither the execution and delivery of this Charter, nor the incurring of the obligations set forth herein, nor compliance with the terms of this Charter conflict with or result in the material breach of any terms, conditions, or provisions of, or constitute a default under, any bond, note, or other evidence of indebtedness, or any contract, indenture, mortgage, deed of trust, loan, lease, or other agreement or instrument to which the party is a party.

22.2 Arco Iris's Representations, Warranties, and Covenants. In addition to any express representations, warranties, or covenants of Arco Iris contained herein, the following constitute representations, warranties, and covenants of Arco Iris to the District:

22.2.1 Except as disclosed to the District in writing, Arco Iris has not violated and is not in breach of any contract or agreement to which it is a party.

22.2.2 No attachments, execution proceedings, assignments for the benefit of creditors, insolvency, bankruptcy, reorganization, or other proceedings are pending or threatened against Arco Iris, nor are any such proceedings contemplated by Arco Iris.

22.2.3 Arco Iris will notify the District within ten business days if any administrative governmental agency, dispute resolution service, court, or any body with jurisdiction or authority to make such a determination, makes a determination that Arco Iris has acted contrary to law or in violation of any person's rights.

22.2.4 The Assignment Agreement is a valid and legally binding obligation of and enforceable against its parties in accordance with its terms and each party to the Assignment Agreement had the legal power, right, and authority to enter into the Assignment Agreement.

22.3 The Parties' Representations and Warranties Are Not Misleading. The representations and warranties of the parties contained herein are true and accurate, and are not misleading. All representations and warranties made by Arco Iris are to the actual knowledge of the members of the Arco Iris board of directors or its officers, agents, or employees.

## 23. DISSOLUTION

23.1 Assets. If this Charter is terminated or Arco Iris ceases operation or Arco Iris is dissolved (a "Dissolution"), the assets of Arco Iris that were purchased with public funds must be given to the Oregon Board of Education and must be disbursed as provided by the Act. If any assets were obtained with public grant funds, and the grant has no reference to ownership or distribution of assets upon Dissolution, the assets must be given to the Oregon Board of Education and must be disbursed as provided by the Act.

23.2 Student Records. In the event of a Dissolution, permanent student records must be transferred to the resident school district for each student.

23.3 Winding Up. In the event of a Dissolution, Arco Iris is responsible to wind down its operations and to pay any and all of its debts, loans, liabilities (contingent or otherwise), and obligations. Arco Iris must cooperate with the District to effect the orderly closing, including with respect to notification to students and parents of Arco Iris of the Dissolution and arranging for placement of Arco Iris students in schools in their home districts. In no event will the termination of this Charter or the dissolution or winding up of the affairs of Arco Iris cause the District to be responsible for or assume any liability incurred by Arco Iris. The parties understand that the District will have no obligation or responsibility to help employees of Arco Iris find new employment following a Dissolution, except as specifically required by the Act.

23.4 Termination by Arco Iris. Arco Iris may terminate this Charter or dissolve or close its charter school only as set forth in ORS 338.105(7), and after providing the District with written notice of its intent to do so at least 30 days before the end of the current school year.

## 24. GENERAL

24.1 Policies and Procedures. To the extent that Arco Iris desires to implement specific policies, procedures, or other specific terms of operation that supplement practices implemented in prior years, Arco Iris will be permitted to do so, provided that the policies, procedures, and terms of operation are not contrary to the terms or purpose of this Charter or applicable law.

24.2 Construction. The parties intend that the provisions of the Act strictly apply to and be incorporated into this Charter. The parties intend that to the greatest extent possible, the Act and this Charter (including all exhibits) be construed so as, to the maximum extent possible and unless there is a contradiction, to give effect to each and every term.

24.3 Entire Agreement. This Charter contains all terms, conditions, and understandings of the parties relating to its subject matter. All prior representations, understandings, and discussions are merged herein and superseded by this Charter.

24.4 Amendments. This Charter will automatically be deemed to be amended to conform to any amendment to the Act or any ordinance, regulation, order, or rule related to the Act, if such amendment is applicable to this Charter or the parties by its terms, but shall not be automatically included if the amendment is not required by law to apply to this Charter or the parties. Any other amendment or modification to this Charter must be in a writing signed by the parties and authorized by the Board.

24.5 Applicable Law. The parties intend that where this Charter references federal or state law, they be bound by any related regulations and any amendment to those laws or regulations, upon the effective date of the amendment.

24.6 Invalidity. If any provision of this Charter or any application of this Charter to Arco Iris is found contrary to law, or is deemed to be unenforceable or invalid for any reason, the provision or application will have effect only to the extent permitted by law. Either party may revoke this Charter if a material provision is declared unlawful, unenforceable, or invalid by any court of competent jurisdiction.

24.7 Governing Law. This Charter will be governed and construed according to the laws of the State of Oregon.

24.8 No Waiver. Neither party will be deemed to have waived any breach by the other party unless the waiver is in writing and specifically provides that the breach is waived. Additionally, no waiver of any breach of any covenant or provision contained herein will be deemed a waiver of any preceding or succeeding breach thereof, or of any other covenant or provision contained herein. No extension of time for performance of any obligation or act will be deemed an extension of the time for performance of any other obligation or act.

24.9 No Third-Party Beneficiary. This Charter does not create any rights in any third parties who have not entered into this Charter, nor is any third party entitled to enforce any rights or obligations that may be possessed by either party to this Charter.

24.10 Nonassignment. Neither party may assign any rights, benefits, or obligations under this Charter to any entity or individual without the prior written consent of the other party.

24.11 Time Is of the Essence. Time is of the essence with respect to each and every term and provision of this Charter.

24.12 Delegation by District. The parties agree and acknowledge that the functions and powers of the Board may be exercised by the Superintendent of the District, or by the Superintendent's designee, provided that any decision regarding renewal, nonrenewal, or termination of this Agreement may be made only by the Board.

24.13 Effective Date. This Charter is not effective until the date it is signed by both parties.

24.14 Survival of Representations. In addition to the covenants, agreements, representations, or warranties in this Charter that specifically survive expiration or earlier termination of this Charter according to their terms, the covenants, agreements, representations, or warranties made in Sections 4 (compliance with laws) and 17 (insurance requirements) will survive expiration or earlier termination of this Charter, until the affairs of Arco Iris are wound up in accordance with the terms of Section 23.

24.15 Counterparts. This Charter may be executed and delivered in counterparts, each of which will be considered an original and all of which together will constitute one and the same Charter.

24.16 Notice. All notices, demands, requests and other communications shall be in writing, and shall be sent via (i) personal delivery, (ii) facsimile, (iii) electronic mail, (iv) certified mail, return receipt requested, postage prepaid, or (v) overnight courier service. When so delivered to an addressee as indicated below, such notice shall be deemed to have been received as of (i) the date so delivered, (ii) upon confirmation of successful transmission pursuant to a facsimile transaction report, electronic mail receipt confirmation, or such other objective means of confirming successful delivery of the notice, if sent via facsimile or electronic mail, (iii) three (3) business days after the date so mailed, if mailed, or (iv) one (1) business day after the date sent by overnight courier service. Notwithstanding the foregoing, the parties may agree in writing to an alternate form of delivery and addressees for Arco Iris's

periodic reporting requirements set forth in Section 12 and Section 13.4, and such other periodic reporting requirements as may be agreed to in writing from time to time by the parties. A party may from time to time change its address or designated individual by notice to the other party.

To the District:

Beaverton School District  
16550 S.W. Merlo Road  
Beaverton, Oregon 97006  
Attention: Superintendent

With a copy to:

Beaverton School District  
16550 S.W. Merlo Road  
Beaverton, Oregon 97006  
Attention: General Counsel

To Arco Iris:

Arco Iris Spanish Immersion Charter School  
11815 Terra Linda Street  
Portland, Oregon 97225


With a copy to:


Jordan Ramis PC  
Two Centerpointe Drive, 6<sup>th</sup> Floor  
Lake Oswego, Oregon 97035  
Attention: Matthew D. Lowe

The parties have executed this Amendment as of the date written by each party's signature below.

**BEAVERTON SCHOOL DISTRICT NO. 48J**

**ARCO IRIS SPANISH IMMERSION  
CHARTER SCHOOL**

By:   
Name: Jeff Rose  
Its: Superintendent

By:   
Name: Caitlin Jeffrey  
Its: School Board President

Date: May 23, 2016

## **EXHIBIT A**

### **English as a Second Language Program**

#### **1. MISSION**

Arco Iris's ESL program must ensure that all Arco Iris ELL Students become proficient in listening, speaking, reading, and writing in English so they can achieve the same high academic standards required of District students.

#### **2. VISION**

Arco Iris's ESL program must ensure that all ELL Students become actively engaged, well informed, articulate citizens confident in their abilities to participate in the democratic process.

#### **3. OUTCOMES**

Arco Iris's ESL program must meet the District's goals for student language skill and proficiency learning outcomes. Arco Iris understands that each ELL Student must acquire social language skills and develop academic language proficiency in order to succeed. Arco Iris's ESL program must require each ELL Student to demonstrate proficiency in the four domains of English: reading, writing, speaking, and listening, as measured by a variety of formal and informal assessments implemented by the District. ELL Students must demonstrate proficiency in conversational fluency, academic language, literacy, and grammar in order to perform language functions in academic and social settings.

#### **4. REQUIRED COMPONENTS**

The ESL program implemented by Arco Iris must be sufficient to entitle each eligible ELL Student to an additional 0.5 ADMw in funding. Additionally, Arco Iris's ESL program must conform, in all respects, with the requirements of state and federal law and the District's ESL policies and procedures. Arco Iris's ELL program must include the following components:

4.1 Identification. All eligible ELL Students must be identified in accordance with federal and state requirements. Arco Iris will use the following process to identify eligible ELL Students:

4.1.1 Prior to admission of any student to Arco Iris, each student's parent or guardian must complete an admission packet which includes a Home Language Survey.

4.1.2 If a language other than, or in addition to, English is listed on the Home Language Survey, unless the student's limited English proficiency status at the District or another district can be documented, Arco

A-1

Iris shall administer an English proficiency assessment to such student. The English proficiency assessment shall be the same assessment used by the District in its schools and timing of such assessment shall conform to the timing required of District schools and federal and state requirements.

4.1.3 Based on the results of the English proficiency assessment, using standards consistent with District standards, eligible ELL Students will be placed in an appropriate English Language Development ("ELD") program and will be provided access to academic content.

4.2 Placement. Arco Iris staff or administrators will determine the appropriate grade level for each ELL Student in accordance with District guidelines and in compliance with all applicable laws. Arco Iris staff or administrators will work with the District's English Language Learner Education Department to review the student's English proficiency assessment results, prior education records (e.g. transcripts or grade reports), and other information and evaluate the student's age, grade level, overall educational background, interests, native language skills, and English proficiency, to determine the appropriate academic classes for each ELL Student. Each ELL Student must have access to all educational programs and will have a personalized educational plan.

4.3 English Language Development and Access to Academic Content.

4.3.1 Arco Iris must provide each ELL Student with special services in development of English proficiency in speaking, listening, reading, and writing. Typical models of ESL services include ESL Pull Out, ESL class period, and other ELD-based instructional models. The major ELD components include:

(a) The grammatical tools needed to create organized patterns of the English language used for social and academic communication, reading, speaking, writing, and cognitive processes. This component of ELD is known as "forms" and examples include syntax, parts of speech, subject/verb agreement, and conjunctions.

(b) Tasks or purposes of uses of English language in both social and academic settings. This component of ELD is known as "functions" and examples include summarizing, comparing and contrasting, describing people and happenings, and basic English language structure.

(c) Accuracy, ease, and flexibility in the use of all aspects of the English language. This component of ELD is known as "fluency" and examples include flow and speed of speech, listening for accuracy and normal speech, reading with accuracy and speed, and writing in correct and accurate English.

(d) Basic and accurate use of English language vocabulary in both social and academic settings. This component of ELD is known as "vocabulary" and examples

include learning multiple meanings of basic English words, complex word structures, flexible use of English words, and rules of English vocabulary.

4.3.2 Arco Iris must provide each ELL Student with access to academic content in all subject matters through sheltered or differentiated instruction, primary language instruction, or bilingual instruction. Sheltered or differentiated instruction focuses on content and uses many strategies, including, but not limited to, visual aides, building background knowledge, use of repetition, and avoidance of highly idiomatic usage of the English language. Sheltered or differentiated instruction may also require teachers to check for comprehension more often. The goal of sheltered or differentiated instruction is to make grade level content curriculum such as math, science, social studies, reading, and writing accessible to all ELL Students.

4.4 Reclassification. To be exited from the ESL program, an eligible ELL Student must meet English proficiency standards established by the District. Currently, the District's standards provide that an ELL Student who receives a score of 5 on the English Language Proficiency Assessments (ELPA) and who has shown continuous progress from year to year will be exited from the ESL program. However, an ELL Student with a score of 4 can be exited from the ESL program if Arco Iris's staff, teachers, and/or administrators believe the student can be successful in mainstream education and a portfolio of evidence has been gathered to show the student's English proficiency.

4.5 Monitoring. Arco Iris staff and administrators will monitor all exited ELL Students, while such student remains enrolled at Arco Iris, for two years following the student's exit from the ESL program, especially monitoring for any language related learning difficulties for the student. Arco Iris must provide special services to any exited Arco Iris ELL Student who fails or is at risk of failing academic programs during the two-year monitoring period.

## **5. TRANSLATED MATERIALS**

Arco Iris shall translate its enrollment materials, website, handbooks and communications materials into Spanish and into any other language required by law or District policies. Additionally, Arco Iris will provide registration assistance in Spanish to all Spanish speaking families, and will provide registration services in other languages to the extent required by law or District policies.

## **6. COOPERATION**

Although the responsibility to provide required services to ELL Students remains solely with Arco Iris, the District will serve, to the extent it deems reasonable, as a resource to provide advisory services to Arco Iris with respect to identification, determining placement, reclassification, monitoring of ELL Students, and other ESL program related areas. In the event Arco Iris desires to utilize services of the District outside of the scope of the District's advisory role, the District must agree in writing to provide such services and Arco Iris and the District must first agree upon the price Arco Iris must pay for such services. To the extent possible, the

District shall make available to Arco Iris teachers and staff, ESL training that is available to District teachers and staff, except that Arco Iris shall reimburse the District for any additional costs it incurs by any Arco Iris teachers or staff attending any such training. Arco Iris will cooperate with the District and provide it with any information it reasonably requests related to Arco Iris's ESL program, including information the District needs or desires for reporting to third parties.

## **7. TEACHER REQUIREMENTS**

All Arco Iris ESL program teachers must have an ESOL endorsement and meet all applicable requirements under federal law pertaining to teacher qualifications that may be in effect during the term of this Charter. Teachers in academic content classes are not required to have an ESOL endorsement. All Arco Iris teachers, regardless of whether they are assigned to the ESL program, will participate in ongoing professional development related to teaching ELL Students, including training with respect to sheltered instruction and sheltered instruction observation protocol (SIOP).

**EXHIBIT B**

**Arco Iris's Articles of Incorporation**



Secretary of State  
Corporation Division  
255 Capitol Street NE, Suite 151  
Salem, OR 97310-1327

Phone:(503)986-2200  
Fax:(503)378-4381  
www.filinginoregon.com

Registry Number: 623364-91  
Type: DOMESTIC NONPROFIT CORPORATION

Next Renewal Date: 08/13/2010

ARCO IRIS SPANISH IMMERSION CHARTER ...  
11815 SW TERRA LINDA ST  
BEAVERTON OR 97005

### Acknowledgment Letter

The document you submitted was recorded as shown below. Please review and verify the information listed for accuracy.

If you have any questions regarding this acknowledgement, contact the Secretary of State, Corporation Division at (503)986-2200. Please refer to the registration number listed above. A copy of the filed documentation may be ordered for a fee of \$5.00. Submit your request to the address listed above or call (503)986-2317 with your Visa or MasterCard number.

#### Document

ARTICLES OF INCORPORATION

#### Filed On

08/13/2009

#### Jurisdiction

OREGON

#### Nonprofit Type

PUBLIC BENEFIT

#### Name

ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL

#### Registered Agent

MATTHEW D LOWE  
FREMONT PLACE II STE 302  
1650 NW NAITO PKWY  
PORTLAND OR 97209

#### Mailing Address

11815 SW TERRA LINDA ST  
BEAVERTON OR 97005

623364.91

FILED

AUG 13 2009

OREGON

SECRETARY OF STATE

ARTICLES OF INCORPORATION  
OF  
ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL

ARTICLE I

The name of this nonprofit corporation is Arco Iris Spanish Immersion Charter School.

ARTICLE II

This Corporation is a public benefit corporation.

ARTICLE III

The Corporation shall have no members.

ARTICLE IV

The Corporation is organized for the following purposes:

A. To establish, conduct, manage and maintain a public charter school pursuant to ORS Ch. 338 within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986; and

B. To provide one-way Spanish immersion education to elementary and middle school-aged children within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986; and

C. To engage in any lawful activity for which corporations may be organized under Oregon laws, none of which is for profit, and within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986; and

D. Notwithstanding any other provision in this Article IV, the corporation is organized exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986.

ARTICLE V

The limitations on the Corporation include:

A. The Corporation shall have no capital stock, and no part of its net earnings shall inure to the benefit of any director, officer, or member of the Corporation, or any private individual;

B. No director or officer of the Corporation nor any private individual shall be entitled to assets upon dissolution of the Corporation or winding up its affairs.

C. Upon the dissolution of the Corporation, the board of directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, and after distribution all assets that were purchased with public funds to the Oregon State Board of Education pursuant to ORS 338.105(6), dispose of all of the assets of the Corporation exclusively for the purposes of

the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization by the Internal Revenue Code of 1986, or organizations exempt under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the board of directors shall determine. Any such assets not so disposed of shall be disposed of by the Circuit Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

D. Notwithstanding any other provisions of these Articles, the Corporation shall not conduct or carry on activities not permitted to be conducted or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code as now stated, or as it may be hereafter amended.

## ARTICLE VI

To the fullest extent permitted by the Oregon Nonprofit Corporation Act, no trustee, director or officer of the Corporation shall be personally liable to the Corporation or its members, if any, for monetary damages for conduct as a trustee, director or officer. Without limiting the generality of the foregoing, if the provisions of the Oregon Nonprofit Corporation Act are amended after this Article VI becomes effective, to authorize corporate action further eliminating or limiting the personal liability of trustees, directors or officers of the Corporation, then the liability of trustees, directors and officers of the Corporation shall be eliminated or limited to the fullest extent permitted by the Oregon Revised Statutes, as so amended. No amendment or repeal of this Article VI, nor the adoption of any provision of these Articles inconsistent with this Article VI, nor a change in the law, shall adversely affect any right or protection that is based upon this Article VI and pertains to conduct that occurred prior to the time of such amendment, repeal, adoption or change. No change in the law shall reduce or eliminate the rights and protections set forth in this Article VI unless the change in law specifically requires such reduction or elimination.

## ARTICLE VII

A. The Corporation shall indemnify, to the fullest extent permitted by the Oregon Nonprofit Corporation Act, any person who has been made, or is threatened to be made, a party to an action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise (including an action, suit or proceeding by or in the right of the Corporation) by reason of the fact that the person is or was a director, trustee, officer, employee or agent of the Corporation, or a fiduciary within the meaning of the Employee Retirement Income Security Act of 1974 with respect to an employee benefit plan of the Corporation, or serves or served at the request of the Corporation as a director, trustee, officer, employee or agent, or as a fiduciary of an employee benefit plan of another corporation, partnership, joint venture, trust, or other enterprise.

B. In addition, the Corporation shall pay for or reimburse any reasonable expenses incurred by such persons who are parties to such proceedings, in advance of the final disposition of such proceedings, to the full extent permitted by the Oregon Nonprofit Corporation Act.

C. Indemnification provided hereunder shall continue to cover any director, officer, trustee, employee or agent after such person ceases to serve in said capacity and shall inure to the benefit of such person's heirs, executors and administrators.

D. The right to indemnification conferred by this Article VII shall be considered a contract right between the Corporation and any such person entitled to indemnity hereunder.

#### ARTICLE VIII

The Board of Directors shall consist of at least three members. The number of directors shall be determined as specified or fixed in accordance with the bylaws. A director shall serve until a successor is elected and duly qualified.

#### ARTICLE IX

The affairs of the Corporation shall be managed by a Board of Directors which shall be constituted and have such powers as provided for in the bylaws. The power to amend, modify or repeal the Corporation's bylaws are reserved exclusively to the Corporation's directors as provided for in the bylaws.

#### ARTICLE X

The name of the registered agent for the Corporation is Matthew D. Lowe. The street address of the registered agent is O'Donnell Clark & Crew LLP, Fremont Place II, Suite 302, 1650 NW Naito Parkway, Portland, Oregon 97209.

#### ARTICLE XI

The principal office address of the Corporation is 11815 SW Terra Linda Street Beaverton, OR 97005.

#### ARTICLE XII

The name and address of the incorporator of the Corporation is: Matthew D. Lowe, Esq., O'Donnell Clark & Crew LLP, Fremont Place II, Suite 302, 1650 NW Naito Parkway, Portland, Oregon 97209.

#### ARTICLE XIII

The address to which the Secretary of State may mail notices is 11815 SW Terra Linda Street Beaverton, OR 97005.



Matthew D. Lowe, Incorporator

Person to contact about this filing:  
Matthew D. Lowe, Esq.  
O'Donnell Clark & Crew LLP  
Fremont Place II, Suite 302,  
1650 NW Naito Parkway,  
Portland, Oregon 97209  
(503) 306-0224

**EXHIBIT C**  
**Arco Iris's Bylaws**

**BYLAWS  
OF  
ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL**

**ARTICLE I. PURPOSES**

**Section 1. Purposes.** The purposes for which this corporation is organized are:

A. To establish, conduct, manage and maintain a public charter school pursuant to ORS Ch. 338 within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986; and

B. To provide one-way Spanish immersion education to elementary and middle school-aged children within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986; and

C. To engage in any lawful activity for which corporations may be organized under Oregon laws, none of which is for profit, and within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986; and

D. Notwithstanding any other provision in this Article I, the corporation is organized exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986.

**Section 2. Offices.** The principal office of the corporation shall be located in the state of Oregon. The corporation may have such other offices, either within or without the state of Oregon, as the board of directors may determine or as the affairs of the corporation require from time to time.

**ARTICLE II. MEMBERS**

The corporation shall have no members.

**ARTICLE III. BOARD OF DIRECTORS**

**Section 1. General Powers.** The business affairs of the corporation shall be managed by its board of directors. The board shall administer the finances of the corporation and shall have the sole authority to appropriate money.

**Section 2. Number and Tenure.**

A. Unless otherwise determined by the board of directors, there shall be no fewer than three (3) and not more than thirteen (13) members of the board.

B. A director will serve until a successor is elected and qualified, until the director has resigned or been removed from office, or until the director is otherwise unable to perform his or her duties under these bylaws. Except for designated or appointed directors, the term of each director shall be two (2) or three (3) years, to be set at the time of the director's election. The terms of the board of directors shall be staggered so that the terms of no more than two-thirds of the board will expire in any given year. The board of directors may shorten or extend any director's term by resolution to the extent necessary to stagger the terms of directors as provided for under these bylaws. Directors may be elected for successive terms.

C. The number of directors may be increased or decreased from time to time by resolution of the board of directors. No decrease in numbers shall have the effect of shortening the term of any director. In the event that the number of directors is increased and new directors are appointed, the term will extend to the next annual meeting of the directors.

**Section 3. Election of Directors.** Directors shall be elected as needed to fill vacancies or imminent vacancies on the board by a majority vote of a quorum of the board of directors then in office. The board shall endeavor to elect a director to fill an imminent vacancy one or two months prior to the scheduled expiration of a current director's term. Directors seeking re-election are subject to the Board's criteria for re-election. Prospective director(s) may be nominated to serve on the board of directors by current members of the board of directors. Prospective directors nominated in this manner shall be subject to review and election to the board of directors by the then-existing board of directors at a meeting of the board of directors called for such purpose. Notwithstanding this method of nominating and election directors, the board of directors may fill any vacancy on the board of directors pursuant to Article III, Section 11 of these Bylaws.

**Section 4. Qualifications of Directors.** All directors must be individuals.

**Section 5. Regular Meetings.** Regular meetings of the board of directors, shall be held at the time and place appointed by the board of directors. All regular meetings of the board of directors shall be held without other notice to directors than this bylaw and a resolution of the board of directors establishing the specific date on which the meeting shall be held. Unless changed by the board of directors, the regular annual meeting shall be held at the principal office of the corporation. The board of directors may provide by resolution another time or place within the state of Oregon for the holding of regular meetings without other notice than such resolution. If the day fixed for the regular meeting shall be a legal holiday in the state of Oregon, such meeting shall be held on the next succeeding business day.

**Section 6. Special Meetings.** Special meetings of the board of directors may be called by or at the request of the president, the presiding officer of the board of directors, or twenty percent of the directors then in office. The person or persons authorized to call special meetings of the board may fix any place within the state of Oregon as the place for holding any special meeting of the board called by them.

**Section 7. Notice to Directors.** Notice<sup>115</sup> of the time and place of any special meeting of the board of directors shall be delivered at least two (2) days previously thereto by written notice delivered personally or sent by mail to each director at his/her

address as shown by the records of the corporation. To the extent allowed by law, notice of a special meeting of the board of directors may be fulfilled by electronic mail or such other form of computer communication whereby directors either directly or indirectly receive notice of the meeting. If mailed, such notice shall be deemed to be delivered on the earlier of when the notice is received or five (5) days after being deposited in the United States mail in a postage prepaid, sealed envelope appropriately addressed to said director. Any director may waive notice of any meeting; The attendance of a director at any meeting shall constitute a waiver of notice for such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the purpose of, nor the business to be transacted at, any regular or special meeting of the board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law, by the articles, or by these bylaws.

**Section 8. Compliance with Public Meetings Law.** Notwithstanding any other notice and/or meeting requirement set forth in these Bylaws, the corporation shall fully comply with all the requirements set forth in Oregon's Public Meetings Law, ORS 192.610 - 710, when meeting on issues relating to operation of the public charter school operated by the corporation.

**Section 9. Quorum.** A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of business at any meeting of the board. If there is not a quorum at any said meeting, a majority of the directors present may adjourn the meeting from time to time without further notice other than announcement at the meeting, until a quorum shall be present.

**Section 10. Manner of Acting.** The act of a majority of the directors present in person at a meeting at which a quorum is present shall be the act of the board of directors, unless the act of a greater number is required by law, by the articles, or by these bylaws.

**Section 11. Vacancies and Removal.**

A. A vacancy on the board of directors shall exist upon the death, resignation or removal of any director.

B. All or any number of directors may be removed, with or without cause, at a meeting called expressly for that purpose by a majority vote of the members present.

C. Any director may resign at any time by giving written notice to the board of directors, the president or the secretary of the corporation. Except as otherwise provided by law, any such resignation shall take effect upon the receipt of such notice or at any later time specified therein. Unless otherwise specified in

the notice, the acceptance of such resignation shall not be necessary to make it effective. In the event the resignation of a director is tendered to take effect at a future time, a successor may be appointed to take office when the resignation becomes effective.

D. Vacancies on the board of directors and any directorship to be filled by reason of an increase in the number of directors may be filled by a majority of the remaining directors though less than a quorum, or by a sole remaining director. Each director so elected shall hold office for the balance of the unexpired term of his/her predecessor and until his/her qualified successor is elected and accepts office.

**Section 12. Compensation.** Directors as such shall not receive any stated salaries for their services, but by resolution of the board of directors, each director may be reimbursed for reasonable and necessary expenses incurred in discharging his or her duties as a director and in furtherance of the purposes of this corporation; but nothing herein contained shall be construed to preclude any director from serving the corporation in any other capacity and receiving compensation therefore.

**Section 13. Action Without a Meeting.** Subject to the requirements of Oregon's Public Meetings Law, any action required by law to be taken at a meeting of directors, or any action which may be taken at a meeting of directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the directors. Such consent shall have the same force and effect as a unanimous vote.

**Section 14. Telephone Meetings.** Members of the board of directors, or any committee designated by the board of directors, may participate in a meeting of the board of directors, or any committee, by means of conference telephone or similar communications equipment by means of which all persons in the meeting can hear each other, and such participation in a meeting shall constitute presence in person at the meeting.

**Section 15. Conflicts of Interest.**

A. A transaction in which a director of this corporation has a conflict of interest may be approved:

- (1) By the vote of the board of directors if the material facts of the transaction and the director's interest are disclosed or known to the board of directors; or
- (2) By obtaining approval of the:
  - (a) Oregon Attorney General; or

(b) The circuit court in an action in which the Oregon Attorney General is joined as party.

B. A conflict of interest transaction is a transaction with the corporation in which a director of the corporation has a direct or indirect interest. A conflict of interest transaction is not voidable or the basis for imposing liability on the director if the transaction is fair to the corporation at the time it was entered into or is approved as provided in Subsection A of the Section.

C. For the purposes of this Section, a director of the corporation has an indirect interest in a transaction if:

- (1) Another entity in which the director has a material interest or in which the director is a general partner is a party to the transaction; or
- (2) Another entity of which the director is a director, officer or trustee is a party to the transaction, and the transaction is or should be considered by the board of directors of the corporation.

D. For purposes of subsection A of this Section, a conflict of interest transaction is authorized, approved or ratified if it receives the affirmative vote of a majority of the directors on the board of directors who have no direct or indirect interest in the transaction. A transaction may not be authorized, approved or ratified under this Section by a single director. If a majority of the directors who have no direct or indirect interest in the transaction vote to authorize, approve or ratify the transaction, a quorum is present for the purpose of taking action under this Section. The presence of a director with a direct or indirect interest in the transaction does not affect the validity of any action taken under subparagraph A(1) of this Section if the transaction is otherwise approved or rejected as provided in subsection A of this Section.

E. For purposes of subparagraph A(1) of this Section, a conflict of interest transaction is authorized, approved or ratified by the members if it receives a majority of the votes entitled to be counted under this subsection. Votes cast by or voted under the control of a director who has a direct or indirect interest in the transaction, and votes cast by or voted under the control of an entity described in subsection C of this Section may be counted in a vote of members to determine whether to authorize, approve or ratify a conflict of interest transaction under subparagraph A(1) of this Section. A majority of the members, whether or not present, that are entitled to be counted in a vote on the transaction under this subparagraph constitutes a quorum for the purpose of taking action under this Section.

## **ARTICLE IV. OFFICERS**

**Section 1. Officers.** The officers of the corporation shall be a president, secretary and treasurer, each of whom shall be appointed by the board of directors. Such other officers and assistant officers may be appointed by the board of directors. Any two or more offices may be held by the same person. Except for the positions of president and secretary, the board may choose not to fill any of the other officer positions for any period.

**Section 2. Appointment and Term of Office.** The officers of the corporation shall be appointed annually by the board of directors at the regular annual meeting of the board of directors or at the first meeting following the creation of a vacancy in office. If the appointment of officers shall not be held at such meeting, such appointment shall be held as soon thereafter as is reasonable. New offices may be created and filled at any meeting of the board of directors. Each officer shall hold office until a successor has been duly appointed and qualified, or until his/her death, or until he/she shall resign or shall be removed in the manner hereinafter provided. An officer may resign upon ten (10) days written notice.

### **Section 3. Vacancies and Removal.**

A. A vacancy in any office because of death, resignation, removal, disqualification or any other cause may be filled by the board of directors.

B. Any officer, assistant officer, or agent appointed by the board of directors may be removed by the board of directors at any time, with or without cause; but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

**Section 4. Compensation.** The salaries and other compensation of all officers, assistant officers, and agents of the corporation shall be fixed by the board of directors, unless provided otherwise by statute, the articles of incorporation, or these bylaws.

**Section 5. President.** The president shall be the principal executive officer of the corporation and the chairman of the board of directors. Subject to the control of the board of directors, the president shall in general supervise and control all of the business and affairs of the corporation. The president shall, when present, preside at all meetings of the board of directors. The president may sign, with the secretary or any other proper officer of the corporation thereunto authorized by the board of directors, any deeds, mortgages, bonds, contracts, or other instruments which the board of directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the board of directors or by these bylaws to some other officer or agent of the corporation, or shall be required by law to be otherwise signed or executed; and, in general, shall perform all duties incident to the office of president and such other duties as may be prescribed by the board of directors from time to time. In the absence of a director holding the office of treasurer, the president shall exercise all the powers and be subject to the duties and obligations of Article IV, Section 8.

**Section 6. Vice President(s).** In the absence of the president or in the event of his/her death, inability or refusal to act, the vice president (or in the event there shall be more than one vice president, the vice presidents in the order designated at the time of their appointment, or in the absence of any designation then in the order of their appointment), if there be such an office, shall perform the duties of the president, and when so acting shall have all the powers of and be subject to all the restrictions upon the president; and shall perform such other duties as from time to time may be assigned to him/her by the president or by the board of directors.

**Section 7. Secretary.** The secretary shall: (a) prepare the minutes of the board of directors' meetings and keep them in one or more books provided for that purpose; (b) authenticate such records of the corporation as shall from time to time be required; (c) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (d) be custodian of the corporate records and of the seal of the corporation, if any, and see that the seal of the corporation, if any, is affixed to all documents the execution of which on behalf of the corporation under its seal is duly authorized; (e) keep a register of the post office address of each director; and (f) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to him/her by the president or the board of directors.

**Section 8. Treasurer.** If required by the board of directors, the treasurer shall give a bond for the faithful discharge of his/her duties, in such sum and with such surety or securities as the board of directors shall determine. He/she shall: (a) have charge and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for money due and payable to the corporation from any source whatsoever, and deposit all such money in the name of the corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article VIII of these bylaws; and (b) in general perform all of the duties incident to the office of treasurer and such other duties as from time to time may be assigned to him/her by the president or the board of directors.

**Section 9. Other Officers.** Other officers, assistant officers, or agents appointed by the board of directors shall exercise such powers and perform such duties as shall be determined from time to time by the board of directors, except such duties as shall be exclusively delegated to the board of directors by statute, the articles of incorporation, or these bylaws. Unless otherwise specified by the board of directors, any assistant secretary or assistant treasurer shall have authority to exercise any powers delegated to them from the secretary or treasurer, respectively, and in the absence of the secretary or treasurer shall assume all powers and discharge all duties ordinarily exercised by such absent officer.

**Section 10. Budget.** If the board of directors shall require, the budget and finance committee may, at such time as the board of directors may designate, prepare and submit an annual budget for discussion and approval by the board of directors.

## **ARTICLE V. SHARES OF STOCK AND DIVIDENDS PROHIBITED**

The corporation shall not have or issue shares of stock. No dividend shall be paid and no part of the income of the corporation shall be distributed to its directors or officers. The corporation may pay compensation in a reasonable amount to its directors or officers for services rendered as provided by the articles, other provisions of these bylaws, or resolution of the board of directors.

## **ARTICLE VI. LOANS TO DIRECTORS AND OFFICERS PROHIBITED**

No loan shall be made by the corporation to its directors or officers. The directors of the corporation who vote for or assent to the making of a loan to a director or officer of the corporation, and any officer or officers participating in the making of such loan, shall be jointly and severally liable to the corporation for the amount of such loan until the repayment thereof.

Any director against whom a claim shall be asserted under or pursuant to this Article VI shall be entitled to contribution from the other directors who voted for the action upon which the claim is asserted. To the extent that any director is required to pay such claim, he/she shall be subrogated to the rights of the corporation against the debtor on the loan.

## **ARTICLE VII. COMMITTEES**

**Section 1. Committees of Directors.** The board of directors, by resolution adopted by a majority of the directors in office, may designate and appoint one or more committees. Each duly designated and appointed committee shall consist of two or more directors in addition to any other members of the school community whom the board appoints to the committee, which committees, to the extent provided in said resolution, shall have and exercise the authority of the board of directors in the management of the corporation and shall carry out such responsibilities and functions as are assigned to it by the board of directors, except those items prohibited by ORS 65.354. Any member of a committee may be removed at any time by the majority vote of the board. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the board of directors or any individual director of any responsibility imposed upon him or her by law.

**Section 2. Limits on Authority of Committees.** No committee, including the executive committee, may do any of the following:

- A. authorize distributions;
- B. approve or recommend to members dissolution, merger or the sale, pledge or transfer of all or substantially all of the Association's assets;
- C. elect, appoint or remove directors or fill vacancies on the board or on any of its committees; or

D. adopt, amend or repeal the articles or bylaws.

**Section 3. Term of Office.** Each member of a committee shall continue as such until the next regular annual meeting of the directors of the Association and until his/her successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

**Section 4. Chair.** One member of each committee shall be appointed chair by the person or persons authorized to appoint the members thereof.

**Section 5. Vacancies.** Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

**Section 6. Quorum.** Unless otherwise provided in the resolution of the Board of Directors designating a committee and except as provided in Section 1, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee. At least one of the committee members present must then be a member of the board of directors.

**Section 7. Rules.** Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the board of directors.

**Section 8. Other Committees.** Other committees not having and exercising the authority of the board of directors in the management of the corporation may be appointed in such manner as may be designated by a resolution adopted by a majority of the directors present, and shall not be subject to the provisions of the Oregon Nonprofit Corporation Act governing meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the board of directors. The board of directors may, from time to time, request such committees to provide the board with a full and complete report when required.

## **ARTICLE VIII. CONTRACTS, LOANS, CHECKS, DEPOSITS**

**Section 1. Contracts.** The board of directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation and such authority may be general or confined to specific instances.

**Section 2. Loans.** No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the board of directors. Such authority may be general or confined to specific instances.

**Section 3. Checks, Drafts, Etc.** All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness, issued in the name of the corporation shall be signed by such officer or officers, agent or agents of the corporation and in such manner as shall from time to time be determined by resolution of the board of directors.

**Section 4. Deposits.** All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the board of directors may select.

#### **ARTICLE IX. BOOKS AND RECORDS**

**Section 1. Books and Records.** The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its board of directors and committees having any of the authority of the board of directors, and shall keep at its registered or principal office a record giving the names and addresses of the directors entitled to vote. All books and records of the corporation may be inspected by any director, or his/her agent or attorney, for any proper purpose at any reasonable time.

**Section 2. Financial Statements.** At the close of each taxable year the directors shall engage an accountant to prepare a financial statement for the corporation.

**Section 3. Annual Audit.** The corporation shall have an annual audit of the accounts of the charter school prepared in accordance with Oregon's Municipal Audit Law.

#### **ARTICLE X. FISCAL YEAR**

The fiscal year of the corporation shall begin on the first day of July and end on the last day of June of each year.

#### **ARTICLE XI. WAIVER OF NOTICE**

Whenever any notice is required to be given under the provisions of the Oregon Nonprofit Corporation Act or under the provisions of the articles of incorporation or the bylaws of the corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

**ARTICLE XII. AMENDMENTS TO BYLAWS**

These bylaws may be altered, amended or repealed and new bylaws may be adopted by a majority of the directors present at any regular meeting or special meeting, if written notice is given of the intention to alter, amend or repeal or to adopt new bylaws at such meeting.

**ARTICLE XIII. HEADINGS**

The headings contained in these bylaws are for convenience only and shall not in any way affect the meaning or interpretation of these bylaws.

**ARTICLE XIV. INDEMNIFICATION OF OFFICERS, DIRECTORS, EMPLOYEES, AND AGENTS**

The corporation shall indemnify, to the fullest extent permitted by the Oregon Nonprofit Corporation Act, any person who has been made, or is threatened to be made, a party to an action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise (including an action, suit or proceeding by or in the right of the corporation) by reason of the fact that the person is or was a director, trustee, officer, employee or agent of the corporation, or a fiduciary within the meaning of the Employee Retirement Income Security Act of 1974 with respect to an employee benefit plan of the corporation, or serves or served at the request of the corporation as a director, trustee, officer, employee or agent, or as a fiduciary of an employee benefit plan of another corporation, partnership, joint venture, trust, or other enterprise.

In addition, the corporation shall pay for or reimburse any reasonable expenses incurred by such persons who are parties to such proceedings, in advance of the final disposition of such proceedings, to the full extent permitted by the Oregon Nonprofit Corporation Act.

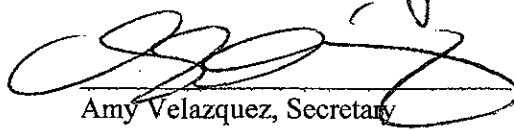
Indemnification provided hereunder shall continue to cover any director, officer, trustee, employee or agent after such person ceases to serve in said capacity and shall inure to the benefit of such person's heirs, executors and administrators.

The right to indemnification conferred by this Article XIV shall be considered a contract right between the corporation and any such person entitled to indemnity hereunder.

**ARTICLE XV. NONDISCRIMINATION POLICY**

The corporation adopts the following nondiscrimination policy:  
Arco Iris adheres to a policy of nondiscrimination in the admission of students. It admits students regardless of the race, color, national and ethnic origin, marital status, gender, sexual orientation, age, or disability, whether of the specific student or the student's parent(s) and/or guardian(s), to all the rights, privileges, programs and activities generally accorded or made available to students of Arco Iris. This policy also extends to any employees and contractors of Arco Iris.

I, Amy Velazquez, as secretary of Arco Iris Spanish Immersion Charter School, do hereby certify the foregoing to be the bylaws of said corporation, as adopted by the board of directors, at a meeting held on the 21 day of MAY, 2015.



Amy Velazquez, Secretary

6/8/2015  
Date

**ARCO IRIS SPANISH IMMERSION  
CHARTER SCHOOL**

**AUDIT REPORT**

**FOR THE FISCAL YEAR ENDED JUNE 30, 2021**

**ARCO IRIS SPANISH IMMERSION  
CHARTER SCHOOL**

**JUNE 30, 2021**

**Board of Directors**

Christa Billings – President  
Sarita Stevens – Vice President  
Sara Marx – Secretary  
Shagun Trivedi – Treasurer  
Mario Barron  
Leah Anderson  
Tessa McCoy  
Sarah Zephirin  
Erin Hatch

**Term Expires**

7/2021  
10/2020  
7/2021  
5/2022  
4/2021  
7/2021  
3/2024  
4/2024  
4/2023

**School Representative**

Michelle Herron – Principal

**Administration**

Michelle Herron – Principal  
8205 SW Creekside Pl.  
Beaverton, OR 97008

All Board members may be reached at the administration office.

**ARCO IRIS SPANISH IMMERSION  
CHARTER SCHOOL**

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## INDEPENDENT AUDITOR'S REPORT

Board of Directors  
Arco Iris Spanish Immersion Charter School  
Beaverton, Oregon

We have audited the accompanying basic financial statements of the governmental activities and the major fund of Arco Iris Spanish Immersion Charter School (an Oregon charter school), as of June 30, 2021, and for the year then ended, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of Arco Iris Spanish Immersion Charter School, as of June 30, 2021, and the respective changes in financial position, thereof, for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## Other Matters

### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 3 through 5 and the required schedule of proportionate share and contributions and analysis on pages 29 and 30 (collectively, the "RSI"), be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operations, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the schedule of proportionate share and employer contributions because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.


## Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The listing of board members, as located before the table of contents and other information, as listed in the table of contents, have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

## Report on Other Legal and Regulatory Requirements

In accordance with *Minimum Standards for Audits of Oregon Municipal Corporations*, we have also issued our report dated November 18, 2021, on our consideration of Arco Iris Spanish Immersion Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting or on compliance.

JARRARD, SEIBERT, POLLARD & COMPANY, LLC  
Certified Public Accountants  
West Linn, Oregon

By   
William N. Lisac, CPA, Partner

November 18, 2021



**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS**  
For the year ended June 30, 2021

As management of Arco Iris Spanish Immersion Charter School, we offer the following narrative overview and analysis of the School's financial statements for the year ended June 30, 2021. Because the information contained in this discussion is select in nature, it should be considered in conjunction with the financial statements included in this audit report.

These Financial Statements are presented in conformance with Governmental Accounting Standards Board (GASB) Statement No. 34. GASB 34 requires the School's financial statements to be presented on the same basis as those of our sponsoring district, the Beaverton School District.

The School's financial statements consist of the following:

- Government-wide financial statements
- Fund financial statements
- Notes to the financial statements

The government-wide financial statements are designed to provide an overview of the School's financial operations, in a manner similar to a private-sector business. The statement of net position presents information regarding all assets and liabilities, with the difference between the two being reported as net position. Changes in net position may serve as a useful indicator of whether or not the overall financial position of the School is improving or deteriorating. The statement of activities presents information showing how the School's net position increased or decreased during the year under audit. All activities in the government-wide financial statements are presented on the full accrual basis of accounting, in which they are reported as soon as the event occurs, regardless of the timing of associated cash flows.

The fund financial statements are presented focusing on near-term inflows and outflows of available resources, as well as balances of available resources available at the end of the year. This information is useful in assessing the School's near-term financial situation, and in the analysis of its annual budget. The Reconciliation of Governmental Funds provide reconciliation between the fund financial statements and the government-wide financial statements.

An analysis of the government-wide financial statements shows the following:

- As the School completed its tenth year of operations, total assets were \$14,073,689 of which \$9,769,413 are capital assets due to our building purchase and build out.
- Total deferred outflows representing amounts from PERS Pension amounted to \$1,328,940 at June 30, 2021.
- Our total liabilities were \$14,489,932, of which \$253,268 were current as of June 30, 2021. The remaining liabilities were for the bond for the building purchase of \$11,725,000 and net PERS pension liability of \$2,681,141.
- Our total net position at the end of the tenth year of operations was \$(585,720). All activities of the School are governmental activities.
- Our revenues came primarily from State School Fund revenues which were \$3,404,034, as well as other grant income.
- Total revenues from all sources for the year were \$4,520,388, including \$427,512 in PPP funds that were received in the prior year, but completely forgiven in 2020-2021 and is reflected as grant income.
- Our expenses totaled \$4,243,823 for the year. This includes interest on the bond of \$743,976, State PERS expense of \$299,727 due to the additional net liability, in addition to \$471,313 of actual PERS contributions.
- Our largest functional expense line item was for instructional costs, which totaled \$2,598,848
- The change in net position was \$276,565, as compared to \$(492,837) change for the prior year, resulting in an ending net position of \$(585,720).



**Statement of Net Position**

	2021	2020
<b>Assets</b>		
Current and other assets	\$ 2,975,336	\$ 2,635,196
Capital assets (net)	9,769,413	9,959,699
Total assets	<u>12,774,749</u>	<u>12,594,895</u>
Deferred Outflows	<u>1,328,940</u>	<u>980,005</u>
<b>Liabilities</b>		
Current liabilities	253,268	117,194
Long Term Liabilities	14,236,664	14,041,026
Total liabilities	<u>14,489,932</u>	<u>14,158,220</u>
Deferred Inflows	<u>169,477</u>	<u>278,965</u>
<b>Net Assets</b>		
Investment in capital assets, net of related debt	(1,062,334)	(899,795)
Restricted	1,079,007	1,007,748
Unrestricted (deficit)	(602,393)	(970,238)
Total net position	<u>\$ (585,720)</u>	<u>\$ (862,285)</u>

**Statement of Activities**

	2021	2020
<b>General Revenues</b>		
Charges for Services	\$ 111,895	\$ 234,821
State School Funds	3,404,034	3,058,249
Operating Grants & Contributions	1,001,473	194,410
Miscellaneous	2,986	5,185
Total Revenues	<u>\$ 4,520,388</u>	<u>\$ 3,492,665</u>
<b>Expenses</b>		
Instruction	2,598,848	2,007,458
Support Services	863,228	592,528
Debt Service	743,976	986,332
Enterprise & Comm Services	37,771	279,175
Total Expenses	<u>\$ 4,243,823</u>	<u>\$ 3,865,493</u>
Change in Net Position	276,565	(492,837)
Beginning Net Position	(862,285)	(369,448)
Ending Net Position	<u>\$ (585,720)</u>	<u>\$ (862,285)</u>



An analysis of the governmental fund financial statements shows the following:

The schedule of revenues, expenditures and changes in fund balance – budget and actual presents greater detail regarding the School’s revenues and expenditures for the year.

- As we write this in the fall of 2021, the School's revenues remain challenging to predict due to the unstable school funding environment as well as enrollment fluctuations in Oregon. The School's Board of Directors remains committed to budgeting conservatively to handle possible downward trends in per-pupil funding, should that result. The Public Employee Retirement System (PERS) continues to be a challenging cost for the school district and our school as well.
- The PPP (Paycheck Protection Program) in the amount of \$427,512 was needed as well, and fully forgiven in 2020-2021, this was reflected in grant income.

Please refer to the notes to the financial statements for a discussion of other issues related to the 2020-2021 year. Within that section are explanations of Arco Iris Spanish Immersion Charter School’s organization and operations, a summary of significant accounting policies, and other important information.

This financial report is designed to provide a general overview of the School’s finances for all those with an interest in the School’s finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Board at, Arco Iris Spanish Immersion Charter School, at 8205 SW Creekside Place, Beaverton, OR 97008

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
STATEMENT OF NET POSITION  
JUNE 30, 2021**

	<u>Governmental Activities</u>
<b>ASSETS AND DEFERRED OUTFLOWS OF RESOURCES:</b>	
Cash and cash equivalents – Note C	\$ 1,819,116
Cash – restricted for bonds and building repair – Note C	1,068,894
Accounts receivable	82,285
Prepaid expenses	5,041
Capital assets – Note D:	
Land	1,250,000
Building and Equipment, net of accumulated depreciation	<u>8,519,413</u>
<b>TOTAL ASSETS</b>	<u>12,744,749</u>
<b>DEFERRED OUTFLOWS OF RESOURCES:</b>	
Deferred amounts from PERS pension	<u>1,328,940</u>
<b>TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>	<u>14,073,689</u>
<b>LIABILITIES AND DEFERRED INFLOWS OF RESOURCES:</b>	
Accounts payable	60,528
Accrued payroll liabilities	122,740
Net pension liability	2,511,664
Bonds payable – Note F:	
Due in one year	70,000
Due in more than one year	<u>11,725,000</u>
<b>TOTAL LIABILITIES</b>	<u>14,489,932</u>
<b>DEFERRED INFLOWS OF RESOURCES RELATED TO PENSION:</b>	
Deferred amounts from PERS pension	<u>169,477</u>
<b>NET POSITION:</b>	
Investment in capital assets (net of related debt)	(1,062,334)
Restricted for:	
Library	985
Playground	9,128
Building repair and replacement reserve	100,043
Bond and bond interest	968,851
Deficit	<u>(602,393)</u>
<b>TOTAL NET POSITION</b>	<u>\$ (585,720)</u>

(See accompanying notes to basic financial statements)

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
STATEMENT OF ACTIVITIES  
FOR THE FISCAL YEAR ENDED JUNE 30, 2021**

	<u>Expenses</u>	<u>Program Revenues</u>		<u>Net (Expense) Revenue and Changes in Net Position</u>
		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	
<u>Functions</u>				
Education Instruction	\$ 2,598,848	\$ 96,551	\$ 573,961	\$ (1,928,336)
Instructional Support Services	863,228	-	-	(863,228)
Enterprise and Community Services	37,771	15,344	-	(22,427)
Interest on long-term debt	<u>743,976</u>	<u>-</u>	<u>-</u>	<u>(743,976)</u>
Total Governmental Activities	<u>\$ 4,243,823</u>	<u>\$ 111,895</u>	<u>\$ 573,961</u>	<u>(3,557,967)</u>
General Revenues:				
				3,404,034
				427,512
				<u>2,986</u>
				276,565
				<u>(862,285)</u>
				<u>\$ (585,720)</u>

(See accompanying notes to basic financial statements)

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
GOVERNMENTAL FUND  
BALANCE SHEET – GENERAL FUND  
JUNE 30, 2021**

ASSETS

ASSETS:

Cash and cash equivalents – Note C	\$ 1,819,116
Cash – restricted for bonds and building repair	1,068,894
Accounts receivable	82,285
Prepaid expenses	5,041
<b>TOTAL ASSETS</b>	<b>\$ <u>2,975,336</u></b>

LIABILITIES AND FUND BALANCE

LIABILITIES:

Accounts payable	\$ 60,528
Accrued payroll liabilities	122,740
<b>TOTAL LIABILITIES</b>	<b><u>183,268</u></b>

FUND BALANCE:

Nonspendable – prepaid expenses	5,041
Restricted for:	
Library	985
Playground	9,128
Building repair and replacement reserve	100,043
Bond and bond interest	968,851
Unassigned	1,708,020
<b>TOTAL FUND BALANCE</b>	<b><u>2,792,068</u></b>
<b>TOTAL LIABILITIES AND FUND BALANCE</b>	<b><u>\$ 2,975,336</u></b>

RECONCILIATION OF BALANCE SHEET TO STATEMENT OF NET POSITION:

TOTAL FUND BALANCES – GOVERNMENTAL FUND	\$ 2,792,068
The cost of capital assets (land, buildings, furniture and equipment) purchased or constructed is reported as an expenditure in governmental funds. The Statement of Net Position includes those capital assets among the assets of the District as a whole.	
Net Capital Assets	9,769,413
Pension related assets, deferred outflows, liabilities and deferred inflows are recognized on the Statement of Net Position but not in the governmental funds.	
Deferred outflows for pension items	1,328,940
Pension liability	(2,511,664)
Deferred inflows for pension items	<u>(169,477)</u>
	(1,352,201)
Long-term liabilities applicable to the District's governmental activities are not due and payable in the current period and accordingly are not reported as fund liabilities. All liabilities, both current and long term, are reported in the Statement of Net Position.	
	<u>(11,795,000)</u>
<b>NET POSITION OF GOVERNMENTAL ACTIVITIES</b>	<b><u>\$ (585,720)</u></b>

(See accompanying notes to basic financial statements)

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
GOVERNMENTAL FUND  
STATEMENT OF REVENUE, EXPENDITURES AND CHANGES IN FUND BALANCE  
- GENERAL FUND  
FOR THE FISCAL YEAR ENDED JUNE 30, 2021**

REVENUES:	
State School Fund	\$ 3,404,034
Grants	430,520
Other Local Revenue Sources	<u>258,322</u>
TOTAL REVENUES	<u>4,092,876</u>
EXPENDITURES:	
Current:	
Education instruction	2,085,383
Instructional support services	648,493
Facility and building support	123,150
Enterprise and community services	37,771
Capital outlay	115,037
Debt service	<u>808,976</u>
TOTAL EXPENDITURES	<u>3,818,810</u>
NET CHANGE IN FUND BALANCE	274,066
FUND BALANCE, BEGINNING OF YEAR	<u>2,518,002</u>
FUND BALANCE, END OF YEAR	<u>\$ 2,792,068</u>
RECONCILIATION OF STATEMENT OF REVENUE, EXPENDITURES AND CHANGES IN FUND BALANCE TO STATEMENT OF ACTIVITIES:	
NET CHANGE IN FUND BALANCE – GOVERNMENTAL FUNDS	\$ 274,066
PERS pension plan assets, liabilities, deferred outflows and inflows do not utilize current financial resources and are not reported in the governmental fund but are recognized on the statement of net position	(299,727)
Long-term debt (PPP loan) forgiven and reported as grant income on the Statement of Activities	427,512
Repayment of bond principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the Statement of Net Position	
Bond payments	65,000
Governmental funds report capital outlays as expenditures; in the statement of activities the cost of those assets is allocated over their estimated useful lives as depreciation expense:	
Capital outlay	115,037
Depreciation expense	(305,323)
Loss on disposition of assets	<u>-</u>
CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES	<u>\$ 276,565</u>

(See accompanying notes to basic financial statements)

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

NOTE A – Organization and Operation:

The Financial Reporting Entity

Arco Iris Spanish Immersion Charter School (School) is a non-profit corporation governed by a board, organized under provisions of Oregon Revised Statutes Chapter 338 for the purpose of operating a charter school. Accounting principles generally accepted in the United States of America require that these basic financial statements present all component units, if any. Component units, as established by the Governmental Accounting Standards Board (GASB) Statement 61, are separate entities that are included in the School's reporting because of the significance of their operational or financial relationships. All significant activities with which the School exercises oversight responsibility have been considered for inclusion in the basic financial statements. There are no component units.

NOTE B – Summary of Significant Accounting Policies:

**Governmental Accounting**

The School has the following characteristics:

- The School is sponsored by the Beaverton School District, a local school district which has a significant degree of oversight responsibility. The current charter is granted through June 30, 2022 with a detail process for renewal.
- State law requires charter schools to be nonprofit organizations.
- Its employees are participants in the state's public retirement system.
- The State of Oregon requires the School to comply with Municipal Audit Law, ORS Chapter 297.405 through 297.555, an interpretation of which requires the School to be presented as a government.

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

NOTE B – Summary of Significant Accounting Policies (Continued):

The School is considered to be a governmental organization and, therefore, the financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to government units as required by an interpretation of Oregon law for charter schools. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the School's accounting policies are described below.

**Government-wide Financial Statements**

The government-wide financial statements (i.e. the statement of net position and the statement of activities) report information on the School's activities as a whole. Because the School has only one purpose, its financial statements contain only one fund: the General Fund.

The statement of activities demonstrates the degree to which the direct expenses of the School are offset by program revenues. Program revenues include fees charged to students, other revenue from student store sales, and grants that are for operational or capital requirements. State School Fund support is reported as general revenues. Expenses are primarily for instruction and supporting services.

All direct expenses are reported by function in the Statement of Activities. Direct expenses are those that are clearly identifiable with a function.

The Statement of Net Position and the Statement of Activities were prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues, expenses, gains, losses, assets and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenues, expenses, gains, losses, assets, and liabilities resulting from non-exchange transactions are recognized in accordance with the requirements of GASB Statement No. 33 "Accounting and Financial Reporting for Non-exchange Transactions". Program revenue includes charges for student activities.

**Fund Financial Statements**

The Balance Sheet and Statement of Revenue, Expenditures, and Changes in Fund Balance report information on the School on a fund basis.

The accounts of the School are organized and operated as a fund. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. The minimum number of funds is maintained consistent with legal and managerial requirements.

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

NOTE B – Summary of Significant Accounting Policies (Continued):

**Governmental Fund Types**

Government funds are used to account for general government activities. Governmental fund types use the current financial resources measurement focus and the modified accrual basis of accounting. Non-grant revenues are recognized when they become measurable and available as net current assets. Revenues are considered to be available if collected within approximately sixty days of the year-end. Grants are recorded as revenue using the same criteria as the accrual basis. Expenditures are generally recorded when a liability is incurred, as under the accrual basis. The principal exception is capital outlay which is an expenditure when an asset is purchased.

Revenues susceptible to accrual are interest, state, county and local shared revenue and federal and state grants. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other grant requirements have been met.

The following major fund is reported:

**GENERAL FUND**

This fund accounts for all financial resources and expenditures, except those required to be accounted for in another fund (of which there are none). The principal revenue sources are payments of state school support from Beaverton School District, program fees, grants, and donations.

**Net Position and Fund Balance**

The government-wide financial statements may report net position on the Statement of Net Position as follows:

**Net Investment in Capital Assets** – The component of net position that reports the difference between capital assets less both the accumulated depreciation and any outstanding balance of debt, excluding unspent proceeds, that is directly attributable to the acquisition, construction or improvement of these capital assets.

**Restricted** – Consists of external constraints placed on net asset use by creditors, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

**Unrestricted** – The difference between the assets and liabilities that is not reported in Net Investment in Capital Assets, and Restricted Net Position.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, then unrestricted resources as they are needed.

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

NOTE B – Summary of Significant Accounting Policies (Continued):

**Deferred Outflows/Inflows of Resources**

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net positions that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then. At June 30, 2021, there were deferred outflows of \$1,328,940 related to pension deferrals in the Statement of Net Position.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applied to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. At June 30, 2021 there were deferred inflows of \$169,477 related to pension deferrals in the Statement of Net Position.

Retirement Plans

Substantially all employees are participants in Public Employees Retirement Systems (PERS), and the Oregon Public Service Retirement Plan (OPSRP), a statewide cost-sharing multiple employer defined benefit pension plan (PERS), and a defined benefit and a combined benefit plan (OPSRP).

For purposes of measuring the net pension asset, liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Oregon Public Employees Retirement System (OPERS) and additions to/deductions from OPERS's fiduciary net position have been determined on the same basis as they are reported by OPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

**Fund Balances**

With regard to the fund financial statements, the School has adopted GASB Statement No. 54, which redefined how fund balances of the governmental funds are presented in the financial statements. Fund balances are classified as follows:

**Nonspendable** – Amounts that cannot be spent either because they are not in a spendable form or because they are legally or contractually required to be maintained intact.

**Restricted** – Amounts that can be spent only for specific purposes because of debt covenants, state or federal laws, or externally imposed conditions by grantors or creditors.

**Committed** – Amounts that can be used only for specific purposes determined by a formal action by Board of Directors.

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

**NOTE B – Summary of Significant Accounting Policies (Continued):**

Assigned – Amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes.

Unassigned – All amounts not included in other spendable classifications.

The details of the fund balances are included in the Governmental Fund Balance Sheet.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed. The Board has not adopted a fund balance policy as of June 30, 2021.

**Budget**

Although not required to follow Oregon Local Budget Law, the School's charter requires that it submit a proposed budget to the District each year. The School prepares this budget on the modified accrual basis of accounting. Expenditure budgets are made at the following levels for the General Fund:

- Level of Control
- Salaries
- Employee Benefits
- Purchased Services
- Supplies and Materials
- Facility and Building support
- Capital Outlay
- Debt Service

See page 30 for a comparison of budget to actual.

**Cash and Investments**

The School records its cash and investments at cost, which reflects market value.

**Grants**

Unreimbursed expenditures due from grantor agencies are reflected in the government wide financial statements as receivables and revenues. Grant revenues are recorded at the time eligible expenditures are incurred. Cash received from grantor agencies in excess of related grant expenditures is recorded as deferred revenue in the balance sheet and statements of net position.

**Accounts Receivable**

Accounts receivable are stated at the amount management expects to collect from outstanding balances. Therefore, no provision for uncollectible amounts have been made.

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

NOTE B – Summary of Significant Accounting Policies (Continued):

**Capital Assets**

Capital assets, which include furniture, equipment, and durable instructional materials, are reported on the government-wide financial statements. The School capitalizes assets with an initial cost of more than \$2,500 and estimated useful lives in excess of one year. Purchased assets are recorded at historical cost; donated capital assets are recorded at estimated fair market value at the date of donation.

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the life of the asset are not capitalized.

Capital assets are depreciated using the straight line method over useful lives ranging from five to thirty-nine years.

**State School Fund**

Pursuant to ORS 338.155, students of a public charter school are considered to be residents of the school district in which the public charter school is located. The School reports the number of full-time equivalent students and related data to the District. The District reports the number of full-time equivalent students and related data to the State of Oregon for computation of their share of the State School Fund payment. Within 10 days of receipt from the State of Oregon, the District is required to send payment to the School of a percentage of the funds they receive for those students. The percentage remitted is limited by state statute and is established by the charter agreement between Beaverton School District and the School.

**Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**Compensated Absences**

The School employees' unused vacation and other potential compensated absences are not accrued because the School considers them paid at June 30, 2021 or any balance insignificant to the financial position of the School.

**Tax Status**

The School is established pursuant to Section 501(c)(3) of the Internal Revenue Code and, accordingly, the change in net position is exempt from income taxes. A favorable determination letter was obtained from the Internal Revenue Service and the Board believes that the School continues to qualify and to operate in accordance with applicable provisions of the Internal Revenue Code.

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

NOTE B – Summary of Significant Accounting Policies (Continued):

U.S. generally accepted accounting principles require management to evaluate tax positions taken by the School and recognize a tax liability (or asset) if an uncertain position has been taken that more likely than not would not be sustained upon examination by the Internal Revenue Service. The School is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress. Management believes it is no longer subject to income tax examinations for years prior to June 30, 2017.

**Fundraising**

Various fundraising activities supplement the resources available for school programs. The proceeds of fundraising activities, net of related fundraising costs, are reported as part of operating revenue and contributions in the statement of activities.

NOTE C – Cash and Investments:

Custodial Credit Risk - Deposits

The School's cash deposits consist of demand deposits with two financial institutions. As of June 30, 2021, the total bank balance per the bank statement was \$2,888,010 (book balance \$2,888,010). All deposits are held in the name of the School. Of these deposits, \$500,000 was covered by federal depository insurance. These deposits are in two banks that are on the Oregon State Treasurer's approved list for amounts that exceed Federal deposit insurance.

Cash and investments at June 30 (recorded at cost) consisted of:	<u>Carrying Value</u>	Percent of <u>Portfolio</u>
Deposits with Financial Institutions		
Demand Deposits, Interest bearing – Checking and Savings	\$ 1,819,116	63.0%
Bond and Building Repair Reserve Restricted Bank Accounts	<u>1,068,894</u>	37.0%
Total Cash and Investments	<u>\$ 2,888,010</u>	

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

NOTE C – Cash and Investments (Continued):

Interest Rate Risk

Oregon Revised Statutes require investments to not exceed a maturity of 18 months, except when the local government has adopted a written investment policy that was submitted to and reviewed by the OSTFB. The School does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The School does not have any investments that have a maturity date.

Credit Risk

The School has no formal investment policy that further restricts its investment choices.

Concentration of Credit Risk

The School places no additional limits on the amount the School may invest in any one issuer. In accordance with GASB 40, the School is required to report all individual non-federal investments which exceed 5% of total invested funds. As of June 30, 2021, the School did not hold any non-federal investments.

NOTE D – Capital Assets:

During the year ended June 30, 2021, capital assets changed as follows:

	Cost			
	July 1, 2020	Additions	Deletions	June 30, 2021
<b>Non Depreciable Capital Assets:</b>				
Land	\$ 1,250,000	\$ -	\$ -	\$ 1,250,000
Total	<u>1,250,000</u>	<u>-</u>	<u>-</u>	<u>1,250,000</u>
<b>Depreciable Capital Assets:</b>				
Building & leasehold imp.	8,697,049	-	-	8,697,049
Equipment	<u>372,866</u>	<u>115,037</u>	<u>-</u>	<u>487,903</u>
Total	<u>9,069,915</u>	<u>115,037</u>	<u>-</u>	<u>9,184,952</u>
<b>Less Accumulated Depreciation:</b>				
Building & leasehold imp.	(275,546)	(226,207)	-	(501,753)
Equipment	<u>(84,670)</u>	<u>(79,116)</u>	<u>-</u>	<u>(163,786)</u>
	<u>(360,216)</u>	<u>(305,323)</u>	<u>-</u>	<u>(665,539)</u>
Net depreciable capital assets	<u>(360,216)</u>	<u>(190,286)</u>	<u>-</u>	<u>8,519,413</u>
Capital assets, net	<u>\$ 9,959,699</u>	<u>\$ (190,286)</u>	<u>\$ -</u>	<u>\$ 9,769,413</u>

Depreciation is allocated to the functions as follows: Instruction: \$274,323, Support Services: \$31,000.

All capital assets are pledged as security for bonds.

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

NOTE E – Operating Leases:

A lease for two copiers (Ricoh MP7502SP and MPC6502SP) from Pacific Office Automation began in December of 2017 with a five year lease for these copiers with monthly payment of \$1,966. The total copier lease payments made during the year ended June 30, 2021 were \$23,592.

Future minimum operating lease payments for the two copiers are scheduled as follows:

<u>Year Ending June 30</u>	
2022	\$ 23,592
2023	11,796
	<u>\$ 35,388</u>

NOTE F – Long-Term Obligations:

The School has Oregon Facilities Authority Charter School Revenue Bonds, Series 2018 Issued \$12,100,000 July 31, 2018 due June 15, 2028.

Future debt service schedule for bonds and interest payable is as follows:

<u>Due Date</u>	<u>Principal</u>	<u>Coupon %</u>	<u>Interest</u>	<u>Total P&amp;I</u>	<u>Fiscal Year Totals</u>
12/15/2021	\$ -	-	\$ 369,719	\$ 369,719	\$ -
06/15/2022	70,000	7.000%	369,719	439,719	809,438
12/15/2022	-	-	367,269	367,269	-
06/15/2023	70,000	7.000%	367,269	437,269	804,538
12/15/2023	-	-	364,819	364,819	-
06/15/2024	75,000	7.000%	364,819	439,819	804,638
12/15/2024	-	-	362,194	362,194	-
06/15/2025	190,000	-	362,194	552,194	914,388
06/15/26-27	420,000	7.000-6.250%	1,410,935	1,830,935	1,830,935
06/15/2028	<u>10,970,000</u>	7.000-6.250%	<u>685,625</u>	<u>11,655,625</u>	<u>11,655,625</u>
<b>Total</b>	<u>\$11,795,000</u>		<u>\$5,024,562</u>	<u>\$16,819,562</u>	<u>\$ 16,819,562</u>

Long-term debt activity for the year ended June 30, 2021 is as follows:

	6/30/20			6/30/21		Due within One Year
	Balance	Additions	Reductions	Balance	-	
Charter School Revenue Bonds	\$11,860,000	\$ -	\$ 65,000	\$11,795,000	-	\$ 70,000
Note payable – PPP loan	427,512	-	427,512	-	-	See note
<b>Total</b>	<u>\$12,287,512</u>	<u>\$ -</u>	<u>\$ 492,512</u>	<u>\$11,795,000</u>	<u>-</u>	<u>\$ 70,000</u>

The total interest incurred for the year ended June 30, 2021 was \$743,976.

The bonds are secured by all buildings, improvements, fixtures, equipment, personal property and various other assets and assignments.

The School has a Debt Service Coverage Ratio covenant to maintain net income available for debt service in an amount equal to at least 1.10 times the maximum annual debt service. The School has complied with this covenant as of June 30, 2021.

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

NOTE F – Long-Term Debt (Continued):

Note Payable – On April 18, 2020, the School received \$427,512 in a direct borrowing under the Paycheck Protection Program with a 1 percent interest from Heritage Bank. The School applied for forgiveness of the loan to the extent it is used for payroll, utilities, and rent obligations. The School received full forgiveness February 2021 and did not make any payments on this loan. The loan forgiveness has been recognized as grant income on the Statement of Activities for the year ended June 30, 2021.

NOTE G – Pension Plan – Oregon Public Employees Retirement System (OPERS):

**General Information about the Pension Plan**

**Plan description**

Employees of the School are provided with pensions through the Oregon Public Employees Retirement System (OPERS) consisting of a single cost-sharing multiple-employer defined benefit pension plan. The Oregon Legislature has delegated authority to the Public Employees Retirement Board to administer and manage the system.

All benefits of the System are established by the legislature pursuant to ORS Chapters 238 and 238A. Tier One/Tier Two Retirement Benefit plan, established by ORS Chapter 238, is closed to new members hired on or after August 29, 2003. The Pension Program, established by ORS Chapter 238A, provides benefits to members hired on or after August 29, 2003. OPERS issues a publicly available Comprehensive Annual Financial Report and Actuarial Valuation that can be obtained at [http://www.oregon.gov/pers/Pages/section/financial\\_reports/financials.aspx](http://www.oregon.gov/pers/Pages/section/financial_reports/financials.aspx). If the link is expired please contact Oregon PERS for this information.

**Benefits provided**

**1. Tier One/Tier Two Retirement Benefit ORS Chapter 238 and 238A**

**Pension Benefits**

The OPERS retirement allowance is payable monthly for life. It may be selected from 13 retirement benefit options. These options include survivorship benefits and lump-sum refunds. The basic benefit is based on years of service and final average salary. A percentage (2.0 percent for police and fire employees, 1.67 percent for general service employees) is multiplied by the number of years of service and the final average salary. Benefits may also be calculated under either a formula plus annuity (for members who were contributing before August 21, 1981) or a money match computation if a greater benefit results.

A member is considered vested and will be eligible at minimum retirement age for a service retirement allowance if he or she has had a contribution in each of five calendar years or has reached at least 50 years of age before ceasing employment with a participating employer. General service employees may retire after reaching age 55. Tier One general service employee benefits are reduced if retirement occurs prior to age 58 with fewer than 30 years of service. Tier Two members are eligible for full benefits at age 60. The ORS Chapter 238 Defined Benefit Pension Plan is closed to new members hired on or after August 29, 2003.

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

NOTE G – Pension Plan – Oregon Public Employees Retirement System (OPERS)(Continued):

**Death Benefits**

Upon the death of a non-retired member, the beneficiary receives a lump-sum refund of the member's account balance (accumulated contributions and interest). In addition, the beneficiary will receive a lump-sum payment from employer funds equal to the account balance, provided one or more of the following conditions are met:

- the member was employed by a PERS employer at the time of death,
- the member died within 120 days after termination of PERS-covered employment,
- the member died as a result of injury sustained while employed in a PERS covered job, or
- the member was on an official leave of absence from a PERS-covered job at the time of death.

**Disability Benefits**

A member with 10 or more years of creditable service who becomes disabled from other than duty-connected causes may receive a non-duty disability benefit. A disability resulting from a job-incurred injury or illness qualifies a member (including PERS judge members) for disability benefits regardless of the length of PERS-covered service. Upon qualifying for either a non-duty or duty disability, service time is computed to age 58 when determining the monthly benefit.

**Benefit Changes After Retirement**

After retirement members may choose to continue participation in a variable equities investment account after retiring and may experience annual benefit fluctuations due to changes in the market value of equity investments. Under ORS 238.360 monthly benefits are adjusted annually through cost-of-living changes. Under current law, the cap on the COLA in fiscal year 2015 and beyond will vary based on a blended rate on the first \$60,000 of annual benefit and 0.15 percent on annual benefits above \$60,000.

**2. OPSRP Pension Program (OPSRP DB)**

**Pension Benefits**

The Pension Program (ORS Chapter 238A) provides benefits to members hired on or after August 29, 2003. This portion of OPSRP provides a life pension funded by employer contributions. Benefits are calculated with the following formula for members who attain normal retirement age:

General service members: 1.5 percent is multiplied by the number of years of service and the final average salary. Normal retirement age for general service members is age 65, or age 58 with 30 years of retirement credit.

A member of the OPSRP Pension Program becomes vested on the earliest of the following dates: the date the member completes 600 hours of service in each of five calendar years, the date the member reaches normal retirement age, and, if the pension program is terminated, the date on which termination becomes effective.

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

NOTE G – Pension Plan – Oregon Public Employees Retirement System (OPERS)(Continued):

**Death Benefits**

Upon the death of a non-retired member, the spouse or other person who is constitutionally required to be treated in the same manner as the spouse, receives for life 50 percent of the pension that would otherwise have been paid to the deceased member.

**Disability Benefits**

A member who has accrued 10 or more years of retirement credits before the member becomes disabled or a member who becomes disabled due to job-related injury shall receive a disability benefit of 45 percent of the member's salary determined as of the last full month of employment before the disability occurred.

**Benefit Changes After Retirement**

Under ORS 238A.210 monthly benefits are adjusted annually through cost-of-living changes. Under current law, the cap on the COLA in fiscal year 2016 and beyond will vary based on a blended rate on the first \$60,000 of annual benefit and 0.15 percent on annual benefits above \$60,000.

**3. OPSRP Individual Account Program (OPSRP IAP)**

**Pension Benefits**

Participation in OPERS defined benefit pension plans also participate in their defined contribution plan. An IAP member becomes vested on the date the employee account is established or on the date the rollover account was established. If the employer makes optional employer contributions for a member, the member becomes vested on the earliest of the following dates: the date the member completes 600 hours of service in each of five calendar years, the date the member reaches normal retirement age, the date the IAP is terminated, the date the active member becomes disabled, or the date the active member dies.

Upon retirement, a member of the OPSRP Individual Account Program (IAP) may receive the amounts in his or her employee account, rollover account, and vested employer account as a lump-sum payment or in equal installments over a 5-, 10-, 15-, 20-year period or an anticipated life span option. Each distribution option has a \$200 minimum distribution limit.

**Death Benefits**

Upon the death of a non-retired member, the beneficiary receives in a lump sum the member's account balance, rollover account balance, and vested employer optional contribution account balance. If a retired member dies before the installment payments are completed, the beneficiary may receive the remaining installment payments or choose a lump-sum payment.

**Contributions**

The School has chosen to pay the employees' contributions to the Plan. Six percent of covered payroll is paid for general service employees.

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

NOTE G – Pension Plan – Oregon Public Employees Retirement System (OPERS)(Continued):

**Recordkeeping**

OPERS contracts with VOYA Financial to maintain IAP participant records.

**Contributions**

OPERS funding policy provides for monthly employer contributions at actuarially determined rates. These contributions, expressed as a percentage of covered payroll, are intended to accumulate sufficient assets to pay benefits when due. This funding policy applies to the PERS Defined Benefit Plan and the Other Postemployment Benefit Plans.

Employer contribution rates during the period were based on the December 31, 2017 actuarial valuation. The rates based on a percentage of payroll, first became effective July 1, 2019. The state of Oregon and certain schools, community colleges, and political subdivisions have made lump sum payments to establish side accounts, and their rates have been reduced. The School has not established any such side accounts.

Employer contributions for the year ended June 30, 2021 were \$471,313, excluding amounts to fund employer specific liabilities. The rates in effect for the fiscal year ended June 30, 2021 were 32.03 percent for Tier One/Tier Two General Service Member, 26.58 percent for OPSRP Pension Program General Service Members, and 6 percent for OPSRP Individual Account Program.

**Actuarial Valuations**

The employer contribution rates effective July 1, 2019, through June 30, 2021, were set using the projected unit credit actuarial cost method. For the Tier One/Tier Two component of the PERS Defined Benefit Plan, this method produced an employer contribution rate consisting of (1) an amount for normal cost (the estimated amount necessary to finance benefits earned by the employees during the current service year), (2) an amount for the amortization of unfunded actuarial accrued liabilities, which are being amortized over a fixed period with new unfunded actuarial accrued liabilities being amortized over 20 years. For the OPSRP Pension Program component of the PERS Defined Benefit Plan, this method produced an employer contribution rate consisting of (a) an amount for normal cost (the estimated amount necessary to finance benefits earned by the employees during the current service year), (b) an amount for the amortization of unfunded actuarial accrued liabilities, which are being amortized over a fixed period with new unfunded actuarial accrued liabilities being amortization over 16 years.

**Pension Assets, Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions**

At June 30, 2021, the School reported a net pension liability of \$2,511,664 for its proportionate share of the plan net pension liability. The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2018 rolled forward to June 30, 2020. The School's proportion of the net pension asset was based on a projection of the School's long-term share of contributions to the pension plan relative to the projected long-term contributions of all participating employers, actuarially determined. At June 30, 2020, the School's proportion was 0.01150902%, which changed from its 0.01016732% proportion measured as of June 30, 2019.

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

NOTE G – Pension Plan – Oregon Public Employees Retirement System (OPERS)(Continued):

For the year ended June 30, 2021, the School's recognized pension expense of \$669,530. At June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 110,544	\$ -
Changes in assumptions	134,793	4,723
Net difference between projected and actual earnings on pension plan investments	295,339	-
Change in proportionate share	299,201	164,754
Differences between employer contributions and proportionate share of contributions	110,297	-
Subtotal – amortized deferrals (below)	950,174	169,477
Contributions made subsequent to measurement date	378,766	-
Total deferred Outflow (Inflow) of Resources	\$ 1,328,940	\$ 169,477

The \$378,766 reported as deferred outflows of resources related to pensions resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2022. Subtotal amounts reported as deferred outflows of resources, \$950,174, and deferred inflows of resources, \$169,477, net to \$780,697 and will be recognized in pension expense as follows:

Employer subsequent years ended June 30:	Deferred Net Outflow (Inflow) of Resources
2022	\$ 220,748
2023	227,455
2024	168,516
2025	146,587
2026	17,391
	\$ 780,697

**Actuarial Cost Method and Changes in Assumptions**

Changes in Plan Provisions Subsequent to the Measurement Date

As described above, GASB 67 and GASB 68 require the Total Pension Liability to be determined based on the benefit terms in effect at the Measurement Date. Any changes to benefit terms that occurs after that date are reflected in amounts reported for the subsequent Measurement Date. However, paragraph 80f of GASB 68 requires employers to briefly describe any changes between the Measurement Date and the employer's reporting date that are expected to have a significant effect on the employer's share of the collective Net Pension Liability, along with an estimate of the resulting changes, if available.

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

NOTE G – Pension Plan – Oregon Public Employees Retirement System (OPERS)(Continued):

There are no changes subsequent to the June 30, 2020 Measurement Date that meet this requirement and thus would require a description here under the GASB standard.

The total pension asset in the December 31, 2018 actuarial valuation rolled forward to the June 30, 2020 measurement date was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Actuarial cost method	Entry Age Normal
Amortization method	Amortized as a level percentage of payroll as layered amortization bases over a closed period; Tier One/Tier Two UAL is amortized over 20 years and OPSRP pension UAL is amortized over 16 years.
Asset valuation method	Market value of assets
Inflation rate	2.50 percent
Projected Salary increases	3.50 percent overall payroll growth; salaries for individuals are assumed to grow at 3.50 percent plus assumed rates of merit/longevity increases based on service
Investment rate of return	7.20 percent, net of pension plan investment expense, including inflation
Discount rate	7.20 percent
Cost of living adjustment	Blend of 2% COLA and graded COLA (1.25%/0.15%) in accordance with <i>Moro</i> decision, blend based on service.

Healthy retirees and beneficiaries: RP-2014 Sex-distinct, generational per Scale AA, with collar adjustments and set-backs as described in the valuation. Active members: Mortality rates are a percentage of healthy retiree rates that vary by group, as described in the valuation. Disabled retirees: Mortality rates are a percentage (70% for males, 95% for females) of the RP-2014 static combined disabled mortality sex-distinct table.

The actuarial assumptions used in the December 31, 2018 valuation were based on the results of a 2018 actuarial experience study which is reviewed for the four-year period ending December 31, 2018.

**Assumed Asset Allocation:**

Asset Class/Strategy	Low Range	High Range	OIC Target
Cash	0.0%	0.0%	0.0%
Debt Securities	15.0%	25.0%	20.0%
Public Equity	27.5%	37.5%	32.5%
Private Equity	14.0%	21.0%	17.5%
Real Estate	9.5%	15.5%	12.5%
Alternative Equity	0.0%	17.5%	15.0%
Opportunity Portfolio	0.0%	2.5%	2.5%
Total			100.00%

(Source: June 30, 2020 PERS CAFR; p. 102)

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

NOTE G – Pension Plan – Oregon Public Employees Retirement System (OPERS)(Continued):

**Long-term expected rate of return**

To develop an analytical basis for the selection of the long-term expected rate of return assumption, in July 2015, revised as of June 2017, the PERS Board reviewed long-term assumptions developed by both Milliman’s capital market assumptions team and the Oregon Investment Council’s (OIC) investment advisors. The table below shows Milliman’s assumptions for each of the asset classes in which the plan was invested at that time based on the OIC long-term target asset allocation. The OIC’s description of each asset class was used to map the target allocation to the asset classes shown below. Each asset class assumption is based on a consistent set of underlying assumptions, and includes adjustment for the inflation assumption. These assumptions are not based on historical returns, but instead are based on a forward-looking capital market economic model.

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Compounded Annual Return (Geometric)</u>
Core Fixed Income	9.60%	4.07%
Short-Term Bonds	9.60%	3.68%
Bank/Leveraged Loans	3.60%	5.19%
High Yield Bonds	1.20%	5.74%
Large/Mid Cap US Equities	16.17%	6.30%
Small Cap US Equities	1.35%	6.68%
Micro Cap US Equities	1.35%	6.79%
Developed Foreign Equities	13.48%	6.91%
Emerging Market Equities	4.24%	7.69%
Non-US Small Cap Equities	1.93%	7.25%
Private Equity	17.50%	8.33%
Real Estate (Property)	10.00%	5.55%
Real Estate (REITS)	2.50%	6.69%
Hedge Fund of Funds – Div.	1.50%	4.06%
Hedge Fund – Event-driven	0.38%	5.59%
Timber	1.13%	5.61%
Farmland	1.13%	6.12%
Infrastructure	2.25%	6.67%
Commodities	<u>1.13%</u>	<u>3.79%</u>
 Total	 <u>100.00%</u>	

Assumed Inflation – Mean 2.50%  
(Source: June 30, 2020 PERS CAFR; p. 74)

**Discount rate**

The discount rate used to measure the total pension liability was 7.20 percent for the Defined Benefit Pension Plan. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and those of the contributing employers are made at the contractually required rates, as actuarially determined. Based on those assumptions, the pension plan’s fiduciary net position was projected to be available to make all projected future benefit

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

NOTE G – Pension Plan – Oregon Public Employees Retirement System (OPERS)(Continued):

payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments for the Defined Benefit Pension Plan was applied to all periods of projected benefit payments to determine the total pension liability.

**Sensitivity of the School’s proportionate share of the net pension liability to changes in the discount rate**

The following presents the School's proportionate share of the net pension liability calculated using the discount rate of 7.20 percent, as well as what the School's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.20 percent) or 1-percentage-point higher (8.20 percent) than the current rate:

	<u>1% Decrease (6.20%)</u>	<u>Discount Rate (7.20%)</u>	<u>1% Increase (8.20%)</u>
School's proportionate share of the net pension liability (asset)	\$ 3,729,614	\$ 2,511,664	\$ 1,490,357

Additional disclosures related to Oregon PERS not applicable to specific employers are available online, or by contacting PERS at the following address: PO Box 23700, Tigard, OR 97281-3700.

NOTE H – Other Post-Employment Benefits:

**PERS Retirement Health Insurance Account**

Plan Description

The School contributes to the PERS Retirement Health Insurance Account (RHIA) for each of its eligible employees. RHIA is a cost-sharing multiple-employer defined benefit other postemployment benefit plan administered by PERS. RHIA pays a monthly contribution toward the cost of Medicare companion health insurance premiums of eligible retirees. ORS 238.420 established this trust fund. Authority to establish and amend the benefit provisions of RHIA reside with the Oregon Legislature. The plan is closed to new entrants after January 1, 2004, PERS issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to Oregon Public Employees Retirement System, P.O. Box 23700, Tigard, OR 97281-3700.

Funding Policy

Because RHIA was created by enabling legislation (ORS 238.420), contribution requirements of the plan members and the participating employers were established and may be amended only by the Oregon Legislature. ORS require that an amount equal to \$60 or the total monthly cost of Medicare companion health insurance premiums coverage, whichever is less, shall be paid from the RHIA established by the employer, and any monthly cost in excess of \$60 shall be paid by the eligible retired member in the manner provided in ORS 238.410. To be eligible to receive this monthly payment toward the premium cost the member must: (1) have eight years or more of qualifying service in PERS at the time of retirement or receive a disability allowance as if the member had eight years or more of creditable service in PERS, (2) receive both Medicare Parts A and B coverage, and (3) enroll in a PERS-sponsored health plan. A surviving spouse or dependent of a deceased PERS retiree who was eligible to receive the subsidy is eligible to receive the subsidy if he or she (1) is receiving a retirement benefit or allowance from PERS or (2) was insured at the time

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

**NOTE H – Other Post-Employment Benefits (Continued):**

the member died and the member retired before May 1, 1991.

Participating employers are contractually required to contribute to RHIA at a rate assessed each year by PERS, currently 0.50% Tier 1 and Tier 2 payroll and 0.43% of OPSRP annual covered payroll. The Oregon PERS Board of Trustees sets the employer contribution rate. It is based on the annual required contribution of the combined participant employers. This is an amount actuarially determined in accordance with the parameters of GASB Statement 75. The ARC represents a level of funding that, if paid on an ongoing basis is projected to cover normal cost each year and amortize any unfunded actuarial liabilities (or funding excess) of the plan over a closed period not to exceed 30 years. The School's contributions to RHIA for the year ended June 30, 2020 are included in the PERS annual pension amount and were not considered material to the basic financial statements by management.

At June 30, 2021, the School's net OPEB liability/asset and deferred inflows and outflows for RHIA were not considered material to the basic financial statements by management and were not accrued on the government wide statements.

Management has determined, based upon the School's small impact on the state wide pool, that no material implicit rate subsidy exists, and therefore there is no Other Post-Employment Benefits (OPEB) obligation for implicit post-employment benefits.

**NOTE I – Commitments and Contingencies:**

Under the terms of federal and state grants, periodic audits may be required and certain costs may be questioned as not being appropriate expenditures under the terms of the grants. School management believes any disallowances are unlikely; however such audits could lead to reimbursement to the grantor agencies.

A substantial portion of operating funding is received from the State of Oregon through the Beaverton School District. State funding is determined through state-wide revenue projections that are paid to individual school districts based on pupil counts and other factors in the state school fund revenue formula. Since these projections and pupil counts fluctuate they can cause increases or decreases in revenue. Due to these future uncertainties at the state level, the future effect on operations cannot be determined.

There is considerable uncertainty due to the local and national concerns over the current social and economic events transpiring from the COVID-19 virus outbreak. There has been broad disruption to businesses and local governments due to voluntary and mandated suspension of operations and stay at home or work from home orders. The School has seen and does expect that these economic factors will have a negative impact on raising funds and the amount public funds available from the State of Oregon.

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

**NOTE J – Risk Management:**

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; and natural disasters for which the School purchases and carries commercial insurance, subject to customary deductibles and total coverage limits recommended by the School's insurance agent of record, to minimize its exposure to these risks. Settled claims have not exceeded this commercial coverage for each of the last three fiscal years except \$2,497 for year end June 30, 2019. In addition, management does not believe any legal action is currently in process or threatened.

**REQUIRED SUPPLEMENTARY INFORMATION**

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
SCHEDULES OF REQUIRED SUPPLEMENTARY INFORMATION  
FOR THE YEAR ENDED JUNE 30, 2021**

**SCHEDULE OF THE PROPORTIONATE SHARE OF THE NET PENSION LIABILITY**

Year Ended June 30,	(a) School's proportion of the net pension liability(asset)(NPL)	(b) School's proportionate share of the net pension liability(asset)(NPL)	(c) School's covered payroll	(b/c) NPL as a percentage of covered payroll	Plan fiduciary net position as a percentage of the total pension liability
2021	0.01150902%	\$ 2,511,664	\$1,431,846	175.4%	75.8%
2020	0.01013732%	\$ 1,753,514	\$1,278,358	137.2%	80.2%
2019	0.01235834%	\$ 1,872,126	\$ 957,758	195.5%	82.1%
2018	0.01037210%	\$ 1,398,163	\$ 935,182	149.5%	83.1%
2017	0.00783327%	\$ 1,175,956	\$ 756,465	155.5%	80.5%
2016	0.01%	\$ 506,210	\$ 585,422	86.5%	91.9%
2015	0.01%	\$ (225,802)	\$ 488,790	(46.2)%	103.6%
2014	0.01%	\$ 508,357	\$ 549,920	92.4%	92.0%

The amounts presented for each fiscal year were actuarially determined at December 31 and rolled forward to the measurement date.

These schedules are presented to illustrate the requirements to show information for 10 years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

**SCHEDULE OF CONTRIBUTIONS**

Year Ended June 30,	Statutorily required contribution	Contributions in relation to the statutorily required contribution	Contribution deficiency (excess)	School's covered payroll	Contributions as a percent of covered payroll
2021	\$ 471,313	\$ 471,313	\$ -	\$ 1,441,852	32.7%
2020	\$ 434,986	\$ 434,986	\$ -	\$ 1,431,846	30.4%
2019	\$ 312,048	\$ 312,048	\$ -	\$ 1,278,358	24.4%
2018	\$ 252,326	\$ 252,326	\$ -	\$ 957,758	26.3%
2017	\$ 192,665	\$ 192,665	\$ -	\$ 935,182	20.6%
2016	\$ 177,571	\$ 177,571	\$ -	\$ 756,465	23.5%
2015	\$ 132,960	\$ 132,960	\$ -	\$ 585,422	22.7%
2014	\$ 102,173	\$ 102,173	\$ -	\$ 488,790	20.9%

The amounts presented for each fiscal year were actuarially determined at December 31 and rolled forward to the measurement date.

These schedules are presented to illustrate the requirements to show information for 10 years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

(The accompanying notes and independent auditors' report should be read with the supplemental schedules).

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL  
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2021**

**Changes in Benefit Terms:**

There are no material subsequent changes in benefit terms noted at this time that would require disclosure.

**Changes in Assumptions:**

Actuarial assumptions and other changes are described in the notes to the accompanying financial statements.

**Budget:**

Budgetary comparison information is not presented here because a budget is not legally required to be adopted by the School.

## OTHER INFORMATION

**ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL**

**SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE  
GOVERNMENTAL FUND  
ACTUAL AND BUDGET  
For the Year Ended June 30, 2021**

	GENERAL FUND			
	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	VARIANCE TO FINAL BUDGET POSITIVE (NEGATIVE)
<b>REVENUES:</b>				
From Local Sources:				
Student Fees	\$ 104,626	\$ 104,626	\$ 96,551	\$ (8,075)
Interest	5,640	5,640	2,986	(2,654)
Donations/Contributions	145,000	145,000	161,941	16,941
Grants	141,836	141,836	412,020	270,184
Food Service	34,825	34,825	15,344	(19,481)
State Sources	<u>3,249,982</u>	<u>3,249,982</u>	<u>3,404,034</u>	<u>154,052</u>
Total Revenue	<u>3,681,909</u>	<u>3,681,909</u>	<u>4,092,876</u>	<u>410,967</u>
<b>EXPENDITURES:</b>				
Education Instruction:				
Salaries	1,224,807	1,224,807	1,241,486	(16,679)
Employee Benefits	703,072	703,072	689,236	13,836
Purchased Services	33,500	33,500	29,235	4,265
Other Instructional Services	81,325	81,325	32,326	48,999
Supplies & Materials	<u>49,300</u>	<u>49,300</u>	<u>93,100</u>	<u>(43,800)</u>
Total Instruction:	<u>2,092,004</u>	<u>2,092,004</u>	<u>2,085,383</u>	<u>6,622</u>
Support Services:				
Salaries	249,450	249,450	257,929	(8,479)
Employee Benefits	134,047	134,047	144,140	(10,093)
Purchased Services	157,631	157,631	207,260	(49,629)
Supplies & Materials	22,473	22,473	39,163	(16,690)
Facility & Building Support	126,132	126,132	123,150	2,982
Debt Service	826,991	826,991	808,976	18,015
Capital Outlay	<u>-</u>	<u>-</u>	<u>115,037</u>	<u>(115,037)</u>
Total Support Services:	<u>1,516,724</u>	<u>1,516,724</u>	<u>1,695,655</u>	<u>(178,931)</u>
Enterprise and Community Services:				
Supplies & Materials	<u>37,273</u>	<u>37,273</u>	<u>37,771</u>	<u>(498)</u>
Total Enterprise and Community Services	<u>37,273</u>	<u>37,273</u>	<u>37,771</u>	<u>(498)</u>
Total Expenditures	<u>3,646,001</u>	<u>3,646,001</u>	<u>3,818,809</u>	<u>(172,807)</u>
Net Change in Fund Balance	35,908	35,908	274,067	238,160
Beginning Fund Balance	<u>2,518,002</u>	<u>2,518,002</u>	<u>2,518,002</u>	<u>-</u>
Ending Fund Balance	<u>\$ 2,553,910</u>	<u>\$ 2,553,910</u>	<u>\$ 2,792,069</u>	<u>\$ 238,160</u>

**INDEPENDENT AUDITORS' REPORT REQUIRED  
BY STATE REGULATIONS**

**INDEPENDENT AUDITOR'S REPORT  
REQUIRED BY OREGON STATE REGULATIONS**

Board of Directors  
Arco Iris Spanish Immersion Charter School  
Beaverton, Oregon

We have audited the basic financial statements of Arco Iris Spanish Immersion Charter School (the School), as of and for the year ended June 30, 2021, and have issued our report thereon dated November 18, 2021. We conducted our audit in accordance with auditing standards generally accepted in the United States of America.

**Compliance**

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

We performed procedures to the extent we considered necessary to address the required comments and disclosures which included, but were not limited to the following:

- Deposits of public funds with financial institutions (ORS Chapter 295).
- Insurance and fidelity bonds in force or required by law.
- Programs funded from outside sources (ORS 297.465).
- Public contracts and purchasing (ORS Chapters 279A, 279B, 279C).

In connection with our testing nothing came to our attention that caused us to believe the School was not in substantial compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations.

**OAR 162-10-0230 Internal Control**

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

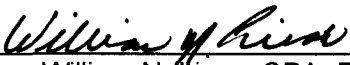
Board of Directors  
Arco Iris Spanish Immersion Charter School

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses and therefore, there can be no assurance that all deficiencies, significant deficiencies, or material weaknesses have been identified. We did not identify any deficiencies in internal control over financing reporting that we consider to be a material weakness, as noted above.

This report is intended solely for the information and use of the Board of Directors, management, and the Oregon Secretary of State and is not intended to be and should not be used by anyone other than these parties.

JARRARD, SEIBERT, POLLARD & COMPANY, LLC  
Certified Public Accountants  
West Linn, Oregon

By  \_\_\_\_\_  
William N. Lisac, CPA, Partner

November 18, 2021

# Arco Iris Spanish Immersion Charter School

Evaluation 2020-21

**BEAVERTON SCHOOL DISTRICT**



## Arco Iris Spanish Immersion School Evaluation Report

### Charter School

Arco Iris Spanish Immersion School  
8205 SW Creekside Place  
Beaverton, OR 97008  
(503) 372-6052

### Charter Contacts

Michelle Herron, Executive Director  
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### Sponsoring School District

Beaverton School District

### School District Contact

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### Evaluator

Victoria Lukich, Ed.D.  
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### Evaluation Purpose

This evaluation is a third-party evaluation of the Arco Iris Spanish Immersion charter school during its 11th year of operation, 2020-21.

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## **INTRODUCTION**

In July 2021, Victoria Lukich was commissioned by the Beaverton School District (BSD) to conduct an evaluation of Arco Iris Spanish Immersion Charter School (AISICS) for the 2020-21 school year. This report communicates the findings and recommendations of that evaluation.

For the evaluation, Dr. Lukich applied a charter school rubric to assess AISICS in the following areas:

### **Framework 2: Organizational Performance**

- Indicator 6: Mission & Key Elements
- Indicator 7: Educational Program
- Indicator 8: Governance & Reporting
- Indicator 9: Students & Employees
- Indicator 10: School Environment

### **Framework 3: Financial Performance**

- Indicator 11: Fiscal Accountability & Oversight
- Indicator 12: Sustainability Measures

The rubric used in this evaluation was developed by the Center for Student Success at Portland State University. Dr. Lukich has permission from PSU to use the rubric. The indicators in the rubric align with standards established by the National Alliance for Public Charter Schools. For each of the indicators, the rubric identifies criteria that describe more specifically how the charter school should address the requirements for that measure.

Using the descriptions in the rubric, Dr. Lukich assigned a rating to each measure indicating whether AISICS *exceeds, meets, approaches* or *does not meet* the standard in that measure. The rating was determined on the basis of the documentation provided by the charter school as well as through evidence collected through communication with stakeholders. The rubric was provided to the charter school leadership and to the BSD prior to the commencement of the evaluation process.

This evaluation included the following:

1. Preliminary communication with the executive director to review the evaluation process and discuss artifacts for the collection of evidence.
2. A site visit to the school which included: a facility tour; classroom observations at a variety of grade levels; interviews with the executive director, assistant director, counselor, and administrative support staff.
3. Electronic communication with AISICS teachers and parents.
4. Communication with the AISICS board president to ensure the school is: i) fulfilling the provisions of its charter with BSD; and ii) fully complying with federal and state statutory requirements regarding charter school operations and accountability in Oregon.
5. A review of the collection of evidence provided by the charter school's leadership.
6. Follow-up communication with stakeholders to clarify remaining questions.
7. Preparation and submission of final report.

This report was commissioned by the Beaverton School District administration. A draft copy of the report was provided to the charter school and District staff prior to final publication in order to ensure the accuracy of data reported.

**FRAMEWORK 2: Organizational Performance**

<b>Indicator 6: Mission and Key Design Elements</b>	
<p>Measure 6a. To what extent is the school executing its mission and implementing the key design elements outlined in the charter agreement?</p> <p><i>Criteria: All stakeholders share a common and consistent understanding of the school's mission and key design elements as outlined in the charter agreement or subsequent amendments. The school has fully implemented its mission and key design elements in the approved charter or subsequent amendments.</i></p>	
Evaluator's Assessment	
<input checked="" type="checkbox"/>	<i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i>
<input type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria regarding mission and key design elements.</i>
<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding mission and key design elements.</i>
<p>Measure 6b. To what extent is the school promoting parental involvement and getting feedback from parents regarding their level of satisfaction with the education program and with their child's academic progress?</p> <p><i>Criteria: The school has systems in place to communicate policies or student performance to parents. Families are able to use the school's communication system to access information about their child's academic progress. The school has a clear process to garner parent input to help drive school improvement efforts. The school surveys parents at least annually with a response rate of at least 50%, and at least two-thirds of the survey respondents indicate they are satisfied with their students' academic progress and with the education program overall.</i></p>	
Evaluator's Assessment	
<input checked="" type="checkbox"/>	<i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i>
<input type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria regarding parental involvement and level of satisfaction.</i>
<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding parental involvement and level of satisfaction.</i>

**Evidence:**

- Charter School Agreement, 2016-2022
- AISICS' website
- 2021-22 Student and Family Handbook
- 2021-22 Staff Handbook
- Arco Iris Board Bylaws
- Arco Iris Board Improvement Actions 2016-2017
- Arco Iris PTO Bylaws
- Arco Iris At-A-Glance Profile and Accountability Details 2020-21
- Interview with Arco Iris executive director
- Communication with Arco Iris teachers
- Parent Satisfaction Survey 2021

- *Communication with a founding member of the Equity Advisory Council*
- *Arco Iris Governance Narrative, revised 11/17/16*
- *Arco Iris “Welcome to Volunteering” packet*
- *Arco Iris Strategic Planning: meeting notes, notes from staff listening sessions, poll results*

**Narrative:**

**Measure 6a. Mission & Key Design Elements**

**EXCEEDS STANDARD**

The mission statement of AISICS appears in the charter agreement, in many school publications, and on the school’s website. Although the wording has been updated slightly since the school’s inception, the school has remained committed to the intent of the message. The mission of the school is stated in the first paragraph of the 2021-22 Student and Family Handbook:

*“Arco Iris Spanish Immersion Charter School cultivates academic success for all students through a biliterate education and a robust math curriculum. Our students are members of a supportive multicultural community valuing diversity, equity and inclusion.”*

The philosophy of AISICS is to provide an academically challenging, content-rich curriculum that holds high expectations for all students, including becoming fluent and literate in Spanish in addition to English; to develop strong, critical-thinking skills in all students; to provide a safe environment where all students are known, respected, and valued as individuals of great potential; and to establish a community that models and encourages character development, respect for diversity, and a sense of responsibility towards the community.

Based on classroom observations, survey results from parents, and communication with staff and administration, all stakeholders in the AISICS community share a common and consistent understanding of the school’s mission and philosophy.

AISICS teachers were asked to share their understanding of the school’s mission and describe how the mission is manifested in their classroom. Teachers’ responses appear below:

*“I believe the mission of Arco Iris is to produce fluent readers and writers in both English and Spanish, who are also strong in math. Students are part of a multicultural community with a wide world-view and appreciation of the diversity in our society. My job as an EL teacher is to help students learn English while appreciating the strengths they bring in their home language. Literacy in their home language helps support learning English, and students at Arco Iris will be truly bilingual and biliterate. I help students bridge the gap between their lives with their native language, and the English-dominant society in which they live by teaching them English.”*

*“My English lessons offer the opportunity for students to dive deeply into their subject matter and engage in multiple modes of learning: visual, auditory, and sensory. We explore together topics ranging from purely interest driven, to social justice, and many that relate to aspects of life and school curriculum happening in other classes.”*

Ensuring that all stakeholders share a common understanding of the school’s mission is necessary, but not sufficient to guarantee an effective school system that supports learning for all children. Another

important factor requires that stakeholders understand their roles and responsibilities to help make the mission come alive. AISICS' leadership recognizes the important of establishing clarity around expectations for all stakeholders and provides clear communication defining the responsibilities of administrators, board members, teachers, parents, volunteers, and students.

Comprehensive and detailed documentation identifying the responsibilities of AISICS' stakeholders appears in many school publications including: Student and Family Handbook, Staff Handbook, Governance Narrative, Board Bylaws, PTO Bylaws, and detailed job descriptions for classified staff. Having expectations clearly defined (and made public) for all members of the AISICS learning community supports the success of each stakeholder, thus contributing to the overall effectiveness and success of the school system.

In response to specific feedback from the 2015-16 parent survey, the AISICS board took several actions to enhance board-parent relationships and strengthen communication. One action was to clarify the role of the board for the purposes of educating the school community, especially new parents, new teachers/staff and prospective board members, and to encourage active communication between the parent community and the board. The board also recognized the need for more frequent and frank board/parent interaction. In response, they expanded public comment time in board meetings and began utilizing online surveys to gather community feedback on specific topics as needed. Finally, the board began to proactively seek parent and staff participation on board committees and workgroups to increase involvement in the work of the school.

Another important element of the school's mission is creating and supporting *"a multicultural community valuing diversity, equity and inclusion."* The Arco Iris Equity Advisory Council (EAC) is a concrete example of this element of the mission being realized.

One of the founding members of the EAC reported that the group formed during the summer of 2020 in response to the Black Lives Matter protests that were happening locally and across the country. The EAC member explained that the school's executive director sent an email to parents with a list of resources where parents could learn more about the BLM initiative. The director also asked if anyone was interested in starting a parent group focused on issues of equity and inclusion. With a positive response to the invitation, the group was formed and monthly meetings started in September 2020.

One of the first tasks of the EAC was to create the foundational documents identifying the purpose and philosophy of the group The purpose of the EAC is:

*"To give Arco Iris students an understanding of diversity, equity and inclusion so they will be prepared to face challenges when building bridges with their communities. We want our students to be grounded in their identities, well-informed of the world around them, and advocates for justice. In collaboration with their peers, teachers, families and community members, our students will have a strong foundation of care and respect for all."*

Other initial efforts of the EAC included collecting and distributing an array of resources for educators, parents, students and community members interested in learning more about equity and social justice issues. Resources were (and continue to be) posted on the school's website and include articles, websites, podcasts, videos, workshops, and newsletters from other organizations focused on issues of equity and inclusion. Contact information for organizations such as Adelante Mujeres, a non-profit in Forest Grove

supporting and empowering Latinas in their communities, and Taking Ownership PDX, a non-profit dedicated to helping low income Black homeowners renovate and repair their homes are also included in the list of resources. The extensive resource library also includes a list of books that deal with issues of race, equity, social justice and inclusion. Books are identified according to the audience for which they are most appropriate (adult, middle school and teens, elementary school age). Additionally, EAC members highlight their “favorite picks” from the list of all resources posted on the site.

Participation in the EAC is voluntary and open to everyone. When the EAC member was asked about the council’s long-term goals, she replied:

*“I refer back to our founding documents. Our goals are to edify our students and our community. I’m very proud of Arco and grateful to Michelle for taking an unflinching, compassionate, and education-based approach to creating this space for conversation.”*

AISICS’ focus on equity is not limited to the EAC, but appears throughout the work of the school. Equity is identified as an area of focus on the 2021-22 School Learning Plan and receives the highest priority in professional development for all staff. Teachers’ professional goals include focusing on inclusionary practices. AISICS leadership utilizes the expertise of the school’s diverse teaching staff to lead discussions around equity and inclusion in a multicultural school environment. Teachers are guided in reviewing their lessons and teaching materials to make sure all students see themselves represented in the learning activities.

#### **COMMENDATIONS:**

- **AISICS is commended for maintaining a strong and consistent focus on the school’s mission and philosophy, and using the foundational statements to guide decision-making in all aspects of the school. Stakeholders share a common understanding of the mission and the expectations for all stakeholders are clearly defined and communicated.**

- **AISICS leadership and members of the EAC are commended for taking bold actions to make the to create a welcoming and inclusive learning community. Evidence shows support for (and progress toward) the EAC’s philosophy and goals with an emphasis on continuing to learn and grow as a diverse community. The philosophy statement of the EAC appears below:**

*“At Arco Iris we value the diverse student and teacher population with different backgrounds/languages/cultures in our community. As a bilingual and multicultural school we honor the sacredness of the individual identities that each member brings to our community. We encourage students, staff and families to learn about each other through open, honest conversations and embrace other perspectives. We strive not to unknowingly cause harm to any person and if we find ourselves in conflict we agree to assume positive intent. Where we have implicit biases, we will work to educate ourselves. This is where exponential growth happens.”*

#### **Measure 6b. Parent Involvement & Feedback**

**EXCEEDS STANDARD**

AISICS encourages parent involvement in the education of their children. The Student and Family Handbook identifies ways parents can get involved to support their child’s education:

- 1) Encourage their students to put a high priority on their education and to commit themselves to make the most of the educational opportunities the school provides.
- 2) Keep informed on the school’s activities and issues. The school’s newsletter published weekly/monthly, “Back to School Nights” in the fall, and parent meetings provide opportunities for learning more about the school.
- 3) Become a school volunteer.
- 4) Participate in the school’s parent organizations.

Parents at AISICS are expected to volunteer a minimum of 20 hours per year. All volunteers must submit a background check. Serving as a room parent, volunteering at in-person school events, joining a committee, attending school PTO and board meetings, and attending other school-sponsored meetings are some of the volunteer opportunities available to parents at AISICS.

The 2020-21 Arco Iris At-A-Glance Profile and Accountability Detail sheet highlights the importance of parent engagement at the school:

*“Parents are an integral part of our school’s operation. Opportunities for parent involvement include volunteer service on our school board, membership in our Equity Advisory Council, participation in the Parent Teacher Organization, attendance at monthly Familias Unidas meetings, and classroom volunteer projects. We encourage families to share their cultural traditions and celebrations and we strive to foster a strong sense of community.”*

AISICS conducts an annual parent satisfaction survey. One hundred thirty parents responded to the 2021 survey. Highlights of the survey results are featured in Table 1 (below). It is worth noting that 117 of the 130 respondents (90%) reported having a child in the primary grades K-3. This information must be considered when making generalizations about the data. School leadership is encouraged to disaggregate the survey data by grade or by level (primary, intermediate and middle school) to obtain a valid analysis.

Table 1. Parent Satisfaction Survey Results (Spring 2021)

	Strongly agree or agree
I am well-informed about my child’s academic learning and progress.	49%
I feel like teachers know my child and understand his/her individual strengths and needs.	65%
I feel that the school is able to meet my child’s learning needs.	65%
I am satisfied with my child’s overall academic performance.	64%
I feel I have the tools and information I need to support my child’s learning at home.	58%
I am involved in my child’s education.	88%
My child generally enjoys coming to school.	82%
My child feels safe and welcome at school.	85%

Evaluator’s note: The level of parent satisfaction may appear to be slightly lower than levels of parent satisfaction on surveys from previous years. However, when analyzing data it is important to consider the context from which the data was generated. During the past two years (2019-20 and 2020-21) COVID-19

has not only severely limited how we deliver instruction to children, but it has also caused tremendous stress and frustration for families and educators. This is not an excuse to lower the bar for schools. However, it is a critical factor to consider when interpreting the survey data.

**COMMENDATION:**

**Given the context of educating children during a pandemic—with state and federal mandates changing frequently, moving from in-person learning to online learning, and the stress of keeping everyone healthy and safe—it is understandable (and to be expected) that data would show the level of parents’ support and satisfaction slightly lower than in previous years. Arco Iris is commended for the levels of parent satisfaction the school has achieved in spite of the many challenges and restrictions caused by the COVID-19 pandemic.**

AISICS utilizes an array of tools to communicate with parents about their child’s academic performance and about general school activities. For academic reporting, parents rely primarily on progress reports, report cards, Google Classroom and SeeSaw (grades K-3 during the 20-21 SY). Other communication tools include: emails, phone calls, in-person and virtual meetings, surveys, weekly newsletters, text alerts, Facebook, and the school’s website.

Beginning in August 2021, a new communication tool, ParentSquare, was introduced at all schools in the BSD, including Arco Iris. ParentSquare is a platform that allows parents to receive messages from the district and the school via email, text or app notification; choose to receive information as it becomes available or all at once at 6pm daily; communicate in the parents’ preferred language; direct message teachers, staff and other parents; participate in group messages; and sign up for parent-teacher conferences. ParentSquare automatically generates an account for each parent/guardian, using their preferred email address and phone number. Although ParentSquare has been in use for only a few months, the executive director reported implementation is going well and the automatic translation feature is particularly helpful for Arco Iris with many non-native English speakers.

As part of the charter evaluation process, AISICS teachers were asked to identify how they communicate with parents. One teacher explained that she uses standard communication tools such as email, but also takes advantage of informal opportunities to engage with parents during drop off and pick up time. Another teacher reported that communication is often initiated by parents when they have questions about missing work or their child’s progress especially around progress report and report card time.

Another teacher described her communication with parents: *“I usually email parents via ParentSquare. I communicate when posting new information in google classroom, to ask for parent permission, or when students have scheduling conflicts. I usually initiate communication, but parents sometimes do as well.”*

Arco Iris involves parents in the decision-making and goal setting for the school. On the 2021 Parent Survey, 65% of the survey respondents agreed or strongly agreed that their concerns and perspectives about school issues are heard and valued. In addition to parents leading the efforts of the EAC, parents are also involved in the long-term strategic planning efforts that started in the Summer of 2020 and will continue throughout the 2021-22 school year. Parents have been surveyed, have participated in discussion groups and serve on committees to help AISICS leadership craft the strategic plan.

**COMMENDATION:**

**• AISICS is commended for soliciting and using parents’ input with respect to important school decisions and long-term planning.**

<b>Indicator 7: Educational Program</b>	
<p>Measure 7a. To what extent is the school providing the educational program and implementing the distinctive instructional practices as described in the current charter agreement?</p> <p><i>Criteria: The school implements the instructional practices that are consistent with the educational program described in its charter. Teachers demonstrate understanding and skill in the stated instructional practices. The instructional strategies are consistently implemented or the school has gained approval for a modification to the material terms of the charter agreement with respect to the educational program and/or instructional practices.</i></p>	
Evaluators' Assessment	
<input checked="" type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria related to providing the educational program and implementing the distinctive instructional practices as defined in the charter agreement.
<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria related to providing the educational program and implementing the distinctive instructional practices as defined in the charter agreement.
<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria related to providing the educational program and implementing the distinctive instructional practices as defined in the charter agreement.
<p>Measure 7b. Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?</p> <p><i>Criteria: The school regularly administers valid and reliable assessments that align to the school's curriculum. The school has a valid and reliable process for scoring and analyzing assessments. The school's assessment system includes measures of student performance for the purpose of interim, and summative evaluations of all students in each core content area. Data from the school's assessment system is used to analyze school wide performance and identify areas for improvement.</i></p>	
Evaluators' Assessment	
<input checked="" type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria related to assessment of student learning.
<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria related to assessment of student learning.
<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria related to assessment of student learning.
<p>Measure 7c. Is the school complying with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements?</p> <p><i>Criteria: The school complies with laws, rules, regulations and provisions in the charter agreement regarding: instructional days and/or minutes; graduation requirements; content standards, including Common Core State Standards; and the administration of state assessments.</i></p>	
Evaluators' Assessment	
<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding educational laws, rules, regulations and provisions of the charter agreement.
<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding educational laws, rules, regulations and provisions of the charter agreement.
<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding educational laws, rules, regulations and provisions of the charter agreement.

Measure 7d. Is the school protecting the rights of students with disabilities?	
<i>Criteria: The school complies with laws, rules, regulations and provisions in the charter agreement regarding the rights of students with disabilities specific to: equitable access and opportunity to enroll; identification and referral; appropriate involvement with the development and implementation of IEPs and Section 504 plans; operational compliance, including appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans.</i>	
Evaluator's Assessment	
<input checked="" type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria regarding protecting the rights of students with disabilities.</i>
<input type="checkbox"/>	<i>Approaches standard: The school presents a material concern in one of the criteria regarding protecting the rights of students with disabilities.</i>
<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding protecting the rights of students with disabilities.</i>
Measure 7e. Is the school protecting the rights of English Learner students?	
<i>Criteria: The school protects the rights of English Learner students by providing: equitable access and opportunity to enroll; development and implementation of required plans related to the service of ELL students; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students.</i>	
Evaluator's Assessment	
<input checked="" type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria regarding protecting the rights of English Learner students.</i>
<input type="checkbox"/>	<i>Approaches standard: The school presents a material concern in one of the criteria regarding protecting the rights of English Learner students.</i>
<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding protecting the rights of English Learner students.</i>

**Evidence:**

- *Charter School Agreement, 2016-2022*
- *AISICS' website*
- *2021-22 Student and Family Handbook*
- *2021-22 Staff Handbook*
- *Arco Iris At-A-Glance Profiles and Accountability Details 2020-21*
- *Interview with Arco Iris executive director and assistant director*
- *Email communication with Arco Iris counselor*
- *Communication with Arco Iris teachers*
- *Communication with Learning Specialist/SPED teacher*
- *Communication with Arco Iris reading intervention teacher/ELD teacher*
- *Arco Iris Assessment and Intervention Systems*

**Measure 7a. Distinctive instructional practices** **EXCEEDS STANDARD**

The most obvious instructional practice that distinguishes Arco Iris from other schools is having a high percentage of the daily instruction delivered to students in Spanish. The executive director explained that she often needs to clarify (with teachers and parents new to the school) the difference between Arco Iris,

an immersion school where nearly all subjects are taught in Spanish, and a dual immersion school where all subjects are taught in both languages.

At the elementary level at AISICS, 80% of the instruction during the school day is in Spanish with English the only class taught in English. At the middle school level, 50% of the instruction is in Spanish; English, math and PE are taught in English. Classroom observations during the evaluator's site visit confirmed this practice. When communicating with their teacher, students at all grade levels communicated in Spanish. When a third grade student started to answer a question in English, the teacher responded with a kind reminder for the student to answer in Spanish.

The benefits of a language immersion experience are identified in a presentation shared with families who express an interest in the charter school program. Language immersion offers *“greater mental flexibility, improves understanding of native language, raises academic achievement in all content areas, provides a more extensive linguistic toolbox, and promotes multicultural awareness and appreciation.”*

Within the same presentation, another unique feature of Arco Iris is highlighted: *“Many of our staff members lived and received training in Latin American countries. This is what makes us special, and it also means that cultural differences in language and communication styles sometimes show up in the classroom.”*

The last slide of the PPT presentation captures a sentiment that exemplifies how most stakeholders at AISICS feel about the experience provided to children at the school: *“Bilingualism is an incredible gift to give a child. It goes beyond just learning another language. It broadens mental development, thought patterns and world perspective.”*

#### **Measure 7b. Adequate assessment system**

#### **EXCEEDS STANDARD**

Arco Iris teachers use a vast array of formative, interim and summative assessments to monitor student progress. EasyCBM is administered three times a year for benchmark assessments in English and Math for grades K-8. EasyCBM is also used as a Spanish assessment in grades K-2.

The STAMP test is administered as a means of measuring Spanish proficiency prior to admission in grades 3-8. Arco Iris admits students who are up to two years below their current grade level in Spanish proficiency. Although BSD allows Arco Iris to use the STAMP test as a way of awarding a certificate of bi-literacy at the end of middle school, as of yet, the school has not used the test in this way.

The CoGAT is used as a screener for all 3rd and 5th graders to identify talented and gifted students. Arco Iris also tests at other grade levels based on parent or teacher referral. Students who score in the 97th percentile on the screener go on to take the full test for identifying talented and gifted students.

All ELA teachers at AISICS are working collaboratively to develop on-demand writing assessments at their grade level. Arco Iris staff are in the process of training ELA teachers to use the 6+1 writing rubric to implement schoolwide writing assessments 2-3 times per year.

Teachers also administer informal assessments in the classroom and use the results of those assessments to guide their instruction on a daily basis. During the classroom visits, the evaluator observed teachers assessing students through performance tasks, oral questioning and writing activities.

The Staff Handbook identifies other assessment tools teachers use at AISICS:

- *Criterion-referenced assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;*
- *Assessment of Essential Skills;*
- *Individual diagnostic and ability evaluations in all grades when individuals have been referred and parental permission obtained;*
- *Assessments created by individual teachers;*
- *Optional schoolwide and grade level wide assessments as recommended by the administrator and as approved by the Board.*

Communication directly with teachers yielded a list of assessments used in classrooms at the charter school including: work samples, 6+1 Traits of Writing, casual writing and observations in class and ReadTheory. One teacher described some of the assessment tools she uses:

*“I use the easyCBM benchmark tests to qualify students for reading interventions. I use the easyCBM progress monitoring tests to determine their progress. Depending on the student, I also use the Phonics for Reading as a diagnostic test and for progress monitoring. I do IRLAs (Individual Reading Literacy Assessments) with all my students at least twice a year. I also use IRLA power words to track students’ progress within an IRLA level.”*

In addition to using a variety of tools to collect data about student performance, Arco Iris staff are committed to analyzing data and using results to inform decisions for individual students and for school-wide improvement efforts. One of the goals on the 2021-22 School Learning Plan states: *“100% of teachers will participate in high quality, ongoing team collaboration targeting the school’s Equity and Academic Excellence Goals.”* Teachers work in grade level teams to review student data and use the results to determine appropriate interventions for individual students as well as to inform programmatic changes needed at the school.

### **Measure 7c. Compliance with education requirements**

### **MEETS STANDARD**

Arco Iris is in compliance with education requirements as outlined in Oregon Charter School law. Through the focus on Spanish immersion, the school offers innovative ways of educating children within the public school system; increases choices of learning opportunities for students; more effectively meets individual students’ academic needs and interests; and builds stronger working relationships among educators, parents and other community members.

Arco Iris offers instruction in core academic subjects—as required by state statute—including, English, mathematics, science, physical education, health, and social studies.

Prior to restrictions adopted in response to COVID-19, Arco Iris administered state assessments in ELA, math and science as required by Oregon state statute (ORS 338.015). The Student and Family Handbook explains that students may opt-out of the statewide assessment as allowed by state law. The school provides families with the required notice and necessary forms should they choose to opt out. The school provides supervised study time for students who are excused from participating in the assessment.

**Measure 7d. Protecting the rights of students with disabilities** **MEETS STANDARD**

Oregon charter school law (ORS 338.125) specifies that public charter schools may not limit enrollment based on disability or the terms of an individualized education program; other protected classifications are also identified in the anti-discrimination clause. Board policies are in place requiring Arco Iris to provide equitable access and opportunity to enroll for all students—including students with disabilities. Based on the evidence provided, Arco Iris is in compliance with this statute; there are no exclusionary practices.

Oregon charter school law (ORS 338.165) states: *“The school district in which a public school is located shall identify, locate and evaluate students enrolled in the public charter school to determine which students may be in need of special education services.”* Arco Iris contracts with the BSD to provide appropriate services to students with disabilities who qualify for such services.

The Learning Specialist who provides Special Education services to Arco Iris students has been in this position for two years; 2020-21 was her first year at the school. The Learning Specialist is an employee of the BSD and is assigned 20 hours per week to support the District’s two charter schools, Arco Iris and Hope Chinese School. She is also assigned 10 hours per week with the Early College High School Program.

The Learning Specialist explained that she is involved in all aspects of the special education process. The Learning Specialist is a member of the Arco Iris Intervention Team which includes the Response to Intervention teacher, the counselor, and school administrator. The Intervention Team meets monthly to discuss students of concern. The Learning Specialist offers suggestions and recommendations for interventions when needed and appropriate. During the meetings, the Intervention Team reviews information about students and begins completing the Prereferral Form to document all information prior to referring a student to the special education team. After considering all information, if a special education evaluation is warranted the student is referred. Parents can also request that their child be evaluated for special education services. If a parent makes such a request, the Intervention Team may meet to either rule out a special education evaluation or recommend moving toward evaluation.

The Learning Specialist works closely with the Special Education team which includes the Speech Language Pathologist (SLP), school psychologist, and Special Education Facilitator, if needed. Members of the Special Education team work together to complete student evaluations; collaborate with teachers as needed to offer ideas and suggestions for supporting student needs in the general education setting. The Special Education Team meets weekly to conduct parent/teacher meetings for referrals, eligibility meetings, and IEP meetings.

The Learning Specialist provides instructional supports for all IEP goals in the areas of academics, behavior, social/emotional and organizational goals. She also provides progress reports at each report card period for students’ IEP goals.

The Learning Specialist reports the school is in compliance with laws and policies regarding protecting the rights of students with disabilities—specifically with respect to equitable access to enroll, identification and referral, and appropriate development and implementation of IEPs.

The Learning Specialist reported two factors that contributed to challenges during the 2020-21 school year: i) She had not yet established relationships with the staff (since it was her first year at AISICS); and ii) In response to the COVID-19 pandemic, instruction was delivered through a comprehensive distance learning model. The Learning Specialist noted changes she has observed this year (fall 2021):

*“This year is better since we are in person and I am able to connect with teachers. It has been great to be able to work with the school counselor and RTI teachers to collaborate our work with students and problem solve issues as they arise. Both have been very receptive to working together to support students. Our SPED team created a slide-show to explain the SPED process, since many teachers were new this year. We received positive feedback that this was helpful for teachers. I have been successful in working with individual teachers to support specific students’ needs within the general education setting (i.e., working to put together visuals, extra learning materials, collaborating on ideas to support behaviors, etc.)”*

Based on all evidence provided, the school complies with laws, rules, regulations and provisions in the charter agreement and state statute regarding the rights of students with disabilities.

**Measure 7e. Protecting the rights of English learners**

**MEETS STANDARD**

The Charter Agreement states that *“Arco Iris must comply with all federal, state, and local laws, ordinances, rules, and regulations and all District policies regarding service to any student who is an English language learner.”* Specifically, Arco Iris is required to: ensure ELL students have equitable access and opportunity to enroll in the school; oversee the development and implementation of required plans related to the service of ELL students; take proper steps for the identification of students in need of ELL services; ensure appropriate and equitable delivery of services to identified students; provide appropriate accommodations on assessments; facilitate exiting of students from ELL services and ongoing monitoring of exited students.

Arco Iris follows the statewide identification procedure for all English Learners that has been approved by ODE. The Language Use Survey (LUS) is completed for all students on the enrollment form upon entry to the school. If a language other than English is listed on the LUS, the ELD teacher proceeds to investigate the student’s status as an English Language Learner. She uses the ELPA screener to help with the student’s identification as an English Learner. She also administers ELPA testing in the spring to determine which students should be exited from the program. She follows up with teachers of students who are being monitored and completes the required paperwork to document the monitoring process.

Arco Iris’s ELD teacher described some of her other responsibilities:

*“I provide most of the services for K-8. This takes on different forms, depending on the grade and levels of the students. I consult with Kim Stoecker, the ELA teacher in middle school, who also has her ESOL endorsement for middle school English learners. I co-teach during the English blocks for 1st through 5th grades two to three times a week. Most of our English Learners are at the Progressing Level. Four of our 35 English Learners are Emerging. Two are in kindergarten and two are in 1st grade. The two 1st graders also have a pull-out in a small group three times a week.”*

Based on all evidence provided, Arco Iris is in compliance with statutes and polices concerning the rights of English learners.

<b>Indicator 8: Governance and Reporting</b>	
Measure 8a. Is the school complying with applicable governance requirements?	
<i>Criteria: The school complies with its board policies, board bylaws, state open meetings law, code of ethics, conflicts of interest, and board composition.</i>	
Evaluator's Assessment	
<input checked="" type="checkbox"/>	<i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i>
<input type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria regarding board governance.</i>
<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in one or more of the criteria regarding board governance.</i>
Measure 8b. Is the school holding its administration accountable?	
<i>Criteria: The school complies with applicable laws, rules, regulations, provisions of the charter agreement and its own internal policies and practices relating to oversight of school administration including board oversight of performance expectations for school administrators. The board conducts an annual evaluation of the school administrator's performance.</i>	
Evaluator's Assessment	
<input checked="" type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria regarding oversight of school administration.</i>
<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in one or more of the criteria regarding oversight of school administration.</i>
Measure 8c. Is the school complying with reporting requirements?	
<i>Criteria: The school complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to relevant reporting requirements to the district, and the Oregon Department of Education including: attendance and enrollment reporting, compliance with the charter contract and timely submission of all deliverables.</i>	
Evaluator's Assessment	
<input checked="" type="checkbox"/>	<i>Meets standard: The school presents no material concerns relating to reporting requirements to the district and ODE.</i>
<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in one or more of the criteria with regard to reporting requirements to the district and ODE.</i>

**Evidence:**

- *Charter Agreement 2016-2023*
- *Communication with Arco Iris board president*
- *Arco Iris website: Board meeting agendas and meeting minutes*
- *Arco Iris Board Policy*
- *Arco Iris Board Bylaws*
- *Arco Iris Governance Narrative*
- *Evaluation of Director 2020-21*
- *Charter School Director Evaluation Workbook (created by COSA and OSBA)*
- *Quarterly Report from Arco Iris to BSD – submitted October 2021*
- *Arco Iris Reporting Calendar for 2021-2022*

**Measure 8a. Governance Requirements****EXCEEDS STANDARD**

Arco Iris's board has established comprehensive board policies and reviews them regularly to ensure policies are current and relevant. Board policies cover important aspects of school operations including: board governance, administration, fiscal management, support services, personnel, instruction, students and community relations.

Arco Iris has additional publications to guide the work of the board: Bylaws which were last revised in 2016 and a Governance Narrative also revised in 2016. The Bylaws address topics such as the number, tenure and qualifications of board members, election of board members, board meeting requirements, how vacancies of board members will be addressed, conflicts of interest, electing officers, details about keeping books and records of accounts.

The Arco Iris school board president reported that the board meets monthly and during the 2020-21 school year all meetings were virtual. Notices of all board meetings are posted publicly and parents are reminded that they are always welcome to attend. However, the board president noted that they rarely have parents attend board meetings unless a topic of particular interest is on the agenda.

Board meeting agendas and minutes from past meetings are posted on the school website and are easy to access. The board president shared that there were no conflicts of interest on the board during 2020-21.

Per Arco Iris Bylaws, the Arco Iris board is authorized to set up committees that operate under the assignment and delegation of the Board. One of the working committees is the Finance Committee. Arco Iris's Finance Committee was established in 2012 and is composed of one board member, the executive director, the bookkeeper, and the PTO treasurer. The Finance Committee reviews fiscal and risk operations for the charter school; provides budget recommendations to the Arco Iris board and conducts a budget development process; and provides special assistance for finance, human resources and technical topics.

The Arco Iris board president reported that the Finance Committee monitors the charter school's budget on a monthly basis. All financials (including cash flow) are reviewed monthly by the Finance Committee and the Committee provides a finance report at each monthly board meeting. The board president explained: *"We look at how financial decisions impact not just the now, but the future as well."*

Evidence confirms that the school is in compliance with board policies and bylaws. All board meetings are open to the public, meeting agendas and minutes are posted on the school website.

**Commendation:**

**Arco Iris is commended for providing comprehensive and detailed documentation (on the school's website) about the charter school's board. Identifying the responsibilities of the Board, providing brief biographies and contact information for each board member, inviting parents to attend board meetings, providing agendas and minutes of the meetings, providing board improvement plans and other important governance documents makes the Board seem more personal and helps parents, staff and community members understand the work of the board. The transparency with which the Arco Iris School Board operates and communicates helps build trust and respect between the board, the school staff, parents and broader community.**

**Measure 8b. Evaluation of Administration**

**MEETS STANDARD**

Arco Iris Board Policy requires that the executive director’s job performance be evaluated formally at least annually. The board president confirmed that the current executive director has been evaluated each of the two years she has served at Arco Iris. The board hires OSBA to help facilitate the director’s evaluation. The Arco Iris board uses the Charter Director Evaluation Workbook—created by and co-endorsed by OSBA and COSA in 2019—as the evaluation tool to assess the job performance of the executive director.

The Charter Director Evaluation Workbook contains five components:

- 1) Director Performance Standards - The director is evaluated on eight performance standards using a scoring guide that identifies criteria for accomplished, effective, developing, and ineffective.
- 2) Director Goals – Created collaboratively by the director and the board at the beginning of the evaluation cycle
- 3) Evidence of Performance – This consists of the director’s self-evaluation and regular reporting to the board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the board may lack direct knowledge.
- 4) Feedback on Performance – This consists of a targeted feedback survey of the director’s performance by selected staff and members of the community who have frequent, consistent interactions with the director.
- 5) Evaluation Summary – This is the summary of the evaluation the board writes to share its unified message with the director and the public.

The evaluation process includes pre-evaluation activities (goal setting, etc.); check-in meetings throughout the year; time to gather documentation for the director’s self-reflection; presentation of evaluation results; and the evaluation conclusion.

The public statement from the AISICS’ board of directors regarding the executive director’s 2020-21 evaluation was included in the collection of evidence provided for this evaluation.

**Measure 8c. Reporting Requirements**

**MEETS STANDARD**

The Charter Agreement requires that Arco Iris submit to the BSD an annual report that includes: a list of all teachers, staff members and administrators along with specific information about each staff member; a summary of currently enrolled students by grade, including the number of students returning from the previous school year and the number of students by home district; and proof of insurance required under the Charter.

The Charter Agreement also requires that Arco Iris submit quarterly reports to the BSD including: a list of any expelled students, documentation of any changes in any certificate of occupancy, or other health-related or safety-related permits, applications or filings; any correspondence, notices, or determinations from the IRS related to maintenance of AISICS’ tax-exempt status; any correspondence, notices or determinations from the Oregon Secretary of State or the Oregon Department of Justice Charitable Activities related to AISICS’ status as an Oregon nonprofit corporation; a copy of any changes made to AISICS’ articles of incorporation or bylaws; a list, including name and contact information of any individuals leaving or joining AISICS’ board of directors; a list of newly hired employees with information about the employees; AISICS’ balance sheet, a statement of revenues and expenditures for the quarter ended, a statement of revenues and expenditures year-to-date, a budget projection summary; a list of any individuals who resigned or were terminated as employees of Arco Iris; student enrollment information.

On or before April 15 of each year, Arco Iris must submit to the BSD the proposed budget for the next fiscal year.

Responsibility for the submission of the various reports is shared between a few individuals including the charter school's bookkeeper and administrative support staff. Based on communication with these individuals, all reports are consistently accurate and are submitted in a timely manner.

The AISICS' bookkeeper is responsible for processing all bills, entering deposits, tracking finances online via QuickBooks, managing grant reimbursements, and coding expenses. She also oversees payroll services, HR benefits, monthly financials, and prepares the annual audit for the outside auditors. She is contracted by Arco Iris, provides services to other clients and offered this comment about the staff, administration and board members at AISICS:

*"Arco has an amazing team of staff/contractors that provide strong financials and successful audits. It is a delight to be part of the school and the professional board members as well as administrators. They are front runners in many aspects of running a charter school."*

<b>Indicator 9: Students and Employees</b>	
<p>Measure 9a. Is the school protecting the rights of all students?</p> <p><i>Criteria: The school complies with applicable laws, rules, regulations and provisions of the charter contract pertaining to the rights of students including policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment; the collection and protection of student information; due process protections, privacy, civil rights and student liberties requirements; conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices).</i></p>	
Evaluators Assessment	
<input checked="" type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria pertaining to protecting the rights of all students.
<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding protecting the rights of all students.
<p>Measure 9b. Is the school meeting teacher and other staff credentialing requirements?</p> <p><i>Criteria: The school complies with applicable laws, rules, regulations and provisions of the charter contract pertaining to state certification requirements, charter school licensure and registry requirements, and background check and fingerprinting requirements for all staff and volunteers.</i></p>	
Evaluators Assessment	
<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding teacher and other staff credentialing requirements.
<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria regarding teacher and other staff credentialing requirements.
<p>Measure 9c. Is the school employing generally acceptable employee relations practices?</p> <p><i>Criteria: School employees receive written documentation explaining customary employee benefits such as leave provisions, insurance protections, and the right to form a collective bargaining group. The staff has easy access to school leadership for addressing concerns. Employees are provided with professional development opportunities.</i></p>	
Evaluators Assessment	
<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding employee relations practices.
<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria regarding employee relations practices.
<p>Measure 9d. Is the school complying with statutory requirements (ORS 339.372, 339.388, 339.400) for reporting child abuse or sexual conduct and for providing annual training for all stakeholders about reporting requirements (ORS 339.372, 339.388, 339.400)?</p> <p><i>Criteria: Board policies are in place to address requirements for reporting on child abuse and sexual conduct by school employees and the reporting of child abuse by students. Policy is also in place describing the process for reporting abuse or sexual conduct. Annual training is provided on the prevention and identification of abuse and sexual conduct and on the obligations of school employees to report abuse and sexual conduct under policies adopted by the school board.</i></p>	
Evaluators Assessment	
<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding reporting child abuse and sexual conduct and for providing training about reporting to all stakeholders.
<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria regarding reporting child abuse and sexual conduct and for providing training about reporting to all stakeholders.

<p><b>Measure 9e.</b> Is the school complying with statutory guidance and district policy regarding teacher performance evaluation and professional growth, including the requirements of SB290?</p> <p><i>Criteria: Teachers are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment and summative evaluation. The Oregon Matrix is used to combine multiple measures for the summative evaluation to determine an overall performance level and components of a professional growth plan. Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's evaluation and his/her need for professional growth.</i></p>	
<p>Evaluator's Assessment</p>	
<input checked="" type="checkbox"/>	<p><i>Meets standard:</i> The school presents no material concerns in any of the criteria pertaining to teacher evaluation.</p>
<input type="checkbox"/>	<p><i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria pertaining to teacher evaluation.</p>

**Evidence:**

- *Charter Agreement 2016-2023*
- *Arco Iris website*
- *Arco Iris Board Policy*
- *Arco Iris Board Bylaws*
- *Communication with the Arco Iris executive director*
- *Communication with Arco Iris administrative staff*
- *2021-22 Student and Family Handbook*
- *2021-22 Staff Handbook*
- *Staff Survey*

**Narrative:**

**Measure 9a. Protecting Rights of all Students EXCEEDS STANDARD**

The Charter Agreement states:

*“Arco Iris may not limit admission or discriminate against any person on the basis of ethnicity, national origin, race, religion, disability, gender, sex, terms of an individualized education program, creed, color, ancestry, sexual orientation, income level, proficiency in the English language, or athletic ability. Additionally, Arco Iris may not discourage students otherwise eligible to attend, including any student with special needs, from applying to or attending Arco Iris.”*

Enrollment in the charter school is voluntary. All students who reside within the BSD and apply for and qualify for admission are eligible for enrollment in Arco Iris. If the number of applicants exceeds the capacity of a grade level, Arco Iris will select students through an equitable lottery selection process.

Based on conversations with Arco Iris’ administrative staff who are responsible for overseeing the lottery, the enrollment process is equitable and follows the requirements described in the Charter Agreement. No evidence was observed to suggest the enrollment process is not equitable.

Arco Iris administrative support staff reported that student records are stored in a locked, fire-proof cabinet in the main office. Parents are notified (via the Student and Family Handbook) of their rights to

access their child’s records and of the process for accessing and/or challenging the contents of their child’s education records.

Discipline/due process protections are thoroughly outlined in the Student and Family Handbook.

AISICS supports and observes the guidelines from ODE regarding creating a safe and inclusive school where everyone feels welcome and where the mental health and well-being of students and staff are a priority.

AISICS teachers were asked to describe specific actions they take in the classroom to address the social-emotional needs of their students. Two teachers’ responses appear below:

*“I talk to them every day. I listen to their stories, and offer them time to share. They know they can come to me, email me, or send me a chat, at any time. I have a good relationship/bond with each of my students. If someone is doing anything unkind, I stop it immediately. I will take teacher moments any time I feel the need to address social-emotional needs during class, in the hallway, or outside – anytime.”*

*“I use mentor texts to lead discussions on topics such as identity, kindness and bullying.”*

**COMMENDATION:**

**AISICS is commended for creating and supporting a learning environment that is safe for all students, welcomes all students and helps students learn to honor and respect differences in individuals at school and in the world.**

**Measure 9b. Teacher Certification**

**MEETS STANDARD**

Charter school law requires that at least one-half of the charter school’s total full-time equivalent (FTE) teaching and administrative staff must hold a valid teaching license issued by the Teacher Standards and Practices Commission (TSPC). The other teachers must be registered with the TSPC. According to the Arco Iris administrative support staff responsible for verifying teachers’ credentials, 100% of the teaching staff at Arco Iris were appropriately certified or registered in 2020-21.

All volunteers are required to submit to fingerprinting and a background check as outlined in the Student and Parent Handbook.

**Measure 9c. Employee Relations**

**MEETS STANDARD**

All Arco Iris teachers are provided with a staff handbook that is revised annually. The handbook addresses an array of topics ranging from how to report an absence (staff absence) to reporting child abuse to emergency closure procedures to guidelines for teachers’ participation in political activities. Customary benefits such as leave provisions and insurance protections are also included in the staff handbook.

Teachers report that if they have questions or concerns about school issues they can easily access their administrators. One teacher reported: *“The administrators are very responsive to requests. I can always reach them by email. I feel very supported.”*

Another teacher shared similar sentiments about the support she receives from Arco Iris administrators:

*"I feel this is a strength of our school, and it is invaluable to me. Michelle is available, open, kind, and supportive. Her support, especially around parent pushback regarding equity topics, has been invaluable during my time here at Arco. I enjoy working with Chris, and look forward to getting to know him better, and leaning on him more."*

Arco Iris staff are included in determining school improvement goals, the types of professional development they desire, and the direction of the school's future. In a survey on 10/21/21, teachers were asked the following questions in reference to a strategic plan that is currently being developed for the charter school:

1. To what extent do you agree with these pillars being the focus of the board and administration for the next three years?
2. To what extent do you feel that Arco Iris has a positive culture and community?
3. To what extent do you believe that Arco Iris offers an academically excellent program to its students?
4. To what extent do you feel that Arco Iris's fundraising efforts are adequate?
5. To what extent do you feel that families and the community are engaged by the school?

Staff feedback will guide the board and school leadership as they finalize AISICS' long-term strategic plan.

One AISICS staff member offered this comment about the overall culture of the school:

*"The culture of our school is strong. The relationship between teachers, staff, administrators, and students feels very positive. While there are always bumps when large numbers of people work together, overall, this is an incredibly supportive place to work."*

One of the challenges facing Arco Iris is finding (and retaining) highly qualified bilingual teachers. A possible solution to this challenge is described within the 2021-22 School Learning Plan:

*"Arco Iris experienced significant teacher turnover between the 20-21 and 21-22 school years. This problem is exacerbated by the fact that qualified bilingual teachers are in extremely short supply. We are currently exploring all possible options to fill open positions, including employment of visiting teachers from overseas using the J-1 visa program, and employing support staff as 'emergency substitutes' (per TSPC guidelines) while we continue to recruit teachers. Like all schools, we are hoping for a return to "normalcy" at some point in the future once the COVID threat subsides."*

**Measure 9d. Required Annual Trainings**

**MEETS STANDARD**

Arco Iris provided documentation showing that the school is in compliance with annual staff trainings required by law and stipulated in the charter school contract. The required trainings include identifying and reporting child abuse, sexual harassment, sexual misconduct by school employees, bullying prevention in schools, student privacy rights, and Bloodborne Pathogen Exposure Prevention. Depending on specific work assignments, some staff also participate in trainings for medication administration in schools and student medical emergencies.

**Measure 9e. Teacher Evaluation and Professional Growth****MEETS STANDARD****Professional Growth**

Decisions about professional development for AISICS staff are made by the leadership team and the executive director with input from teachers. The executive director reported they try to send staff to the OABE (Oregon Association for Bilingual Education) conference and any other bilingual trainings offered in the area. The school also provides trainings on Singapore Math and resources for social-emotional learning (SEL). Because of the school's high rate of teacher turnover these trainings are usually offered annually.

Arco Iris teachers also have access to professional development opportunities through the BSD. AISICS staff have joined BSD staff for training on remote teaching and on equity. The BSD portal, TeacherSource, is also a professional learning resource available to AISICS teachers .

In the collection of evidence, Arco Iris provided a spreadsheet showing the professional development that staff participated in during 2020-21. The list included: inservice meetings preparing for the opening of school, training with Santillana digital resources, Bloodborne pathogens training, a workshop on "Cultivating Genius" with Dr. Gholdy Muhammad, the OABD conference, the BSD Equity Summit and time together in their school improvement work groups. The staff also participated in a book study using *White Fragility: Why It's So Hard for White People to Talk About Racism*, by author and anti-racist educator Robin DiAngelo.

Working collaboratively with colleagues is also a form of professional growth. All AISICS teachers meet bi-weekly with grade level teams and school administrators to review student data, identify and monitor students of concern, and discuss instructional assessment practices appropriate for their grade level. In addition, Student Intervention Team meetings occur every eight weeks to develop intervention plans for students who need academic and/or social-emotional support.

**Evaluation**

The Staff Handbook describes how teacher evaluations help guide the professional development offered to teachers:

*"The purpose of the public charter school's evaluation [program] is to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching responsibilities. The public charter school's program also provides for the assessment of classified employees and current performance of their job assignments."*

The executive director reported that due to COVID-19 restrictions in 2020-21, AISICS used a modified teacher evaluation tool, the Framework for Remote Teaching. Prior to 2020-21, the school used BSD's 5D framework for teacher evaluation. Both frameworks include key components identified by ODE for teacher professional development and evaluation systems: standards of professional practice; differentiated performance levels; multiple measures for evaluations; evaluation and professional growth cycle; summative evaluations; and aligned professional learning.

<b>Indicator 10: School Environment</b>	
<p>Measure 10a. Is the school complying with facilities and transportation requirements?</p> <p><i>Criteria: The school complies with applicable laws, rules, regulations and provisions in the charter agreement relating to facilities, grounds, and transportation including: American with Disabilities Act; fire inspections and related records; viable certificate of occupancy or other building use authorization; documentation of requisite insurance coverage; and student transportation.</i></p>	
Evaluators' Assessment	
<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to facilities, grounds, and transportation.
<input type="checkbox"/>	<i>Does not meet standard:</i> The school is materially out of compliance with applicable laws, rules, regulations and provisions in the charter agreement relating to facilities, grounds, and transportation.
<p>Measure 10b. Is the school complying with health and safety requirements?</p> <p><i>Criteria: The school complies with applicable laws, rules, regulations, and provisions of the charter agreement related to safety and the provision of health-related services including: appropriate nursing services, dispensing of pharmaceuticals and food service requirements.</i></p>	
Evaluators' Assessment	
<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to health and safety.
<input type="checkbox"/>	<i>Does not meet standard:</i> The school is materially out of compliance with applicable laws, rules, regulations and provisions in the charter agreement relating to health and safety.
<p><u>Measure 10c.</u> Is the school handling information appropriately?</p> <p><i>Criteria: The school complies with applicable laws, rules, regulations and provisions of the charter agreement relating to the handling of information including: maintaining the security of and providing access to student records; accessing documents maintained by the school under the state's Freedom of Information law, transferring of student records; and proper and secure maintenance of testing materials.</i></p>	
Evaluators' Assessment	
<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to handling information and records appropriately.
<input type="checkbox"/>	<i>Does not meet standard:</i> The school was materially out of compliance with applicable laws, rules, regulations and provisions in the charter agreement relating to handling information and records appropriately.

**Evidence:**

- Arco Iris' website
- Arco Iris' At-A-Glance Profile and Accountability Details 2020-21
- Emergency Evacuation Drill Record
- Report from Washington County Health and Human Services
- Email communication between AISICS and Washington County Health and Human Services
- Communication with the Arco Iris executive director
- Communication with Arco Iris administrative staff
- 2021-22 Student and Family Handbook
- Copies of PACE insurance policies as required by the Charter Agreement
- Evaluator's observations during facility tour on December 2, 2021

**Narrative:****Measure 10a. Facilities****MEETS STANDARD**

During the tour of the AISICS facility, the evaluator observed exits and evacuation routes appropriately marked throughout the building. The building is in compliance with ADA requirements; an elevator is available for any individual who is unable to access the stairs.

The Student and Family Handbook states that *“instruction on fire, earthquake dangers and safety threats, and drills for students shall be conducted for at least 30 minutes each school month.”* A copy of the Emergency Evacuation Drill Record was provided in the collection of evidence.

A copy of an inspection by Washington County Health Department was also provided. The purpose of the inspection was to confirm that an issue raised during a previous inspection had been corrected. The initial issue was that the hot water in the dishwasher was not reaching the correct temperature. The Health Department official noted in the March 2020 report that the issue had been corrected. Because of distance learning in 2020-21, the annual inspection was cancelled. Copies of email exchanges from this fall (2021) indicate Arco Iris staff are in communication with the Washington County Department of Health and Human Services for the regular inspection schedule to resume.

Copies of the school’s required insurance coverage were included in the collection of evidence prepared by Arco Iris leadership.

**COMMENDATION:**

**Moving into a school facility that would allow AISICS to grow to their full capacity and potential was a long-time dream and became a reality because of the vision of school’s founders, the careful financial planning of a long-serving board member, and the passion of teachers, staff and families. AISICS is commended for reaching their goal and for allowing all stakeholders (students, parents, staff and community members) to follow the construction of the new facility via pictures and narratives on the school’s website. The journey is an exemplary example of a community coming together to realize (and celebrate) a dream.**

**Measure 10b. Health & Safety****MEETS STANDARD**

AISICS’ At-a-Glance School Profile identifies the safety of students and staff as a priority:

*“The safety of our students and staff is our highest priority, especially as the COVID pandemic has disrupted normal school operations. We collaborate closely with the Beaverton School District, Washington County Health Department and ODE to stay abreast of safety protocols. Our staff and our families are committed to ensuring an equitable and inclusive environment for all. Monthly Familias Unidas community conversations, ongoing staff professional development, and evaluation of school operations through an equity lens all support our anti-bias/anti-racism work.”*

Safety is also identified under Bullying, Harassment, and Safety Policies in AISICS’ At-a-Glance School Profile:

*“Teachers, administrators and the counselor work together to prevent bullying and harassment through lessons and routines that promote social emotional learning, restorative justice practices, Positive Behavior Interventions and Supports (PBIS), and family connections. We respond to all reports of bullying and harassment and work to restore relationships and help students learn appropriate social skills.”*

The charter school provides trainings for staff focused on anti-bullying and harassment.

The Student and Family Handbook includes requirements for how medications may be dispensed at school as well as protocols for attending to a student who becomes ill or is injured at school.

AISICS' Healthy and Safe Schools (HASS) Plan meets the criteria required by Oregon statute and is posted on the school's website. Robyn Stolin, Facilities Contract Employee, is responsible for administering and implementing the HASS plan.

AISICS' Safe Return to In-Person Instruction and Continuity of Services Plan, the school's Integrated Pest Management Plan and the Radon Plan are also posted on the school's website.

When AISICS moved to the new facility, school leadership was proactive and thoughtful about creating and communicating a safe plan for drop off/pick up for parents. The plan appears on the school website under the SCHOOL > NEW BUILDING > FAQ and Factoids tab.

**Measure 10c. Managing Records Appropriately**

**MEETS STANDARD**

Based on evidence provided, Arco Iris is in compliance with all applicable laws, rules, regulations and provisions of the charter agreement relating to the handling of information and managing records.

The Arco Iris administrative support staff reported *“Our files are kept in a separate, locked room and all files are stored in fire-proof cabinets.”* Access to students' files is limited to office staff and school administrators.

The Student and Family Handbook provides extensive information about students' education records including what is included in an education record, how and where the records are stored, how to access the records and the process for challenging the content of a student's education records.

Administrative support staff confirmed that students' records are sent within ten days of receiving the records request, in accordance with state law and board policy.

**Framework 3: Financial Performance**

<b>Indicator 11: Fiscal Accountability and Oversight</b>	
Measure 11a: Does the school’s board provide appropriate financial oversight?	
<i>Criteria: The board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget vs. actuals. Board-adopted financial policies are in place and are followed by both the board and school leadership. The board has members with finance expertise, and board members are able to understand budgets, audits, and budget development. The board sets and regularly monitors progress toward financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, includes contingencies and involves multiple stakeholders.</i>	
Evaluator’s Assessment	
<input checked="" type="checkbox"/>	<i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i>
<input type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria regarding board financial oversight.</i>
<input type="checkbox"/>	<i>Approaches standard: The school presents a material concern in one of the criteria regarding board financial oversight.</i>
<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding board financial oversight.</i>
Measure 11b: Does the school maintain appropriate internal controls and procedures?	
<i>Criteria: The school follows a set of comprehensive, written fiscal policies and procedures. The school accurately records and appropriately documents transactions in accordance with school leadership’s direction, laws, regulations, grants, and contracts. Duties are appropriately segregated or the school has implemented compensating controls. There is an established system in place to provide the appropriate information needed by leadership and the board to make sound financial decisions and to fulfill compliance requirements. The school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor.</i>	
Evaluator’s Assessment	
<input type="checkbox"/>	<i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i>
<input checked="" type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria regarding internal controls and procedures.</i>
<input type="checkbox"/>	<i>Approaches standard: The school presents a material concern in one of the criteria regarding internal controls and procedures.</i>
<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding internal controls and procedures.</i>

**Evidence:**

- Arco Iris’ Budget for 2020-21
- Arco Iris website > School Board > Finance Committee
- Audit Report for the fiscal year ended June 30, 2020
- AISICS’ School Board member biographies on the school’s website
- Communication with the AISICS’ board president
- Communication with the AISICS’ bookkeeper
- AISICS’ Board meeting minutes
- AISICS’ Budget Development Procedures

**Narrative:****Measure 11a. Financial Oversight****EXCEEDS STANDARD**

AISICS' finances are closely monitored by the school board and the Finance Committee. The responsibilities of the AISICS' Finance Committee are described on the school's website:

*"The Finance Committee has the responsibility of working with the school administrator and Treasurer to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending to the Board appropriate policies for the management of the charter school's assets. The Finance Committee shall be assisted by the school administrator and treasurer and be responsible for providing guidance and support on facility and technology needs. Committee to meet monthly."*

Based on the evidence provided and observed, AISICS' board provides strong financial oversight. The board president reports—and board meeting agenda and minutes confirm:

- The board sets and regularly monitors key financial metrics, including budget versus actuals.
- Board-adopted financial policies are followed by the board and by school leadership.
- The board sets and regularly monitors progress toward financial goals.

Based on the biographies posted on the school's website as well as through conversation with the board president, the areas of expertise of AISICS' board members include accounting, public administration, finance, non-profit experience, web design and digital marketing, education, and school counseling. All members are able to understand budgets, audits and budget development.

Cash flow statements, income and expense statements, and budget versus actual to date reports are reviewed monthly and balance sheets are monitored quarterly, as required by the charter contract. The board reviews the budget forecast for the upcoming year, cash flow forecast, the audit report for the previous fiscal year, and a review of liability insurance policies on an annual basis.

AISICS' budget document for the annual year is initially created by the charter school's bookkeeping service, True Blue Accounting. The shell of the budget is created by using the actual expenses of the previous two years. The executive director meets with the bookkeeper to identify and update staffing, curriculum, expansion and supply needs. The Finance Committee then takes over and works to create a balanced budget. Once the Finance Committee agrees upon the budget, the budget is introduced to the board at a monthly board meeting. The budget is then approved by the board and the approved budget is submitted to the BSD.

The bookkeeper explained that the budget submitted to the BSD is a "first draft" and is updated until the start of school when state school fund figures are finalized and all hiring is completed. The updated budget is submitted to the finance committee again for approval. And once approved, it is also re-submitted to the BSD.

**Measure 11b. Internal Controls**

**MEETS STANDARD**

Board meeting minutes confirm that school finances are reviewed and discussed at every board meeting. Each month the Board Treasurer provides the Board with a report that includes: ADMw received (for the month); total income (for the month); cash balance (for the month); accounts receivable (for the month); and net gain/loss (for the month).

The financial review for the year ending June 30, 2020, reveals the external auditor did not identify any significant deficiencies.

AISICS administrative support staff confirm that processes and protocols are in place at the school to ensure proper internal controls. Staff reports that they have moved away from accepting cash at the school and request that families pay either by check or credit card. In the event that they do receive cash, the two designated staff members count and verify the finds with a petty cash receipt to confirm correct amounts. At that time, a bank courier is called to pick up the deposit. Cash is placed in the school safe until the courier arrives. Once the cash is picked up, a copy of the petty cash receipt is sent to the school's accounting department.

The administrative support staff also explained: *"For any checks received for the school, we process/deposit them the same day via our online banking system."* Both members of the administrative support team issue invoices for any payments due to the school via QuickBooks; parents are encouraged to pay by credit card directly from the emailed invoice.

<b>Indicator 12: Sustainability Measures</b>	
<p><b>Measure 12a:</b> Does the school maintain adequate financial resources to ensure stable operations?</p> <p><i>Criteria: The school maintains sufficient cash on hand to pay current bills and those that are due shortly. The school has liquid reserves to fund expenses in the event of income loss. Cash flow projections are prepared and monitored.</i></p>	
Evaluators' Assessment	
<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding maintaining adequate financial resources.
<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding maintaining adequate financial resources.
<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding maintaining adequate financial resources.
<p><b>Measure 12b:</b> Is the school demonstrating short and long-term fiscal viability?</p> <p><i>Criteria: The school has met enrollment projections. Revenue and funding projections are reasonable and certain. Margins, cash flow, and debt levels are appropriate. The current ratio is greater than or equal to 1.1. The unrestricted days cash is at least 60 days or between 30 and 60 days with a one-year positive trend. The school is not in default of loan covenants and/or is not delinquent with debt service payments.</i></p>	
Evaluators' Assessment	
<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding fiscal viability.
<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding fiscal viability.
<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding fiscal viability.
<p><b>Measure 12c:</b> Does the school operate pursuant to a financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?</p> <p><i>Criteria: The school has outlined clear budgetary objectives and budget preparation procedures. Board members, school leadership, and staff contribute to the budget process, as appropriate. The school frequently compares its fiscal plan to actual progress and adjusts the plan to meet changing conditions. The school routinely analyzes budget variances, the board addresses material variances and makes necessary revisions. Actual expenses are equal to or less than actual revenue with no material exceptions.</i></p>	
Evaluators' Assessment	
<input checked="" type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate.
<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate.
<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate.

**Evidence:**

- *Financial audit for the year ended June 30, 2020*
- *Communication with the AISICS executive director*
- *Communication with the AISICS bookkeeper*
- *Communication with the AISICS administrative support staff*
- *AISICS' Board meeting minutes*
- *AISICS' website*

**Narrative:****Measure 12a. Financial Stability****MEETS STANDARD**

The AISICS bookkeeper confirmed that the charter school maintains sufficient cash on hand to pay current bills and those that are due in the short-term. She also reported that AISICS has liquid reserves to fund expenses in the event of income loss.

Cash flow projections are prepared and monitored by school leadership and the AISICS board. Board meeting minutes confirm that financials are regularly monitored and discussed by the board.

The executive director explained that during her tenure at AISICS (i.e, the past three years), the board has worked to secure outside funding that has helped provide stability to the school's finances. The school has received two grants—each approximately \$400,000. The first grant was provided by the Department of Education and enabled AISICS to purchase furniture, technology and curriculum to serve the increasing student population at the charter school. The second grant was from the federal COVID-relief Payroll Protection Program. The school has also received additional funding through the Student Investment Account and the additional federal relief (ESSER) grants.

**Measure 12b. Long and Short Term Fiscal Viability****MEETS STANDARD**

The AISICS board president reported that the board contracted with a financial advisor throughout the purchase of the new facility and they continue to work with the advisor to ensure the school meets all bond debt ratios and are in a good financial position to refinance the new facility. As this report is being written (December 2021), the board is in the process of refinancing the new building.

The board president also explained that the long-term viability of the middle school program is under review:

*"We continue to review our middle school program to determine whether it is a benefit or burden to the school program. So far we have decided to maintain the program with each review. We are in the process of reviewing it again this year. It was last reviewed in 2019."*

The AISICS board president and school's bookkeeper report the school is not in default of loan covenants and is not delinquent with debt service payments.

The bookkeeper reports revenue and funding projections for the school are reasonable and certain; margins, cash flow and debt levels are appropriate.

**Measure 12c. Financial Planning**

**EXCEEDS STANDARD**

As previously mentioned in this report, AISICS was able to take ownership of, renovate and move into a school facility that allows the charter school to grow to its full capacity and potential because of the vision of school's founders, the careful financial planning of a long-serving board member, and the passion of teachers, staff and families. Without prudent financial planning and management, this dream would not have been realized. The board is commended for its commitment to this goal.

With the move to the new facility complete, AISICS is looking toward the future and planning for the next three to five years with an emphasis on fiscal sustainability. The AISICS executive director reported:

*"The board is currently in the process of developing a 3-5 year strategic plan with a heavy emphasis on financial sustainability. We are using the services of Kristen Miles from OSBA and the process involves gathering stakeholder input from the board, the parent community and the staff.*

*Up until this point in our history, the board has been focusing on creating budgets that would allow for the purchase of a permanent location for the school. This was a huge effort that culminated in the purchase and renovation of our current space in 2018. Now that we have a home, the board can turn their attention to fiscal planning that is more focused on academic programs and staff retention."*

The AISICS board expects to have the strategic plan completed by the spring of 2022.

**Commendations:**

- AISICS is commended for maintaining a strong and consistent focus on the school's mission and philosophy, and using the foundational statements to guide decision-making in all aspects of the school. Stakeholders share a common understanding of the school's mission and the expectations for all stakeholders are clearly defined and communicated. (Measure 6a)
- AISICS leadership and members of the Equity Advisory Council are commended for taking bold actions to create a welcoming and inclusive learning community. Evidence shows support for (and progress toward) the EAC's philosophy and goals with an emphasis on continuing to learn and grow as a diverse community. (Measure 6a)
- AISICS is commended for the levels of parent satisfaction the school has achieved in spite of the many challenges and restrictions caused by the COVID-19 pandemic. (Measure 6b)
- AISICS is commended for soliciting and using parents' input with respect to important school decisions and long-term planning. (Measure 6b)
- AISICS is commended for providing comprehensive and detailed documentation (on the school's website) about the charter school's board. Identifying the responsibilities of the board, providing brief biographies and contact information for each board member, inviting parents to attend board meetings, providing agendas and minutes of the meetings, providing board improvement plans and other important governance documents makes the board seem more personal and helps parents, staff and community members understand the work of the board. The transparency with which the Arco Iris school board operates and communicates helps build trust and respect between the board, the school staff, parents and broader community. (Measure 8a)
- AISICS is commended for creating and supporting a learning environment that is safe for all students, welcomes all students and helps students learn to honor and respect differences in individuals at school and in the world. (Measure 9a)
- Moving into a school facility that would allow AISICS to grow to their full capacity and potential was a long-time dream and became a reality because of the vision of the school's founders, the careful financial planning of a long-serving board member, and the passion of teachers, staff and families. AISICS is commended for reaching their goal and for allowing all stakeholders (students, parents, staff and community members) to follow the construction of the new facility via pictures and narratives on the school's website. The journey is an exemplary example of a community coming together to realize (and celebrate) a dream. (Measure 10a)

**Recommendation:**

- Under Michelle Herron's strong leadership, AISICS has accomplished many goals and has put into place several practices and programs that effectively support the school community. She is currently working with the board, staff, parents and community members to develop the school's three-year strategic plan. It is recommended that the board hire Ms. Herron back (after her retirement in June 2022) so she can help transition her replacement as well as assist with the initial implementation of the strategic plan.

**APPENDIX A**  
**Summary of Findings**

<b>EXCEEDS</b>	
6a	Executes the school's mission and key design elements
6b	Promotes parental involvement and getting feedback from parents
7a	Implements the distinctive instructional practices as outlined in Charter Agreement
7b	Implements an adequate assessment system
8a	Complies with applicable governance requirements
9a	Protects the rights of all students
9e	Complies with statute and district policy re: teacher professional growth and evaluation
11a	School Board provides appropriate financial oversight
12c	Engages in financial planning
<b>MEETS</b>	
7c	Complies with applicable laws of charter contract regarding educational requirements
7d	Protects the rights of students with disabilities
7e	Protects the rights of English learners
7g	Meets requirements regarding access to technology
8b	Holds the charter school's administration accountable
8c	Complies with reporting requirements in a timely manner
9b	Meets teacher and other staff credentialing requirements
9c	Employs generally acceptable employee relations practices
9d	Complies with state statutes re: sexual conduct and child abuse reporting
9e	Complies with statute and district policy re: teacher professional growth and evaluation
10a	Complies with facilities and transportation requirements
10b	Complies with health and safety requirements.
10c	Handles records and information appropriately
11b	Maintains appropriate internal controls and procedures
12a	Maintains adequate financial resources to ensure stable operations
12b	Demonstrates short and long-term fiscal viability
<b>DOES NOT MEET</b>	
<b><i>None</i></b>	

## **APPENDIX B**

### **Evaluator's Biography**

#### **Victoria L. Lukich, Ed. D.**

Dr. Victoria Lukich has an extensive background in K-12 education spanning more than 40 years. Her experience has been as a classroom teacher at the middle and high school levels, a school improvement coordinator, assistant principal, and principal. In addition, Victoria served as a district level administrator overseeing and supporting high schools and option schools in a large school district in the Portland Metropolitan area. She has worked for the U.S. Department of Education conducting program evaluations of secondary schools throughout the U.S. Her work in four different districts at the school and district levels, in addition to work with the USDOE, provide her with extensive experience in curriculum development, using data to guide school improvement efforts, program evaluation, and school leadership. Victoria also has expertise in guiding and supporting schools and school leaders through the change process as well as promoting and engaging in practices that promote equity in school.

Currently, Dr. Lukich works as a private educational consultant conducting program evaluations for schools, districts and non-profit organizations and providing coaching and mentoring to new administrators who work in schools and school district offices.

# Arco Iris Spanish Immersion School Annual Evaluation Beaverton School District October 25, 2021



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*School Board 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.*

## Evaluation Overview

### *Purpose*

15.2 Annual Visit. At least annually, a member of the Board, the District's Superintendent, or the Superintendent's designee must visit Arco Iris to evaluate its compliance with the terms of this Charter and the Act, and the success of the academic program. The District or its designee must prepare a written report of the findings of its evaluation, which must include, but is not limited to, the following: (a) a statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues; (b) a description of the assessments used to measure student progress; (c) a summary of student assessment results; (d) a description of the staffing of Arco Iris, summarizing the qualifications of staff members; and (e) a description of Arco Iris's educational program.

The Board may terminate the charter of a district-sponsored charter school for failure to:

1. Meet the terms of the approved charter or any provision of the law;
2. Meet the requirements of student performance in the charter;
3. Correct a violation of federal or state law;
4. Maintain insurance as described in the charter;
5. Maintain financial stability; and
6. Maintain the health and safety of the students.

### *Design*

By examining a variety of data, this charter school evaluation is designed to assess four key questions:

- How well has the school delivered its intended instructional program?
- How well are students learning?
- Are staff qualified to deliver the program and ensure student learning?
- Is the school on sound financial footing?

*Desired outcomes:* A quality charter school has a strong instructional program delivered with fidelity by qualified, skilled staff. Students demonstrate mastery in core content areas and show progress in learning during the year. A quality charter school maintains a sound financial foundation to ensure sustainability.

### *School Mission*

Arco Iris's mission is "to offer a solid education that includes Spanish immersion and a rigorous mathematical curriculum that will prepare students to be responsible citizens and lifelong learners with strong values".

### *Site Visit*

The prescribed site visit was conducted by Teaching and Learning staff on May 18, 2021. During the visit instruction at all grade levels and in both languages was observed. School safety protocols required during in-person instruction were consistently observed by students and staff.

### Highlights of Findings

Indicator	Key Question and Findings
1	<p data-bbox="342 285 1333 317">To what extent has the school delivered its intended instructional program?</p> <ul style="list-style-type: none"> <li data-bbox="342 327 1533 474">• Kindergarten students receive 80% of their instruction in Spanish, students in grade 1-5 receive 65% of their instruction in Spanish and students in grades 6-8 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by staff members who are fully licensed and proficient in English.</li> <li data-bbox="342 485 1533 558">• BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps.</li> <li data-bbox="342 569 1533 663">• Teachers use a variety of methods to engage students, including students learning remotely. 95% of students were assessed as engaged in the lesson or instructional task during the site visit.</li> </ul>
2	<p data-bbox="342 680 764 711">How well are students learning?</p> <ul style="list-style-type: none"> <li data-bbox="342 722 1533 911">• Arco Iris has met the student achievement requirements under the current Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.</li> <li data-bbox="342 921 1533 984">• The school monitors student progress using a variety of assessments that also inform instructional decisions.</li> </ul>
3	<p data-bbox="342 999 1468 1031">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul style="list-style-type: none"> <li data-bbox="342 1041 1533 1115">• All classes at Arco Iris are taught by licensed or registered teachers. Licensed staff were 65% of certified FTE in 2020-21.</li> <li data-bbox="342 1125 1533 1199">• ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.</li> <li data-bbox="342 1209 1533 1241">• Teachers participate in a variety of professional development opportunities.</li> <li data-bbox="342 1251 1533 1373">• In 2021, 85% or more of parents responding to the annual parent survey agreed they were involved in their child’s education and felt welcomed in the school community. In contrast 65% or fewer reported that the school met the academic needs of their child or that they were well-informed about their child’s academic achievement or progress.</li> </ul>
4	<p data-bbox="342 1394 1073 1425">To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> <li data-bbox="342 1436 1533 1509">• A copy of the annual audit for 2019-20, conducted by a licensed auditor, was submitted to the District on December 22.</li> <li data-bbox="342 1520 1533 1593">• Arco Iris ended the eleventh year of operation with a net income of \$868,302; 24.3% of total expenses for the year.</li> <li data-bbox="342 1604 1533 1705">• Net income for the school increased more than 900% from the prior year. The ending fund balance for the school after the eleventh year of operation is \$1,071,458; 24% of the budgeted expenditures for 2021-22.</li> <li data-bbox="342 1715 1533 1778">• In 2020-21, 83% of Arco Iris students were from BSD. The return rate for students in grades K-7 enrolled in June 2021 was 76%, down from 82% the prior year.</li> </ul>

Indicator	Key Question and Findings
1	<p data-bbox="345 218 1333 254">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="345 260 1528 600" style="list-style-type: none"> <li data-bbox="345 260 1528 411">• Kindergarten students receive 80% of their instruction in Spanish, students in grade 1-5 receive 65% of their instruction in Spanish and students in grades 6-8 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by staff members who are fully licensed and proficient in English.</li> <li data-bbox="345 417 1528 489">• BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and observed in classrooms.</li> <li data-bbox="345 495 1528 600">• Teachers use a variety of methods to engage students, including students learning remotely. 95% of students were assessed as engaged in the lesson or instructional task during the site visit.</li> </ul>

*Charter Requirements*

- 5.1 Overview. AISICS agrees to design and implement the educational program described to the Board and in the Application, as amended by this Charter. The educational program must include the following:
  - 5.1.1 All English Language Arts classes must be taught in English by a person proficient in the English language;
  - 5.1.2 In Kindergarten approximately 80% of daily instruction will be given in Spanish and 20% in English. In first through fifth grades, approximately 65% of daily instruction will be given in Spanish and 35% in English;
  - 5.1.3 In sixth, seventh and eighth grades, approximately 50 percent of daily instruction will be given in Spanish and 50 percent in English
  - 5.1.4 Differentiated instruction in all classes;
  - 5.1.5 Immersion teaching techniques will be incorporated in classes instructed in Spanish to ensure student success in Spanish learning acquisition;
  - 5.1.6 The curriculum will be fully aligned with Oregon curriculum state standards, and the District's learning targets will serve as a guide for curriculum unit development and assessment;
  - 5.1.7 The educational program implemented must meet the requirements of state and federal law, including, without limitation, Oregon content standards described in ORS 329.045, and other requirements concerning subjects of instruction and content standards;
  - 5.1.8 Instructional materials will align with applicable Oregon State Standards, ORS 329.045, and Arco Iris's education program set forth in the Application. Arco Iris will notify the District in writing of its intent to use instructional materials 60 days in advance of its use.

*Findings*

- English Language Arts classes are taught by fully licensed staff proficient in English.
- Kindergarten students receive 80% of their instruction in Spanish and 20% in English. Students in grade 1-5 receive 65% of their instruction in Spanish and 35% in English. Students in grades 6 - 8 receive 50% of their instruction in Spanish and 50% in English.
- Students receive differentiated instruction through grouping based on achievement/current learning as well as through differentiated materials, including individual reading books and student choice in topics. *Singapore Math* materials provide students with exercises based on the student's achievement and accuracy. Teachers provide individual help and additional challenging work for students who need it.

- During the site visit, a variety of methods were used to engage students, including students learning remotely -- random calling, cold calling, physical response, individual and full class responses, and turn and talk. Methods to refocus student attention or transition students from one activity to the next varied across classrooms and were effective in most classrooms. Classroom routines including Covid-19 safety protocols were efficient and known by students. In 17 observations across classrooms, 95% of students were assessed as engaged in the lesson or instructional task at the time of the observation.
- Immersion techniques observed during the site visit included frequent use of comprehension checks (e.g., student responses on white boards), use of physical gestures and prompts, and effective teacher talk (e.g., clear and accurate use of language, scaffolding through the use of both languages when needed).
- During the visit, students were observed making presentations to their classmates and often used physical materials to demonstrate their learning and acquire understanding of new concepts.
- BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. Observed instruction aligned with District learning targets as detailed here:

- |   |
|---|
| <ul style="list-style-type: none"> <li>• recognizes that spoken words are represented in written language by specific sequences of letters.</li> <li>• demonstrates that words are separated by spaces in print.</li> <li>• demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</li> <li>• draws, dictates, and writes informative/explanatory texts to name a topic and supply some information</li> <li>• demonstrates mastery of grammatical concepts (common and proper nouns, concrete or abstract words, suffixes forming diminutives)</li> <li>• analyzes how a scene fits into the text and helps develop the main idea, theme, setting, or plot. (diorama)</li> <li>• demonstrates comprehension of key ideas and details of grade-level literary texts</li> <li>• identifies and draws triangles, quadrilaterals</li> <li>• describes and represents fractions as equal parts of a whole or set, compares fractions, and identifies equivalent fractions</li> <li>• models with rational numbers and converts between forms as appropriate</li> <li>• finds probabilities of compound events</li> <li>• locates multiple sources about an event, issue or problem</li> <li>• reads and uses informational texts about energy flow in organisms to answer relevant questions</li> </ul> |
|---|

- Instructional materials employed during the 2020-21 school year included *Singapore Math* in grades K-5, *Big Ideas Math* in grades 6-8, *Santillana Descubre* for Spanish Language Arts in 1<sup>st</sup> through 3<sup>rd</sup> grade, *Santillana Yabisi* in 4<sup>th</sup> through 8<sup>th</sup> grade, *Fusion Ciencias* for Science, and *Historia Y Ciencias Sociales* for Social Studies. Teachers use a variety of instructional materials to deliver English Language Arts instruction aligned to district learning targets/state standards including Lucy Calkin’s “Units of Study”, Reading A to Z, Epic, and MobyMax.

Indicator	Key Question and Findings
2	<p data-bbox="345 218 768 254">How well are students learning?</p> <ul data-bbox="345 260 1442 529" style="list-style-type: none"> <li data-bbox="345 260 1442 449">• Arco Iris has met the student achievement requirements under the current Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.</li> <li data-bbox="345 455 1442 529">• The school monitors student progress using a variety of assessments that also inform instructional decisions.</li> </ul>

*Charter Requirements*

5.6 Student Assessment. Arco Iris will assess student performance (a) in the manner set forth in this Charter, (b) as provided in ORS 338.115(1)(L), and (c) in a manner consistent with assessments administered by the District to its elementary students, including assessments required for any District two-way immersion programs. The assessments will include:

5.6.1 Administering to each new incoming student in the fall a research based language proficiency assessment that measures proficiency growth as outlined in the American Council for Teaching Foreign Languages (ACTFL) Proficiency Rubric and administering to all students in the spring of each school year a research based language proficiency assessment that measures proficiency growth as outlined in the ACTFL Proficiency Rubric;

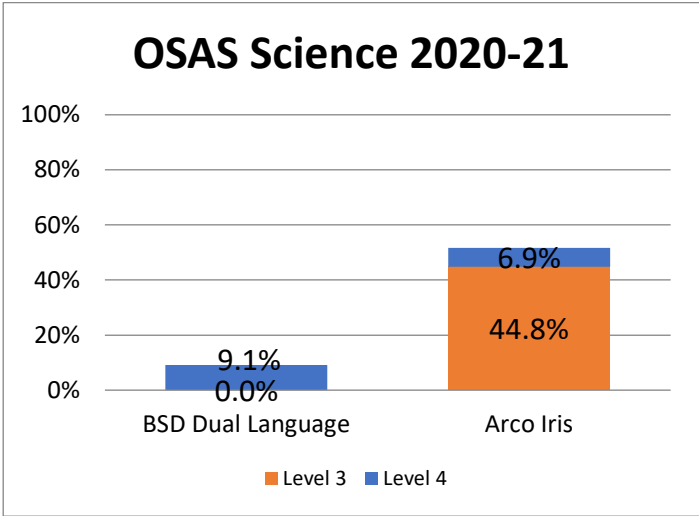
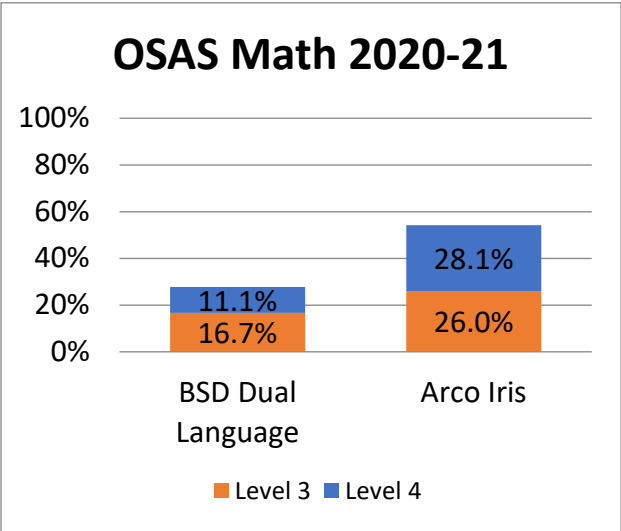
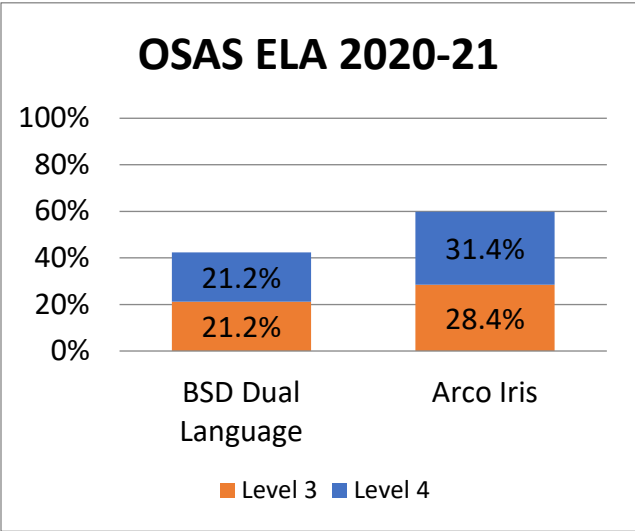
5.6.2 Administering to each student each school year the Oregon Statewide Assessments to the extent the District requires its students to take such assessment;

5.6.3 Administering to each ELL Student each school year the English Language Proficiency Assessment.

5.7 Student Achievement. All Arco Iris students must meet the District's learning targets for each grade level for each subject. Arco Iris will be deemed to have met the student achievement requirements of this Charter if, on a subject-by-subject basis, the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in English language arts, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.

*Findings*

- The State English Language Proficiency Assessment (ELPA) was completed by 40 of 47 students enrolled in 2020-21 receiving or eligible for ELD services.
- As shown in the graphs below, the percentages of Arco Iris students exceeding and meeting standard on the OSAS Language Arts, Mathematics, and Science tests are substantially greater than their dual language peers in the District. It is important to note that only 5% of students in BSD elementary dual language schools and only 50% of Arco Iris students participated in state testing this year.



- Student growth percentiles for OSAS English Language Arts (ELA) and Math were not produced by the Oregon Department of Education for 2020-21.
- Arco Iris has met the student achievement requirements under the current six-year Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.
- The school monitors student progress using a variety of assessments that also inform instructional decisions.

<b>Assessment</b>	<b>Purpose</b>	<b>Use</b>	<b>Frequency</b>
<b>ELPA21 (English Language Proficiency Assessment)</b>	Assesses language acquisition of identified ELL students	Used in the monitoring of progress of identified ELL students.	Annually
<b>IRLA</b>	Assesses student reading abilities and comprehension.	Progress monitoring and leveling for students	Twice a year
<b>Easy CBM ELA, Math &amp; Spanish</b>	Assess and track progress in ELA and math		Three times a year grades K-8 (ELA and Math) and grades K-2 (Spanish).
<b>Santillana</b>	Assesses student acquisition of Spanish language concepts and skills.		Grades 2-8
<b>Singapore Math Assessments</b>	Assess and tracks progress in math concepts for grades K-5.	Guides teaching strategies for daily learning at an individual level.	Weekly and end of unit assessments – reported in progress reports.
<b>OSAS English Language Arts, Mathematics, and Science</b>	Assesses students' mastery of Oregon content standards	Informs how Arco Iris students compare to the rest of the state. Used as a baseline measure of student progress.	Annually

Indicator	Key Question and Findings
3	<p data-bbox="345 218 1487 254">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="345 260 1487 644" style="list-style-type: none"> <li data-bbox="345 260 1487 331">• All classes at Arco Iris are taught by licensed or registered teachers. Licensed staff were 65% of certified FTE in 2020-21.</li> <li data-bbox="345 338 1487 409">• ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.</li> <li data-bbox="345 415 1487 451">• Teachers participate in a variety of professional development opportunities.</li> <li data-bbox="345 457 1487 644">• In 2021, 85% or more of parents responding to the annual parent survey agreed they were involved in their child’s education and felt welcomed in the school community. In contrast 65% or fewer reported that the school met the academic needs of their child or that they were well-informed about their child’s academic achievement or progress.</li> </ul>

*Charter requirements*

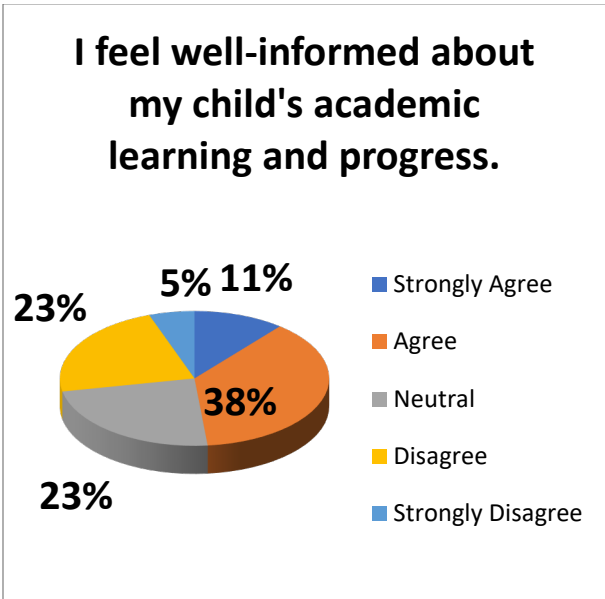
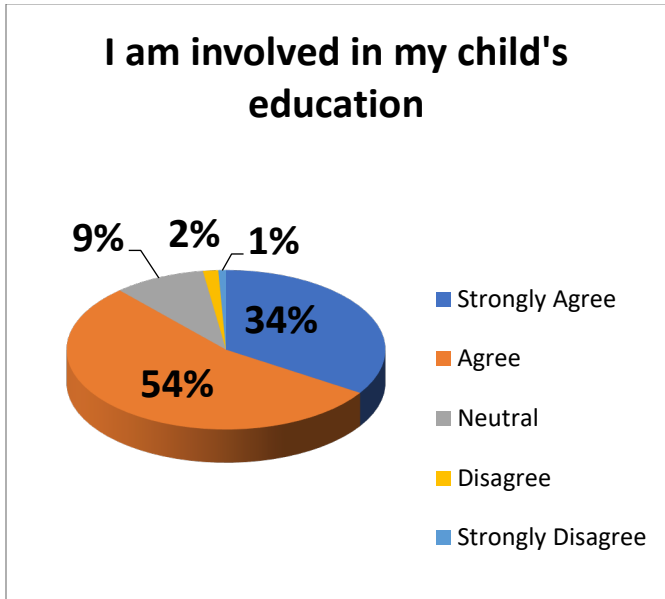
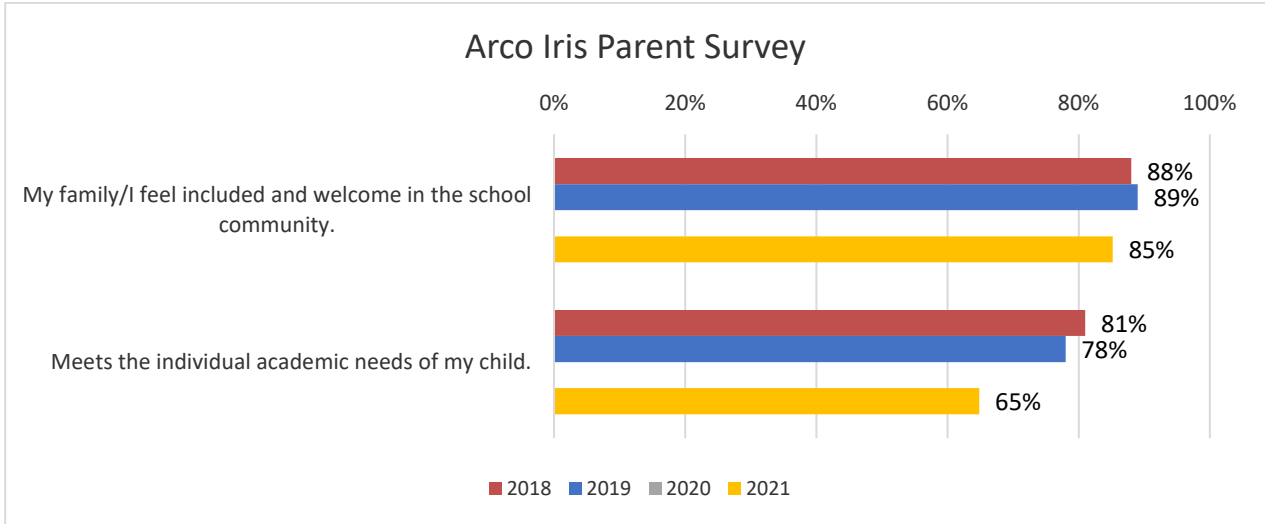
18.1 English Language Arts. All English Language Arts classes at Arco Iris will be taught in English by a teacher proficient in the English language.

18.2 Classes Taught in Spanish. All classes at Arco Iris taught in Spanish will be taught by a bilingual Spanish/English teacher with native or near-native proficiency in Spanish.

18.3 ELL Classes. All teachers providing programs specialized for ELL Students will be taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.

*Findings*

- English Language Arts classes are taught by staff who are proficient in English and appropriately certified.
- At the time of the on-site visit, all classes taught in Spanish were taught by a teacher proficient in Spanish.
- All Arco Iris teachers are appropriately licensed or on the charter school registry maintained by TSPC. Licensed staff were 65% of certified FTE in 2020-21.
- ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.
- Summary of professional development during 2020-21 school year:
  - Equity and Inclusion (BSD and Arco Iris Staff)
  - Cultivating Genius (BSD)
  - Bilingual Education (OABE)
  - SEL Strategies (Arco Iris staff trainer)
  - Health and Safety protocols (ESS Absence Management Services)
- In 2021, 85% or more of parents responding to the annual parent survey agreed they were involved in their child’s education and felt welcomed in the school community. In contrast 65% or fewer reported that the school met the academic needs of their child or that they were well-informed about their child’s academic achievement or progress.



Indicator	Key Question and Findings
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> <li>A copy of the annual audit for 2019-20, conducted by a licensed auditor, was submitted to the District on December 22.</li> <li>Arco Iris ended the eleventh year of operation with a net income of \$868,302; 24.3% of total expenses for the year.</li> <li>Net income for the school increased more than 900% from the prior year. The ending fund balance for the school after the eleventh year of operation is \$1,071,458; 24% of the budgeted expenditures for 2021-22.</li> <li>In 2020-21, 83% of Arco Iris students were from BSD. The return rate for students in grades K-7 enrolled in June 2021 was 76%, down from 82% the prior year.</li> </ul>

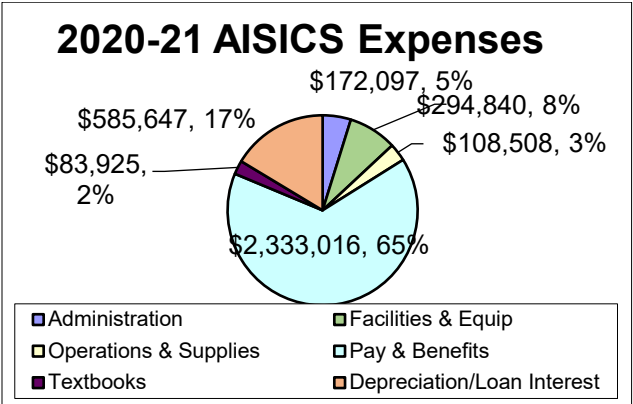
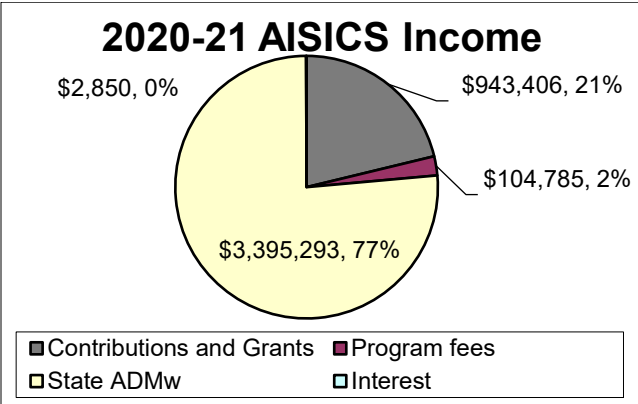
*Charter Requirements*

13.4 Arco Iris will retain an auditor to conduct an audit of the accounts of Arco Iris as required by ORS 338.095(2) and in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990, as it may be amended from time to time. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. Arco Iris will deliver a copy of the final audit to the District, the Oregon Department of Education, and the State Board of Education no later than each September 15 during the term of this Charter.

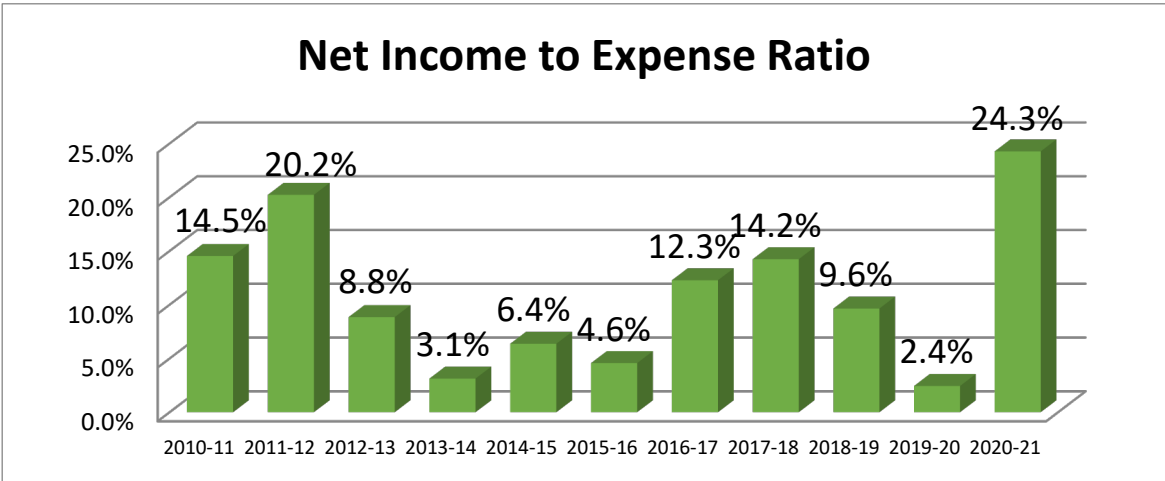
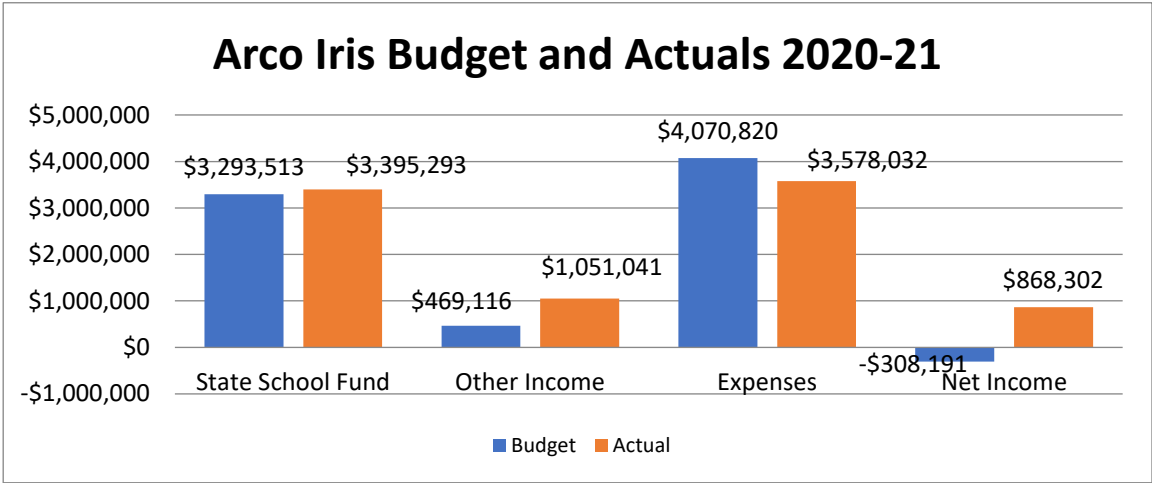
13.1 Annual Budget. On or before April 15 of each year, AISICS will submit to the District Arco Iris's proposed budget for the next fiscal year.

*Findings*

- A copy of the annual audit for 2019-20, conducted by a licensed auditor, was submitted to the District on December 22. The annual audit for 2019-20, conducted by a licensed auditor, found that the school's financial statements accurately reflect the school's financial position after the tenth year of operation. The audit did not find any evidence of non-compliance with state standards and no separate management letter was issued.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Arco Iris ended the eleventh year of operation with net income of \$868,302 on total revenues of \$4,446,334 and \$3,578,032 total expenses. State School fund accounts for 77% of the school's income, the same percentage as the prior year. Contributions and grants account for 21% of total income, up from 17% the prior year. Income and expenses are summarized below:



- Although the 2020-21 budget projected a deficit of more than \$300,000, the school ended the year with actual net income of more than \$580,000. Income from sources other than the State School Fund was more than double what was anticipated in the budget while expenses were \$500,000 less than anticipated.



- Net income for the school increased more than 900% from the prior year. The ending fund balance for the school after the eleventh year of operation is \$1,071,458; 24% of the budgeted expenditures for 2021-22.
- The 2021-22 budget was provided to the District on April 15<sup>th</sup>.
- In 2020-21, 83% of Arco Iris students were from BSD. The return rate for students in grades K-7 enrolled in June 2021 was 76%, down from 82% the prior year.

	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	MS	Total
Active students at end of year	81	83	54	50	47	43	58	416
Returned to Arco Iris	66	71	45	35	29	23	48	317
Returned to BSD school	5	6	5	5	11	17	2	51
Enrolled in another district, private school, home school	10	6	4	10	7	3	8	48
Return rate	81%	86%	83%	70%	62%	53%	83%	76%



## Arco Iris Charter Renewal

### POLICY ISSUE/SITUATION

The second renewal of the Charter for Arco Iris Charter School (Arco Iris) expires on June 30, 2022. The Arco Iris Charter School Board is seeking renewal of the Charter. By state law, renewals of a charter after the first renewal shall be for a minimum of five years but may not exceed 10 years.

As outlined in the approved Charter (section 2.2) Renewal:

If Arco Iris desires to renew this Charter, it must submit a written renewal request to the District at least 180 days before the then-current Charter term expires. Within 45 days after receiving the renewal request, the District must hold a public hearing about the request for renewal. Within 30 days after the public hearing, the District must approve the renewal or state in writing the reasons for denying the renewal. If the District approves the renewal, the District and Arco Iris must negotiate a new charter school contract within 90 days after the date on which the District approved the renewal, unless the District and Arco Iris agree to an extension of the time. If the District does not approve the renewal, Arco Iris may address the reasons stated in the District's denial notice and any remedial measures suggested by the District, and submit a revised request for renewal to the District.

### BACKGROUND INFORMATION

According to ORS 338.065 there are five factors required for consideration in the renewal decision. The sponsor bases the renewal decision on a good faith evaluation of whether the charter school is:

- In compliance with the chapter and all other applicable state and federal laws
- In compliance with the charter of the public charter schools
- Is meeting or working toward meeting the student performance goals and agreement specified in the charter or any other written agreement between the sponsor and other public charter school governing body;
- Is fiscally stable and evidence that a sound financial management system described in the proposal and incorporated into the written charter was used; and
- Is in compliance with any renewal criteria specified in the previous charter, if any.

The sponsor must base the evaluation described above primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review as required by ORS 338.095 and any other information mutually agreed upon by the public charter school governing body and the sponsor.

After reviewing the supporting evidence, staff have determined that Arco Iris has met the five criteria for renewal outlined above.

### RECOMMENDATION:

The Board approve the renewal of the Charter for Arco Iris Charter School.

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## SATO CLASSROOM ADDITION

### POLICY ISSUE/SITUATION

The 2014 Capital Improvement Bond included the new Sato Elementary School (ES). The school was constructed with a capacity of 750 students based on 30 students per classroom. Based on current enrollment projections at Sato ES, due to new residential development, it is recommended that four (4) classrooms be added to the permanent structure.

### BOTTOM LINE UP FRONT

District staff propose the Board authorize the preparation of design and construction documents for the classroom addition at Sato ES. This recommendation is to approve for the design only and not for the actual construction. The estimate is \$150,000 and this will be funded from the 2014 Capital Improvement Bond.

### BACKGROUND INFORMATION

The current enrollment for Sato ES is 700 students, and projected to increase in SY 2022-23. Enrollment at Sato ES has grown an average of approximately 50 students per year since opening in SY 2017-18, driven primarily by new residential development. While the residential development in the Sato ES attendance area is nearing full build-out, the area remains a popular destination for new families. For the next few years student enrollment at Sato ES will continue to increase and will exceed the capacity of the facility without some form of remediation.

Several solutions to address the utilization of capacity & enrollment issues were evaluated.

These include:

A. Attendance Boundary Adjustment. A major boundary adjustment could be undertaken; however, it would be a lengthy process with an uncertain outcome. Sato ES is receiving a minor boundary adjustment in SY 2021-22 (pending board approval in January 2022). Further adjusting the Sato ES attendance boundary would involve up to six (6) other elementary school boundaries, and potentially impact middle school and high school feeder patterns. There are few geographic options for adjusting Sato's attendance boundary. The area most likely to be relocated would be south of Springville road. This collection of neighborhoods has attended

three (3) different elementary schools (Jacob Wismer, Springville, Sato) in the past twenty years. Any reduction of enrollment at Sato ES through a boundary adjustment would not yield enrollment relief until the 2023-24 school year, at the earliest. The likely implementation of a legacy program (wherein students remain at Sato ES to maintain continuity of education) would also dampen enrollment relief.

B. Install Portable Structure(s). The district possesses double classroom portables which could be relocated to the Sato ES site. The cost for permitting, moving, and installing a portable is approximately \$250,000 per unit. A limiting factor to locating portables at Sato ES is open space to place portables. The only available location is the activity field which has gradient challenges to allow trucks to move the portables onto the site. The placement of portable classrooms would remove outdoor activity space for students' use. Another limiting factor is that only two companies exist in the Portland metropolitan area that have the ability to do the moving, placing the District at a disadvantage in terms of competitive pricing.

C. Invest in Permanent Capacity Expansion. Staff recommends the best alternative to address the capacity issues at Sato ES is to construct additional classrooms just like those being planned for Vose ES. The core facilities (gym, bathrooms, cafeteria) at the school are sized to support the additional classrooms. Without a far-reaching and disruptive boundary adjustment, there is no alternative to matching Sato ES capacity with enrollment demand. Temporary solutions, such as portable classrooms, are costly to implement and have significant negative impacts on the function of the school and are an additional safety risk to students who are not in the main building. Provisional conversion of spaces within the school (i.e. use of library space and other areas for instruction) is disruptive and introduces inequities to instruction.

To implement the recommended alternative of permanent capacity expansion, staff propose the Board authorize the preparation of design and construction documents for the classroom addition at Sato ES. If the Board authorizes proceeding with the design process, staff will complete the land use and construction permitting review and approval at Washington County. This effort will take approximately 12 months.

Staff have completed the design for the exact same classroom addition at Vose ES which will be constructed summer 2022. Staff propose to construct the classrooms at Sato ES during the spring/summer of 2023 and to be funded by the next Capital Improvement Bond (if one is approved).

## **BUDGET IMPLICATIONS**

The total cost for the Sato ES classroom addition design will be approximately \$150,000 and will be funded from the 2014 Bond. Due to favorable bid results, the Vose ES classroom addition has excess budget that would be transferred to the Sato ES classroom addition.

Staff's estimate for constructing the classrooms is approximately \$3M. The Sato ES classroom addition is currently listed as a project for the May 2022 General Obligation Bond. If the bond is

successfully approved by the voters, staff will quickly bid the project in preparation for 2023.

**RECOMMENDATION**

Recommend the Board approve the request to allocate \$150,000 to this project from Vose ES and consider voting to approve the transfer and contract at the February 28, 2022 business meeting.



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## Boys and Girls Swimming Co-op

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

After an extensive search, Beaverton High Swim Team was unable to find a head coach. Covid pool schedules and lack of availability for time slots that work for coaches, have created an issue for Beaverton High. Beaverton and Aloha are in close proximity and are both relatively small teams. The Aloha Head coach, Lisa Leslie, has agreed to oversee and lead both teams. The coaching staff will oversee both teams. Beaverton will have an assistant coach that runs point for Beaverton specifically but will be under Coach Lisa Leslie's lead. They will share common practice and training facilities. The Oregon School Activities Association (OSAA) has a collective sponsorship application that can be completed upon Board approval.

### **RECOMMENDATION:**

It is recommended that the School Board approves this Boys and Girls Swimming co-op.

# Oregon School Activities Association

## Collective Information - Beaverton and Aloha

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### Activities:

Boys Swimming and Girls Swimming

### Duration:

1 year

### School Years:

2021-22 through 2021-22

### Reason:

After an extensive search, Beaverton High was unable to find a head coach. Covid pool schedules and lack of availability for time slots that work for coaches, have created an issue for Beaverton High. Beaverton and Aloha are located in close proximity and are both relatively small teams. The Aloha Head coach, Lisa Leslie, has agreed to oversee and lead both teams. The coaching staff will oversee both teams. Beaverton will have an assistant coach that runs point for Beaverton specifically but will be under Coach Lisa Leslie's lead.

*This is the reason for creating this collective sponsorship.*

### Coaching Staff:

Aloha will provide the primary coaching resources

*This is how coaching resources will be allocated for this collective.*

### Training and Practice Facilities:

Both schools will share common practice and training facilities

*This is who will provide training/practice facilities.*

### Transportation:

Both schools will provide their own transportation

*This is who will provide transportation for the participants.*

## 1st School

### Beaverton

Classification: 6A, ADM: 1311

League: 6A-2 Metro League

[BSW](#) - 6A-2

[GSW](#) - 6A-2

## 2nd School

### Aloha

Classification: 6A, ADM: 1516

League: 6A-2 Metro League

[BSW](#) - 6A-2

[GSW](#) - 6A-2

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

**Board Members Present:**

Tom Collet, Chair  
Ugonna Enniyana  
Sunita Garg  
Susan Greenberg

Karen Pérez  
Eric Simpson  
Becky Tymchuk, Vice Chair

**Staff Present:**

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Mike Schofield	Associate Superintendent for Business Services
Josh Gamez	Chief Facilities Officer
Steve Langford	Chief Information Officer
Susan Rodriguez	Chief Human Resources Officer
David Williams	Executive Administrator for Strategic Relations
Danielle Hudson	Executive Administrator for Student Services
Steven Sparks	Executive Administrator for Long Term Planning
Shellie Bailey-Shah	Public Communications Officer
Pat McCreery	Administrator for Equity and Inclusion
Tatiana Cevallos	Administrator for Equity and Inclusion
Toshiko Maurizio	Administrator for Multilingual Programs
Brian Sica	Administrator for Curriculum, Instruction & Assessment
Camellia Osterink	District Legal Counsel
Janet Maza	Principal of Bonny Slope Elementary
Toni Rosenquist	Principal of Bethany Elementary

**CALL MEETING TO ORDER & BOARD PROCEDURES – Tom Colett**

School Board Chair Tom Colett called the meeting to order at 6:00 p.m. Chair Colett asked for changes to the agenda: He noted the change of an Executive Session scheduled before this meeting to directly before the Consent Agenda tonight.

**BEA Comments – Sara Schmitt – President**

Written comments attached in Board Book

**OSEA Comments – Kyrsti Sackman – President**

Written comments attached in Board Book

**BSAC Representatives – Jon Franco, Executive Administrator for Secondary Schools**

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Co-President: Neel Jain; WHS Senior – Separated into three committees; Mental Health, SRO’s, Inclusion  
Co-President: Beatrice Khan; BHS Senior – Emphasized the organization of the three committees  
Co-President: Jonah Patterson; SRHS Senior – Focus on work with SRO’s / reaching out to hear more from students regarding the program

Secretary: Elijah Castillo; ACMA Junior – Part of the Inclusion group, plan to create affinity groups in schools that don’t have them

Secretary: Isabella Starr; Early College Senior – Part of the Inclusion group, hosting Zoom meetings to reach out for more input

Social Media Representative: Grace Okoye; ISB Junior – Part of the Mental Health committee, how do we educate students about how to find the services available

### Questions and Comments:

We are going to be looking at a contract tonight with SeeChange. There may be a way to dovetail their work with the work you are doing. We should be receiving recommendations by the end of the school year.

**Public Comments** - Board Chair Colett stated there were 33 written comments received, see Public Comments attachment for a full listing of written public comments submitted along with 7 who requested to be included in person, along with the topics of those that they stated they would speak live on the zoom.

## REPORTS

- A. Superintendent Comments** – Don Grotting  
Report attached in BoardBook

**Questions and Comments:** None

- B. School Reports** –  
Reports attached in BoardBook

- a. Bonny Slope – Janet Maza
- b. Bethany – Toni Rosenquist

### Questions and Comments:

#### **Bonny Slope –**

Thank you for all of your hard work and what you are doing for student with mental health issues. How are your teachers doing and do you have any that have left or plan to? *They are exhausted but they are doing their best to step up to the task at hand. We don’t have any teachers requesting to leave. At Bonny Slope we work hard to support each other.*

I want to commend you for the anti-racist work you are doing and the understanding you have around children’s literacy and language skills. It supports all students and supports teachers with the staff development that goes along with it. *At Bonny Slope we have 6 former or existing intervention teachers. That really helps.*

Is there anything you can do better with teachers? *I think we are responding well; I can also share what the district is doing to support our staff and students. We have support across all grade levels that support all students.*

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I am impressed in the steady progression of your attendance numbers and the suspension-expulsion numbers. *When ODE announced that they would start taking attendance very seriously. I have started inviting parents to meet with me to discuss what we can be doing to help get their children to school. We have been providing cab services*

I am impressed with the ABAR training you have provided for your teachers. I would like to see tracking for the future as to the effects it is having on the students.

It is incredible how you have turned your suspension/expulsion rates around. *If you will notice we did have one suspension in 20/21. I take this very seriously. We work very hard to be sure they can return and be safe.*

I am curious how you rate the percentage engaged on your presentation? *We used the distance learning playbook and used the engagement continuum to rate our students. We go back several times a year and reevaluate students according to these standards.*

**Bethany –**

Thank you for all the work you do in your school to be more inclusive. I am noticing the suspension and expulsion numbers. *I was not here at that time; I do not believe in exclusionary action. I feel it is important to work toward students feeling*

It is amazing to see what you have done in your school to make the school more welcoming to staff and students. Also I was excited to see the seismic upgrades. *We have a large investment in Bethany for seismic upgrade, asbestos removal, additional walls and doors for security.*

Thank you for the work you are doing meeting our students where they are at. *Expectation management has made a large difference.*

You mentioned an increased anxiety in your students. What do you think is the source of that? *For the younger students it can be separation anxiety, for other students the anxiety is COVID related. Some is generalized, and being in a group with other students.*

**C. Financial Update– Mike Schofield**

Report attached in BoardBook

**Comments/Questions:**

We are hearing about inflation. How is that impacting our budget. *It will probably impact the 23/24 school year.*

**D. District COVID Update – Ginny Hansmann, Brian Sica, Josh Gamez, Danielle Hudson**

Report attached in BoardBook

**Questions/Comments:**

If an unvaccinated student was consistently wearing a mask, but not outside? *That's because it's outdoors.* If you are vaccinated, do you have to test to stay? *Families can go get their own test. We are currently not providing that service in the schools.* I would still be notified of close contact and then it would be up to me to arrange a test for my child. I was wondering about our families that don't have insurance and the testing site we have. Is that federal money as well? *Yes, we have to follow the guidelines which are very tight. We are running the onsite program for our staff who have been close contacts. But only those who are unvaccinated. Vaccinated people are wanting to receive testing but we are unable to provide that at this time. We are evaluating our test to stay program.*

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## DISCUSSION ITEMS –

- A. Annual Financial Report – Mike Schofield, Rob Drake  
Report attached in BoardBook

### Questions/Comments:

Rob thank you for your years of service and dedication to the Beaverton School District and thank you to Mike and Jason for raising the bar.  
Thanks to all for your hard work on this.

- B. Future Bond – Becky Tymchuk, Amy Ruiz  
Report attached in BoardBook

### Questions/Comments:

Are you doing any other districts? *We are seeing economic drivers influencing the numbers. There are general economic concerns.* I see that we are starting low but get where we need to be. This is different than in years past. *Parents seem to have a stronger response. They know their schools and the work that is being done.*

What about the budget for campaigning? *We are looking at that plan right now.*

It will be our job as a Board to speak to our community groups and educate our public about why it is important to support the Beaverton School District. Each step we take toward this goal, I need to hear from you that you are on board to move forward with this.

There is work to do to educate our public. The numbers look viable and I believe we are ready to share our vision and information to get this done.

I believe we are moving in the right direction. This will help to protect our students and our community in the case of a disaster.

Karen: It's clear to me that our community wants to know what we will be using the money for. The safety of our students and the benefit to our community is very important.

I am dittoing everything that folks have been saying. I am looking forward to doing the work to get this passed.

- C. World Language Project Team - Toshiko Maurizio  
Report attached in BoardBook

### Questions/Comments:

I want to thank Karen for being on the committee.

Thank you for doing this, it is wonderful when a student comes out of school speaking multiple languages. Will you be looking at adding other languages in this adoption? *Not in this adoption. We will be using this as a framework for the next adoption for the future. We are looking at a feasibility study as to how we will be implementing dual language. Right now we only offer Spanish.* This is a good base to move forward from.

You mentioned five languages, what are those and how do you pick? *Right now we are offering French, Spanish, Mandarin, Japanese and ASL. Our language feasibility study will help us to determine what languages to add.*

Thank you to Carol and Emily for doing the hard work to bring this to us. I am honored to be a part of this committee.

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- D. Elementary Boundary Adjustment – Carl Mead, Steven Sparks, Robert McCracken  
Report attached in BoardBook

**Questions/Comments:**

I am wondering if we could be considering transportation for the legacy students at least until the sidewalks are created. *Our transportation department is constantly updating their information regarding these issues. They will be submitting supplemental plans when changes occur.* You are saying that we are looking to support Sato, I am wondering what supports will be put in place until relief can happen. *We have met with school Administration to start putting supports in place.*

It is a lot easier to make the changes before there are a lot of people living there. I appreciate the staff and Robert with the demographics being forward thinking.

There are 24 students that will be impacted by this change and I am grateful for the legacy program. I would be interested in knowing how many students take advantage of this and how many families will be driving to two schools. *We will be better able to provide that information in the fall when families make those decisions. It is up to the Principal's to provide information and excitement for families that are changing schools.*

It is difficult to move your child especially for fourth graders. I would like to consider the bus piece. Is it possible to leave the brown area that is going to move to Sato in Springville? *Because of the high density zoning in that area we feel it is in the best interest to move it to Sato.*

**ACTION ITEMS**

- A. **Appoint Budget Committee Members to Fill Vacancies – Tom Colett**

BE IT RESOLVED it is recommended that the School Board approve the following appointees to fill the five vacant Budget Committee positions:

Diane McCartney	Zone 3	2021-24	Heidi Edwards	Zone 6	2021-24
Alok Mehrotra	Zone 4	2021-22	Dr. Lisa Shultz	Zone 7	2021-22
Christa Billings	Zone 5	2021-24			

Susan Greenberg made the motion to elect the budget committee members:  
Eric Simpson seconded, and the motion passed unanimously by a vote of 7 to 0 by Tom Collett, Ugonna Enyinnaya, Sunita Garg, Susan Greenberg, Karen Perez, Eric Simpson, and Becky Tymchuk.

Questions / Comments: None

**RECESS –**

Executive Board Meeting Legal Updates ORS 192.660(2)(h)

- B. **Consent Agenda – Tom Colett**

**1. Personnel**

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

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**2. Approval of School Board Meeting Minutes**

BE IT RESOLVED that the minutes of the November 15, 2021 Board Meeting and December 7, 2021 Work Session are hereby approved as submitted at this meeting.

**3. Public Contracts**

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

**4. Grant Report**

BE IT RESOLVED that the School Board approve the Grant Report as submitted in this meeting.

**5. Approval of Legal Settlement**

BE IT RESOLVED that the authority to pay a total of \$691,000 is granted to settle claims in a lawsuit brought on behalf of CM., by and through her next friend Elizabeth McShane. The settlement agreement will be in a form approved by the General Counsel.

**6. Annual Financial Report**

BE IT RESOLVED that the School Board of the Beaverton School District hereby receives the Comprehensive Annual Financial Report for the year ended June 30, 2021 now on file in the Business Office.

Susan Greenberg made the motion to accept by the School Board Consent Agenda as submitted at this meeting. Eric Simpson seconded, and the motion passed unanimously by a vote of 7 to 0 by Tom Collett, Ugonna Enyinnaya, Sunita Garg, Susan Greenberg, Karen Perez, Eric Simpson, and Becky Tymchuk.

Questions/Comments: None

**BOARD COMMUNICATION – Board Members**

**A. Individual School Board Member Comments –**

I want to thank the staff that came out to the BEA listening session last week. I was able to visit Jacob Wismer and thank the staff there and thank Carl Mead for all the Vaccination Clinics. I want to put it out there to our families to get volunteers out into our schools.

I want to echo Superintendent Grotting’s comments about the SRO program and I want to emphasize that no decision has been made right now. I invite families that are concerned to come forward and to engage in the process. We contracted with SeeChange because of their community involvement process.

**ADJOURNMENT**

Tom Colett adjourned the meeting at 9:28 p.m.

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Submitted by Dianna Hess

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Tom Colett, School Board Chair

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### GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Meyer Nature & Neighborhoods Grant Funds	Meyer Memorial Trust	\$60,000	NA	NA	Permission to apply
The purpose of these funds is to restore native landscaping through invasive species removal at Terra Nova to enhance native plant learning gardens and food systems.					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
Environment Hazard Assessment TAP Grant	Oregon Department of Education	\$25,000	15 Jan 2022	15 Mar 2022
Funds assist districts to meet the federally mandated requirements of the <a href="#">Asbestos Hazard Emergency Response Act (AHERA)</a> by covering the costs of asbestos inspections, periodic surveillance, AHERA-related training for staff, and upgrading to a web-based record-keeping system.				
Educator Health and Well-being Support Funding	OEA Trust	\$25,000	18 Nov 2021	17 Dec 2021
The impact of COVID-19 has made promoting educators' emotional, social, and mental well-being more important than ever. Funds support public school districts, education service districts and community colleges to address the health and well-being of their educators, administrators, and staff.				
Community stewardship and restoration grant	Metro	\$25,000	14 Sep 2021	31 Oct 2021
Community stewardship and restoration grants support and create partnerships in local communities that improve water quality, fish and wildlife habitat and connect people with nature.				

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Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded
Americans Rescue Plan Homeless Children and Youth	Oregon Department of Education	\$60,000	\$100,453
Funding supports districts as they work to reengage homeless students impacted by the pandemic and address inequities exacerbated by COVID-19. <i>(Update to previously reported amount funded.)</i>			
Early Indicator and Intervention Systems (EIS) Grant 2021-23	Oregon Dept. of Education	\$240,000 (estimate)	\$231,500 (approx.)
Uses of Early Indicator and Intervention System for High School Graduation funds may include: a) System software purchases and subscriptions; b) Staffing to maintain the system and facilitate corrective action; c) Training for staff to maintain and use the system with fidelity; d) Data analysis and research; and e) Student, family, staff, and community engagement to increase high school graduation rates.			
Menstrual Dignity for Students Program	Oregon Department of Education	\$177,150	\$177,150
The Menstrual Dignity Act (HB 3294, 2021) created the requirement for school districts to provide free menstrual products for all menstruating students in all public schools in Oregon. The Menstrual Dignity for Students Program allocates funds to district on a per pupil basis for reimbursement of total costs related to menstrual products, dispensers, and trash receptacles.			
ESEA Title Funds	Oregon Dept. of Education	\$9,113,439	\$9,113,439
Title IA – Improving Basic Programs (\$6,267,966) Title IC – Education of Migratory Children (\$705,504) Title IC (Preschool)– Preschool Education of Migratory Children (\$33,833) Title IIA – Preparing, Training, and Recruiting High Quality Teachers and Principals (\$997,704) Title III – Language Instruction for Limited English Proficient and Immigrant Students (\$655,223) Title IVA - Student Support and Academic Enrichment (\$453,209)			

**RECOMMENDATION:**

It is recommended that the proposals be approved.

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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	
Winter 2021/2022 School Bus Replacement	Craig Beaver	Request For Proposal (RFP) 18-442 Lane County School District	Western Bus Sales	\$1,658,831.00	11/2022	6/2023	Authorization to Award Contract
Purchase of 2 Electronic Buses	Craig Beaver	Sourcewell/NJPA Cooperative Procurement 102115-BBB	Western Bus Sales	\$782,856.00	01/2022	12/2023	Authorization to Award Contract
Purchase of Propane Fuel Services	Craig Beaver	Department of Administrative Services Statewide Contract #8680	Ferrell Gas, Inc	\$300,000.00	7/2021	6/2022	Authorization to Award Contract
Canopy Tent Rentals- High School Sites	Josh Gamez	Emergency Declaration Covid-19 Guidance	West Coast Event Productions	\$200,911.72	9/2021	01/2022	Authorization to Award Contract
Arts and Communications Magnet Academy- Storage Shed- General Contractor	Aaron Boyle	Invitation To Bid (ITB) 21-0011	RA Gray Construction, LLC.	\$226,888.00	1/2022	5/2022	Authorization to Award Contract



- PROJECT NAME:** Winter 2021/2022 School Bus Replacement
- PROJECT TIMELINE:** 01/18/2022 – 12/31/2023
- PROJECT BUDGET:** \$1,658,831
- PROJECT SCOPE:** Replacement of 12 School Buses
- SOLICITATION METHOD:** Lane County School District 4J RFP# 18-442 School Buses and Related Equipment
- CONTRACT TIMELINE:** 01/19/2022 – 06/30/2023
- CONTRACT AMOUNT:** Not to exceed \$1,658,831
- CONTRACT SCOPE:** Purchase of 12 Type-D, 84-Passenger Front Engine Blue Bird School Buses for delivery not later than June 30, 2023
- CONTRACTOR SELECTED:** Western Bus Sales, Boring, OR
- RECOMMENDATION:** Authorize Award of Contract
- RECOMMENDED BY:** Craig Beaver/Administrator for Transportation
- FUNDING SOURCE:** Equipment Replacement Fund 241

Name	Amount
State Depreciation Reimbursement	\$1,718,831
Electric Bus Reserve	\$60,000
Total Available	\$1,658,831

Unit	Year	Pass	Cost/Mi (CPM)	% > AVG CPM**	Why?
561	2008	84	\$ 0.62	-11%	Age; High operating cost
562	2008	84	\$ 0.92	32%	Age; High operating cost
563	2008	84	\$ 0.67	-3%	Age
564	2008	84	\$ 1.32	91%	Age; High operating cost
565	2008	84	\$ 0.77	10%	Age; High operating cost
566	2008	84	\$ 0.88	27%	Age; High operating cost
567	2008	84	\$ 0.86	23%	Age; High operating cost
568	2008	84	\$ 1.52	118%	Age; High operating cost
569	2008	84	\$ 0.53	-23%	Age
570	2008	84	\$ 0.58	-16%	Age
571	2008	84	\$ 0.45	-36%	Age
572	2009	83	\$ 1.78	156%	Age; High operating cost

\*\* Average CPM = \$0.69



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## Winter 2021/2022 School Bus Replacement

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

The State reimburses the District for depreciation of new school bus purchases at a rate of 10% per year over 10 years for each bus purchase. The District has \$1,718,831 available for use in fund 241. \$60,000 of these funds have been set aside for matching contributions on other purchases. \$1,658,831 is available for use to replace obsolete and/or high-cost buses.

The Transportation Department proposes the purchase of 12 diesel-powered school buses to replace obsolete and/or high-cost school buses currently in service. A project summary is attached.

### **RECCOMENDATION:**

Authorize the Superintendent or a designee to purchase twelve (12) diesel-powered Bluebird school buses using the Lane County School District 4J RFP# 18-442 School Buses and Related Equipment Bid at a cost not to exceed \$1,658,831.



**PROJECT NAME:** Purchase of 2 Electric School Buses

**PROJECT TIMELINE:** 01/18/22 – 12/31/2023

**PROJECT BUDGET:** \$782,856

**PROJECT SCOPE:** Replacement of 2 School Buses

**CONTRACT NAME:** Electric School Bus Replacement

**SOLICITATION METHOD:** Sourcewell/NJPA Cooperative Procurement 102115-BBB

**CONTRACT TIMELINE:** 01/18/22 – 12/31/2023

**CONTRACT AMOUNT:** \$782,856

**CONTRACT SCOPE:** Purchase of 2 Type-D, 84-passenger electric-powered buses for delivery beginning January 1, 2023 through December 31, 2023.

**CONTRACTOR SELECTED:** Western Bus Sales, Boring, OR

**RECOMMENDATION:** Authorize Award of Contract to Western Bus Sales

**RECOMMENDED BY:** Craig Beaver/Administrator for Transportation

**FUNDING SOURCE:**

Fund 241	\$ 59,925 (the only BSD funds)
SB1149	\$ 296,931
DEQ Grant Award	\$ 100,000
PGE Grant Award	\$ 326,000
<b>Total Funding</b>	<b>\$ 782,856</b>

**Plan Summary**

BSD was awarded grant funding from Portland Gas & Electric (PGE) and the Oregon Department of Environmental Quality (DEQ) to replace qualifying diesel-powered school buses with clean, electric-powered buses. Electric School Bus purchases are eligible for funding by the Oregon Public Purpose Charge Fee Program as established by Senate Bill 1149 (SB1149). Leveraging these funding sources with Fund 241 money enables the department to purchase these very expensive buses at a minimal cost to the district.

**Additional Information**

BSD Transportation Services applied for and received grant money to fund 92.5% of the cost of these buses which reduce our carbon emissions and act upon our commitment to improve, as much as possible, our impact on the environment. School Districts can have a significant impact on the overall environment because one of their direct charges is to transport tomorrow's leaders to their education – BSD is doing its part to reduce that environmental impact through this purchase.



**PROJECT NAME:** Purchase of Propane Fuel Services

**PROJECT TIMELINE:** 07/01/2021 – 06/30/2022

**PROJECT BUDGET:** \$300,000

**PROJECT SCOPE:** Purchase of Propane Fuel for School Buses for the Purpose of Transporting Pupils Home to School per ORS 327.043 & IEP Requirements.

**CONTRACT NAME:** Propane Fuel Services

**SOLICITATION METHOD:** DAS Statewide Contract #8680

**CONTRACT TIMELINE:** 07/01/2021 – 06/30/2022

**CONTRACT AMOUNT:** \$300,000

**CONTRACT SCOPE:** Purchase of Propane Fuel for School Buses for the Purpose of Transporting Pupils Home to School per ORS 327.043 & IEP Requirements. Expenses are eligible for 70% Reimbursement from SSF.

**CONTRACTOR SELECTED:** FerrellGas, Inc. Portland OR

**RECOMMENDATION:** Authorize Award of Contract

**RECOMMENDED BY:** Craig Beaver/Administrator for Transportation

**FUNDING SOURCE:** General Fund



**PROJECT NAME:** Canopy Tent Rentals-High School Sites

**PROJECTTIMELINE:** 9/2021-1/2022

**PROJECT BUDGET:** \$200,912.00

**PROJECT SCOPE:** Rental of canopy tents to allow for outdoor student space to allow for social distancing at Beaverton High Schools.

**CONTRACT NAME:** Trade Services Contract #2201698-Change Order Request for rental period time extension.

**RECOMMENDED BY:** Josh Gamez

**SOLICITATION METHOD:** Emergency Declaration Covid-19 Guidance

**CONTRACTTIMELINE:** 9/27/2021-1/31/2022

**CONTRACT AMOUNT:** Initial contract total \$146,808; Change Order total \$200,911.72

**CONTRACT SCOPE:** For the provision of various sizes of rental canopies, delivery and installation to include all required stakes or ballasts for stability and safety, and disassembly and removal. The original rental period needs to be extended due to the current Covid -19 conditions.

**RECOMMENDATION:** West Coast Event Productions

**FUNDING SOURCE:** ESSER Funds



**PROJECT NAME:** Arts and Communication Magnet Academy (ACMA)

**PROJECTTIMELINE:** 09/2021–5/2022

**PROJECT BUDGET:** \$37,570,155.00

**PROJECT SCOPE:** The project scope is to design and construct a new storage building behind the Performing Arts Center at Arts & Communications Magnet Academy at 11375 SW Center Street, Beaverton, OR 97005.

**CONTRACT NAME:** ACMA Storage Shed - General Contractor (GC) services

**RECOMMENDED BY:** Aaron Boyle, Facilities Development

**SOLICITATION METHOD:** Invitation to Bid (ITB) 21-0011

**CONTRACTTIMELINE:** 01/2022–05/2022

**CONTRACT AMOUNT:** \$226,888.00

**CONTRACT SCOPE:** The contract scope is to add a storage building behind the Performing Arts Center at Arts & Communications Magnet Academy at 11375 SW Center Street, Beaverton, OR 97005.

**RECOMMENDATION:** Authorization to award contract to R.A. Gray Construction, LLC.

**FUNDING SOURCE:** 2014 Bond; Modernization, Replacement Projects; ACMA

## WORLD LANGUAGE ADOPTION PROJECT TEAM CHARGE

### SITUATION:

The Beaverton School District reviews and updates its curriculum, instructional practices and classroom materials in the various subject areas according to Board policy and Oregon State Statute and Administrative Rules. The World Language Cadre has initiated the process of curriculum adoption for all five of our current world languages and in anticipation of the addition of other world languages in the future.

The last world language adoption was completed in 2011. Since then, the research surrounding language acquisition has led to new and innovative ways to approach language instruction. This approach supports a global perspective that allows students to explore language through meaningful context and practical application. Additionally, House Bill 2056 or Access to Linguistic Inclusion (ALI) passed in the 2021 legislative session advancing multilingual education for Oregon students. More specifically, this new law widens the definition of world languages to include sign language, heritage languages and languages other than a student's primary language ([HB2056 ALI](#), pg. 5, ODE 2021). Therefore, it is appropriate that a new adoption aligns to this updated and inclusive definition of world languages that is set to take effect January 1, 2022.

### BACKGROUND INFORMATION:

In May 2021, the School Board approved the delay in adoption and implementation of World Language instructional materials by two years to September 2023. The proposed curriculum review process will be a nine-month process allowing the District to implement curriculum and materials in September of 2023.

The committees charged with this review include the Project Team and the secondary World Language Cadre. The Cadre is made up of World Language teachers representing the five languages currently taught in our district. The Project Team consists of World Language cadre members, community members, parents, administrators, students, specialists, and a School Board member. The composition of the committees and the process shall ensure that School Board policy is followed and State requirements are met.

The World Language Cadre will report to the Project Team and is charged with researching best practices and instructional materials to be considered for possible adoption; articulating long term and supporting learning targets and assessments; and recommending professional development, and structures for ongoing professional learning for staff.

The Project Team shall review the guiding principles, related best practices, and position paper drafted by the World Language Cadre and provide feedback. Upon consensus, the Project Team will then make curriculum, professional development, and adoption recommendations to the School Board. The School Board will receive regular updates on this work and will make final decisions regarding recommendations

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

The District prohibits discrimination and harassment based on any basis protected <sup>2021</sup> 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.

for curriculum, instructional materials, professional development, and instructional practices that come from the Project Team.

**RECOMMENDATION:**

The School Board directs the Superintendent to form the World Language Project Team for the 2021-2023 curriculum review and to facilitate the program adoption. Membership for the World Language Project Team will include\*:

- Classroom teachers (1 elementary, 1 middle school, 2 high school)
- Students (4)
- Parent/Community members (4)
- School administrators (1 elementary, 1 middle school, 2 high school)
- World Language Specialists (2 high school, 1 middle school)
- Teaching Specialists, including but not limited to special education, multilingual, dual-language, advanced program and additional content area specialists (4)
- School Board representative (1)

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.



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## SOCIAL SCIENCE CURRICULUM ADOPTION PROJECT TEAM MEMBERSHIP UPDATE

**POLICY ISSUE/SITUATION:** In August of 2021, the Beaverton School District Board charged the Superintendent to form a Social Sciences Project Team with the task of evaluating and making specific programmatic recommendations for the District. The Social Sciences curriculum review, as outlined in Board policy and administrative regulation for the Quality Curriculum Cycle, was to include learning targets, instructional practices, assessment, instructional resources, and professional development.

In April of 2020 the Social Sciences Project Team defined a comprehensive set of Phase I recommendations that were adopted by the School Board in May of 2021 that included:

- Phase 1 (Grades 6-8, Spring 2021): In planning for the common middle school experience in Fall 2021, Middle School is our priority. This includes K-12 Position Paper, K-12 Best Practices, 6-8 Learning Targets, 6-8 Instructional Materials and Professional Development.
- Phase 2a (Grades K-5, Fall 2021): This includes K-5 Learning Targets & K-5 Instructional Materials and Professional Development (K-5 projected fall/winter 2021/22 implementation)
- Phase 2b (Grades 9-12, Winter/Spring 2022): This includes: 9-12 programming, learning targets, instructional resources and professional development (9-12 projected fall 2022/23 implementation).

Due to graduation, moves and other changes five team members were unable to continue Phase 2 work. Replacements were found for the resigning project team members. Included is the original membership list, along with the 2021-22 revised list. Please note that the K-5 and 9-12 focus for Phase 2 resulted in additional curriculum specialists.

**RECOMMENDATION:** It is recommended that the Board review and accept the revised Social Science Project Team membership.

## Social Sciences Project Team Members 2021-2022

Social Sciences Project Team Members 2021-2022			
Building Level Admin	MHS / SRHS Region	AHS / BHS Region	SHS / WHS Region
Elementary		Brian Curl	
Elementary		Alison Montelongo*	
Middle School		Mariah McCarty	
High School	David Nieslanik		
Teachers	MHS / SRHS Region	AHS / BHS Region	SHS / WHS Region
Elementary	Amber Burnett	Michael Vieira	
Elementary	Jennifer Oordt	Marcela Ullibarry Cabrera	
Middle School			Liv Cruse
High School	Anil Naik	Christine Hurtley	
Options			Isaac Kindblade (Options)
Specialists			
ESL	Carolina Cavedon		
ELA - Secondary (Humanities)	Kacy Smith Paterson		
AVID / CRT	Danica Jensen Weiner		
Mentor / SpEd	Jessica Linderman		
Social Science - Elementary	Katie Swartwood		
Social Science - Elementary	Lauren McAndie		
Social Science - Elementary	Aarti Kamalahasan*		
American Indian/ Alaska Native Program Coordinator	Brandon Culbertson		
Social Science - High School	Beth Merrill*		
Social Science - High School	Jeremiah Hubbard*		
Parents	MHS / SRHS Region	AHS / BHS Region	SHS / WHS Region
Elementary		Jacob Evers	Jennifer Hoyt
Elementary			Aliva Sil
Middle School			
High School	China Brotherson		
Community			

Brooke Hull	Nora Mahmoud (no region/level)	Stephanie Somanchi	Susan Acosta
Olivia Hay			
<b>Students</b>	<b>MHS / SRHS Region</b>	<b>AHS / BHS Region</b>	<b>SHS / WHS Region</b>
High School	Natalie Ebanks	Scott Sloop	Apoorva Rao
	Diane Hardman		
<b>District</b>			
School Board Member	Susan Greenberg		
TOSA	Brad Parker		
TOSA	Matt Hiefield		
Secondary CIA Admin	Brian Sica		
Elem CIA Admin	Kayla Bell		
Admin for Equity & Inclusion	Pat McCreery		
Support	Susan Ouellette		
* New 2021-22			

## Social Sciences Project Team Members 2020-2021

Social Sciences Project Team Members 2020-2021			
Building Level Admin	MHS / SRHS Region	AHS / BHS Region	SHS / WHS Region
Elementary (2)	Cherie Reese (Unable to Continue)	Brian Curl	
Middle School (1)		Mariah McCarty	
High School (1)	David Nieslanik		
Teachers	MHS / SRHS Region	AHS / BHS Region	SHS / WHS Region
Elementary (4)	Amber Burnett	Michael Vieira	Susan Acosta - Community Member 2021-22. Left District
		Marcela Ullibarry Cabrera	
Middle School (2)		Gillian Sullivan Bing (Moved)	Liv Cruse
High School (2)	Anil Naik	Christine Hurtley	
Options			Isaac Kindblade (Options)
Specialists (6)			
ESL	Carolina Cavedon		
ELA - Secondary (Humanities)	Kacy Smith Paterson		
AVID / CRT	Danica Jensen Weiner		
Mentor / SpEd	Jessica Linderman		
ELA - Elementary	Katie Swartwood		
American Indian/ Alaska Native Program Coordinator	Brandon Culbertson		
Parents (4)	MHS / SRHS Region	AHS / BHS Region	SHS / WHS Region
Elementary		Jacob Evers	Jennifer Hoyt
Middle School		Sarah Chivers (Unable to Continue)	
High School	China Brotherson		
Options			
Community (2)			
Evelyn Campos Zelada (Moved)	Nora Mahmoud (no region/level)	Stephanie Somanchi	
Students (4)	MHS / SRHS Region	AHS / BHS Region	SHS / WHS Region
High School	Natalie Ebanks	Scott Sloop	Apoorva Rao
	Sara Koppy (Graduated)		
District			

**Social Sciences Project Team Members 2020-2021**

School Board Member	Susan Greenberg		
TOSA	Brad Parker		
TOSA	Matt Hiefield		
Secondary CIA Admin	Brian Sica		
Elem CIA Admin	Kayla Bell		
Admin for Equity & Inclusion	Pat McCreery		
Support	Susan Ouellette		
Resigned			



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**BEHAVIORAL HEALTH AND WELLNESS CURRICULUM REVIEW AND ADOPTION PROJECT TEAM  
MEMBERSHIP**

**POLICY ISSUE/SITUATION:**

The Beaverton School District reviews and updates its curriculum, instructional practices and classroom materials in the various subject areas according to Board policy and Oregon State Statute and Administrative Regulations. The school board directed the Superintendent to form a Behavioral Health and Wellness Project Team for the 2021-22 Behavioral Health and Wellness curriculum review at the November 15, 2021 meeting.

**BACKGROUND INFORMATION**

In December of 2021, following the guidelines established in II/IIA-AR, Behavioral Health and Wellness sought applicants for a Project Team consisting of teachers, administrators, Behavioral Health and Wellness staff, students, community members, and parents.

**RECOMMENDATION:**

It is recommended that the Board affirm members of the Behavioral Health and Wellness Project Team which includes the following:

- Elementary Behavioral Health and Wellness team member (Counselor, Nurse, Social Worker, School Psychologist, and/or Student Success Coach) (4)
- Middle school Behavioral Health and Wellness team member (Counselor, Nurse, Social Worker, School Psychologist, and/or School Support Specialist)(2)
- High school Behavioral Health and Wellness team member (Counselor, Nurse, Social Worker, School Psychologist, and/or School Support Specialist (2)
- Classroom Teachers (2 elementary, 2 middle, 2 high) (6)
- Students (4)
- Parent/Community members (4)
- School Administrators (2 elementary, 1 middle school, 1 high school) (4)
- District Administrators (2)
- Behavioral Health and Wellness Specialists (2)

<b>4 ES BHW</b>	<b>School</b>	<b>2 MS BHW</b>	<b>School</b>	<b>2 HS BHW</b>	<b>School</b>	<b>Teacher</b>	<b>School</b>
Miranda Trullench	Chehalem	Darla McClelland	CPMS	Robin Kracker	BHS	Melanie Driessen	Findley
Em Rochford	Cooper/Errol Hassell	Ellie Gonzalez	BASE	Danielle Gonzalez	SRHS	Caroline Gail Scott	Chehalem
Andrew Ratzke	Beaver Acres					MS Teacher	TBD
Josh Boren	WW					MS Teacher	TBD
						HS Teacher	TBD
						HS Teacher	TBD
<b>Students</b>	<b>School</b>	<b>Parent/Community</b>	<b>School</b>				
Alexis Stovall	ACMA	Sarah Zuber	Bethany				
Nidhi Kairon	Southridge	Sundus Waseem	BECC				
Neel Jain	Westview	Fyndi Jermany	Greenway				
		Alexandra Nahil	Montclair				
<b>District Admin</b>	<b>BHW</b>	<b>School Admin</b>	<b>TOSA</b>	<b>School Board</b>			
Danielle Hudson	Mason Rivers	Jennifer Whitten	Jessica Pierce	Susan Greenberg			
Chris Harvey-Foltz	Vilay Greene	Kalay McNamee	Carolina Cavedon				
		Curtis Semana	Elise Renning				
		Malindi Zimmer	Brady Brewer				
			Steve Sanderson				



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## SATO ELEMENTARY BOUNDARY ADJUSTMENT

### POLICY ISSUE / SITUATION:

Pursuant to Board Policy JC, the Superintendent proposed, and the Board adopted, two Objectives to guide the study and recommendation of a boundary adjustment for Sato and Springville elementary schools. The Superintendent presents a boundary adjustment proposal for the Board's consideration.

### BACKGROUND INFORMATION:

Sato Elementary School has experienced a steady increase in enrollment as new residential development has become available. Sato's capacity is at its maximum and enrollment growth is forecasted to continue. Sato requires an attendance boundary adjustment to help relieve potential student overcrowding.

In June 2021, the Board approved the following Objectives for the boundary adjustment between Sato and Springville elementary schools.

**Objective 1:** Create an attendance boundary amendment that will provide overcrowding relief for Sato Elementary School for the SY 2022-23 school year.

**Objective 2:** To the degree feasible, balance future enrollment with each affected school's capacity.

The Board considered the proposed boundary adjustment at the December 13, 2021 Business Meeting. The Superintendent has revised the recommendation to provide bus transportation for one year to students electing to remain at Sato ES under the legacy program. No other adjustments have been made to the recommendation since it was reviewed in December.

### RECOMMENDATION:

Staff recommends the Board consider the attached decision report. If the Board finds that the Objectives were met, and the factors outlined in Policy JC were considered, staff recommends the Board approve the boundary adjustment proposal for Sato and Springville elementary schools.

## Sato ES / Springville ES Boundary Adjustment Superintendent's Decision

(January 6, 2022)

### A. Introduction

The Sato Elementary School and Springville Elementary School Boundary Adjustment began on June 21, 2021 with the School Board adopting Objectives for the boundary adjustment project. The Board's Objectives are as follows:

Objective 1: Create an attendance boundary amendment that will provide overcrowding relief for Sato Elementary School for the SY 2022-23 school year.

Objective 2: To the degree feasible, balance future enrollment with each affected school's capacity.

Public notice of the attendance boundary adjustment was mailed to the approximately 70 property owners and residents of the area to be affected by the adjustment. The notice directed recipients to a boundary adjustment web page which included a public comment form. Approximately 10 comments were submitted through the District's web page. On Tuesday, October 26, 2021, District staff conducted a virtual community meeting at which time approximately 15 persons provided testimony to District staff on the boundary adjustment.

While several issues were raised in the public's written and oral testimony, the most frequently raised issues were the following:

1. Allowing currently enrolled students to remain at Sato ES.
2. Providing transportation to students to both Sato ES and Springville ES.

I have reviewed the public record and understand the range of concerns expressed by the neighborhood affected by the boundary adjustment. I have consulted with District staff on the potential impacts of the attendance boundary adjustment and the issues raised in public testimony. I find that the attendance boundary adjustment, as illustrated herein, will meet the Board Objectives and will satisfy the factors contained in Policy JC. The following is a brief description of the Board Objectives, the Policy JC factors, and my determination on how the attendance boundary adjustment map meets the objectives and factors.

**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."

## **B. Board Objectives**

The School Board considered draft objectives at its May 17, 2021 regular meeting and adopted its objectives at the June 21, 2021 regular meeting. The Board's Objectives are as follows:

1. *Create an attendance boundary amendment that will provide overcrowding relief for Sato Elementary School for the SY 2022-23 school year.*
2. *To the degree feasible, balance future enrollment with each affected school's capacity.*

### Findings

The new attendance boundary for Sato and Springville elementary schools will help with the enrollment at both schools over time. Because the limited number of students impacted by the boundary adjustment, I have decided that a legacy program will be established to allow students currently enrolled at Sato ES to finish their elementary school career at Sato ES, should their family choose to do so. The legacy program is optional; it does not apply to younger siblings or other children not currently enrolled in Sato ES.

Sato ES will continue to see enrollment growth from neighborhoods east of NW Kaiser Road. Moving the attendance boundary in the area identified will create some capacity at Sato ES and allow the entire contiguous neighborhood in this area to attend Springville ES. The Springville attendance area is largely built out with residential development. The enrollment numbers at of Springville ES will begin to stabilize and adding the subject area to Springville ES's attendance area will not adversely impact Springville ES's enrollment capacity.

I find that the attendance boundary map meets the Board's adopted objectives.

## **C. Board Policy JC Factors**

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

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

### Findings

1. *Student body composition.*

Student body composition consists of socio-economic indicators such as Free and Reduced Lunch (FRL) eligibility numbers and other demographic indicators such as racial & ethnic

identity. The attendance boundary adjustment affects approximately 24 students. This number of students does not alter the demographic composition of either Sato ES or Springville ES. Therefore, I conclude that student body composition will not be adversely affected by the boundary adjustment.

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

The Sato ES community is continuing to experience new residential development and is seeing an increase in enrollment. The school is currently using support spaces such as the library as additional classrooms to accommodate the growing enrollment. Any decrease in enrollment will help address future capacity concerns at the school.

Springville ES has new capacity coming on-line as its former Grades 6-8 classrooms are becoming available for K-5 classroom use. Moreover, the residential growth in the Springville ES neighborhood is almost complete. As a result, the annual increase in enrollment at Springville ES will begin to stabilize.

The boundary adjustment will result in a minor decrease in enrollment at Sato ES over time and Springville ES has the capacity to accommodate the minor increase in enrollment.

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

The feeder patterns for the subject area will not be affected by the boundary adjustment. All students in the area will continue to feed to Stoller Middle School and Westview High School. The students in the area will also continue to be able to apply for enrollment in any of the District's options programs such as ACMA, BASE, ISB, FLEX, and Rachel Carson.

4. *Neighborhood proximity and accessibility.*

The public record clearly states that neighborhood proximity is an important point for the families of the students being moved to the Springville ES attendance area. The area proposed to be moved from Sato ES is essentially part of an existing Springville ES neighborhood. The subject area is near Springville ES and is easily accessible via NW Brugger Road. Springville students who reside in the area north of NW Shackelford Road are bused to and from Springville ES. The students in the subject area being added to Springville ES will also be bused to Springville ES.

Currently, due to construction and accessibility limitations, students in the subject area are bused to Sato ES. Footpaths paths travelling east-west are planned from the subject area to Sato ES, however, no time frame for their construction has been provided by Tualatin Hills Park and Recreation District.

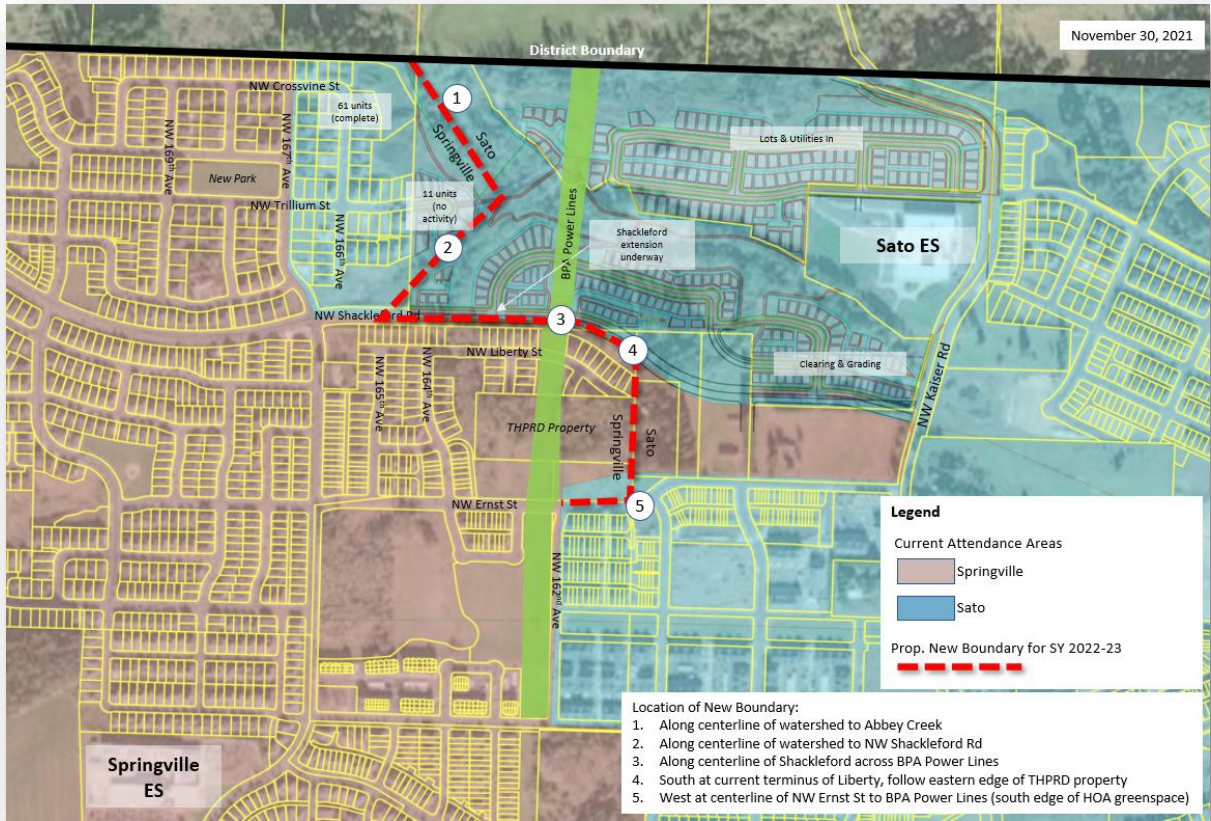
#### **D. Decision – Legacy Student Option**

To ease the transition of returning to in-person learning for the students currently enrolled at Sato ES, I have decided to create a legacy enrollment program at Sato ES. The legacy program will be as follows:

1. The legacy program is an optional program. Families will need to apply to participate.
2. Under the legacy program a student may remain at Sato ES through their 5<sup>th</sup> grade year, provided they are enrolled continuously.
3. Only students enrolled at Sato ES on or before February 3<sup>rd</sup>, 2022 will be eligible for the legacy program.
4. Non-enrolled siblings of students who remain at Sato ES under the legacy program will not be permitted to attend Sato ES under this legacy program.
5. Students who choose to remain at Sato ES under the legacy program will continue to be provided bus transportation to Sato ES for the remainder of the 2021-22 school year.
6. Consistent with past practice, incoming 5<sup>th</sup> graders (this year's 4<sup>th</sup> graders) will be eligible for one year of bus transportation to Sato ES in 2022-23. Given the small area and number of students, this bus transportation will be offered to all students attending Sato under the legacy program. No bus transportation will be provided for legacy program students after the 2022-23 school year.

District staff will develop and publish materials for families to apply for the legacy program in January 2022. The materials will be published on the District's web page.

## F. Boundary Adjustment Map

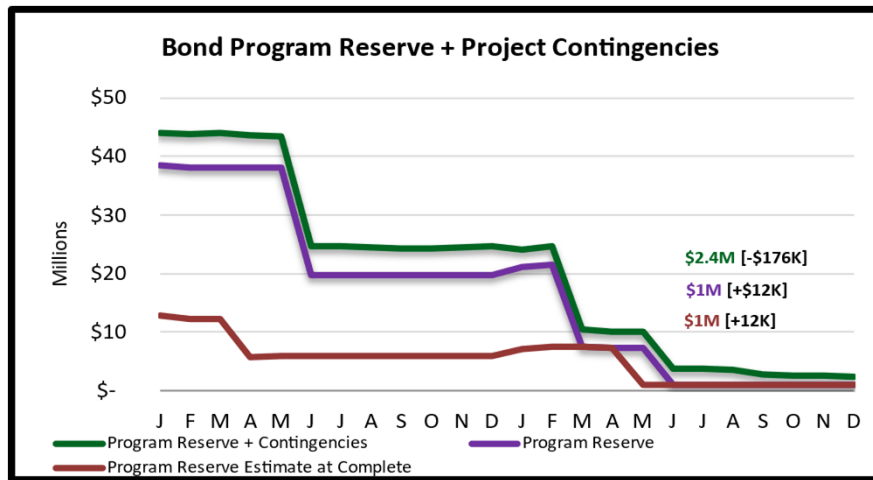


# Bond Program Status Report

Through December 2021

# 2014 Bond Program Executive Summary

December 2021



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

Bond Program Funding Total	\$ 807,873,366
Revised Approved Current Budget	- \$ 806,820,386
Bond Program Reserve	<b>\$ 1,052,980</b>
Bond Program Reserve	\$ 1,052,980
Net Contingency Balance	+ \$ 1,361,914
Bond Program Reserve + Contingencies	<b>\$ 2,414,894</b>
Bond Program Funding Total	\$ 807,873,366
Program Estimate at Complete (EAC)	- \$ 806,820,386
Projected Program Reserve Estimate at Complete	<b>\$ 1,052,980</b>

**Budget Perspective**

This month the overall Program Reserve increased by \$12K and the Reserve + Project Contingencies decreased by \$176K. All projects remain within their current approved budgets. Primary cost events were:

- Five Oaks Renovations budget decreased by \$150K due to the transfer of project savings to the District-Wide Facility Repairs project. These funds are being utilized as the starting budget for the Five Oaks Roof project. More savings from Five Oaks Renovations could be transferred as the scope for the roof repairs is better defined.
- Total Funding increased by \$12K due to additional ETO revenue received from ACMA. These funds were added to the Program Reserve.
- 2022 SRGP Planning budget increased by \$100K due to transfer of funds from the Seismic Funding Hold. These funds are being used to assemble and submit four Seismic Rehabilitation Grant Program proposals for Whitford, Five Oaks, McKinley, and the Capital Center.
- Cooper Mountain Seismic's budget decreased by \$97K due to the close out of the project's SRGP grant. The grants funds can only be used for construction costs, and final costs for the project came in less than the grant, so it had to be closed short.

**Schedule Perspective**

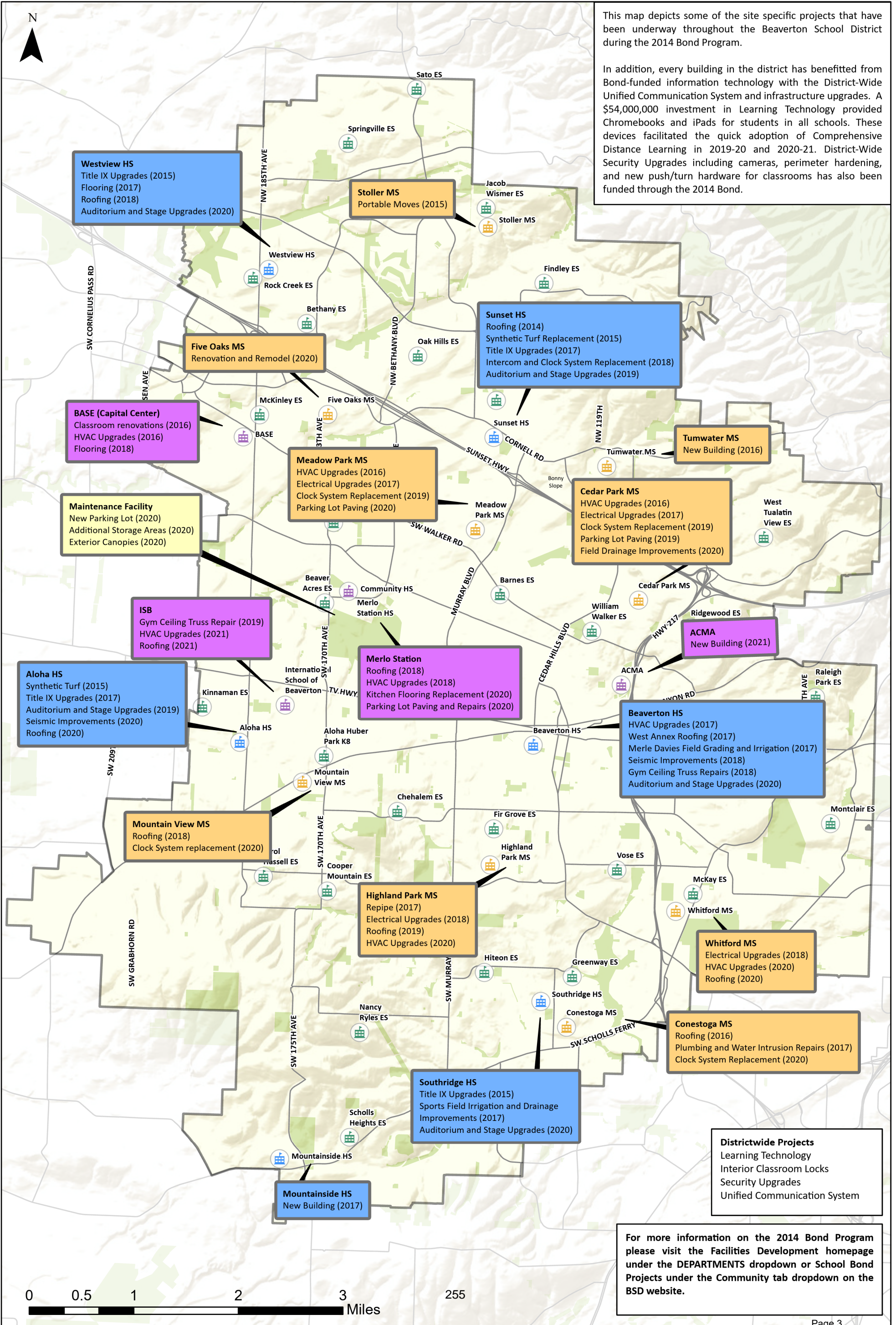
- In December, community polling was completed on the potential of a future Bond Measure. These results were discussed at the December 13, 2021 School Board meeting. Next steps is for the School Board to vote on if a measure will be brought to a future ballot.

**Challenges and Opportunities**

- Supply chain issues: As we turn our attention towards 2022 projects, we are being very mindful of potential supply chain issues. As an example, we are being told that the insulation we typically use for roofing projects has a 6-8 month lead time. A typical lead time would be approximately 1-2 months, so this will be a significant impact. Due to these issues, there is the potential that some of next summer's projects get delayed. We are actively investigating the impacts. and will plan accordingly.
- As a part of the Federal CARES act, the District has received Elementary and Secondary School Emergency Relief (ESSER), and a portion is being executed through Bond projects to help improve HVAC and air flow functions in our buildings. Current projects utilizing ESSER funds are Hiteon HVAC Controls Upgrade and 2022 HVAC Upgrade Group 1.

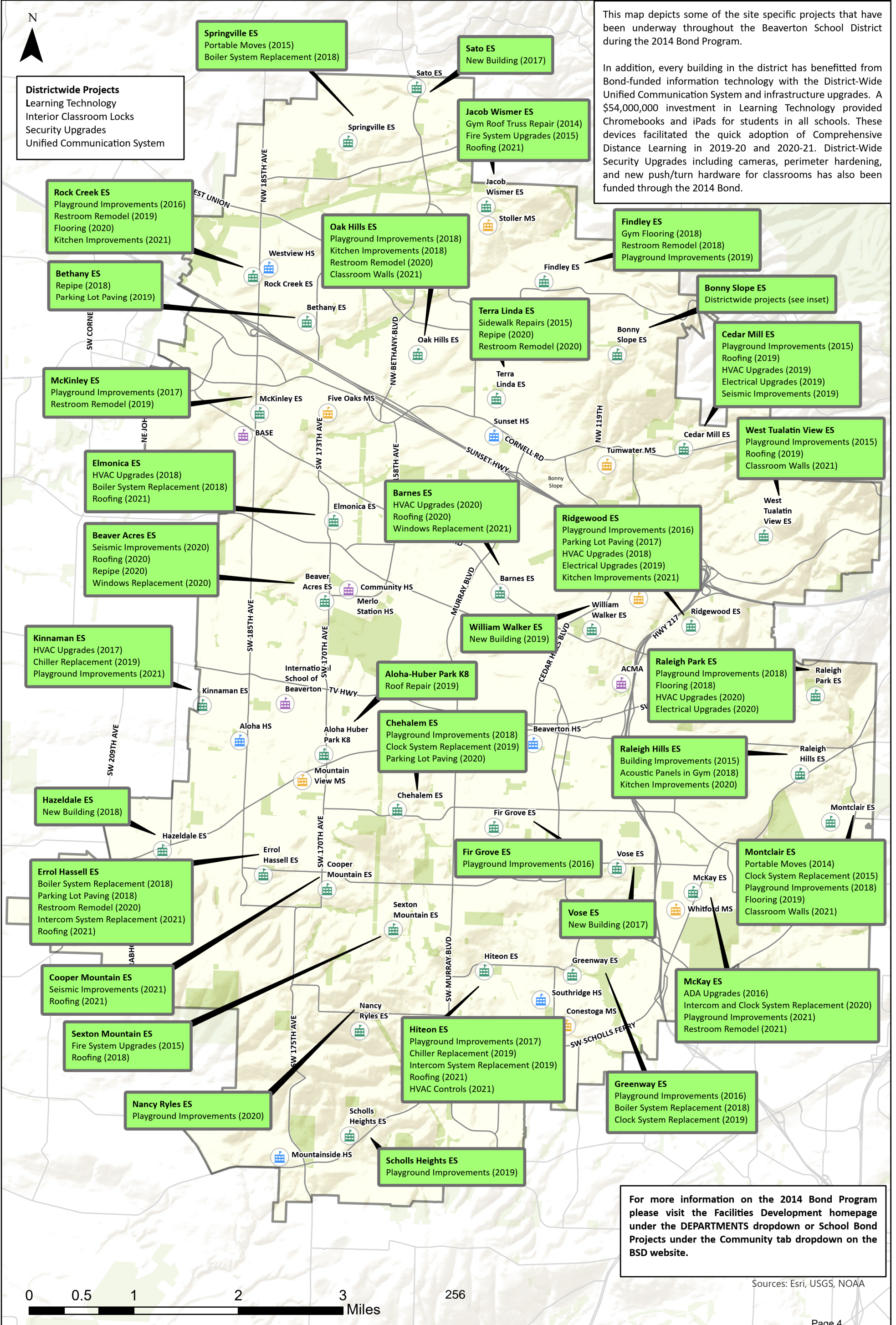
# 2014 Bond Program Middle School, High School & Options

September 8, 2021



# 2014 Bond Program Elementary Schools

September 8, 2021



# 2014 Bond Program Scorecard

Data as of December 31, 2021

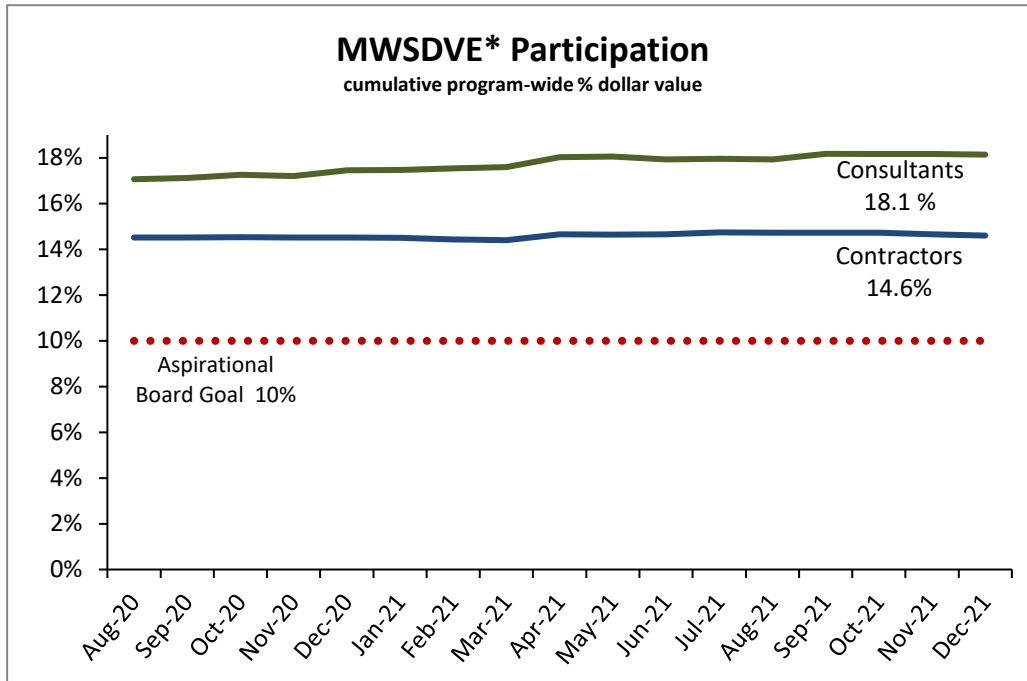
December 2021

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

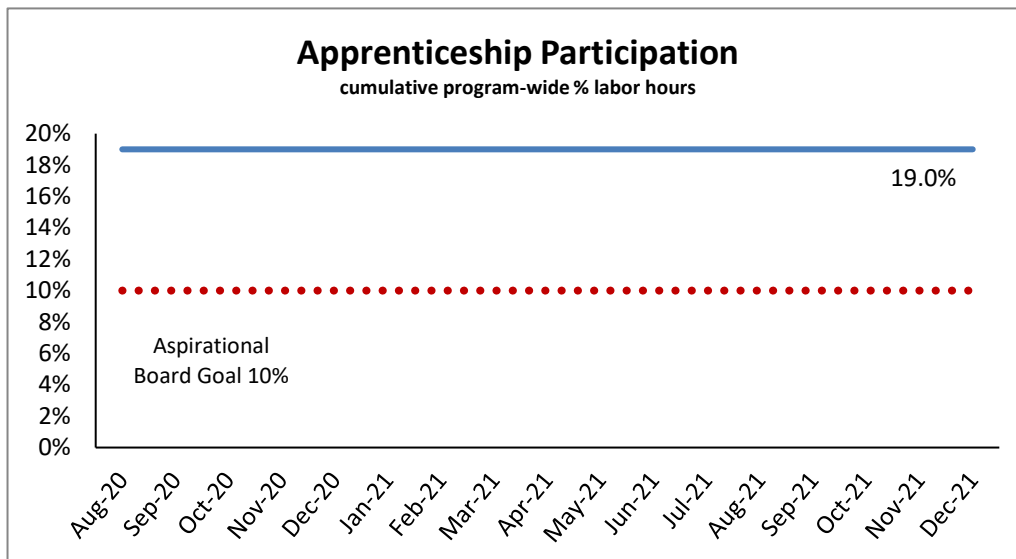
Current Performance Metrics	Bethany HVAC & Roof	ISB Roof & HVAC	2021 Roofs (Montclair)	Security Upgrades: Classroom Walls	Vose Classroom Addition	2022 Repipes	2022 HVAC Upgrades Group 1
Overall Budget Performance	On Track	On Track	On Track	On Track	On Track	On Track	On Track
Budget Percent Complete	38.00%	68.00%	64.00%	25.00%	6.00%	0.00%	4.00%
Overall Schedule Performance	On Track	On Track	On Track	On Track	On Track	On Track	On Track
Schedule Percent Complete	43.00%	74.00%	60.00%	30.00%	0.00%	0.00%	0.00%
Schedule Milestones	Bethany HVAC & Roof	ISB Roof & HVAC	2021 Roof Replacements	Security Upgrades: Classroom Walls	Vose Classroom Addition	2022 Repipes	2022 HVAC Upgrades Group 1
Design Team Contracted	N/A	8-2020	6-2020	11-2020	11-2020	11-2021	3-2021
Design - Schematic Design	N/A	11-2020	7-2020	1-2021	N/A	11-2021	N/A
Design - Design Development	3-2021	12-2020	9-2020	2-2021	1-2021	(1-2022)	5-2021
Design - Construction Documents	4-2021	2-2021	10-2020	3-2021	2-2021	(2-2022)	6-2021
Permitting - Land Use	N/A	N/A	N/A	N/A	7-2021	N/A	N/A
Permitting - Site Development	N/A	N/A	N/A	N/A	7-2021	N/A	N/A
Permitting - Building	6-2021	4-2021	11-2020	3-2021	(12-2021)	(3-2022)	N/A
Construction - Contract Award	10-2020	4-2021	1-2021	6-2021	10-2021	(3-2022)	11-2021
Construction - Start	6-2021	6-2021	6-2021	6-2021	(3-2022)	(6-2022)	(6-2022)
Construction - Finish	(8-2022)	(9-2022)	(8-2022)	(8-2022)	(9-2022)	(8-2022)	(8-2022)
Owner Activities - FF&E Ordered	N/A	N/A	N/A	N/A	(1-2022)	N/A	N/A
Owner Activities - FF&E Delivered	N/A	N/A	N/A	N/A	TBD	N/A	N/A
Owner Activities - Occupancy	(8-2022)	(9-2022)	(8-2022)	(8-2022)	(8-2022)	(8-2022)	(8-2022)
Project Complete (Month - Year)	(8-2022)	(9-2022)	(8-2022)	(8-2022)	(9-2022)	(8-2022)	(8-2022)
Equity Goals							
Participation	Target %	Current %	Change %				
MWSDVE - Consultants	10.0%	18.2%	No change				
MWSDVE - Contractors	10.0%	14.7%	No change				
Apprenticeship	10.0%	19.0%	No change				

# 2014 Construction Bond Program

## Equity Performance December 2021 Report



\*Minority, Women and Service Disabled Veteran Owned Enterprises



# 2014 Bond Program Financial Status Report

## Financial Summary

Data as of December 31, 2021

Project List	Original Budget Allocations	Revised Approved Current Budget	November-21 Est @ Comp	December-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes
ACMA Replacement	\$ 28,300,000	\$ 37,570,155	\$ 37,570,155	\$ 37,570,155	\$ 961,888	In Close-Out; Construction completed 2021
AHS Title IX Compliance	\$ 2,000,000	\$ 3,453,433	\$ 3,453,433	\$ 3,453,433		<b>Completed; Final Cost</b>
Capital Center Improvements & Data Center	\$ 5,000,000	\$ 12,820,187	\$ 12,820,187	\$ 12,820,187		<b>Completed; Final Cost</b>
District-Wide ADA Compliance	\$ 2,000,000	\$ 1,523,777	\$ 1,523,777	\$ 1,523,777		Projects in Process; budget 52% complete
District-Wide Communication System	\$ 7,200,000	\$ 5,282,072	\$ 5,282,072	\$ 5,282,072		<b>Completed; Final Cost</b>
District-Wide Facility Repairs	\$ 98,000,000	\$ 121,434,546	\$ 121,284,546	\$ 121,434,546		Current budget increased by <b>+\$150K</b> due to transfer of funds from Five Oaks Renovation project
District-Wide HVAC Controls	\$ 800,000	\$ 800,000	\$ 800,000	\$ 800,000		Projects in Process; budget 33% complete
Domestic / Fire Line Separation	\$ 800,000					
Five Oaks MS Renovation & Expansion	\$ 21,100,000	\$ 28,426,419	\$ 28,576,419	\$ 28,426,419	\$ 221,253	Current budget decreased by <b>(\$150K)</b> due to transfer of funds to District-Wide Facility Repairs
Green Energy Technology	\$ 5,000,000					<b>Scope completed via new schools and rebuilds</b>
Hazeldale K-5 Replacement	\$ 24,600,000	\$ 31,504,877	\$ 31,504,877	\$ 31,504,877		<b>Completed; Final Cost</b>
IT Data Center @ Capital Center	\$ 2,900,000					<b>Scope completed via Capital Center Improvements</b>
Kitchen Improvements	\$ 800,000	\$ 977,120	\$ 977,120	\$ 977,120		Projects in Process; budget 35% complete
Land for new K-5 @ So. Cooper Mountain	\$ 3,000,000	\$ 7,772,659	\$ 7,772,659	\$ 7,772,659		<b>Completed; Final Cost</b>
Maintenance Facility Improvements Phase I	\$ 10,000,000	\$ 11,263,990	\$ 11,263,990	\$ 11,263,990	\$ 34,981	
McKay ADA Improvements	\$ 400,000	\$ 634,540	\$ 634,540	\$ 634,540		<b>Completed; Final Cost</b>
New HS: Mountainside	\$ 109,000,000	\$ 184,135,294	\$ 184,135,294	\$ 184,135,294	\$ 43,792	In Close-Out; Post-warranty work ongoing
New ES: Sato K5	\$ 25,000,000	\$ 38,097,642	\$ 38,097,642	\$ 38,097,642		<b>Completed; Final Cost</b>
New MS: Tumwater	\$ 51,600,000	\$ 61,691,096	\$ 61,691,096	\$ 61,691,096		Construction completed 2016; Final outfitting ongoing
Raleigh Hills K-8 Improvements	\$ 9,700,000	\$ 1,419,490	\$ 1,419,490	\$ 1,419,490		<b>Completed; Final Cost</b>
Raleigh Hills K-8 Conceptual Design	\$ -	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 100,000	<b>11.1%</b>
Raleigh Hills K-8 Improvements (Funding Hold)	\$ -	\$ 10,821,753	\$ 10,821,753	\$ 10,821,753		
Security Upgrades	\$ 10,000,000	\$ 18,458,530	\$ 18,458,530	\$ 18,458,530		Projects in Process; budget 96% complete
Seismic Upgrades	\$ 4,200,000	\$ 25,984,138	\$ 25,984,138	\$ 25,984,138		

# 2014 Bond Program Financial Status Report

## Financial Summary

Data as of December 31, 2021

Project List	Original Budget Allocations	Revised Approved Current Budget	November-21 Est @ Comp	December-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes
SHS Title IX Compliance	\$ 2,000,000	\$ 4,285,317	\$ 4,285,317	\$ 4,285,317		Completed; Final Cost
Springville K-8 Improvements	\$ 2,000,000	\$ 510,016	\$ 510,016	\$ 510,016		Completed; Final Cost
Vose K-5 Replacement	\$ 24,800,000	\$ 33,846,280	\$ 33,846,280	\$ 33,846,280		Completed; Final Cost
William Walker K-5 Replacement	\$ 24,600,000	\$ 34,626,711	\$ 34,626,711	\$ 34,626,711		Completed; Final Cost
Added Projects	\$ -	\$ 12,491,010	\$ 12,491,010	\$ 12,491,010		
Program Contingency	\$ 45,400,000					
Program Inflation	\$ 52,800,000					
Pre-Bond Expenditure Reimbursements	\$ 1,000,000	\$ 998,828	\$ 998,828	\$ 998,828		Completed; Final Cost
Bond Management Costs	\$ 20,000,000	\$ 30,990,506	\$ 30,990,506	\$ 30,990,506		
Bond Issuance Costs	\$ 6,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000		
<b>Construction Subtotal</b>	<b>\$ 600,000,000</b>	<b>\$ 726,820,386</b>	<b>\$ 726,820,386</b>	<b>\$ 726,820,386</b>	<b>\$ 1,361,914</b>	
Learning Technology	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000		
Critical Equipment	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000		
<b>Tech &amp; Equip Subtotal</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>		
<b>Grand Totals</b>	<b>\$ 680,000,000</b>	<b>\$ 806,820,386</b>	<b>\$ 806,820,386</b>	<b>\$ 806,820,386</b>	<b>\$ 1,361,914</b>	Contingency Balance change of (\$188K)
<b>Added Funding to Bond Program</b>						
Bond Premium (First Bond Sale)	\$ 63,295,961					
Bond Premium (Second Bond Sale)	\$ 30,270,107					
Interest Earnings (First Bond Sale)	\$ 5,340,214					
Interest Earnings (Second Bond Sale)	\$ 13,236,261					
Other Additional Funding (see Tab)	\$ 15,730,823					
<b>Grand Total Added Funding</b>	<b>\$ 127,873,366</b>					
<b>GRAND TOTAL 2014 BOND FUNDING</b>	<b>\$ 807,873,366</b>					Total Funding Increased by \$12K
<b>Program Reserve</b>		<b>\$ 1,052,980</b>	<b>\$ 1,040,702</b>	<b>\$ 1,052,980</b>		Program Reserve Increased by \$12K
<b>Program Reserve + Project Contingencies</b>					<b>\$ 2,414,894</b>	Change of (\$176K)

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

Data as of December 31, 2021

Source	Funding	Assigned to Projects	Assigned to Program Reserve	Budget Summary Notes
Remaining 2006 Bond Savings	\$ 576,615	Mountainside HS	\$ -	
Capital Center Rent Revenue Balance	\$ 433,385	Mountainside HS	\$ -	
Construction Excise Tax Revenue	\$ 1,130,655	Capital Center	\$ -	
Construction Excise Tax Revenue forecasted to 2021	\$ 5,021,577		\$5,021,577	
THPRD reimb.	\$ 449,783		\$ 449,783	
SB 1149 reimb.	\$ 2,960,768	District-wide Repairs	\$ -	
ETO reimb.	\$ 1,630,532	District-wide Repairs	\$ 1,443,453	Increased by <b>+\$12K</b> (ACMA)
Facility grants	\$ 3,027,507		\$ 3,027,507	
Sato: TVWD Reimbursement	\$ 500,000	Sato K-5	\$ -	
<b>TOTAL</b>	<b>\$15,730,823</b>		<b>\$9,942,320</b>	

# 2014 Bond Program Financial Status Report

Data as of December 31, 2021

## Added Projects

Added Projects	Approved by & Date	Original Budget	Revised Approved Current Budget	November-21 Est @ Comp	December-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes
Seclusion Rooms Alterations	Safety Comm 5/19/14		\$ 99,368	\$ 99,368	\$ 99,368	\$ -	Completed; Final Cost
Portable Relocations 2014	Sr LT 5/20/14		\$ 591,685	\$ 591,685	\$ 591,685	\$ -	Completed; Final Cost
Portable Relocations 2015	Sr LT 3/2015		\$ 294,257	\$ 294,257	\$ 294,257	\$ -	Completed; Final Cost
Title IX Projects - Group II	Sr LT 3/2015		\$ 1,030,697	\$ 1,030,697	\$ 1,030,697	\$ -	Completed; Final Cost
Classroom Door Locks	SB 6/18/18		\$ 2,179,293	\$ 2,179,293	\$ 2,179,293	\$ -	Budget 85% complete; phase 2 work ongoing
Security Upgrades: Classroom Walls	SB 6/15/20		\$ 2,045,710	\$ 2,045,710	\$ 2,045,710	\$ 315,000	18.2%
Security Upgrades: Paging	SB 6/15/20		\$ 500,000	\$ 500,000	\$ 500,000	\$ -	
Security Upgrades: Site Fencing	SB 6/21/21		\$ 1,700,000	\$ 1,700,000	\$ 1,700,000	\$ -	
Vose Classroom Addition	SB 6/21/21		\$ 4,050,000	\$ 4,050,000	\$ 4,050,000	\$ 1,100,000	37.3%
<b>Added Projects Total</b>		<b>\$ -</b>	<b>\$ 12,491,010</b>	<b>\$ 12,491,010</b>	<b>\$ 12,491,010</b>		

# 2014 Bond Program Financial Status Report

Data as of December 31, 2021

## District-Wide Repair Projects

"The \$98M"

Project	Initial Budget	Revised Approved Current Budget	November-21 Est @ Comp	December-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes
Completed Projects	\$ 27,832,905	\$ 59,421,061	\$ 59,421,061	\$ 59,421,061		Completed; Final Cost
Projects in Close-out	\$ 6,883,538	\$ 21,605,377	\$ 21,605,377	\$ 21,605,377	\$ 545,097 2.6%	
2022 Repipes	\$ -	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 150,000 11.1%	
2021 Roof Replacements	\$ 1,972,000	\$ 5,100,797	\$ 5,100,797	\$ 5,100,797	\$ 155,340 3.1%	
Hiteon HVAC Controls Upgrade	\$ 200,000	\$ 563,783	\$ 563,783	\$ 563,783	\$ - 0.0%	
Raleigh Park Sewer	\$ 47,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 17,000 7.3%	
ISB HVAC & Roof	\$ 864,000	\$ 2,205,612	\$ 2,205,612	\$ 2,205,612	\$ 40,000 1.8%	
District-Wide Fire Alarm Resiliency	\$ 1,303,000	\$ 2,474,120	\$ 2,474,120	\$ 2,474,120	\$ 247,412 11.1%	
2022 Roof Replacements Group 1	\$ 1,380,000	\$ 3,076,000	\$ 3,076,000	\$ 3,076,000	\$ 307,600 11.1%	
2022 Roof Replacements Group 2	\$ 277,000	\$ 615,000	\$ 615,000	\$ 615,000	\$ 61,500 11.1%	
2022 HVAC Upgrades Group 1	\$ 882,000	\$ 2,291,380	\$ 2,291,380	\$ 2,291,380	\$ 65,000 2.9%	
Five Oaks Roof	\$ -	\$ 150,000	\$ -	\$ 150,000	\$ - 0.0%	Current budget increased by <b>+\$150K</b> due to transfer from Five Oaks Renovations
New Schools Post-Warranty Fund	\$ -	\$ 650,000	\$ 650,000	\$ 650,000		
Maint Dept Repair & Improvement Projects*	\$ 9,049,690	\$ 9,049,690	\$ 9,036,530	\$ 9,049,690		
<b>Repair Projects Total</b>	<b>\$ 50,691,133</b>	<b>\$ 108,952,820</b>	<b>\$ 108,789,660</b>	<b>\$ 108,952,820</b>		
<b>Repair Program Balance Available</b>	<b>\$ 47,308,867</b>	<b>\$ 12,481,726</b>	<b>\$ 12,494,886</b>	<b>\$ 12,481,726</b>		
<b>Repair Program EAC Balance</b>	<b>\$ -</b>	<b>\$ -</b>				
<b>Repair Program Budget (Less Transfers In/Out)</b>	<b>\$ 98,000,000</b>	<b>\$ 121,434,546</b>	<b>\$ 121,284,546</b>	<b>\$ 121,434,546</b>		
*Budget and Est @ Comp. will increase each month as additional Maintenance Dept. managed Repair Projects are scheduled.						
<b>Transfer Tracking</b>						
Initial Budget	\$ 98,000,000					
Previous Transfers	\$ (6,205,419)					
SB 1149 Reimbursements	\$ 2,960,768					
ETO Reimbursements	\$ 187,079					
SRHS Vestibule Door(s) transferred to Security Upgrades	\$ (250,000)					
Additional Funding - Budget Increase - Approved 6.15.2020	\$ 12,000,000					
Additional Funding - Chehalem Repipe - Approved 6.15.2020	\$ 500,000					
Additional Funding - McKinley Repipe - Approved 6.15.2020	\$ 500,000					
Additional Funding - Post Warranty Fund - Approved 1.28.2021	\$ 500,000					
Additional Funding - Budget Increase - Approved 3.15.2021	\$ 14,070,000					
Funds Transferred from Domestic Fire/ Line Separation	\$ 977,120					
Funds transferred to Seismic- Bethany ES	\$ (2,230,000)					
Funds transferred to Added Projects - Classroom Door Locks	\$ (179,293)					
Additional Funding - Elmonica Repipe - Approved 6.21.2021	\$ 500,000					
Funds transferred to Added Projects - Classroom Walls	\$ (45,710)					
Funds transferred from Five Oaks	\$ 150,000					
Balance	\$ 121,434,546					

# 2014 Bond Program Financial Status Report

## Seismic Projects

Data as of December 31, 2021

Seismic Projects	Original Budget	Revised Approved Current Budget	November-21 Est @ Comp	December-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes
A/E Scoping/Surveys	\$ -	\$ 222,058	\$ 222,058	\$ 222,058		Completed; Final Cost
Aloha HS	\$ 1,732,898	\$ 18,138,738	\$ 18,138,738	\$ 18,138,738	\$ 91,000 0.5%	
Beaver Acres ES	\$ 1,714,444	\$ 5,926,866	\$ 5,926,866	\$ 5,926,866		Completed; Final Cost
Beaverton HS	\$ 246,184	<i>(Budget Transferred to Seismic Program)</i>				Scope completed via BHS Gym Ceiling project
Cedar Mill ES	\$ 144,771	<i>(Budget Moved to Facility Repairs)</i>				Scope completed via Cedar Mill Roof & HVAC project
Cooper Mt. ES	\$ 361,703	\$ 3,063,556	\$ 3,160,175	\$ 3,063,556	\$ 332,629 12.2%	Current budget decreased by <b>(\$97K)</b> due to close out of the SRGP grant
Bethany ES	\$ -	\$ 4,930,811	\$ 4,930,811	\$ 4,930,811	\$ 365,562 8.0%	
Seismic Red Zones	\$ -	\$ 160,300	\$ 160,300	\$ 160,300		
2022 SRGP Planning	\$ -	\$ 100,000	\$ -	\$ 100,000		Current budget increased by <b>+\$100K</b> due to transfer from Seismic Funding Hold
Rock Creek Seismic (Covered Play)	\$ -					Project in Planning for 2022; Budget will be allocated from the Seismic Funding Hold
SHS Seismic (Auditorium)	\$ -					Project in Planning for 2022; Budget will be allocated from the Seismic Funding Hold
West TV Seismic (Gym)	\$ -					Project in Planning for 2022; Budget will be allocated from the Seismic Funding Hold and District-Wide Facility Repairs
Seismic Funding Hold	\$ -	\$ 705,095	\$ 805,095	\$ 705,095		Current budget decreased by <b>(\$100K)</b> due to transfer to 2022 SRGP Planning
(Projects Financially Complete)						
<b>Seismic Projects Total</b>	<b>\$ 4,200,000</b>	<b>\$ 33,247,424</b>	<b>\$ 33,344,043</b>	<b>\$ 33,247,424</b>		
<b>TAPS Seismic Grant</b>	<b>\$ -</b>	<b>\$ (22,545)</b>	<b>\$ (22,545)</b>	<b>\$ (22,545)</b>		
<b>AHS Seismic Rehabilitation Grant</b>	<b>\$ -</b>	<b>\$ (2,500,000)</b>	<b>\$ (2,500,000)</b>	<b>\$ (2,500,000)</b>		
<b>Beaver Acres Seismic Rehabilitation Grant</b>	<b>\$ -</b>	<b>\$ (2,500,000)</b>	<b>\$ (2,500,000)</b>	<b>\$ (2,500,000)</b>		
<b>Cooper Mnt Seismic Rehabilitation Grant</b>	<b>\$ -</b>	<b>\$ (2,240,741)</b>	<b>\$ (2,337,360)</b>	<b>\$ (2,240,741)</b>		
<b>Seismic Program Bond Cost Balance</b>	<b>\$ 4,200,000</b>	<b>\$ 25,984,138</b>	<b>\$ 25,984,138</b>	<b>\$ 25,984,138</b>		
<b>Seismic Program Less Transfers In/Out</b>	<b>\$ 25,984,138</b>					
<b>Transfer Tracking</b>						
Initial Budget	\$ 4,200,000					
Program Escalation	\$ 1,006,740					
AHS Roofing - From Facility Repairs	\$ 575,193					
Beaver Acres Roofing - From Facility Repairs	\$ 1,138,000					
AHS Roofing - Balance From Facility Repairs	\$ 3,477,807					
Program Reserve - Approved by School Board 6.18.18	\$ 5,450,000					
Transfer to Facility Repairs - Cedar Mill	\$ (166,052)					
Cooper Mnt Roofing - From Facility Repairs	\$ 128,000					
Program Reserve - Approved by School Board 10.28.19	\$ 6,849,950					
Beaver Acres Windows - From Facility Repairs	\$ 605,000					
Beaver Acres Re-pipe - From Facility Repairs	\$ 489,500					
Bethany Roof and HVAC Seismic Transfer	\$ 2,230,000					
Balance	\$ 25,984,138					

2014 Bond Program Learning Technology/Classroom Systems  
and Critical Equipment Purchases  
December 31, 2021

Data as of December 31, 2021

Learning Technology/Classroom Systems (\$56 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2021-22 Budget	2021-22 Expenditures as of 12/31/21	Annual Description of Expenditures
Networking Upgrades	\$ 11,542,526	59%	\$ 6,861,064	\$ 5,181,920	\$ 500,458	Maintaining current wired and wireless networking capacity and addressing areas of need. Data Center server hardware expanded and replaced. New staff and departmental storage implemented. Replacement of school switch project started at elementary schools.
Digital Curriculum Development	\$ 5,286,785	92%	\$ 4,879,020	\$ 698,711	\$ 290,946	Salary to maintain five digital curriculum specialists. Digital Curriculum Specialists are responsible for curating and developing high quality digital curriculum and materials that align to our Standards Based Learning System. This team was a valuable resource last spring when we were pressed to provide additional resources for district teachers during the COVID-19 remote learning implementation.
Future Ready Schools	\$ 29,496,360	99.6%	\$ 29,364,147	\$ 202,361	\$ 70,147	Two rounds of student devices were purchased from the bond. Monies remaining in the Future Ready budget are partially funding hardware repair staff focused on repairing our fleet of over 50,000 iPad and Chromebook devices.
Technology Modernization	\$ 2,909,823	83%	\$ 2,404,875	\$ 560,182	\$ 55,234	Continued Business Continuity Plan (BCP) updates. Continued pilot of classrooms and conference room technology solutions for remote work. Upgrades to HR Center and the BusinessPlus ERP system.
Other Technology/Curriculum Projects	\$ 6,764,506	100%	\$ 6,764,506	\$ -	\$ -	Completed Technology/Curriculum Projects. Includes: student laptop replacements in 2014-15, high school science technology in 2015-16, positive change grants 2014-15 through 2016-17.
<b>Learning Technology/ Classroom Systems Total</b>	<b>\$ 56,000,000</b>	<b>90%</b>	<b>\$ 50,273,611</b>	<b>\$ 6,643,174</b>	<b>\$ 916,785</b>	

2014 Bond Program Learning Technology/Classroom Systems  
and Critical Equipment Purchases  
December 31, 2021

Data as of December 31, 2021

Critical Equipment (\$24 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2021-22 Budget	2021-22 Expenditures as of 12/31/21	Annual Description of Expenditures
Copiers	\$ 1,945,124	86%	\$ 1,668,284	\$ 300,000	\$ 23,159	Approximately \$300,000/year over eight years.
Athletic Equipment	\$ 1,021,737	86%	\$ 879,336	\$ 278,982	\$ 136,580	Approximately \$100,000/year over three years beginning in year 2. \$75,970 was transferred in year 2 to the Scoreboard Replacements Project. An additional \$800,000 will be split over years six through eight.
Maintenance Equipment	\$ 2,289,219	70%	\$ 1,606,286	\$ 843,784	\$ 160,851	Approximately \$120,000/year over four years beginning in year 2. Year 2 will have \$185,000. An additional \$1.7 million will be split over the final three years of the bond, beginning in year six.
Early Learning Playground Equipment	\$ 15,366	96%	\$ 14,713	\$ 6,000	\$ 5,347	Playground equipment for Early Learning program at seven elementary schools.
Flex Devices	\$ 36,500	0%	\$ -	\$ 36,500	\$ -	5 iMacs, 5 Mackbook Pros, 11 iPads with pencils and keyboards, and 11 Dell monitors for Flex in December 2021
Other Equipment Purchases	\$ 18,692,054	98%	\$ 18,318,463	\$ -	\$ -	Other critical equipment purchases as needed. Purchase of \$15,000 towards new locker banks at Stoller in 14-15, \$250,000 towards new musical instruments in 14-15 and 15-16, \$184,050 for cafeteria table replacements in 15-16, \$1,397,733 for classroom furniture for full day kindergarten in 2015-16, \$344,973 for high school scoreboard replacements in 2015-16 and 2016-17, \$121,066 towards BSD's portion of shock pad installation at SW Quadrant Park with THPRD in 2016-17 and InTouch Printers in 2018. The District purchased \$16M in buses over the first 7 years of the bond. All are included in this line.
<b>Critical Equipment Total</b>	<b>\$ 24,000,000</b>	<b>94%</b>	<b>\$ 22,487,082</b>	<b>\$ 1,465,266</b>	<b>\$ 325,937</b>	
<b>Grand Total</b>	<b>\$ 80,000,000</b>	<b>91%</b>	<b>\$ 72,760,692</b>	<b>\$ 8,108,440</b>	<b>\$ 1,242,722</b>	
<b>Total Bond Funds Remaining</b>	<b>\$ 7,239,308</b>					

### BOND PROGRAM CASH FLOW

