



AGENDA

I. OPEN MEETING

- A. Call to Order
Board Chair Colett
- B. Roll Call
Board Chair Colett
- C. Land Acknowledgement
Board Chair Colett
- D. Agenda Review
Board Chair Colett

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Dr. Gustavo Balderas

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- G. Local Option Levy Update

Ms. Kerry Delf, Ms. Shellie Bailey-Shah

VI. ITEMS FOR ACTION AT A FUTURE MEETING

A. School Board Electoral Zone Revision

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Dr. Carl Mead, Mr. Steven Sparks, Dr. Ethan Sharygin - PSU

VII. ITEMS FOR ACTION AT THIS MEETING

A. Language Arts Curriculum Project Team Charge

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Ms. Kayla Bell

VIII. BOARD COMMUNICATION

A. Comments by Individual Board Members

Board Members

IX. CLOSE MEETING

A. Closing Comments

Board Chair Tom Colett, Dr. Gustavo Balderas

B. Adjourn

Board Chair Tom Colett

BSD School Board Meeting

October 17, 2022

Good evening Supt. Balderas, Board Chair Colett and members of the School Board.

For the record my name is Lindsay Ray and I am a high school math teacher currently serving as the president of the Beaverton Education Association.

I want to spend my time this evening talking about the upcoming election on November 8th. There are a number of important candidates and measures on the ballot, but at the top of the list for us is the BSD Teachers Levy renewal, or Measure 34-321. The levy currently funds almost 300 teaching positions and we are so thankful to the Beaverton community for their continued generosity in supporting our schools. The levy renewal will not increase the tax rate, but will continue to fund those teachers.

I recently looked at the the map on the BSD website that shows how many teachers at each school are funded by the levy, and even I was shocked to see the numbers. Approximately 18% of the current classroom teachers are paid for by the BSD Teachers Levy. While I would argue that many of our class sizes are still too large, it is imperative that we ensure our students aren't subjected to even bigger classes by passing the levy.

Many folks in BSD might not remember the "Big Shuffle" of 2012. That was the last time we were unable to pass a levy. The result was the transfer of ~325 teachers across the district to fill in the budget gap, often to positions they had never taught before, and an explosion in class sizes. Let's not let that happen again.

If we zoom out a bit, we can see that levies are necessary because the system of state funding for schools in Oregon is unstable and inadequate. When folks are considering candidates, I encourage them to vote for people who will invest in public education. And after the election, we've got a lot of work to do to make sure our leaders understand the need to make sure that schools are fully-funded so that all students get the education they deserve.

Ballots are being mailed out starting this Wednesday, so they should be in your mailboxes soon. If you are not registered to vote, the deadline to do so is tomorrow. You can register online in minutes.

I encourage all of our community members to be engaged in the democratic process. Your voice makes a difference, and students and educators are depending on you to vote YES on the BSD Teachers Levy.

School board OSEA Comments 10/17

Good evening
Chair Colett
Superintendent Balderas
& School Board.

I am Kyrsti Sackman I am the classified union OSEA president.

We as OSEA always want to say thank you to the board and our community for giving us our space to share in this forum.

Today is day 29 of the school year and we have all been hitting the ground running.

We are thankful to have now had meetings with All of our labor management teams and departments.

There is so much movement and change that has been happening & we are happy for the ongoing collaboration and space at the tables to share.

We have many things in progress to help support our community and all our classified staff.

We are happy to continue conversations with union leadership and Beaverton Management teams about how we can move forward with how to most efficiently spend our 4030 money for staff recruitment and retention.

We as classified staff would really like to continue to push for a team of “roving” classified mentors that can help support new staff, substitute staff as well as veteran staff, classrooms, and buildings.

We want to thank Alphonso, for coordinating the admin meeting last Friday for schools with specialized programs & allowing both certified and classified staff to speak up on the supports that are needed in these classrooms.

We also have spent a lot of time putting out fires in many of our buildings and supporting many staff.

We are thankful for all the problem solving, collaboration & time at the table with many different leaders across the district as we attempt to grow and learn all together.

Thank you again for your time and support of all classified staff



WRITTEN PUBLIC COMMENTS

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

The following comments followed all of the posted guidelines listed on the form and below.

- One comment per person
- Comments are limited to 1,000 characters per person
- The Board will not hear charges or complaints against any District employee.

Jeff Meyers - Parent/guardian - Resident of BSD - Hello BSD board members. I am writing you today to request you review and, if needed, revise district policy KAB - Parental Rights to ensure all district personnel understand and follow federal & state laws regarding parents & guardians exercising their rights to express what is appropriate for their child(ren). At issue is the subject of opting a child out of certain services, lessons, and so on. The district provides a form & process to opt out of Sex Ed content. They also provide a means to opt out of other things like surveys or health screenings just before they launch. There are many other areas where parents & guardians have the rights to control their child's education that lack a formal form & process. I know multiple parents have submitted forms like the ones available here (<https://saveoregonschools.org/opt-out-forms/>), with mixed results. Some schools honor them, some do not. Please help provide clarity, ensure laws are followed, and honor parent/guardian rights. Thanks

Katie Curtis - Other Community Member - Resident of BSD - I oppose the 6ft metal fence around oak hills elementary school. I support Russell Okamoto's statements. A fence will prohibit kids from fleeing the back of the school if needed and will make the school look like a prison. A fence did not protect Robb Elementary school from a school shooter. Please consider other uses for the bond measure.

Angela Zahler - Parent/Guardian - Resident of BSD - All the access points to the back of the school require use of HOA paths and property. The Oak Hills property is different than other district schools, uniquely positioned on the interior of the neighborhood with no major road having direct access. What if the HOA were to refuse access to the paths as routes to school. Rerouting kids on the neighborhood streets rather than green space. This will entirely derail their walkability and kids who currently walk may then require transportation based on the distance of their commute. If new bus routes are required and there are more riders they would need to amend their bus schedule, routes etc. They would need an additional bus, a driver etc. These reoccurring costs would have to be budgeted.

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

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

The community and walkers absolutely need to stay out off the track and school property during school hours and not use as a commuting path. Why is there no collaboration here to create a more aesthetically pleasing neighborly fence.

Albert F. - Parent/guardian - Resident of BSD - On October 7th my wife and I submitted forms asking to opt-out our three children from being taught specific topics and views at 2 BSD schools. One school accepted our form and started acting on it. The other school rejected the forms and by doing so essentially denied our rights as parents to control what our children are being taught at the public school. I am continuing to work with the principal of the school who denied our forms, but I feel that I shouldn't have to defend my reasoning for why we want to exercise rights given to us by Federal and State laws. We would like to ask you to review the Beaverton School District policies to ensure that they comply with the Oregon State and Federal law, and add/amend them to ensure school staff will comply with all legal out-out requests or other means of addressing parental rights.

Penny Okamoto - Other Community Member - Resident of BSD - The six-foot chain link fence proposed for installation at Oak Hills Elementary School will not improve safety for students or staff and will create a prison-like environment for students, staff, and the Oak Hills community. School shooters are not deterred by a chain link fence. Any fence can be easily subverted by gaining access to a school's front entry as was done by the Sandy Hook shooter in 2012. A fence will prohibit staff and students from escaping a fire or mass shooting because people who are escaping must be funneled into small exit gates when other exit routes are blocked. In a similar manner, residents whose yards will be fenced in will also lack an escape route to the school field in case of an emergency that necessitates escaping to the back of their homes. As a member of a Japanese-American family in Oak Hills, I find the fence particularly disturbing because it will be a constant reminder of our family members who were illegally and unjustly imprisoned in WWII.



PERSONNEL

BACKGROUND

A list of employees is being recommended by the Superintendent for personnel action.

RECOMMENDATION:

BE IT RESOLVED that the employees that are recommended herein for administrator and teacher elections, leave of absence, and resignations/retirements/terminations be accepted by the School Board as submitted at this School Board meeting.

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DRAFT Meeting Minutes 2022.09.19

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

Board Members Present:

Tom Collet, Chair
Karen Pérez, Co-Chair
Susan Greenberg
Eric Simpson
Sunita Garg
Ugonna Enyinnaya
Becky Tymchuk

Staff Present:

Dr. Gustavo Balderas, Superintendent
Dr. Heather Cordie, Deputy Superintendent of Teaching and Learning
Dr. Carl Mead, Deputy Superintendent of Operations
Ms. Kerry Delf, Chief of Staff
Ms. Susan Rodriguez, Chief Human Resources Officer
Ms. Camellia Osterink, District Legal Counsel
Ms. Shellie Bailey-Shah, Public Communications Officer
Ms. Jessica Jones, Budget Manager for Business Office
Mr. Ken Bell, Executive Administrator for High/Options Schools
Mr. Kenneth Struckmeier, Executive Administrator for Middle Schools
Ms. Nicole Will, Executive Administrator for Elementary Schools
Dr. Jon Bridges, Administrator for Accountability

I. OPEN MEETING Chair Tom Colett

- A. Call to Order at 6:30 p.m.*
- B. Roll Call*
- C. Land Acknowledgment*
- D. Agenda Review – no changes*

II. RECOGNITIONS

- A. Recognitions: Chair Tom Colett*
Wake Up Beaverton School Supply Giveaway

Report attached in BoardBook

Questions/Comments:

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

Jefferson Chao - Thank you to the School Board and District and the Community for coming together for the community and students.

III. SUPERINTENDENT'S REPORT

A. *Comments by the Superintendent Dr. Gustavo Balderas*

First two weeks of school he was able to attend 33 school sites, it was encouraging seeing the students embracing the routine.

Changes to agenda format are presented this evening, these are meant to be clearer and more concise.

The Strategic Plan will be guided by The Scholar First, led by Dr. Tammy Campbell. This will engage Board members, district staff, the community, and students.

Local Option Levy – this has been certified on the November ballot.

Attended the Hispanic Metropolitan Council – great activity and it was good to see people back in person.

Questions/Comments: None

IV. PUBLIC COMMENTS

A. *Comments by Employee Groups*

a. *Lindsay Ray – BEA President – written comments added into Board Book*

B. *Comments by Community Members – Chair Colett*

a. *Received 4 written public comments, and have 1 in person to speak in person*

V. CONSENT AGENDA Chair Tom Colett

A. *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.

B. *Board Meeting Minutes*

BE IT RESOLVED that the minutes of the August 29, 2022, School Board meeting is hereby approved.

C. *Grants*

BE IT RESOLVED that the Grant report be and hereby is approved as submitted.

D. *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.

E. *Board Meeting Calendar Revision*

BE IT RESOLVED that the School Board approved the Revised School Board Meeting Calendar as submitted at this meeting.

F. *Board Goals and Committees*

BE IT RESOLVED that the School Board approved the School Board Goals and Committees as submitted at this meeting.

Susan Greenberg made the motion to accept the Consent Agenda by the School Board as submitted. Eric Simpson seconded, and the motion passed by a vote of 7 to 0 by

Susan Greenberg, Karen Perez, Eric Simpson, Ugonna Enyinnaya, Sunita Garg, Becky Tymchuk, and Tom Colett.

VI. REPORTS

A. *Back to School Update Dr. Heather Cordie, Ms. Nicole Will, Mr. Tom Bell, and Mr. Kenneth Struckmeier*

Presentation from the Teaching and Learning department from the Elementary, Middle and High school to the Board about the beginning of the 2022-2023 school year and to have them available to answer questions.

Report attached in BoardBook

Questions/Comments:

Secondary- what are the policies for cell phones - *MS off and away, before school, lunch and after school. HS there is not a common set of norms, schools are doing what they chose to.*

Dropping the F – How many I's and N's were given and carried over – can we get data back to the Board. *All schools have processes in place to recover the credits.*

Being on track to graduate on time, how do you recognize those that are not on track and need additional options. *We have a wide variety of options to assist those students. We have a multi-tiered approach.*

Are we looking at an additional curriculum for the FLEX program? *We will look at what is best for kids. We will have multiple pathways for students.*

For middle school, I'd love to hear about the structures in place to assist our MS students. *We will come back.*

B. *Charter School Reports Dr. Jon Bridges*

Each year these written reports are due from the Charter school to the Board and to have them available to answer questions.

a. *Arco Iris - Chris Brodniak, Interim Executive Director and Christa Billings, Board Chair*

Learning the ways of directorship, We are in a better place than last year as we could not hire enough qualified staff last year. We employ international teachers in our organization that bring authentic culture to our school. We are phasing out our MS program and no longer taking 6th graders, as we move forward.

Report attached in BoardBook

Questions/Comments: Your decline in enrollment, is that taking students away from Arco Iris or are there other reasons? *I see it as attrition. We see families moving to the options programs or moving out of the area. We do not offer transportation and think that might be a factor as well.*

Is the declining enrollment specific grades? *There is a lot of interest in K-3, as they get older, we see less enrollment.*

When is the phase out starting? *It started this year, we have no 6th grade this year. Next year we won't have 6th or 7th and only have the 8th grade. Is there any way to keep the*

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kids that are currently there able to stay there until 8th grade? No, we have worked with Ms. Maurizio to get students into the dual language programs in BSD.

Glad to see that the BSD dual language programs can support the students but there is a concern that the ESSER funds were used to hire staff and those funds are going away.

We are working on the budget and we have final amounts coming next month.

The language waiver we requested last year was due to not being able to find bilingual teachers. Was Arco Iris part of the feasibility study? I will have to get back to you on that after consulting the staff and Board.

b. Hope Chinese - Kevin Olds, Principal

I'm loving the charter school, this is my second year and I am impressed. We have a good team and it is working. We do have some social emotional issues that we are working on with the students returning this year. We have 138 students on the waitlist. We lost our entire MS team and we are trying to rebuild. We lose many of our students to the Option schools as well. We are hoping to get our portables in soon, to help with the space issues. Only about 5% of our students come to us as native speakers. We need to discuss where our kids go after leaving us. There is no program to go to. Report attached in BoardBook

Questions/Comments: None at this time

C. Financial Update Ms. Jessica Jones, Budget Manager in for Mr. Schofield

Monthly financial updates presented to the Board and to have them available to answer questions.

Report attached in BoardBook

We are down below the projections by about 2 million, which is about 190 students, which has been adjusted on the General Fund Activity and forecast sheets. Classroom Teacher/Staffing enrollment dates will be updated to September 30th. Local option levy information is found in the report for the number of teachers at each site.

Questions/Comments:

Enrollment – down at ES, up at HS and MS. Final numbers are due to the state in October, correct? Yes. The numbers come from the Sept 30th date for this 22-23 school year. It is the greatest of the past two years, correct? Yes, we will be lower than we were in 21-22.

D. Local Option Levy Update Ms. Kerry Delf, Ms. Shellie Bailey-Shah

Updates on the progress of the Levy Campaign presented to the Board and to have them available to answer questions.

Report attached in BoardBook

Questions/Comments:

There were 25 parents at a coffee that was attended, they were very confused as to the Bond that was just passed versus the Levy. *The common point of confusion, it can help – Bonds are for buses, buildings and books, Levy's are for learning.*

YesforBeavertonSchools.org is another site that you can get additional information, volunteer, or donate. It will take a community.

Thank you for the effort to get this done for our community.

VII. ITEMS FOR ACTION AT A FUTURE MEETING

E. — None —

VIII. ITEMS FOR ACTION AT THIS MEETING

A. Approve Contract Agreement with BEA Substitutes Ms. Susan Rodriguez

BE IT RESOLVED that the terms of the Collective Bargaining Agreement between the School Board and the Beaverton. Education Association – Substitutes, for the period of July, 2022 through June 30, 2025, be ratified by the School Board of the Beaverton School District.

Susan Greenberg made the motion to accept the Consent Agenda by the School Board as submitted. Eric Simpson seconded, and the motion passed by a vote of 7 to 0 by Susan Greenberg, Karen Perez, Eric Simpson, Ugonna Enyinnaya, Sunita Garg, Becky Tymchuk, and Tom Colett.

Questions/Comments:

In June the BSD began meeting with the BEA Substitutes and tonight we are bringing this bargaining agreement forward after the members of that group have voted to approve this. *I will be voting yes today, it is critical to have good substitutes for the success of our schools.*

B. OSBA Board of Directors Nomination Chair Tom Colett

WHEREAS the Beaverton School District is a member of the Oregon School Boards Association; now therefore, BE IT RESOLVED that the Beaverton School Board nominates Susan Greenberg for the OSBA Board of Directors Position #15.

Becky Tymchuk made the motion to accept the Consent Agenda by the School Board as submitted. Eric Simpson seconded, and the motion passed by a vote of 7 to 0 by Susan Greenberg, Karen Perez, Eric Simpson, Ugonna Enyinnaya, Sunita garg, Becky Tymchuk, and Tom Colett.

Questions/Comments:

Why? I believe in our students and district and I want to advocate for our students at the state level. We are lucky to have you representing us on the State Board.

IX. BOARD COMMUNICATION

A. Comments by Individual Board Members Board Members

Questions/Comments:

I am happy our teachers and students are back in school safe. This is the last Board meeting in this room.

The energy level of having the school in session is amazing. It's been great to see Dr. Balderas at the schools and sports games. Looking forward to seeing the new building. If you know anyone that is not registered to vote, please do encourage them to do so. Please make sure if you are asked to support a candidate, ask them what kind of support they will make to the state school funds. Thank you for the campaign to watch for the students that have their heads stuck in a phone while walking.

Thank you to those supporting the Levy and all those that have endorsed our Levy and are still accepting donations and volunteers.

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This has been the district office since 1970. It has been incredible for the number of decisions made in this building. Sign up for the PTC/PTO meetings. Like our new building, it feels like we are back on track for a great school year. It feels good to be in the schools.

X. CLOSE MEETING

A. Closing Comments Chair Tom Colett,

Dr. Gustavo Balderas

Nothing

B. Adjourn Chair Tom Colett at 8:23 p.m.

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Our leadership team is not as diverse as our student and community population, if we could have leadership that is representative of our community added on that would be appreciated. It's an ask if possible. *That would be an expectation of all of our groups.*

I know that this is all supposed to be data driven and you will be getting a lot of information back, that doesn't always align with metrics of student achievement? Also, the last few years have been crazy. How do you make sure that the information that you receive from people isn't sustainable for the future to answers given during a time of trauma? *We make sure that we have very focused questions. The key is keeping the frame to what we can do to improve student achievement. I bring in the research as well as the feedback to drive your goals. Are you dialed in to our already collected student data? I have spoken to Jon and he will be presenting at the first Board planning team. I want him to provide a summary of our strengths and our success.*

You mention replacing below average teachers with above average teachers? How does that look? Are we able to grow those teachers instead of replacing them? *When you have teachers that are not focused and going to different buildings, once you get focused you will then generate common strategies, and then have feedback cycles, when you follow those strategies, you will all rise. You will see the culture shift.*

We are going to be asking for so many stakeholder perspectives and how we honor all of those perspectives to get a plan. In theory I know that a strategic plan is bigger than a set of circumstances. As we are going through and gathering this information until May, I want to believe in theory that things like our legislative funding, inflation, any of these outside tangible things will not have a bearing on anything we work to put together. Lastly, I remember the Superintendent that put together the last Strategic Plan say, "Are we a School District or a District of Schools." *In our plan, because we had common curricular approaches across our schools, the pandemic didn't affect us like it did others. We were in position to weather the pandemic the way others weren't.*

It's been at least 11 years since we did a Strategic plan. How often should we be looking at this? *I would wait to see what comes out of the strategy work. The other component around how often to renew your plan is, once your plan is in place, you leave it for a while and not change it. A plan should be a four-to-five-year plan. You then go back and adjust it.*

You spoke about focused goals, what about schools that struggle with the strategies? *That's why you have the educators come to the table to create the strategies. Some schools don't even use these strategies. This gives the schools a menu to work from and not a one size fits all way of thinking.*

You named many different pieces of the work and that it will all be done by May? It would be great if we could have a graphic that lines all this out. *You will have a strategic plan, within the strategic plan will be goals and metrics inside of it. There will also be strategies that you don't have now that will be in the plan. Once that plan is done, you will have folks within your system who will look at the current school improvement plan. It will be a reference point for your school improvement plan. These are components of the plan. Then maybe in June we should then look at our board goals and how we can align them to the Strategic Plan. That would be an August retreat with the new Board.*

I know that the strategies don't cost us any money, what I worry about is when we come up with all of these strategies, we need to separate out the tactics to reach the strategies. What I worry about is the tactics to get us where we need to go. *When times get tough, we need to be sure we focus on the high leverage tactics that make the biggest difference for kids in the classroom. The alignment is critical. We need to line up professional development for the key tactics that have the highest leverage for our kids. Our schools are different and we need to create the guardrails to line up with those tactics.*

Thank you so much for your presentation, a key moment is deciding how many of the key strategies should we choose. How do you help us to do that and get it right? *Do you remember when I talked about the theory of action, where we work backwards? Things that are not in that backwards map, we don't do. That's how we get to alignment. When you go out for the survey, do you have a target percentage of*

participation? *We are talking about 2-3% in person and also 100% participation on the survey. We will do an in-person component and a Zoom meeting.*

It would be helpful for me to have a timeline with everything happening in one place in this process. To help with language access, we have our Multilingual department, our dual immersion schools and some of our Title I schools.

How are you reaching out to the community groups to involve them? Your District will have strategies for that. I don't do that piece. Dr. Balderas can address that. We will be brainstorming to reach out to a variety of folks, if we can get that done, we can share it in the Friday memo. We plan to work with different affinity groups as well, as staff trying to get as much information as possible. We will make sure that we are as inclusive as we possibly can.

I see Dr. Campbell and then I see Kassie Swenson, a Scholar First symbol and I'm not sure who these people are. Kassie Swenson is a former Chief of Communications, she will be the other person on the ground and Kylie Campbell, is the Director of Operations and she handles all of the behind-the-scenes part of this work. This is the team. We are out of Issaquah. We had legislation passed for marginalized students called the Student Success Act. During the process of applying for that grant there was a lot of work with the community to determine where the dollars should go.

Susan's point was that if you are looking for Strategic Plan like work and surveying from our District, the Student Investment Account work is more contemporaneous and upholds the values of our District over the last few years as compared to the previous Strategic Plan.

We have been talking to Dr. Campbell as to how not to overburden the community with surveys and the previous work that she can look at to accomplish that.

One last thing for me is around parent participation, one example you used was metrics around how many parents came to parent teacher conferences. Here in Beaverton, we really haven't had robust parent participation, in my opinion. I am hoping that when we hear from our community, we will be thinking about ways beyond parent participation in parent teacher conferences. *We had parent academies and parents teaching parents.*

III. ADJOURN MEETING

Chair Tom Colett

Adjourned at 7:00 pm



**PUBLIC CONTRACTS – BOARD AUTHORIZATION OF
SUPERINTENDENT TO OBLIGATE THE DISTRICT**

BACKGROUND

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 public notice, bidding procedures, and Public Contracting Rules have been complied with before recommending the attached contracts for Board approval. The following authorization to execute contracts, subject to successful negotiations and available budget appropriations, is a routine Board action that appears under the consent grouping of the Board agenda.

RECOMMENDATION

The Superintendent recommends the Board approve the Superintendent or a designee to obligate the District for the public contract items listed in Attachment A.

ATTACHMENT A

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Sato Elementary Classroom Addition— General Contractor	Aaron Boyle	ITB (Invitation to Bid) 22-0013	R.A. Gray Construction, LLC	\$2,638,888.00	10/2022	12/2023	Authorization to Award Contract
Nancy Ryles Elementary Roof Replacement— General Contractor	Aaron Boyle	ITB (Invitation to Bid) 22-0014	ABC Roofing, A Tecta America Company, LLC	\$894,134.00	10/2022	9/2023	Authorization to Award Contract
ADA Facility Accessibility Evaluation	Ron Umali	RFP (Request for Proposals) 2022-10	Bureau Veritas Technical Assessments LLC	\$370,256.00	11/2022	6/2024	Authorization to Award Contract
Master Contract for Electric School Buses	Craig Beaver	RFP (Request for Proposals) 22-0011	Peterson Trucks, Inc. & Western Bus Sales, Inc.	\$2,253,418.00	10/2022	6/2027	Authorization to Award Contract



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Sato Elementary Classroom Addition

PROJECT TIMELINE: 1/2022 – 12/2023

PROJECT BUDGET: \$3,000,000.00

PROJECT SCOPE: Addition and renovation resulting in a new library, computer lab and four classrooms.

CONTRACT NAME: Sato Elementary Classroom Addition/General Contractor (GC)

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Invitation to Bid (ITB) 22-0013

CONTRACT TIMELINE: 10/2022 – 12/2023

CONTRACT AMOUNT: \$2,638,888.00

CONTRACT SCOPE: Construction Services to furnish, install, manage and coordinate all the work for adding 4,950 sq. ft. and renovating 4,000 sq. ft. to create a new library, computer lab and four classrooms.

RECOMMENDATION: Authorization to Award Contract to R.A. Gray Construction, LLC

FUNDING SOURCE: 2022 Bond; Sato Elementary Classroom Addition



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: 2023 Roof Projects Group 1 (Nancy Ryles, McKinley, Findley)

PROJECT TIMELINE: 4/2022 – 9/2023

PROJECT BUDGET: \$3,323,273.00

PROJECT SCOPE: Nancy Ryles Roof Replacement

CONTRACT NAME: Nancy Ryles Elementary School Roof Replacement

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Invitation to Bid (ITB) 22-0014

CONTRACT TIMELINE: 10/2022 – 9/2023

CONTRACT AMOUNT: \$894,134.00

CONTRACT SCOPE: Nancy Ryles Roof Replacement

RECOMMENDATION: Authorization to Award Contract to ABC Roofing, A Tecta America Company, LLC

FUNDING SOURCE: 2014 Bond; 2023 Roof Projects Group 1 (Nancy Ryles, McKinley, Findley)



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Facility Accessibility Evaluation

PROJECT TIMELINE: 11/2022 – 6/2024

PROJECT BUDGET: \$400,000.00

PROJECT SCOPE: The scope of this contract is to complete an Americans with Disabilities Act (ADA) physical accessibility inspection at specified Beaverton School District (BSD) locations. The project will include an inspection of existing facilities and school buildings (both public spaces and staff-only spaces), sporting facilities, access to exterior program areas, and more at a total of fifty-seven (57) buildings. This includes thirty-two (32) elementary schools, 8 middle schools, 4 high schools, 5 option schools, and 8 other facilities. The full interiors of all buildings will be evaluated at each of these locations. Exterior evaluations will include pathways, routes, and walkway surfaces – including access to both buildings and sporting facilities. Buildings to be replaced during this current Bond period, are not included.

The consultant will provide the following:

- 1) Perform a full evaluation of all identified facilities for physical accessibility and identification of physical barriers.
- 2) Provide barrier details, barrier prioritization, barrier status, barrier pictures, code references, and applicable information.
- 3) Attend meetings with the District Representative to include project initiation, quality progress meetings, and project completion.
- 4) Record and document evaluation of barriers. Violations shall be recorded within BlueDAG software or uploaded into the software.
- 5) Deliver a complete detailed evaluation within the project schedule.

CONTRACT NAME: Facility Accessibility Evaluation

RECOMMENDED BY: Ron Umali and Aaron Boyle

SOLICITATION METHOD: RFP 2022-10

CONTRACT TIMELINE: 11/2022 – 6/2024

CONTRACT AMOUNT: \$370,256.00

CONTRACT SCOPE: To provide all labor, materials and equipment to complete a facility accessibility evaluations and reports for 57 Beaverton School District sites.

RECOMMENDATION: Authorization to Award Contract to Bureau Veritas Technical Assessments LLC

FUNDING SOURCE: 2014 Bond Funds



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Master Contract for Electric School Buses

PROJECT TIMELINE: 10/2022 – 6/2027

PROJECT BUDGET: \$4,500,000.00

PROJECT SCOPE: Purchase electric school buses through one or more master contracts.

CONTRACT NAME: Master Contract for Electric School Buses

RECOMMENDED BY: Craig Beaver, Administrator for Transportation Services

SOLICITATION METHOD: Request for Proposals (RFP) 22-0011

CONTRACT TIMELINE: 10/2022 – 12/2027

CONTRACT AMOUNT: \$2,253,418.00

CONTRACT SCOPE: Upon receiving an order from the District, the Contractors shall provide either class c or class d electric school buses in accordance with contract pricing, delivery, and warranty terms. Initial purchases made under the Peterson Trucks, Inc. contract (pursuant to the RFP, the district shall first negotiate prospective purchases with the highest scoring Proposer, Peterson Trucks, Inc.) to include two Greenpower Transit “type D” with 84 passenger capacity, 240” wheelbase buses and four IC Special Needs Type C with 24+1 or 20+2 passenger capacity, 217” wheelbase buses.

RECOMMENDATION: Authorization to Award Master Contracts to the following firms:

- 1) Peterson Trucks, Inc.
- 2) Western Bus Sales, Inc.

Authorization to execute purchase orders or project work authorizations with Peterson Trucks, Inc. pursuant to their Master Contract, for two Greenpower Transit “type D” with 84 passenger capacity, 240” wheelbase buses and four IC Special Needs Type C with 24+1 or 20+2 passenger capacity, 217” wheelbase buses. The total amount of these purchases will be \$2,253,418.00.

FUNDING SOURCE: 2022 Bond, Grants, General Fund



**USE OF THE REMAINING PROGRAM RESERVES
FROM THE 2014 CAPITAL IMPROVEMENT BOND****BACKGROUND:**

As noted in the August 2022 Bond Program Status Report, Facilities Development is projecting a Program Reserve Estimate at Completion of \$2.3M. This estimate considers any outstanding risk in ensuring the timely completion of all voter committed projects from the 2014 Capital Improvement Bond. All major projects in the 2014 Bond are complete.

Separate from the Program Reserve, there are remaining projects within the District Wide Facilities Repair Project and the district is in the process of bidding the final projects. These projects are planned for and will be completed in the summer of 2023. The August 2022 Bond Program Status Report shows the Repair Program Project is estimated to have a balance of \$8.6M. This total is expected to decrease slightly as the district finishes bidding projects, but it provides a comfortable balance for the repair program. Once bidding is complete, Facilities Development will make a recommendation to transfer the remaining balance to 2014 Bond Program Reserve.

Facilities Development prioritized a list of projects not included in the 2014 Bond and presented them to the Bond Accountability Committee in April 2020. These projects were then approved by the School Board in June 2020. One of these projects was to construct classroom walls at elementary schools for \$2M. The purpose of the new classroom walls was to enable the classrooms to be secured in the event of the lockdown. The projects also have the added benefit of reducing noise and distraction in the classrooms.

During the summer of 2021, classroom walls were constructed at Montclair Elementary School (ES), West TV ES, Oak Hills ES and Bethany ES. During the summer of 2022, classroom walls were constructed at Errol Hassel ES, Elmonica ES and Greenway ES.

Findley ES, Jacob Wismer ES, Kinnaman ES, Nancy Ryles ES and Scholls Heights ES were identified as classroom wall candidates but were lower priority because the classroom pods at these schools could still be secured. The district has designs prepared for the projects at these schools and ready to contract. Therefore, it is recommended the classroom walls at these schools be planned for the summer of 2023. The estimated cost for this project is \$2.3M.

This project was presented to the Bond Accountability Committee (BAC) at the September 21, 2022 meeting. The BAC voted unanimously to recommend this project for approval from the School Board.

RECOMMENDATION:

It is recommended that the School Board approve funding this project using \$2.3M of 2014 Bond Program Reserve.



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

BACKGROUND

OAR 137-49-0620 and ORS 279C.335 permits the Beaverton School District Board of Directors to exempt specific projects from the competitive bidding (“low bid”) requirements for public construction contracts. Facilities Development has found that utilizing an alternative to low bid – the construction manager / general contractor (“CM/GC”) – method to be the most advantageous contracting method for the Raleigh Hills Elementary School Replacement project. Rather than awarding a construction contract by invitation-to-bid, after all of the building design has been completed, the CM/GC method would award a contract via a competitive Request for Proposals (“RFP”) to select a construction firm that best meets the District’s needs with respect to this project. This will allow the CM/GC to provide value input and advice throughout the design process as to constructability, materials selection, and other design considerations to realize cost savings and other efficiencies for the District. The CM/GC method allows the District to authorize early construction and/or negotiate a guaranteed maximum price to construct the project. The RFP selection criteria will consider information about proposers’ experience, capabilities, ability to timely deliver similar projects, safety record, price, equity plan, and other pertinent factors as determined during the RFP development process. This process will allow the District to receive competitive pricing while ensuring that we are contracting with capable contractors.

As required under OAR 137-049-0630 (7), the District’s Purchasing Department held a public hearing on October 12, 2022, to receive public comment on the draft findings (Attachment A) that detail the District’s reasoning for seeking this exemption. The hearing was advertised in the Daily Journal of Commerce, ORPIN, and on the District’s website. Public comments received are as follows:

Mark Monaghan commented, “I support use of the CM/GC method for this project.”

If the Board approves use of the CM/GC method for this project, District staff would seek board approval for the CM/GC contract resulting from the ensuing Request for Proposals. District staff would also seek board approval for any amendments made to that contract for construction work for which the cost exceeds the board approval threshold (i.e., early work or GMP amendments).

RECOMMENDATION

The superintendent recommends the Board approve the following:

- 1) Adoption of the findings of fact (Attachment A),
- 2) Exemption the Raleigh Hills Elementary School project from the competitive bidding requirement of 279C.335(1), and
- 3) Authorizes and directs use of CM/GC procurement and contracting method for the Raleigh Hills Elementary School Replacement project.
- 4) Directs that the Request for Proposals and contract be in accordance with applicable Attorney General Model Rules.

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.

ATTACHMENT A

FINDINGS

ALTERNATE CONTRACTING PROCEDURE CM/GC CONSTRUCTION CONTRACT RALEIGH HILLS SCHOOL BUILDING REPLACEMENT & SITE IMPROVEMENTS PROJECT

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

The CM/GC will be selected through a competitive process in accordance with a Request for Proposals authorized by the Board of Directors. Pursuant to ORS 279C.360, a CM/GC solicitation will be advertised on the Daily Journal of Commerce, the Oregon Buys procurement system, and the Beaverton School District procurement webpage in order to attract competitive proposals. The CM/GC proposals and interviews will be rated based on a predetermined list of criteria as required by ORS 279C.337 and the Attorney General's Model Contract Rules. The District will enter into a contract with the highest-scoring, responsive and responsible Proposer.

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

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

A. Findings related to how many persons are available to bid:

Because the procurement will be through a publicly advertised request for proposals, CG/GC is a common type of procurement for projects of this size and type, and multiple firms in the local market are qualified to provide CM/GC services for this project, staff finds that granting this alternative contracting procedure will not unreasonably limit the number of firms available to bid.

B. Findings related to the construction budget and the projected operating costs for the completed public improvement:

Staff finds that the ability to select firms based on the firm's performance history and experience on similar project type will positively affect the project outcome as it relates to cost by providing feedback on the design development phase, providing cost estimating services during design, and participating in the construction document phase of the design process. With the CM/GC participating in these phases they will be able to offer suggestions for improvement and make recommendations that will reduce costs and ensure that the final design falls within the project budget. With the benefit of this knowledge, the CM/GC will also be able to guarantee a maximum price the District will pay to construct the project, which may result in savings accruing to the District. The current state of market cost volatility amplifies the importance of CM/GC as a method relative to project budget and costs.

- C. Findings related to public benefits that may result from granting the exemption: Staff finds that the ability to select firms based on the firm's performance history will significantly affect the project outcome as it relates to schedule and value:

Due to the unique restrictions of the site (e.g., unique grading, access, and other challenges), coordinating with multiple Authorities Having Jurisdiction, and the current market volatility, we believe that utilizing the CM/GC method will reduce the project challenges inherent with planning and executing a project planned to begin in two years with a twenty-four (24) month construction timeline. The CM/GC process allows the CM/GC to inform and recommend the best practices in sequencing of work and provide feedback related to cost of building systems and materials. This early involvement with the CM/GC will result in a better product and increased cost certainty through the design portion of the project.

- D. Findings related to whether value engineering techniques may decrease the cost of the public improvement:

Staff finds that granting this alternate contracting procedure will provide the most comprehensive team evaluation of all factors that affect the cost, quality, and schedule of the project, which may decrease the cost of the improvement. The CM/GC process offers a unique opportunity for value engineering that is not as effective through the traditional design-bid-build process, since the general contractor does not have the opportunity to suggest cost savings measures during the design process. An essential part of each construction project is the value engineering evaluation, which is the means used to determine the best project design that meets the needs and priority of the Owner, within the Owner's budget and schedule constraints. Value engineering is done most effectively by a team consisting of the Owner, Architect, Consultants, and the CM/GC during design development and construction document completion.

- E. Findings related to the cost and availability of specialized expertise that is necessary for the public improvement:

Staff finds that no specialized expertise will be needed for this project.

- F. Findings related to any likely increases in public safety:

Staff finds that the ability to select firms based on the firm's performance history will allow the District to select a contractor with a demonstrated record of safety. Construction operations will be taking place on site while needing to maintain and provide safe access to adjacent residential properties that are currently accessed through the school district's property but will be provided with a dedicated access through the work completed.

- G. Findings related to whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement:

Staff finds that granting this alternate contracting procedure will reduce safety risks to the School District, by allowing additional coordination related to the site staging and

construction efforts. Staff also finds that the CM/GC method will reduce the risk that the project budget is exceeded.

- H. Findings related to whether granting the exemption will affect the sources of funding for the public improvement:

Not applicable. Staff finds that granting this exemption will have no effect on funding sources for the project.

- I. Findings related to whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement:

With the multiple of construction market factors that exist today in Oregon and beyond (e.g., COVID supply chain issues, completion of other projects, environmental issues that limit construction materials, shortage of qualified craftsman, inflation, etc.), establishing the best work sequence is crucial to accurately estimating the cost and schedule implications of this project. Staff therefore finds that selecting a firm through the CM/GC process allows the District the advantage of working with a CM/GC who has knowledge of market conditions and experience in finding the best people qualified for this work, and to provide accurate estimates for subcontracts. In addition, the CM/GC may plan for early procurement of goods and services where shortages, inflation, or other market conditions could increase costs under the traditional design-bid-build method.

- J. Findings related to whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement:

Staff finds that granting this exemption will allow the School District to accept proposals only from contractors who have demonstrated considerable experience in delivering projects of similar complexity successfully.

- K. Findings related to whether the public improvement involves new construction or renovates or remodels an existing structure:

This project involves demolition of an existing structure while maintaining connections to existing site utilities, New Construction, and the integration of buildings and new site improvements. All these factors involve a significant design element where the CM/GC's pre-construction input will prove valuable.

- L. Findings related to whether the public improvement will be occupied or unoccupied during construction:

This public improvement will not occur in a building that is occupied; however, maintaining access for adjacent properties currently utilizing school district property will be needed. The CM/GC method will allow for the contractor to assess its plan for maintaining this access during the pre-construction process.

- M. Findings related to whether the public improvement will require a single phase of

construction work or multiple phases of construction work to address specific project conditions:

Staff finds that the project will have multiple phases of construction work consisting of public Right Of Way improvements in addition to building structure and on-site improvements. The CM/GC method allows for the District so assess the contractor's plan for addressing these challenges, ensuring feasibility and coordination with design and feasibility prior to entering a GMP agreement.

- N. Findings related to whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants, and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer, and enforce the terms of the public improvement contract:

Staff will rely on their own experience, having successfully used the CM/GC method on many other large projects in the current and prior bond programs. In addition, architectural, engineering, and planning consultants with experience in alternative contracting will be retained for professional services. The District also relies upon outside legal counsel, appointed by the School Board to provide construction contracting legal advice. The combined expertise and experience of such staff, consultants, and professionals will oversee developing the alternative contracting method and its implementation including negotiating, administering, and enforcing the terms of the CM/GC contract.



MONTHLY FINANCIAL UPDATE

BACKGROUND

Attached is the financial report as of September 30, 2022:

- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- 2022-23 classroom teacher staffing by school as of September 30, 2022
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer - grouped by fund

Notes:

- Next revenue forecast for the State of Oregon will be November 16th (forecast used for Governor's Recommended Budget)
- General Fund
 - Enrollment down from projection in 2021-2022 as well as 2022-2023
 - Lowered State School Fund to reflect decline
 - Salary and benefits forecasted amounts have been adjusted lower. The administration created a "hold back" on staffing in anticipation of lower than projected enrollment. Due to actual lower enrollment, these funds will not be spent.
- Investments
 - Significant investments due to first capital construction bond sale

RECOMMENDATION

Staff will present the financial update for the Board to receive and discuss. No action is needed at this time.

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
As of September 30, 2022
(\$ in millions)

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Prior Year-End Forecast
REVENUES:						
Beginning Fund Balance	\$ 105.8	\$ 105.8	\$ 108.7	\$ -	\$ 108.7	\$ 108.7
State School Fund:						
State School Fund	289.8	289.8	95.3	-	95.3	288.1
Property Taxes	163.0	163.0	-	-	-	163.0
Common School Fund	4.3	4.3	-	-	-	4.3
County School Fund	1.0	1.0	-	-	-	1.0
Local Option Levy	38.2	38.2	-	-	-	38.2
Investment Earnings	0.6	0.6	-	-	-	0.6
NWRESD Appointment	11.0	11.0	-	-	-	11.0
Transfers In	-	-	-	-	-	-
Other	9.1	9.1	1.1	-	1.1	9.1
Total	\$ 622.8	\$ 622.8	\$ 205.1	\$ -	\$ 205.1	\$ 624.0
EXPENDITURES:						
Salaries	\$ 297.3	\$ 297.3	\$ 47.9	\$ -	\$ 47.9	\$ 293.3
Benefits	178.1	178.1	28.0	-	28.0	176.1
Purchased services	32.5	32.5	6.8	17.6	24.4	32.5
Supplies & materials	15.5	15.5	3.2	2.3	5.5	15.5
Capital outlay	0.9	0.9	0.1	0.1	0.2	0.9
Other	3.1	3.1	1.5	0.5	2.0	3.1
Transfers out	5.2	5.2	5.2	-	5.2	5.2
Contingency	90.2	90.2	-	-	-	90.2
Total	\$ 622.8	\$ 622.8	\$ 92.7	\$ 20.5	\$ 113.2	\$ 616.8

Projected Surplus / (Deficit) from Operations	\$ (11.3)
Excludes beginning fund balance and contingency	
Projected Ending Fund Balance	\$ 97.4
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2022 *	
	15.6%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund		\$ 97.3	15.5%
Local Option Levy Fund		0.1	0.1%

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:						
Instruction	\$ 330.4	\$ 330.4	\$ 48.9	\$ 4.8	\$ 53.7	\$ 325.9
Support Services	194.8	194.8	37.3	15.4	52.7	193.3
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	7.0	7.0	6.5	0.3	6.8	7.0
Contingencies	90.2	90.2	-	-	-	90.2
Total	\$ 622.8	\$ 622.8	\$ 92.7	\$ 20.5	\$ 113.2	\$ 616.8

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of September 30, 2022

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Encumb.	YTD Expenditures & Encumb.	Percent	Fund Balance
Student Body Fund	\$ 13,569,000	\$ 6,099,071	\$ 755,815	\$ 512,242	\$ 1,268,057	9.35%	\$ 4,831,014
Categorical	7,256,000	6,771,024	337,356	2,264,465	2,601,821	35.86%	4,169,203
Scholarship Fund	515,000	464,873	33,884	37,000	70,884	13.76%	393,989
Grant Fund	164,670,491	10,218,850	17,914,750	3,828,365	21,743,115	13.20%	(11,524,265)
Sustainability Fund	16,050,000	11,261,393	-	-	-	0.00%	11,261,393
Nutrition Services Fund	19,383,736	5,657,202	1,747,759	5,607,608	7,355,367	37.95%	(1,698,165)
Debt Service Fund	105,760,013	13,799,720	-	-	-	0.00%	13,799,720
Capital Projects Fund	567,095,950	404,159,549	12,619,091	35,688,778	48,307,869	8.52%	355,851,680
Insurance Reserve Fund	8,151,475	8,612,288	2,468,841	1,317,916	3,786,757	46.45%	4,825,531
Workers' Compensation Fund	5,944,823	4,345,666	640,598	92,760	733,358	12.34%	3,612,308
Total	\$ 908,396,488	\$ 471,389,636	\$ 36,518,094	\$ 49,349,134	\$ 85,867,228		\$ 385,522,408



2022-23 Classroom Teacher Staffing By School
As of 09/30/2022

School				Budgeted APU					Actual APU				
	Budgeted Enrollment	9/30/2022 Enrollment	Enrollment Change	General Fund	Levy	SIA	ESSER	TOTAL	General Fund	Levy	SIA	ESSER	TOTAL
Aloha Huber (K-8)	866	892	26	29.0	8.0	2.0	-	39.0	29.0	8.0	2.0	-	39.0
Barnes	506	478	(28)	16.0	5.0	1.0	-	22.0	15.0	5.0	1.0	-	21.0
Beaver Acres	726	757	31	22.0	7.0	3.0	-	32.0	22.0	7.0	3.0	-	32.0
Bethany	388	429	41	10.0	4.0	1.0	-	15.0	13.0	4.0	1.0	-	18.0
Bonny Slope	643	683	40	17.0	6.0	2.0	-	25.0	18.0	6.0	2.0	-	26.0
Cedar Mill	365	356	(9)	11.0	3.0	1.0	-	15.0	11.0	3.0	1.0	-	15.0
Chehalem	381	384	3	11.0	4.0	1.0	-	16.0	12.0	4.0	1.0	-	17.0
Cooper Mountain	414	412	(2)	10.0	3.0	2.0	-	15.0	13.0	3.0	2.0	-	18.0
Elmonica	462	418	(44)	14.0	4.0	2.0	-	20.0	12.0	4.0	2.0	-	18.0
Errol Hassell	357	355	(2)	11.0	3.0	1.0	-	15.0	11.0	3.0	1.0	-	15.0
Findley	484	527	43	13.0	5.0	1.0	-	19.0	14.0	5.0	1.0	-	20.0
Fir Grove	378	362	(16)	11.0	3.0	2.0	-	16.0	11.0	3.0	2.0	-	16.0
FLEX (K-5)	312	128	(184)	8.0	1.0	2.0	-	11.0	3.0	1.0	2.0	-	6.0
Greenway	289	278	(11)	9.0	3.0	1.0	-	13.0	8.0	3.0	1.0	-	12.0
Hazeldale	440	430	(10)	13.0	4.0	2.0	-	19.0	13.0	4.0	2.0	-	19.0
Hiteon	498	488	(10)	15.0	4.0	1.0	-	20.0	14.9	4.0	1.0	-	19.9
Jacob Wismer	593	592	(1)	17.0	5.0	1.0	-	23.0	16.8	5.0	1.0	-	22.8
Kinnaman	519	487	(32)	16.0	5.0	2.0	-	23.0	16.5	5.0	2.0	-	23.5
McKay	286	262	(24)	8.0	3.0	1.0	-	12.0	8.0	3.0	1.0	-	12.0
McKinley	646	648	2	20.0	6.0	2.0	-	28.0	20.0	6.0	2.0	-	28.0
Montclair	290	283	(7)	9.0	2.0	1.0	-	12.0	9.0	2.0	1.0	-	12.0
Nancy Ryles	507	507	-	15.0	5.0	1.0	-	21.0	15.0	5.0	1.0	-	21.0
Oak Hills	518	496	(22)	15.0	4.0	2.0	-	21.0	15.0	4.0	2.0	-	21.0
Raleigh Hills (K-8)	306	307	1	10.0	3.0	1.0	-	14.0	10.0	3.0	1.0	-	14.0
Raleigh Park	334	308	(26)	9.0	3.0	2.0	-	14.0	9.0	3.0	2.0	-	14.0
Ridgewood	387	394	7	11.0	4.0	1.0	-	16.0	13.0	4.0	1.0	-	18.0
Rock Creek	425	431	6	12.0	4.0	1.0	-	17.0	12.0	4.0	1.0	-	17.0
Sato	779	776	(3)	21.0	7.0	2.0	-	30.0	21.0	7.0	2.0	-	30.0
Scholls Heights	652	635	(17)	19.0	5.0	2.0	-	26.0	18.0	5.0	2.0	-	25.0
Sexton Mountain	477	467	(10)	14.0	4.0	1.0	-	19.0	14.0	4.0	1.0	-	19.0
Springville (K-8)	818	767	(51)	23.0	7.0	3.0	-	33.0	22.0	7.0	3.0	-	32.0
Terra Linda	292	278	(14)	9.0	2.0	1.0	-	12.0	9.0	2.0	1.0	-	12.0
Vose	718	707	(11)	23.0	7.0	2.0	-	32.0	21.9	7.0	2.0	-	30.9
West TV	312	305	(7)	8.0	3.0	1.0	-	12.0	9.0	3.0	1.0	-	13.0
William Walker	525	534	9	17.0	5.0	2.0	-	24.0	17.0	5.0	2.0	-	24.0
Elementary School Total	16,893	16,561	(332)	496.0	151.0	54.0	-	701.0	496.0	151.0	54.0	-	701.0
Average Elementary School Staffing Ratio				34.1	26.1	24.1			33.4	25.6			



**2022-23 Classroom Teacher Staffing By School
As of 09/30/2022**

School	Budgeted APU								Actual APU				
	Budgeted Enrollment	9/30/2022 Enrollment	Enrollment Change	General Fund	Levy	SIA	ESSER	TOTAL	General Fund	Levy	SIA	ESSER	TOTAL
Cedar Park	650	641	(9)	23.0	4.4	1.0	0.6	29.0	23.0	4.4	1.0	0.6	29.0
Conestoga	797	788	(9)	26.4	5.2	1.4	0.8	33.8	26.6	5.2	1.4	0.8	34.0
Five Oaks	762	767	5	27.4	5.6	1.2	0.8	35.0	26.4	5.6	1.2	0.8	34.0
Highland Park	658	669	11	21.8	4.2	1.0	0.6	27.6	21.9	4.2	1.0	0.6	27.7
Meadow Park	727	689	(38)	29.2	5.4	1.2	0.8	36.6	26.7	5.4	1.2	0.8	34.1
Mountain View	874	874	-	32.6	6.4	1.6	1.0	41.6	31.0	6.4	1.6	1.0	40.0
Stoller	920	925	5	27.4	5.6	1.2	1.0	35.2	28.4	5.6	1.2	1.0	36.2
Tumwater	973	979	6	29.2	5.8	1.4	1.0	37.4	29.4	5.8	1.4	1.0	37.6
Whitford	792	789	(3)	29.2	5.4	1.4	0.8	36.8	28.4	5.4	1.4	0.8	36.0
Middle School Total	7,153	7,121	(32)	246.2	48.0	11.4	7.4	313.0	241.8	48.0	11.4	7.4	308.6
Average Middle School Staffing Ratio				29.1	24.3	23.4	22.9		29.5	24.6	23.6	23.1	
Aloha	1,683	1,652	(31)	65.0	12.2	3.2	-	80.4	60.3	12.2	3.2	-	75.7
Beaverton	1,386	1,445	59	54.4	9.6	2.4	-	66.4	53.9	9.6	2.4	-	65.9
Mountainside	1,663	1,726	63	53.2	10.2	2.4	-	65.8	53.0	10.2	2.4	-	65.6
Southridge	1,462	1,489	27	51.0	9.8	2.6	-	63.4	50.4	9.8	2.6	-	62.8
Sunset	1,942	1,939	(3)	58.4	11.6	3.0	-	73.0	58.2	11.6	3.0	-	72.8
Westview	2,300	2,393	93	74.0	14.6	3.8	-	92.4	72.6	14.6	3.8	-	91.0
High School Total	10,436	10,644	208	356.0	68.0	17.4	-	441.4	348.4	68.0	17.4	-	433.8
Average High School Staffing Ratio				29.3	24.6	23.6			30.6	25.6	24.5	24.5	
Arts & Communication Magnet Academy (6-12)	697	693	(4)	26.8	4.8	1.2	-	32.8	24.3	4.8	1.2	-	30.3
Beaverton Academy of Science and Engineering (6-12)	842	823	(19)	31.0	5.4	1.4	-	37.8	30.5	5.4	1.4	-	37.3
Community School (9-12)	82	130	48	7.2	1.2	0.4	-	8.8	6.8	1.2	0.4	-	8.4
FLEX Online School (6-12)	738	428	(310)	22.6	2.6	1.4	-	26.6	20.7	2.6	1.4	-	24.7
International School of Beaverton (6-12)	860	887	27	32.0	5.2	1.4	-	38.6	32.4	5.2	1.4	-	39.0
Options Schools Total	3,219	2,961	(258)	119.6	19.2	5.8	-	144.6	114.7	19.2	5.8	-	139.7
Average Options Staffing Ratio				26.9	23.2	22.3			25.8	22.1	21.2	21.2	
Address Extreme Class Size K-12	-	-	-	35.0	-	-	-	35.0	-	-	-	-	-
District Total	37,701	37,287	(414)	1,252.8	286.2	88.6	7.4	1,635.0	1,200.9	286.2	88.6	7.4	1,583.1

Note: 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 2022-23 Adopted Budget Document. Elementary music and PE specialists are not included in the classroom teacher allocations.

Postings for open positions are also not included in this report. This report represents actual filled positions.

Beaverton School District
Portfolio Management
Portfolio Summary
September 30, 2022

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Commercial Paper Disc. -At Cost	15,000,000.00	14,931,750.00	14,851,250.00	3.09	47	1.795
Federal Agency Coupon Securities	25,000,000.00	24,517,000.00	25,034,300.00	5.21	653	3.079
Federal Agency Disc. -At Cost	43,500,000.00	43,079,025.00	42,962,358.05	8.94	93	2.289
Treasury Coupon Securities	295,800,000.00	280,883,978.00	284,623,274.88	59.22	533	2.824
Treasury Discounts -At Cost	63,400,000.00	63,050,034.00	62,916,045.28	13.09	55	2.018
LGIP	50,261,170.08	50,261,170.08	50,261,170.08	10.46	1	1.900
Investments	492,961,170.08	476,722,957.08	480,648,398.29	100.00%	367	2.556

Total Earnings	September 30 Month Ending	Fiscal Year To Date
Current Year	436,411.14	1,409,181.12
Average Daily Balance	505,169,753.29	490,873,392.58
Effective Rate of Return	1.05%	1.14%

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 Book Value
September 30, 2022

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Agricultural Mortgage								
31315KCV0	11271	Federal Agricultural Mortgage	03/09/2023	5,000,000.00	4,910,375.00	4,914,250.00		1.02
31315KEP1	11272	Federal Agricultural Mortgage	04/20/2023	5,000,000.00	4,890,722.22	4,892,450.00		1.01
31315KFZ8	11273	Federal Agricultural Mortgage	05/24/2023	5,000,000.00	4,876,625.00	4,874,850.00		1.01
			Subtotal	15,000,000.00	14,677,722.22	14,681,550.00	35.00	3.05
Federal Farm Credit Bank								
3133ENA91	11280	Federal Farm Credit Bank	07/15/2024	25,000,000.00	25,034,300.00	24,517,000.00		5.20
			Subtotal	25,000,000.00	25,034,300.00	24,517,000.00	35.00	5.21
Federal Home Loan Bank								
313385J49	11260	Federal Home Loan Bank	10/05/2022	10,000,000.00	9,946,333.33	9,996,100.00		2.06
313385M29	11270	Federal Home Loan Bank	10/27/2022	5,000,000.00	4,967,831.94	4,989,500.00		1.03
313385U20	11278	Federal Home Loan Bank	12/22/2022	5,000,000.00	4,944,987.50	4,960,500.00		1.02
313385Q74	11283	Federal Home Loan Bank	11/25/2022	5,000,000.00	4,956,687.50	4,975,700.00		1.03
313385S80	11291	Federal Home Loan Bank	12/12/2022	3,500,000.00	3,468,795.56	3,475,675.00		0.72
			Subtotal	28,500,000.00	28,284,635.83	28,397,475.00	35.00	5.88
			Total	68,500,000.00	67,996,658.05	67,596,025.00	100.00	14.15
Corporate Indebtedness								
Toyota Cap Corp								
89233HLH5	11261	Toyota Cap Corp	11/17/2022	15,000,000.00	14,851,250.00	14,931,750.00		3.09
			Subtotal	15,000,000.00	14,851,250.00	14,931,750.00	5.00	3.09
			Total	15,000,000.00	14,851,250.00	14,931,750.00	35.00	3.09
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		16,545,682.09	16,545,682.09	16,545,682.09		3.44
LGIP 5173	FUND 300	LGIP		550,643.39	550,643.39	550,643.39		0.11
LGIP 4966	FUND 416	LGIP		1,045,129.53	1,045,129.53	1,045,129.53		0.21
LGIP 4972	FUND 417	LGIP		22,082,574.58	22,082,574.58	22,082,574.58		4.59
LGIP 6440	FUND 418	LGIP		10,037,140.49	10,037,140.49	10,037,140.49		2.08
			Subtotal	50,261,170.08	50,261,170.08	50,261,170.08	100.00	10.46
			Total	50,261,170.08	50,261,170.08	50,261,170.08	100.00	10.46

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
US Treasuries								
US Treasuries								
912828YK0	11257	U.S. Treasury	10/15/2022	20,000,000.00	20,057,031.25	19,991,200.00		4.17
912828TY6	11259	U.S. Treasury	11/15/2022	5,000,000.00	5,006,350.00	4,991,100.00		1.04
91282CCK5	11274	U.S. Treasury	06/30/2023	55,000,000.00	53,517,578.13	53,392,900.00		11.13
91282CAP6	11275	U.S. Treasury	10/15/2023	50,000,000.00	48,253,900.00	47,894,500.00		10.03
91282CCX7	11276	U.S. Treasury	09/15/2024	50,000,000.00	47,257,450.00	46,416,000.00		9.83
91282CDS7	11277	U.S. Treasury	01/15/2025	55,000,000.00	52,490,625.00	51,283,100.00		10.92
9128282N9	11279	U.S. Treasury	07/31/2024	15,000,000.00	14,746,875.00	14,431,050.00		3.06
912828ZW3	11286	U.S. Treasury	06/30/2025	20,000,000.00	18,410,937.50	17,950,800.00		3.83
91282CCG4	11287	U.S. Treasury	06/15/2024	15,000,000.00	14,283,300.00	14,015,100.00		2.97
9128282D1	11288	U.S. Treasury	08/31/2023	10,800,000.00	10,599,228.00	10,518,228.00		2.20
912821FQ3	11264	U.S. Treasury	11/30/2022	10,000,000.00	9,917,800.00	9,948,900.00		2.06
912821DK8	11265	U.S. Treasury	12/15/2022	19,000,000.00	18,830,900.00	18,885,240.00		3.91
912796XR5	11282	U.S. Treasury	01/12/2023	5,000,000.00	4,933,393.06	4,954,000.00		1.02
912796T33	11285	U.S. Treasury	02/23/2023	5,000,000.00	4,921,250.00	4,928,750.00		1.02
912796YD5	11289	U.S. Treasury	10/11/2022	13,000,000.00	12,953,488.89	12,964,380.00		2.69
912796YD5	11290	U.S. Treasury	10/11/2022	11,400,000.00	11,359,213.33	11,368,764.00		2.36
			Subtotal	359,200,000.00	347,539,320.16	343,934,012.00	100.00	72.31
			Total	359,200,000.00	347,539,320.16	343,934,012.00	100.00	72.31
			Grand Total	492,961,170.08	480,648,398.29	476,722,957.08		

Beaverton School District Selected Funds
Summary by Issuer
September 30, 2022
Grouped by Fund

Issuer	Number of Investments	Par Value	Book Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Pooled Cash						
Subtotal	7	95,545,682.09	95,155,346.67	19.80	1.479	34
Fund: 300 Debt Service						
Subtotal	2	4,050,643.39	4,019,438.95	0.83	2.662	62
Fund: 416 Capital Projects Non-Tax						
Subtotal	2	12,445,129.53	12,404,342.86	2.58	2.303	9
Fund: 417 Capital Projects Taxable						
Subtotal	2	35,082,574.58	35,036,063.47	7.29	2.063	4
Fund: 418 Bond Issue Fund						
Subtotal	18	345,837,140.49	334,033,206.34	69.49	2.933	517
Total and Average	31	492,961,170.08	480,648,398.29	100.00	2.563	367



REVIEW OF SCHOOL BOARD POLICY DFA

BACKGROUND INFORMATION

Attached is School Board policy DFA – Investment of Funds. This policy requires annual review by the administration and School Board.

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

RECOMMENDATION

It is recommended that the School Board review this policy.

Investment of Funds

1. Scope and Pooling of Funds

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

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

2. General Objectives

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

a. Safety

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

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

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

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

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

3. Standards of Care

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

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

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

4. Authorized Financial Dealers and Institutions

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

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

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

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

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

5. Internal Controls

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

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

6. Accounting Method

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

7. Delivery, Safekeeping and Collateral

a. Delivery and Safekeeping

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

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

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

b. Collateral

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

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

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

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

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

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

8. Authorized Investments

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

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

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

9. Investment Parameters

- a. Diversification

The investments shall be diversified by:

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

Maximum Maturities and Percentage of Investments by Type

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

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

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

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

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

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

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

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

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

b. Liquidity of Funds

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

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

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

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

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

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

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

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

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

10. Reporting

a. Methods

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

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

b. Performance Standards

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

c. Marking to Market

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

11. Policy Adoption and Re-Adoption

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

END OF POLICY

Legal Reference(s):

[ORS 294.033](#)

[ORS 294.035](#)

[ORS 294.125](#)

[ORS 294.135](#)

[ORS 294.145](#)

[ORS 294.155](#)



SUMMER PROGRAMS 2022

BACKGROUND

In Summer 2022, BSD Summer programs served 8,162 students from incoming Kindergarten through age 21. Sessions offered academic and enrichment opportunities for students.

Additional information on summer programs can be found in the attached Summer Programs 2022 report.

RECOMMENDATION

Please read the attached document on Summer Programs 2022 for your review and consideration. No action is needed.

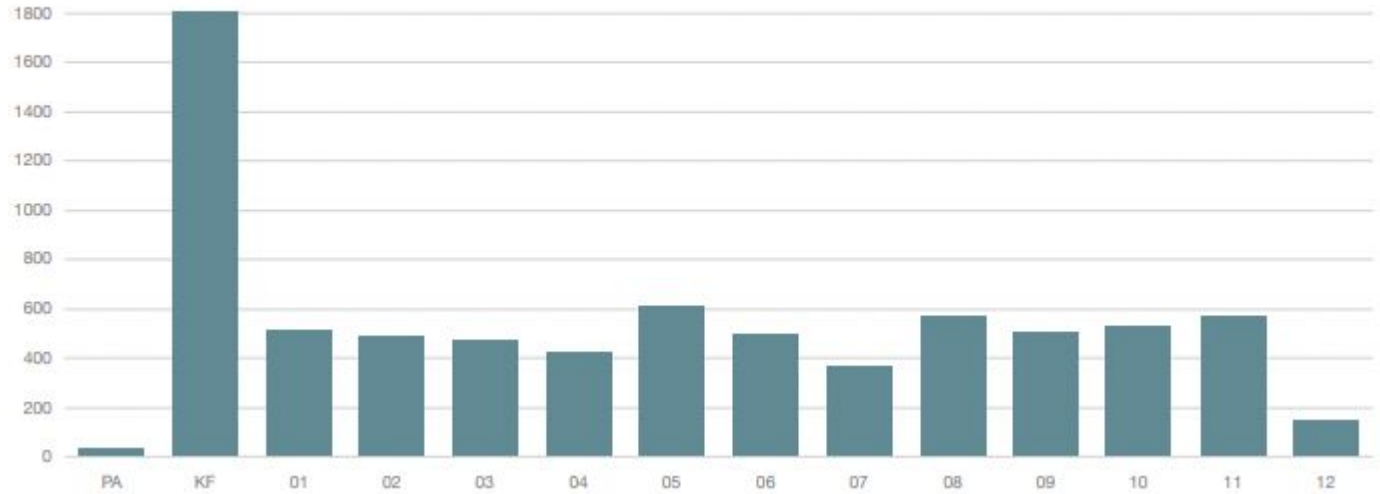
Update: BSD Summer Programs 2022

Board of Directors' Meeting
October 17, 2022

Presenter: Vanessa Davalos

Administrator for Extended Learning and Family Engagement
Assistant Principal, William Walker

Grade Distribution



Number of
Students

Grade Level

Extended School Year and Recovery Services

- Offered to kindergarten through age 21 Special Education students
- Provided 15 specialized programs
- Provided specifically designed instruction to meet IEP goals and progress
- Addressed student needs in:
 - Academics
 - Communication
 - Sensory supports
 - Feeding services
 - Nursing services
 - Functional skills
 - Motor skills

Extended School Year and Recovery Services Feedback

- Strengths:
 - Utilized available curriculum, equipment, and materials
 - Hired adequate staff support
 - Provided transportation to all students
- Requests:
 - Provide access to meal programs
 - Provide access to program in central location
 - Align to general programs

Multilingual Programs

- Provided supplemental academic programs and enrichment opportunities
- Partnered with PSU volunteers in middle school programs
- Served:
 - 23 students in American Indian/Alaska Native Lifeways Camp
 - 39 English Learner Newcomers
 - 19 Dual Language Migrant Pre-K students
 - 68 students in the Migrant Education Program

Multilingual Programs Feedback

- Strengths:
 - Provided supplemental and BSD summer programs for students
 - Offered in person and online options
 - Offered parent workshops
 - Utilized multilingual and multicultural staff
- Requests:
 - Improve coordination of all programs
 - Increase dual language options

Kindergarten Academy Grade 1 - Grade 12 Programs

- Served 8,162 students
- Provided academic and enrichment opportunities
- Offered support services in:
 - Child care
 - Meals
 - Transportation
- Offered High School options:
 - 8.5/9.5
 - C.R.E.D. (it)
 - Complete (it)

Kindergarten Academy Grade 1 - Grade 12 Programs Feedback

- Strengths:
 - Provided strong funding
 - Offered hands-on career-related learning opportunities
 - Established collaboration with diverse grade levels
 - Offered academic, credit earning and enrichment opportunities
 - Provided a bonus opportunity for staff
- Requests:
 - Plan early
 - Provide transportation to all levels
 - Offer a hybrid enrichment model

Next Steps

- Start planning/recruiting staff and students early
- Collect data to provide evidence of success
- Build long-term plan for how we as a district will fund summer programs after current funding is no longer available

Video: [Summer School Student Experience 2022](#)

Greenway Elementary

School Board Meeting — October 17, 2022

Jenn Whitten



Greenway Celebrations: #Emergestronger

- Partnerships to ensure every child gets what they need (socially, emotionally, intellectually)
- Greenway Moves with Marathon kids
- Students who have the agency to contribute to being the change they want to see in the world



60



Greenway Elementary: What We Are Working On

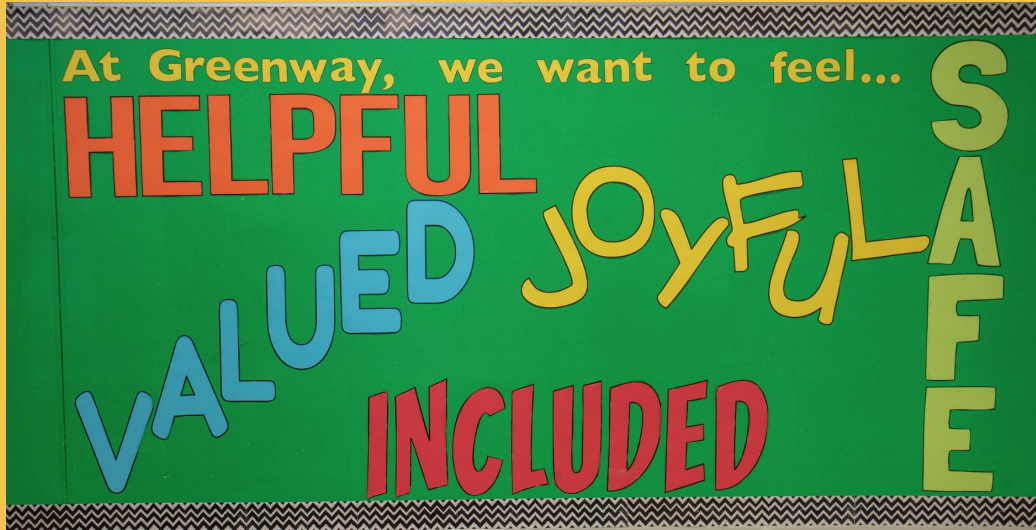
- Educators routinely review multiple sources of data to determine effectiveness, improve learning outcomes, and make data-based decisions.
- Through collaboration with students, families, and outside partners, Greenway staff will foster and cultivate environments where students routinely use the habits of mind to support their personal growth and agency to be their best selves.



Greenway Elementary: Student Data

- 295 Students
- 16 Languages Spoken
- 67% Economically Disadvantaged
- 14% of Students With Disabilities, ELC program
- 25% English Language Learners
- Students Proficient on Grade 5 State Tests

	Greenway	BSD	Oregon
ELA	58.7%	59.5%	46.8%
Math	28.9% 62	46.4%	30.0%



Questions?



SCHOOL REPORT

School: **Greenway Elementary**

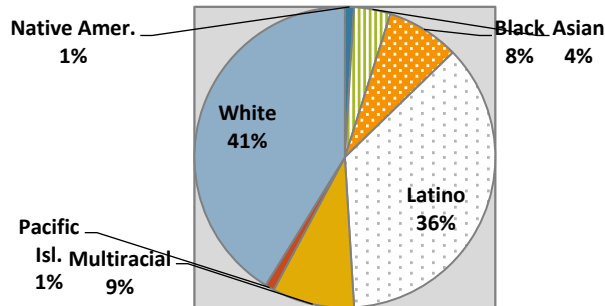
Principal: **Jen Whitten**

Years as School Principal: **5**

Years in BSD: **21**

School Demographics 2021-22

Enrollment: **295**
Economically Disadvantaged: **67%**
Students with Disabilities: **14%**
English Language Learner: **25%**
Different Languages Spoken: **16**



School Metrics

Kindergarten Readiness

At/Above End of KG Reading Level	18-19	20-21	21-22
All Students	45%	27%	12%
English Language Learners	36%		
Students with Disabilities			
Talented and Gifted			
Native American/Alaskan Native			
Asian			
Pacific Islander/Native Hawaiian			
Black			
Hispanic/Latino	40%		<5%
White			
Multi-racial			
Male	48%	37%	17%
Female	41%		7%
Non-binary			

Data not reported when there are fewer than 20 students in the denominator.

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.

College Readiness: Oregon State Assessment Results 2021-22

Grade 3 English Language Arts	School	District	State	Grade 3 Mathematics	School	District	State
All Students	31.3%	53.4%	39.4%	All Students	37.5%	54.2%	39.4%
Economically Disadvantaged	31.3%	52.9%	39.2%	Economically Disadvantaged	37.5%	53.7%	39.3%
English Language Learners	9.1%	13.2%	7.7%	English Language Learners	18.2%	16.2%	10.8%
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	28.6%	26.8%	21.4%	Hispanic/Latino	21.4%	27.1%	22.1%
White	18.2%	57.8%	46.5%	White	50.0%	59.0%	46.3%
Multi-racial				Multi-racial			
Male	41.2%	49.9%	36.3%	Male	37.5%	55.0%	41.0%
Female	20.0%	57.3%	42.5%	Female	37.5%	53.5%	37.7%
Non-binary				Non-binary			

Grade 5 English Language Arts	School	District	State	Grade 5 Mathematics	School	District	State
All Students	58.7%	59.5%	46.8%	All Students	28.9%	46.4%	30.0%
Economically Disadvantaged	58.7%	59.1%	46.7%	Economically Disadvantaged	28.9%	45.8%	29.9%
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	46.7%	32.7%	28.9%	Hispanic/Latino	26.7%	20.2%	14.5%
White	73.9%	67.6%	54.2%	White	30.4%	50.4%	35.9%
Multi-racial				Multi-racial			
Male	54.8%	55.4%	43.4%	Male	33.3%	49.1%	32.3%
Female	66.7%	64.0%	50.3%	Female	20.0%	43.5%	27.5%
Non-binary				Non-binary			

Grade 5 Science	School	District	State
All Students	36.4%	39.2%	29.3%
Economically Disadvantaged	36.4%	39.0%	29.2%
English Language Learners	<5%	<5%	<5%
Ever English Language Learners			
Foster Care			
Homeless			
Migrant			
Students with Disabilities			
Talented and Gifted			
Native American/Alaskan Native			
Asian			
Pacific Islander/Native Hawaiian			
Black			
Hispanic/Latino	33.3%	16.9%	14.9%
White	40.7%	44.1%	35.2%
Multi-racial			
Male	38.2%	40.4%	30.4%
Female	33.3%	37.9%	28.0%
Non-binary			

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

2021-22 Participation Rates

Smarter Balanced ELA: **89.1%**

Smarter Balanced Math: **87.8%**

Student Survey: **99+%**

Absence and Exclusion Measures	18-19	20-21	21-22	Annual Survey Responses	18-19	20-21	21-22
Students missing fewer than 10 days of school	43%	34%	50%	Students reporting that at least one adult cares about them	92%	96%	88%
Students missing class due to suspensions or expulsion	9	1	6	Parents reporting they feel informed and valued as active partners in their child's education	96%	89%	78%
Number of class days missed due to suspensions or expulsion	19.5	1.0	7.5	Teachers and staff reporting they contribute to school decision making	79%	100%	77%

Data not reported when there are fewer than 10 students, parents, or staff in the denominator.

Kinnaman Elementary

School Board Meeting — October 17, 2022

Dr. Ashlee Hudson & Carmen Roberti



Kinnaman Elementary: Bright Spots & Celebrations

- Joy, relationships, belonging & community
- Restorative practices
- STEAM and playful inquiry



Kinnaman Elementary: What We Are Working On

- Ensuring all students have access to core curriculum and instruction, and all staff are implementing the adopted curriculum with consistency
- Enhancing collaboration to support the needs of the whole child



Kinnaman Elementary: Student Data

- 518 Students
- 21 Languages Spoken
- 59% Economically Disadvantaged
- 19% of Students With Disabilities, ISC program
- 29% English Language Learners
- Students Proficient on Grade 5 State Tests

	Kinnaman	BSD	Oregon
ELA	37.5%	59.5%	46.8%
Math	27.3% 70	46.4%	30.0%



Questions?



SCHOOL REPORT

School: Kinnaman Elementary

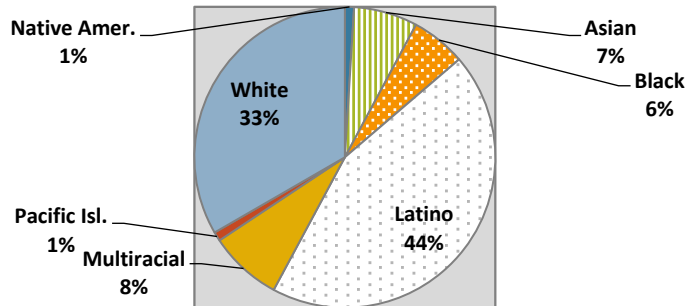
Principal: Ashlee Hudson

Years as School Principal: 5

Years in BSD: 9

School Demographics 2021-22

Enrollment: 518
Economically Disadvantaged: 59%
Students with Disabilities: 19%
English Language Learner: 29%
Different Languages Spoken: 21



School Metrics

Kindergarten Readiness

At/Above End of KG Reading Level	18-19	20-21	21-22
All Students	70%	53%	31%
English Language Learners	55%		26%
Students with Disabilities			
Talented and Gifted			
Native American/Alaskan Native			
Asian			
Pacific Islander/Native Hawaiian			
Black			
Hispanic/Latino	56%	24%	23%
White	84%	76%	25%
Multi-racial			
Male	65%	43%	32%
Female	76%	63%	31%
Non-binary			

Data not reported when there are fewer than 20 students in the denominator.

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.

College Readiness: Oregon State Assessment Results 2021-22

Grade 3 English Language Arts	School	District	State	Grade 3 Mathematics	School	District	State
All Students	31.5%	53.4%	39.4%	All Students	21.9%	54.2%	39.4%
Economically Disadvantaged	31.5%	52.9%	39.2%	Economically Disadvantaged	21.9%	53.7%	39.3%
English Language Learners	8.3%	13.2%	7.7%	English Language Learners	<5%	16.2%	10.8%
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	7.7%	29.1%	19.6%	Students with Disabilities	7.7%	34.0%	21.3%
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	60.0%	74.4%	57.3%	Asian	10.0%	77.8%	61.8%
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	10.3%	26.8%	21.4%	Hispanic/Latino	20.7%	27.1%	22.1%
White	40.0%	57.8%	46.5%	White	32.0%	59.0%	46.3%
Multi-racial				Multi-racial			
Male	23.5%	49.9%	36.3%	Male	23.5%	55.0%	41.0%
Female	38.5%	57.3%	42.5%	Female	20.5%	53.5%	37.7%
Non-binary				Non-binary			

Grade 5 English Language Arts	School	District	State	Grade 5 Mathematics	School	District	State
All Students	37.5%	59.5%	46.8%	All Students	27.3%	46.4%	30.0%
Economically Disadvantaged	37.5%	59.1%	46.7%	Economically Disadvantaged	27.3%	45.8%	29.9%
English Language Learners	5.0%	7.6%	6.0%	English Language Learners	<5%	6.8%	<5%
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	14.3%	27.3%	19.7%	Students with Disabilities	14.3%	20.1%	12.4%
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	24.5%	32.7%	28.9%	Hispanic/Latino	14.3%	20.2%	14.5%
White	50.0%	67.6%	54.2%	White	50.0%	50.4%	35.9%
Multi-racial				Multi-racial			
Male	26.7%	55.4%	43.4%	Male	28.9%	49.1%	32.3%
Female	48.8%	64.0%	50.3%	Female	25.6%	43.5%	27.5%
Non-binary				Non-binary			

Grade 5 Science	School	District	State
All Students	22.7%	39.2%	29.3%
Economically Disadvantaged	22.7%	39.0%	29.2%
English Language Learners	<5%	<5%	<5%
Ever English Language Learners			
Foster Care			
Homeless			
Migrant			
Students with Disabilities	14.3%	18.2%	11.2%
Talented and Gifted			
Native American/Alaskan Native			
Asian			
Pacific Islander/Native Hawaiian			
Black			
Hispanic/Latino	14.3%	16.9%	14.9%
White	34.6%	44.1%	35.2%
Multi-racial			
Male	20.0%	40.4%	30.4%
Female	25.6%	37.9%	28.0%
Non-binary			

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

2021-22 Participation Rates

Smarter Balanced ELA: **99.6%**

Smarter Balanced Math: **99.6%**

Student Survey: **75%**

Absence & Exclusion Measures	18-19	20-21	21-22	Annual Survey Responses	18-19	20-21	21-22
Students missing fewer than 10 days of school	42%	34%	57%	Students reporting that at least one adult cares about them	88%	90%	90%
Students missing class due to suspensions or expulsion	1	0	7	Parents reporting they feel informed and valued as active partners in their child's education	85%	88%	70%
Number of class days missed due to suspensions or expulsion	1.5	0	9.0	Teachers and staff reporting they contribute to school decision making	56%	76%	63%

Data not reported when there are fewer than 10 students, parents, or staff in the denominator.



SY 2022-23 Enrollment Report

BACKGROUND:

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

Beaverton School District is entering the fourth school year following the onset of the Coronavirus pandemic, which began in Winter/Spring 2020. Over the course of the pandemic, school enrollment has dropped precipitously, beginning in Fall 2020, and again in Fall 2021. The trend continues for SY 2022.

The District's enrollment overall, including General Education, Early College, Alternative and Specialized placement programs, Self Contained Special Education programs and the two District-sponsored Charter Schools, was projected to decline by -0.29% (-113 students); the actual decline was -1.54% (-606 students), resulting in a projection gap of -1.25% (-493 students).

The attached enrollment report provides program-, grade-, and school-level enrollment actuals, as of September 30, 2022.

RECOMMENDATION:

It is recommended that the School Board receive the 2022-23 Enrollment Summary. Staff will present the enrollment report and answer questions during the Board meeting or as a follow-up.

SY 2022-23
Enrollment Summary

On September 30, 2022

Actual Enrollment Summary

School / Program	Previous Year Enrollment (SY 2021-22)	Current Year Enrollment (SY 2022-23)	Actual Change #	Actual Change %
Elementary	16,203	16,007	(196)	-1.21%
Middle School	8,922	8,559	(363)	-4.07%
High School	12,223	12,110	(113)	-0.92%
K-12 General Education*	37,348	36,676	(672)	-1.80%
Early College (EC)	275	281	6	2.18%
Alternative Programs (AP)	73	77	4	5.48%
Special Education Outside Placement (SP)	95	70	(25)	-26.32%
Self Contained Special Education (SPED)	858	907	49	5.71%
Charter Schools	727	759	32	4.40%
District Grand Total	39,376	38,770	(606)	-1.54%

Projection Summary

School / Program	Projected Enrollment (SY 2022-23)	Current Year Enrollment (SY 2022-23)	Projection Error #	Projection Error %
Elementary	16,333	16,007	(326)	-2.00%
Middle School	8,667	8,559	(108)	-1.25%
High School	12,095	12,110	15	0.12%
K-12 General Education*	37,095	36,676	(419)	-1.13%
Early College (EC)	290	281	(9)	-3.10%
Alternative Programs (AP)	75	77	2	2.67%
Special Education Outside Placement (SP)	94	70	(24)	-25.53%
Self Contained Special Education (SPED)	938	907	(31)	-3.30%
Charter Schools	771	759	(12)	-1.56%
District Grand Total	39,263	38,770	(493)	-1.26%

Notes:

***Totals include students enrolled in FLEX Online School. Detailed breakouts can be found on the following pages.**

General Education programs include all K-5, K-8, SUMMA, and Rachel Carson programs, and Middle and High School Options programs (e.g. ACMA, CS, ISB, BASE and FLEX Online).

Pre-Kindergarten students are not included in figures above.

SY 2022-23 Pre-K total: 372

SY 2022-23 Enrollment by School and Grade

On September 30, 2022

Elementary School	Grade Level						1st - 5th Grade	K - 5th Grade (Total)	Share of K-5
	Kinder	1st	2nd	3rd	4th	5th			
<i>Aloha-Huber Park (K-5)</i>	119	135	104	122	127	118	606	725	4.5%
<i>Barnes</i>	71	84	67	86	77	93	407	478	3.0%
<i>Beaver Acres</i>	136	115	139	115	109	113	591	727	4.5%
<i>Bethany</i>	66	57	71	86	72	77	363	429	2.7%
<i>Bonny Slope</i>	124	128	84	107	127	113	559	683	4.3%
<i>Cedar Mill</i>	45	72	51	54	66	68	311	356	2.2%
<i>Chehalem</i>	58	54	65	66	63	66	314	372	2.3%
<i>Cooper Mountain</i>	55	61	58	74	70	74	337	392	2.4%
<i>Elmonica</i>	58	68	73	69	75	75	360	418	2.6%
<i>Errol Hassell</i>	53	67	63	55	62	55	302	355	2.2%
<i>Findley</i>	77	79	97	90	96	88	450	527	3.3%
<i>Fir Grove</i>	55	52	68	57	67	63	307	362	2.3%
<i>Greenway</i>	38	47	44	53	40	51	235	273	1.7%
<i>Hazeldale</i>	58	62	62	83	73	74	354	412	2.6%
<i>Hiteon</i>	81	69	83	89	64	91	396	477	3.0%
<i>Jacob Wismer</i>	75	82	109	112	95	119	517	592	3.7%
<i>Kinnaman</i>	75	83	69	86	67	80	385	460	2.9%
<i>McKay</i>	34	44	49	44	44	34	215	249	1.6%
<i>McKinley</i>	106	125	115	96	87	99	522	628	3.9%
<i>Montclair</i>	53	45	39	58	51	37	230	283	1.8%
<i>Nancy Ryles</i>	68	70	78	92	86	113	439	507	3.2%
<i>Oak Hills</i>	74	79	90	79	86	77	411	485	3.0%
<i>Raleigh Hills (K-5)</i>	42	50	40	50	46	52	238	280	1.7%
<i>Raleigh Park</i>	38	58	52	44	55	52	261	299	1.9%
<i>Ridgewood</i>	52	73	56	59	64	67	319	371	2.3%
<i>Rock Creek</i>	61	70	77	64	68	91	370	431	2.7%
<i>Sato</i>	130	115	128	140	134	115	632	762	4.8%
<i>Scholls Heights</i>	90	99	110	107	109	104	529	619	3.9%
<i>Sexton Mountain</i>	51	73	75	63	86	92	389	440	2.7%
<i>Springville (K-5)</i>	105	118	115	137	123	129	622	727	4.5%
<i>Terra Linda</i>	35	36	34	57	49	47	223	258	1.6%
<i>Vose</i>	105	114	106	133	118	118	589	694	4.3%
<i>West TV</i>	45	60	50	52	48	50	260	305	1.9%
<i>William Walker</i>	85	90	85	85	80	78	418	503	3.1%
Elementary Total (Physical Loc)	2,418	2,634	2,606	2,764	2,684	2,773	13,461	15,879	99.2%
FLEX Online (K-5)	19	25	19	18	25	22	109	128	0.8%
Elementary Total (incl. FLEX)	2,437	2,659	2,625	2,782	2,709	2,795	13,570	16,007	100.0%

Italics = Title 1

SY 2022-23 Enrollment by School and Grade

On September 30, 2022

Middle School	Grade Level			6th - 8th Total	Share of 6-8
	6th	7th	8th		
K-8 Schools*					
Aloha-Huber Park (6-8th graders)	60	51	56	167	2.0%
Raleigh Hills (6-8th graders)			27	27	0.3%
Springville (6-8th graders)			40	40	0.5%
K-8 Schools Subtotal	60	51	123	234	2.7%
Comprehensive Middle Schools**					
Cedar Park	148	150	156	454	5.3%
Cedar Park - Rachel Carson	63	60	56	179	2.1%
Conestoga	253	262	254	769	9.0%
Five Oaks	230	258	261	749	8.8%
Highland Park	184	223	228	635	7.4%
Meadow Park	204	195	197	596	7.0%
Meadow Park - SUMMA	26	30	29	85	1.0%
Mountain View	254	310	303	867	10.1%
Stoller	241	220	175	636	7.4%
Stoller - SUMMA	91	73	102	266	3.1%
Tumwater	245	277	238	760	8.9%
Tumwater - SUMMA	61	74	84	219	2.6%
Whitford	226	225	227	678	7.9%
Whitford - SUMMA	44	21	46	111	1.3%
Rachel Carson	63	60	56	179	2.1%
SUMMA Subtotal	222	198	261	681	8.0%
Comprehensive Subtotal	1,985	2,120	2,039	6,144	71.8%
Options Middle Schools					
ACMA Middle	102	109	112	323	3.8%
BASE Middle	127	126	129	382	4.5%
ISB Middle	144	152	159	455	5.3%
Options Subtotal	373	387	400	1,160	13.6%
Middle School Total (Physical Loc)	2,703	2,816	2,879	8,398	98.1%
FLEX Online (6-8th)	41	43	77	161	1.9%
Middle School Total (incl. FLEX)	2,744	2,859	2,956	8,559	100.0%

* 6-8th programs at Raleigh Hills & Springville phasing out

** New MS boundaries in effect

SY 2022-23 Enrollment by School and Grade

On September 30, 2022

High School	Grade Level				9th - 12th Total	Share of 9-12
	9th	10th	11th	12th		
Comprehensive High Schools						
Aloha	379	424	379	427	1,609	13.3%
Beaverton	369	345	367	349	1,430	11.8%
Mountainside	458	451	413	393	1,715	14.2%
Southridge	362	405	358	335	1,460	12.1%
Sunset	449	471	485	498	1,903	15.7%
Westview	612	584	575	582	2,353	19.4%
Comprehensive Subtotal	2,629	2,680	2,577	2,584	10,470	86.5%
Options High Schools						
ACMA High School	110	103	77	80	370	3.1%
Community School (Merlo)	18	38	33	41	130	1.1%
BASE High School (Cap. Center)	128	118	98	97	441	3.6%
ISB High School	139	111	107	75	432	3.6%
Options Subtotal	395	370	315	293	1,373	11.3%
High School Total (Physical Loc)	3,024	3,050	2,892	2,877	11,843	97.8%
FLEX Online (9-12th)	36	60	72	99	267	2.2%
High School Total (Incl. FLEX)	3,060	3,110	2,964	2,976	12,110	100.0%

Early College			127	154	281
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FLEX Online	Grade Level						1st - 5th Grade	K - 5th Grade
	Kinder	1st	2nd	3rd	4th	5th		
	19	25	19	18	25	22	109	128
	Grade Level							6th-8th Grade
	6th	7th	8th					161
	41	43	77					
	Grade Level							9th - 12th Total
	9th	10th	11th	12th				267
	36	60	72	99				
FLEX Online Total								556

Charter Schools	Grade Level						1st - 5th Grade	K - 5th Grade (Total)
	Kinder	1st	2nd	3rd	4th	5th		
Arco Iris	74	67	77	67	38	35	284	358
Hope Chinese	52	52	52	52	52	52	260	312
	Grade Level							6th-8th Grade
	6th	7th	8th					35
Arco Iris		19	16					
Hope Chinese	15	25	14					54
Charter School Total								759

SY 2022-23 Enrollment Change by School and Program

On September 30, 2021

Region	Elementary School	Prior Year				Current Year	Change 21 to 22	
		SY 2018-19	SY 2019-20	SY 2020-21	2021-22	2022-23	# Change	% Change
SW	<i>Aloha Huber (K-5)</i>	743	714	646	674	725	51	7.6%
CW	<i>Barnes</i>	634	590	526	513	478	(35)	-6.8%
CW	<i>Beaver Acres</i>	623	708	671	677	727	50	7.4%
NW	<i>Bethany</i>	534	528	447	375	429	54	14.4%
NE	<i>Bonny Slope</i>	650	655	573	608	683	75	12.3%
NE	<i>Cedar Mill</i>	428	428	368	375	356	(19)	-5.1%
SW	<i>Chehalem</i>	471	459	413	367	372	5	1.4%
S	<i>Cooper Mountain</i>	469	461	383	401	392	(9)	-2.2%
CW	<i>Elmonica</i>	757	550	466	433	418	(15)	-3.5%
SW	<i>Errol Hassell</i>	441	426	340	341	355	14	4.1%
NE	<i>Findley</i>	685	636	539	476	527	51	10.7%
SE	<i>Fir Grove</i>	385	387	348	335	362	27	8.1%
SE	<i>Greenway</i>	332	318	301	299	273	(26)	-8.7%
SW	<i>Hazeldale</i>	440	467	420	393	412	19	4.8%
SE	<i>Hiteon</i>	638	634	536	492	477	(15)	-3.0%
NW	<i>Jacob Wismer</i>	725	727	658	570	592	22	3.9%
SW	<i>Kinnaman</i>	630	599	535	494	460	(34)	-6.9%
SE	<i>McKay</i>	283	269	262	243	249	6	2.5%
CW	<i>McKinley</i>	575	634	588	566	628	62	11.0%
SE	<i>Montclair</i>	307	319	254	277	283	6	2.2%
S	<i>Nancy Ryles</i>	642	630	516	498	507	9	1.8%
NW	<i>Oak Hills</i>	552	551	464	504	485	(19)	-3.8%
SE	<i>Raleigh Hills (K-5)</i>	371	359	290	278	280	2	0.7%
CE	<i>Raleigh Park</i>	353	332	316	312	299	(13)	-4.2%
CE	<i>Ridgewood</i>	399	410	331	362	371	9	2.5%
NW	<i>Rock Creek</i>	578	516	418	420	431	11	2.6%
NW	<i>Sato</i>	596	649	651	698	762	64	9.2%
S	<i>Scholls Heights</i>	521	571	570	577	619	42	7.3%
S	<i>Sexton Mountain</i>	526	511	447	441	440	(1)	-0.2%
NW	<i>Springville (K-5)</i>	643	724	695	581	727	146	25.1%
NE	<i>Terra Linda</i>	332	349	287	271	258	(13)	-4.8%
SE	<i>Vose</i>	647	693	682	665	694	29	4.4%
NE	<i>West TV</i>	331	336	266	292	305	13	4.5%
CE	<i>William Walker</i>	431	487	449	467	503	36	7.7%
Elementary Total (Physical Loc)		17,672	17,627	15,656	15,275	15,879	604	3.95%
FLEX Online (K-5)		-	-	661	928	128	(800)	-86.2%
Elementary Total (Incl. FLEX)		17,672	17,627	16,317	16,203	16,007	(196)	-1.21%

Italics = Title 1

Regional Groups	Prior Year				Current Year	Change 21 to 22		
	SY 2018-19	SY 2019-20	SY 2020-21	2021-22	2022-23	# Change	% Change	
NW	SPR, SATO, JW, RC, BTH, OH	3,628	3,695	3,333	3,148	3,426	278	8.8%
NE	BS, TL, CM, WTV, FIND	2,426	2,404	2,033	2,022	2,129	107	5.3%
CW	MCKN, ELM, BA, BAR	2,589	2,482	2,251	2,189	2,251	62	2.8%
CE	WW, RDG, RPK	1,183	1,229	1,096	1,141	1,173	32	2.8%
SW	AHP, CHE, EH, KIN, HAZ	2,725	2,665	2,354	2,269	2,324	55	2.4%
S	COOP, SXM, NR, SCHO	2,158	2,173	1,916	1,917	1,958	41	2.1%
SE	FG, VOS, GRE, HIT, MKAY, RH, MON	2,963	2,979	2,673	2,589	2,618	29	1.1%
Elementary Total (Physical Loc)		17,672	17,627	15,656	15,275	15,879	604	3.95%
FLEX Online				661	928	128	(800)	-86.2%
Elementary Total (Incl. FLEX)		17,672	17,627	16,317	16,203	16,007	(196)	-1.21%

Title Status	Prior Year				Current Year	Change 21 to 22		
	SY 2018-19	SY 2019-20	SY 2020-21	2021-22	2022-23	# Change	% Change	
Title I Schools	7,322	7,234	6,913	6,716	6,880	164	2.4%	
Non-Title I Schools	10,350	10,393	8,743	8,559	8,999	440	5.1%	
FLEX Online			661	928	128	(800)	-86.2%	
Elementary Total (Incl. FLEX)		17,672	17,627	16,317	16,203	16,007	(196)	-1.21%

*Raleigh Park ES added as Title 1 School in SY 2020-21

There are 15 Title 1 schools for SY 2021-22: Aloha-Huber Park, Barnes, Beaver Acres, Chehalem, Elmonica, Fir Grove, Greenway, Hazeldale, Kinnaman, McKay, McKinley, Raleigh Hills, Raleigh Park, Vose, William Walker

SY 2022-23 Enrollment Change by School and Program

On September 30, 2021

Middle School	SY 2018-19	SY 2019-20	SY 2020-21	Prior Year	Current Year
				2021-22	2022-23
K-8 Schools					
Aloha Huber (6-8)	183	179	176	175	167
Raleigh Hills (6-8)	160	163	154	75	27
Springville (6-8)	178	160	161	86	40
K-8 Schools Subtotal	521	502	491	336	234

Change 21 to 22	
# Change	% Change
(8)	-4.6%
(48)	-64.0%
(46)	-53.5%
(102)	-30.4%

All MS Boundaries change in 2021-22

Comprehensive Middle Schools	SY 2018-19	SY 2019-20	SY 2020-21	Prior Year	Current Year
				2021-22	2022-23
Cedar Park	931	911	816	439	454
Rachel Carson (2021-22 new location)	65	30	-	175	179
Conestoga	964	975	878	838	769
Five Oaks	785	833	777	731	749
Rachel Carson (2020-21 last year)	182	177	175	-	-
Highland Park	794	750	678	682	635
Highland Park - SUMMA	54	27	-	-	-
Meadow Park	668	677	629	586	596
Meadow Park - SUMMA	126	157	182	93	85
Mountain View	888	853	781	874	867
Stoller	1,162	1,226	952	693	636
Stoller - SUMMA	352	334	437	326	266
Tumwater				662	760
Tumwater - SUMMA				203	219
Whitford	607	614	590	660	678
Whitford - SUMMA	85	92	120	98	111
Rachel Carson	182	177	175	175	179
SUMMA Subtotal	682	640	739	720	681
Comprehensive Subtotal	6,799	6,839	6,101	6,165	6,144

Change 21 to 22	
# Change	% Change
15	3.4%
4	2.3%
(69)	-8.2%
18	2.5%
(47)	-6.9%
10	1.7%
(8)	-8.6%
(7)	-0.8%
(57)	-8.2%
(60)	-18.4%
98	14.8%
16	7.9%
18	2.7%
13	13.3%
4	2.3%
(39)	-5.4%
(21)	-0.3%

Options Middle Schools	SY 2018-19	SY 2019-20	SY 2020-21	Prior Year	Current Year
				2021-22	2022-23
ACMA Middle	338	338	335	324	323
BASE Middle (Prev. HS2 Middle)	376	372	385	382	382
ISB Middle	481	479	474	473	455
Options Subtotal	1,195	1,189	1,194	1,179	1,160

Change 21 to 22	
# Change	% Change
(1)	-0.3%
-	0.0%
(18)	-3.8%
(19)	-1.6%

Middle School Total (All Physical Loc)	9,379	9,347	8,700	8,575	8,398
FLEX Online (6-8th)	-	-	319	347	161
Middle School Total (Incl. FLEX)	9,379	9,347	9,019	8,922	8,559

(177)	-2.1%
(186)	-53.6%
(363)	-4.1%

SY 2022-23 Enrollment Change by School and Program

On September 30, 2021

High School	Prior Year				Current Year
	SY 2018-19	SY 2019-20	SY 2020-21	2021-22	2022-23
Comprehensive High Schools					
Aloha	1,773	1,751	1,718	1,696	1,609
Beaverton	1,513	1,469	1,508	1,425	1,430
Mountainside (all grades in 2019)	1,350	1,787	1,701	1,721	1,715
Southridge	1,401	1,380	1,437	1,474	1,460
Sunset	2,019	1,971	1,953	1,947	1,903
Westview	2,364	2,382	2,288	2,280	2,353
Comprehensive Subtotal	10,420	10,740	10,605	10,543	10,470

Change 21 to 22	
# Change	% Change
(87)	-5.1%
5	0.4%
(6)	-0.3%
(14)	-0.9%
(44)	-2.3%
73	3.2%
(73)	-0.7%

Options High Schools	Prior Year				Current Year
	SY 2018-19	SY 2019-20	SY 2020-21	2021-22	2022-23
ACMA High School	361	368	372	369	370
Community School (Merlo)	151	128	106	90	130
BASE High School (prev. SST & HS2)	364	334	456	446	441
ISB High School	381	368	393	384	432
SST (Cap. Center)	163	175	-	-	-
Options Subtotal	1,420	1,373	1,327	1,289	1,373

Change 21 to 22	
# Change	% Change
1	0.3%
40	44.4%
(5)	-1.1%
48	12.5%
84	6.5%

High School Total (All Physical Loc)	11,840	12,113	11,932	11,832	11,843
FLEX Online (9-12th)	-	-	234	391	267
High School Total (Incl. FLEX)	11,840	12,113	12,166	12,223	12,110

11	0.1%
(124)	-31.7%
(113)	-0.9%

Denotes boundary change

Locations with Multiple Schools / Options Programs	Prior Year				Current Year
	SY 2018-19	SY 2019-20	SY 2020-21	2021-22	2022-23
K-8 Schools					
Aloha-Huber Park K-8	926	893	822	849	892
Raleigh Hills K-8	531	522	444	353	307
Springville K-8	821	884	856	667	767
Middle Schools					
Cedar Park + RC (2021 begins at CP)	996	941	816	614	633
Five Oaks + RC (2020 last year RC at FO)	967	1,010	952	731	749
Highland Park + SUMMA (ended 2019)	848	777	678	682	635
Meadow Park + SUMMA	794	834	811	679	681
Stoller + SUMMA	1,514	1,560	1,389	1,019	902
Tumwater + SUMMA (begins 2021)				865	979
Whitford + SUMMA	692	706	710	758	789
Middle & High Options Schools					
ACMA Middle + High	699	706	707	693	693
Community School (Merlo)	151	128	106	90	130
BASE Middle + High (Capital Center)	740	706	841	828	823
ISB Middle + High	862	847	867	857	887
SST (Capital Center)	163	175			

Change 21 to 22	
# Change	% Change
43	5.1%
(46)	-13.0%
100	15.0%
19	3.1%
18	2.5%
(47)	-6.9%
2	0.3%
(117)	-11.5%
114	13.2%
31	4.1%
-	0.0%
40	44.4%
(5)	-0.6%
30	3.5%
-	#DIV/0!

Options & Mult. Programs (Phys. Loc)	10,704	10,689	9,999	9,685	9,867
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182	1.9%
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SY 2022-23 Projected vs. Actual Enrollment

On September 30, 2021

Elementary School	Projected	Actual
<i>Aloha Huber (K-5)</i>	691	725
<i>Barnes</i>	506	478
<i>Beaver Acres</i>	696	727
<i>Bethany</i>	388	429
<i>Bonny Slope</i>	643	683
<i>Cedar Mill</i>	365	356
<i>Chehalem</i>	371	372
<i>Cooper Mountain</i>	396	392
<i>Elmonica</i>	462	418
<i>Errol Hassell</i>	357	355
<i>Findley</i>	484	527
<i>Fir Grove</i>	378	362
<i>Greenway</i>	285	273
<i>Hazeldale</i>	424	412
<i>Hiteon</i>	488	477
<i>Jacob Wismer</i>	593	592
<i>Kinnaman</i>	492	460
<i>McKay</i>	271	249
<i>McKinley</i>	629	628
<i>Montclair</i>	290	283
<i>Nancy Ryles</i>	507	507
<i>Oak Hills</i>	506	485
<i>Raleigh Hills (K-5)</i>	276	280
<i>Raleigh Park</i>	326	299
<i>Ridgewood</i>	369	371
<i>Rock Creek</i>	425	431
<i>Sato</i>	765	762
<i>Scholls Heights</i>	633	619
<i>Sexton Mountain</i>	448	440
<i>Springville (K-5)</i>	770	727
<i>Terra Linda</i>	274	258
<i>Vose</i>	706	694
<i>West TV</i>	312	305
<i>William Walker</i>	495	503
Elementary Total (Physical Loc)	16,021	15,879
FLEX Online (K-5)	312	128
Elementary Total (Incl. FLEX)	16,333	16,007

Italics = Title 1

Actual - Projected	
# Difference	% Difference
34	4.9%
(28)	-5.5%
31	4.5%
41	10.6%
40	6.2%
(9)	-2.5%
1	0.3%
(4)	-1.0%
(44)	-9.5%
(2)	-0.6%
43	8.9%
(16)	-4.2%
(12)	-4.2%
(12)	-2.8%
(11)	-2.3%
(1)	-0.2%
(32)	-6.5%
(22)	-8.1%
(1)	-0.2%
(7)	-2.4%
-	0.0%
(21)	-4.2%
4	1.4%
(27)	-8.3%
2	0.5%
6	1.4%
(3)	-0.4%
(14)	-2.2%
(8)	-1.8%
(43)	-5.6%
(16)	-5.8%
(12)	-1.7%
(7)	-2.2%
8	1.6%
(142)	-0.89%
(184)	-59.0%
(326)	-2.00%

SY 2022-23 Projected vs. Actual Enrollment

On September 30, 2021

Regional Groups	Projected	Actual
SPR, SATO, JW, RC, BTH, OH	3,447	3,426
BS, TL, CM, WTV, FIND	2,078	2,129
MCKN, ELM, BA, BAR	2,293	2,251
WW, RDG, RPK	1,190	1,173
AHP, CHE, EH, KIN, HAZ	2,335	2,324
COOP, SXM, NR, SCHO	1,984	1,958
FG, VOS, GRE, HIT, MKAY, RH, MON	2,694	2,618
Elementary Total (Physical Loc)	16,021	15,879
FLEX Online	312	128
Elementary Total (Incl. FLEX)	16,333	16,007

Actual - Projected	
# Difference	% Difference
(21)	-0.6%
51	2.5%
(42)	-1.8%
(17)	-1.4%
(11)	-0.5%
(26)	-1.3%
(76)	-2.8%
(142)	-0.89%
(184)	-59.0%
(326)	-2.00%

Title Status	Projected	Actual
Title I Schools	7,008	6,880
Non-Title I Schools	9,013	8,999
FLEX Online	312	128
Elementary Total (Incl. FLEX)	16,333	16,007

Actual - Projected	
# Difference	% Difference
(128)	-1.8%
(14)	-0.2%
(184)	-59.0%
(326)	-2.00%

**Raleigh Park ES added as Title 1 School in SY 2020-21*

There are 15 Title 1 schools for SY 2020-21: Aloha-Huber Park, Barnes, Beaver Acres, Chehalem, Elmonica, Fir Grove, Greenway, Hazeldale, Kinnaman,

SY 2022-23 Projected vs. Actual Enrollment

On September 30, 2021

Middle School	Projected	Actual
K-8 Schools		
Aloha Huber (6-8)	175	167
Raleigh Hills (6-8)	30	27
Springville (6-8)	48	40
K-8 Schools Subtotal	253	234

Actual - Projected	
# Difference	% Difference
(8)	-4.6%
(3)	-10.0%
(8)	-16.7%
(19)	-7.5%

All MS Boundaries change in 2021-22

Comprehensive Middle Schools	Projected	Actual
Cedar Park	460	454
Rachel Carson (2021-22 new)	178	179
Conestoga	778	769
Five Oaks	732	749
Highland Park	622	635
Meadow Park	604	596
Meadow Park - SUMMA	103	85
Mountain View	853	867
Stoller	612	636
Stoller - SUMMA	289	266
Tumwater	727	760
Tumwater - SUMMA	228	219
Whitford	651	678
Whitford - SUMMA	116	111
Rachel Carson	178	179
SUMMA Subtotal	736	681
Comprehensive Subtotal	6,039	6,144

Actual - Projected	
# Difference	% Difference
(6)	-1.3%
1	
(9)	-1.2%
17	2.3%
13	2.1%
(8)	-1.3%
(18)	-17.5%
14	1.6%
24	3.9%
(23)	-8.0%
33	4.5%
(9)	-3.9%
27	4.1%
(5)	-4.3%
1	0.6%
(55)	-7.5%
105	1.7%

Options Middle Schools	Projected	Actual
ACMA Middle	333	323
BASE Middle (Prev. HS2 Middle)	380	382
ISB Middle	476	455
Options Subtotal	1,189	1,160

Actual - Projected	
# Change	% Change
(10)	-3.0%
2	0.5%
(21)	-4.4%
(29)	-2.4%

Middle School Total (All Physical Loc)	8,395	8,398
---	--------------	--------------

3	0.0%
----------	-------------

FLEX Online (6-8th)	272	161
----------------------------	------------	------------

(111)	-40.8%
--------------	---------------

Middle School Total (Incl. FLEX)	8,667	8,559
---	--------------	--------------

(108)	-1.2%
--------------	--------------

SY 2022-23 Projected vs. Actual Enrollment

On September 30, 2021

High School	Projected	Actual
Comprehensive High Schools		
Aloha	1,648	1,609
Beaverton	1,359	1,430
Mountainside (all grades in 2019)	1,650	1,715
Southridge	1,435	1,460
Sunset	1,902	1,903
Westview	2,291	2,353
Comprehensive Subtotal	10,285	10,470

Actual - Projected	
# Difference	% Difference
(39)	-2.4%
71	5.2%
65	3.9%
25	1.7%
1	0.1%
62	2.7%
185	1.8%

Options High Schools	Projected	Actual
ACMA High School	377	370
Community School (Merlo)	82	130
BASE High School (prev. SST & HS2)	481	441
ISB High School	393	432
Options Subtotal	1,333	1,373

Actual - Projected	
# Difference	% Difference
(7)	-1.9%
48	58.5%
(40)	-8.3%
39	9.9%
40	3.0%

High School Total (All Physical Loc)	11,618	11,843
---	---------------	---------------

225	1.9%
------------	-------------

FLEX Online (9-12th)	477	267
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(210)	-44.0%
-------	--------

High School Total (Incl. FLEX)	12,095	12,110
---------------------------------------	---------------	---------------

15	0.1%
-----------	-------------

Denotes boundary change

Locations with Multiple Schools / Options Programs	Projected	Actual
K-8 Schools		
Aloha-Huber Park K-8	866	892
Raleigh Hills K-8	306	307
Springville K-8	818	767
Middle Schools		
Cedar Park + RC (2021 begins at CP)	638	633
Meadow Park + SUMMA	707	681
Stoller + SUMMA	901	902
Tumwater + SUMMA (begins 2021)	955	979
Whitford + SUMMA	767	789
Middle & High Options Schools		
ACMA Middle + High	710	693
Community School (Merlo)	82	130
BASE Middle + High (Capital Center)	861	823
ISB Middle + High	869	887

Actual - Projected	
# Difference	% Difference
26	3.0%
1	0.3%
(51)	-6.2%
(5)	-0.8%
(26)	-3.7%
1	0.11%
24	2.5%
22	2.9%
(17)	-2.4%
48	58.5%
(38)	-4.4%
18	2.1%

Options & Mult. Programs (Phys. Loc)	8,480	8,483
---	--------------	--------------

3	0.04%
----------	--------------

SY 2022-23 Self-Contained Specialized Education: Enrollment by School and Grade
On September 30, 2022

Elementary School	Grade						Grade (Total)	Classrooms
	Kinder	1st	2nd	3rd	4th	5th		
Beaver Acres								
ISC	4	7	6	4	6	3	30	3.0
Chehalem								
EGC	0	1	1	3	2	5	12	2.0
Cooper Mountain								
SCC	0	5	3	0	5	7	20	2.0
Greenway								
ELC	0	0	2	0	1	2	5	1.0
Hazeldale								
SLC	0	3	6	3	2	4	18	2.0
Hiteon								
EGC	0	0	0	2	2	7	11	2.0
Kinnaman								
ISC	6	2	6	5	4	4	27	3.0
McKay								
ALC	0	1	3	3	2	4	13	2.0
McKinley								
SRC	3	6	3	2	2	4	20	2.0
Oak Hills								
ALC	0	2	0	4	1	4	11	2.0
Raleigh Park								
SRC	0	1	2	1	3	2	9	1.0
Ridgewood								
SCC	0	3	3	5	5	7	23	2.0
Sato								
EGC	1	1	2	3	1	6	14	2.0
Scholls Heights								
ISC	4	2	3	2	3	2	16	2.0
Sexton Mountain								
SRC	3	7	3	9	1	4	27	3.0
Terra Linda								
SRC	2	4	4	2	6	2	20	2.0
Vose								
EGC	0	2	1	3	2	5	13	2.0
William Walker								
ISC	7	6	5	4	4	5	31	3.0
Elementary SCSP Total	30	53	53	55	52	77	320	38.0

Schools without SCSP Programs

Aloha Huber (K-5)	-
Barnes	-
Bethany	-
Bonny Slope	-
Cedar Mill	-
Elmonica	-
Errol Hassell	-
Findley	-
Fir Grove	-
Jacob Wismer	-
Montclair	-
Nancy Ryles	-
Rock Creek	-
Springville (K-5)	-
Raleigh Hills (K-8)	-
West TV	-

SY 2022-23 Self-Contained Specialized Education: Enrollment by School and Grade
On September 30, 2022

Middle School	Grade			6th - 8th Total	Classrooms
	6th	7th	8th		
Comprehensive Middle Schools					
Cedar Park					
EGC	3	4	1	8	1.0
SRC	6	2	1	9	1.0
Cedar Park SCSP Total	9	6	2	17	2.0
Conestoga					
ALC	3	2	5	10	1.0
SCC	4	3	2	9	1.0
Conestoga SCSP Total	7	5	7	19	2.0
Five Oaks					
ALC	4	4	4	12	1.0
EGC	1	3	2	6	1.0
ISC	3	2	7	12	1.0
Five Oaks SCSP Total	8	9	13	30	3.0
Highland Park					
ALC	3	5	3	11	1.0
EGC	5	1	4	10	1.0
SCC	9	2	2	13	1.0
Highland Park SCSP Total	17	8	9	34	3.0
Meadow Park					
EGC	3	2	3	8	1.0
ISC	6	2	1	9	1.0
Meadow Park SCSP Total	9	4	4	17	2.0
Mountain View					
EGC	4	1	2	7	1.0
SRC	4	3	4	11	1.0
Mountain View SCSP Total	8	4	6	18	2.0
Stoller					
ALC	3	2	6	11	1.0
SCC	6	2	4	12	1.0
Stoller SCSP Total	9	4	10	23	2.0
Whitford					
EGC	-	-	-	-	
ISC	6	4	1	11	1.0
SRC	4	2	4	10	1.0
Whitford SCSP Total	10	6	5	21	2.0
Tumwater MS					
SLC	5	3	2	10	1.0
ISC (new classroom)	2	4	3	9	1.0
Tumwater SCSP Total	7	7	5	19	2.0
Middle School SCSP Total	84	53	61	198	19.00

SY 2022-23 Self-Contained Specialized Education: Enrollment by School and Grade
On September 30, 2022

High School	Grade				9th - 12th Total	Classrooms
	9th	10th	11th	12th		
Comprehensive High Schools						
Aloha						
ALC	4	3	1	8	16	1.0
EGC	2	3	2	3	10	1.0
SCC	5	5	3	4	17	1.0
SRC	4	2	2	2	10	1.0
Aloha SCSP Total	15	13	8	17	53	4.0
Beaverton						
ALC	3	-	8	4	15	1.0
ISC	3	3	1	-	7	1.0
SRC	3	5	2	3	13	1.0
Beaverton SCSP Total	9	8	11	7	35	3.0
Mountainside						
ALC	2	5	-	4	11	1.0
ISC	1	3	2	3	9	1.0
SLC	2	2	1	1	6	1.0
Mountainside SCSP Total	5	10	3	8	26	3.0
Southridge						
ALC	4	3	3	5	15	1.0
EGC	5	5	3	1	14	1.0
ISC	-	1	2	6	9	1.0
Southridge SCSP Total	9	9	8	12	38	3.0
Sunset						
ALC	3	3	1	2	9	1.0
EGC	5	2	3	1	11	1.0
SCC	3	7	3	3	16	1.0
SRC	3	4	2	2	11	1.0
Sunset SCSP Total	14	16	9	8	47	4.0
Westview						
ALC	1	4	2	6	13	1.0
EGC	3	6	5	1	15	1.0
ISC	4	4	2	2	12	1.0
SCC	1	5	3	3	12	1.0
Westview SCSP Total	9	19	12	12	52	4.0
High School SCSP Total	61	75	51	64	251	21.0

**SY 2022-23 Self-Contained Specialized Education: Enrollment by School and Grade
On September 30, 2022**

	6th	7th	8th	9th	10th	11th	12th	Total
Capital Center Programs								
ACE				2	-	2	5	9
Community							129	129
Community-ISC								-
PTP								-
Capital Center Programs Total	-	-	-	2	-	2	134	138

Classrooms
1.0
6.0
2.0
9.0

District Totals	Share
Elementary Total	320 36.7%
Middle School Total	198 22.0%
High School Total	251 29.2%
Capital Center Prog.Total	138 12.1%
District SCSP Total	907 100.0%

SPED Outside Placement	Students
Arata Creek	
Cascade Academy	11
Columbia	10
Groner	3
Heron Creek	
Levi	13
Lifeworks	
OSD	5
Pacific Academy	20
Serendipity	6
Tucker Maxon	1
Wheatley	1
Total	70

SY 2022-23 Summary of Projection Accuracy

Projected & Actual Enrollment Summary

School / Program	Previous Year Enrollment (SY 2021-22)	Projected Change			Actual Change			Projection Error #	Projection Error %
		Projected Enrollment (SY 2022-23)	Projected Change #	Projected Change %	Actual Enrollment (SY 2022-23)	Actual Change #	Actual Change %		
Elementary	16,203	16,333	130	0.80%	16,007	(196)	-1.21%	(326)	-2.00%
Middle School	8,922	8,667	(255)	-2.86%	8,559	(363)	-4.07%	(108)	-1.25%
High School	12,223	12,095	(128)	-1.05%	12,110	(113)	-0.92%	15	0.12%
K-12 General Education	37,348	37,095	(253)	-0.68%	36,676	(672)	-1.80%	(419)	-1.13%
Early College (EC)	275	290	15	5.45%	281	6	2.18%	(9)	-3.10%
Alternative Programs (AP)	73	75	2	2.74%	77	4	5.48%	2	2.67%
Special Education Outside Placement (SP)	95	94	(1)	-1.05%	70	(25)	-26.32%	(24)	-25.53%
Self Contained Special Education (SPED)	858	938	80	9.32%	907	49	5.71%	(31)	-3.30%
Charter Schools	727	771	44	6.05%	759	32	4.40%	(12)	-1.56%
District Grand Total	39,376	39,263	(113)	-0.29%	38,770	(606)	-1.54%	(493)	-1.26%

General Education Projection & Actual

General Education (Incl. Options)	Previous Year Enrollment (SY 2021-22)	Projected Change			Actual Change			Projection Error #	Projection Error %
		Projected Enrollment (SY 2022-23)	Projected Change #	Projected Change %	Actual Enrollment (SY 2022-23)	Actual Change #	Actual Change %		
Kindergarten	2,569	2,626	57	2.22%	2,437	(132)	-5.1%	(189)	-7.20%
1st Grade	2,638	2,687	49	1.86%	2,659	21	0.8%	(28)	-1.04%
2nd Grade	2,787	2,664	(123)	-4.41%	2,625	(162)	-5.8%	(39)	-1.46%
3rd Grade	2,680	2,821	141	5.26%	2,782	102	3.8%	(39)	-1.38%
4th Grade	2,808	2,723	(85)	-3.03%	2,709	(99)	-3.5%	(14)	-0.51%
5th Grade	2,721	2,812	91	3.34%	2,795	74	2.7%	(17)	-0.60%
6th Grade	2,930	2,787	(143)	-4.88%	2,744	(186)	-6.3%	(43)	-1.54%
7th Grade	2,977	2,910	(67)	-2.25%	2,859	(118)	-4.0%	(51)	-1.75%
8th Grade	3,015	2,970	(45)	-1.49%	2,956	(59)	-2.0%	(14)	-0.47%
9th Grade	3,112	3,112	-	0.00%	3,060	(52)	-1.7%	(52)	-1.67%
10th Grade	3,134	3,093	(41)	-1.31%	3,110	(24)	-0.8%	17	0.55%
11th Grade	2,980	2,942	(38)	-1.28%	2,964	(16)	-0.5%	22	0.75%
12th Grade	2,997	2,948	(49)	-1.63%	2,976	(21)	-0.7%	28	0.95%
K-12 General Ed	37,348	37,095	(253)	-0.68%	36,676	(672)	-1.80%	(419)	-1.13%

Notes:

Totals include students enrolled FLEX Online School.
 Enrollment count is based on the Enrollment Summary Matrix
 General Education programs include all K-5, K-8, SUMMA, and
 Pre-Kindergarten students are not included.

SY 2022-23 Enrollment Report

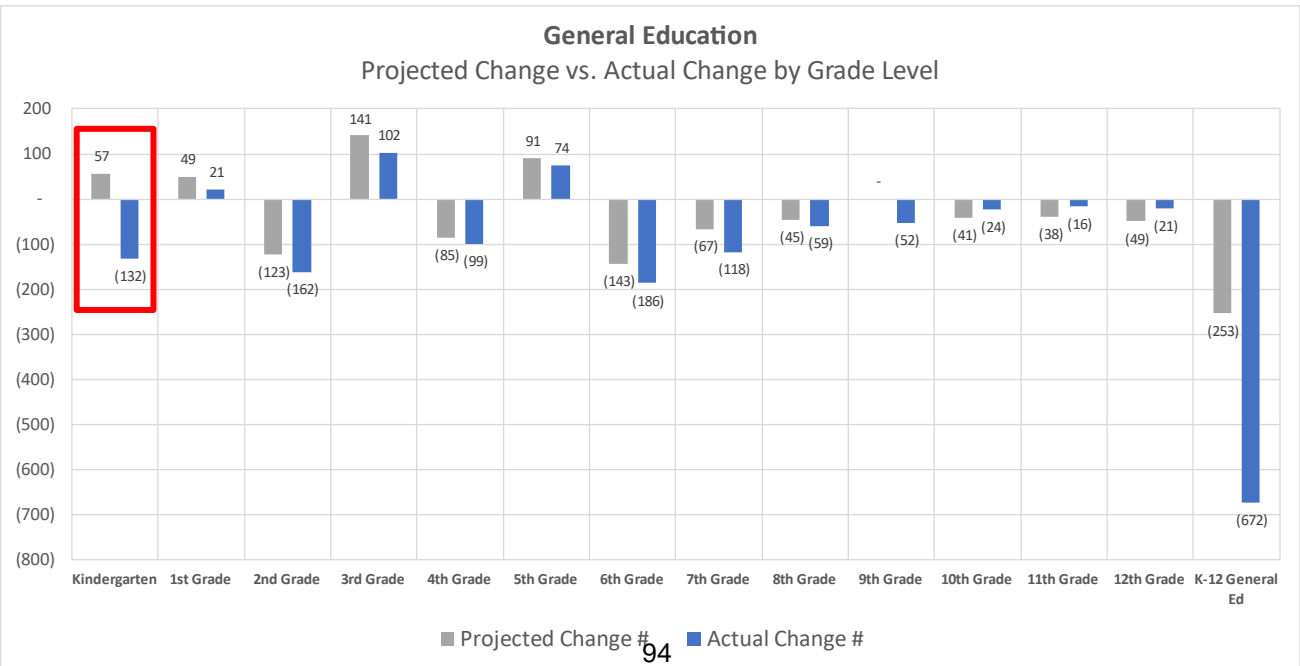
October 17, 2022

Projected vs. Actual Enrollment

Projected & Actual Enrollment Summary

School / Program	Previous Year Enrollment (SY 2021-22)	Projected Change			Actual Change			Projection Error #	Projection Error %
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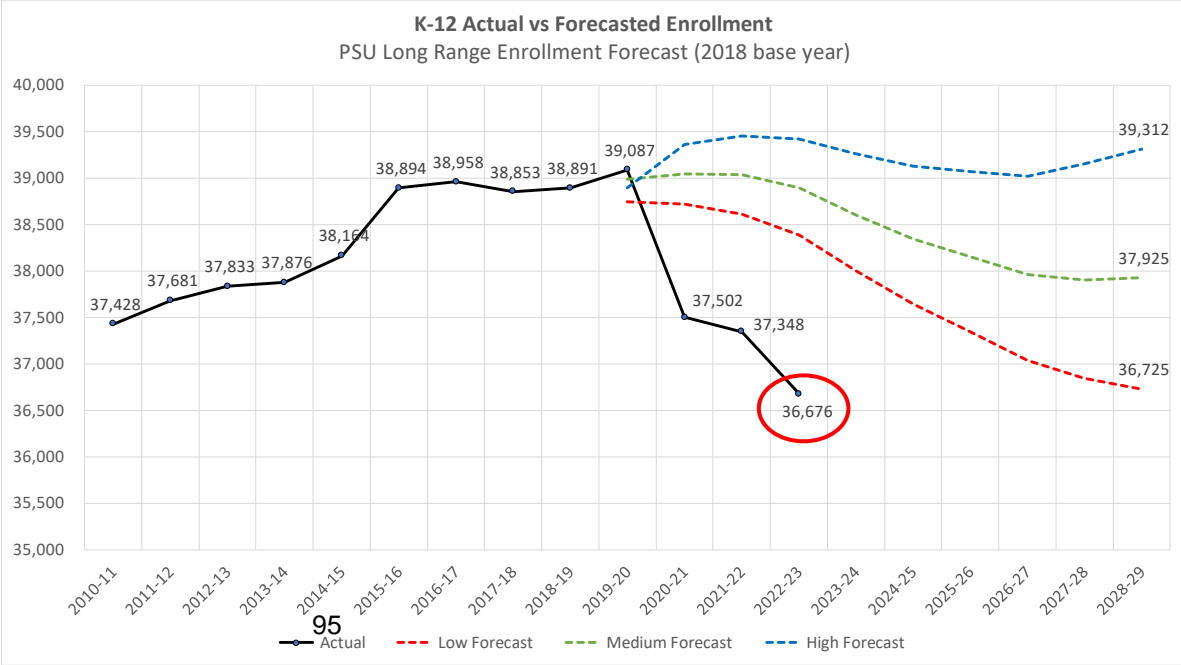
K-12 Projected Change vs. Actual Change



Enrollment Actuals vs. Pre-Pandemic PSU Population Research Center Forecast

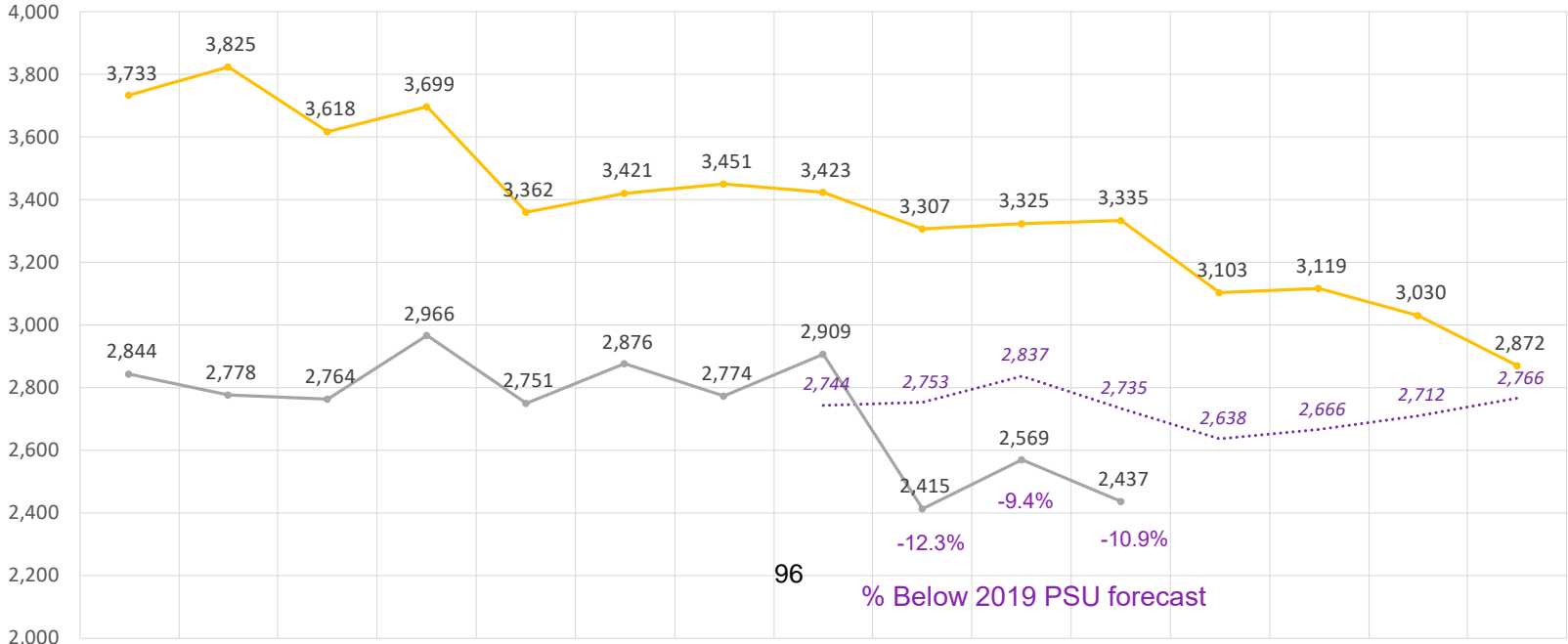
The District's last 10-year forecast, completed in 2019, predicted a flat or declining enrollment through SY 2028-29

As of SY 2022-23, the District is below the end-point of the Low forecast



Kindergarten Classes vs BSD Births & PSU Forecast

Births Cal. Year → 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020



Kinder Year → SY 2012-13 SY 2013-14 SY 2014-15 SY 2015-16 SY 2016-17 SY 2017-18 SY 2018-19 SY 2019-20 SY 2020-21 SY 2021-22 SY 2022-23 SY 2023-24 SY 2024-25 SY 2025-26 SY 2026-27

96
% Below 2019 PSU forecast

-12.3%

-9.4%

-10.9%

Annual K-12 Cohorts Since 1999-00

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	Class of 2028																							
Kinder	2,378	2,433	2,500	2,490	2,503	2,567	2,643	2,644	2,607	2,775	2,754	2,913	2,858	2,844	2,778	2,764	2,966	2,751	2,876	2,774	2,909	2,415	2,569	2,437
1st	2,561	2,708	2,707	2,710	2,681	2,824	2,841	2,989	2,936	2,886	3,105	2,977	3,056	3,062	3,082	3,011	3,019	3,020	2,781	2,949	2,846	2,782	2,638	2,659
2nd	2,569	2,635	2,756	2,698	2,690	2,760	2,832	2,865	2,957	2,873	2,916	3,115	3,001	3,046	3,027	3,064	3,096	3,045	2,986	2,839	2,975	2,705	2,787	2,625
3rd	2,632	2,636	2,694	2,746	2,643	2,735	2,697	2,892	2,867	2,935	2,903	2,943	3,125	2,946	3,034	3,033	3,080	3,079	2,994	2,987	2,845	2,815	2,680	2,782
4th	2,654	2,708	2,677	2,747	2,678	2,680	2,758	2,743	2,856	2,849	2,910	2,924	2,936	3,114	2,977	3,042	3,063	3,098	3,089	3,023	3,001	2,703	2,808	2,709
5th	2,631	2,681	2,745	2,637	2,721	2,704	2,708	2,766	2,733	2,833	2,857	2,946	2,941	2,940	3,089	3,004	3,126	3,080	3,076	3,100	3,051	2,897	2,721	2,795
6th	2,413	2,676	2,756	2,788	2,642	2,768	2,797	2,781	2,748	2,785	2,837	2,894	2,993	2,969	2,954	3,109	3,066	3,150	3,134	3,095	3,137	2,981	2,930	2,744
7th	2,405	2,477	2,692	2,733	2,798	2,683	2,755	2,857	2,757	2,749	2,822	2,840	2,894	2,970	2,962	3,005	3,136	3,121	3,142	3,142	3,090	3,030	2,977	2,859
8th	2,363	2,427	2,467	2,741	2,722	2,818	2,701	2,785	2,820	2,714	2,746	2,833	2,847	2,908	2,954	2,953	2,998	3,085	3,078	3,142	3,120	3,008	3,015	2,956
9th	2,483	2,486	2,534	2,649	2,802	2,807	2,972	2,826	2,817	2,836	2,814	2,925	2,967	2,893	2,907	2,959	3,013	3,041	3,161	3,166	3,222	3,199	3,112	3,060
10th	2,387	2,503	2,527	2,583	2,627	2,819	2,869	2,969	2,750	2,760	2,828	2,807	2,802	2,843	2,870	2,877	2,960	2,994	3,009	3,148	3,168	3,155	3,134	3,110
11th	2,362	2,396	2,522	2,532	2,556	2,571	2,818	2,881	2,865	2,618	2,740	2,738	2,588	2,639	2,665	2,708	2,724	2,810	2,793	2,820	2,946	2,944	2,980	2,964
12th	1,925	2,064	2,150	2,373	2,421	2,499	2,548	2,733	2,764	2,587	2,437	2,573	2,673	2,659	2,577	2,635	2,647	2,684	2,734	2,706	2,777	2,868	2,997	2,976
Total	31,763	32,830	33,727	34,427	34,484	35,235	35,939	36,731	36,477	36,200	36,669	37,428	37,681	37,833	37,876	38,164	38,894	38,958	38,853	38,891	39,087	37,502	37,348	36,676
Change	926	1,067	897	700	57	751	704	792	(254)	(277)	469	759	253	152	43	288	730	64	(105)	38	196	(1,585)	(154)	(672)
% Change	3.0%	3.4%	2.7%	2.1%	0.2%	2.2%	2.0%	2.2%	-0.7%	-0.8%	1.3%	2.1%	0.7%	0.4%	0.1%	0.8%	1.9%	0.2%	-0.3%	0.1%	0.5%	-4.1%	-0.4%	-1.8%

Thank you!
Questions?



DIVISION 22 COMPLIANCE ASSURANCES

BACKGROUND

Each year, districts must report compliance with all state standards set forth in OAR chapter 581, Division 22 to the school board of the district in a public meeting by November 1 and to the Department of Education by November 15. The district must also post the report on compliance with state standards on the district's web page by November 1. For any rule for which the district is not in compliance, a plan of correction is developed.

Staff have conducted an internal audit of the District's compliance with Division 22 requirements and have determined that the District was in compliance with 54 of 56 Division 22 requirements in effect for 2021-22 school year. The Report to the Community is attached for review by the Board.

RECOMMENDATION

Staff will present information on compliance with Division 22 standards. No action is needed.

Beaverton School District

Report on Compliance with Public School Standards

2021-22 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on their district’s status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Beaverton** School District’s compliance with each of the requirements of Oregon’s administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2021-22 school year. For each rule reported as out of compliance, **Beaverton** School District has provided an explanation of why the school district was out of compliance and the school district’s proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2023-24 school year.

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2045- Prevention Education in Drugs and Alcohol	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2350 Independent Adoptions of Instructional Materials	Implementing approved corrective action	All instructional materials adoptions are approved by the Board as part of the Quality Curriculum Cycle. Completion of Flex Online Independent adoption of digital materials to be approved by School Board by August 25, 2023. (One year extension to this date approved by ODE on 8/23/2022)	Independent adoption of digital materials for Flex Online School to be approved by School Board by August 25, 2023
581-022-2355 Instructional Materials Adoption	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Assessment & Reporting

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived for 2021-22 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2120 Essential Skill Assessments for English Language Learners	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2130 Kindergarten Assessment	Waived for 2021-22 school year	Not applicable	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Program & Service Requirements

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: High School Diploma

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Alternative Certificate	Out of compliance	One BSD student received an alternative certificate in less than four years. The written consent from the parent does not clearly state that the parent/guardian waived the four years to complete the requirements for an alternative certificate.	Prior to the start of the 2023-24 school year, both the modified diploma and alternative certificate consent forms will have a line addressing early completion. Remind staff of written consent requirements.
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Health & Safety

Subcategory: Policies & Practices

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Plans & Reports

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-0106(4) State Standards for the 2021-22 School Year: Operational Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Athletics & Interscholastic Activities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: District Performance & Accountability

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260- Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Human Resources/Staffing

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable



LOCAL OPTION LEVY

BACKGROUND

Beaverton schools' teacher staffing is supported by a local option levy which provides funding beyond what is provided to all Oregon schools through the State School Fund. The levy currently funds 286 teaching positions, allocated to all 54 schools in the district: 150 in Beaverton's elementary schools, 48 in middle schools, 68 in high schools and 20 in option schools. Levy revenues remain 100% in the Beaverton School District to preserve teachers and protect class sizes.

The current levy expires in June 2023. The board has referred to the November 8, 2022 ballot a measure to renew the levy for five years at the same tax rate. It has been designated Measure # 34-321.

If the proposed local option levy renewal is passed by voters, it would continue the existing tax rate of \$1.25 per \$1,000 assessed property value. The owner of a home with an average assessed value (not real market value) of \$303,021 would continue to pay about \$32 per month. The levy would provide a projected \$39–\$43 million per year to continue to fund teaching positions, maintain class sizes and help prepare students for post-high school endeavors.

If the levy is not renewed before it expires in June 2023, the levy tax rate of \$1.25 per \$1,000 APV would not be assessed, the district would no longer receive levy revenues to fund teaching positions, and the district's annual budget would be reduced by at least \$39 million starting in the 2023–24 school year.

The district's Communications & Community Involvement Department is working to provide the community with impartial educational information regarding the local option levy renewal measure.

RECOMMENDATION

Staff will provide an update on the proposed local option levy renewal measure and impartial educational information provided to the community.

Local Option Levy Update

School Board Meeting
October 17, 2022



CURRENT WORK

DISTRICT LEVEL

- [Levy information website](#)
- Video ([English](#) & [Spanish](#))
- Posters (English & Spanish)
- ParentSquare message
- Social media
- Mailers: Scheduled for week of Oct. 17
- Flyers (English & Spanish):
Scheduled for week of Oct. 17

SCHOOL LEVEL

- Back-to-School Nights
- Principal Coffees
- Newsletters
- PTO/PTC meetings
- ParentSquare message:
Scheduled for week of Oct. 17

COMMUNITY OUTREACH

DISTRICT

- Superintendent Listening Session
October 25, Aloha High School
- Flyer distribution
- Media Outreach – Week of Oct. 17

BOARD

- PTO/PTC meetings
- Community presentations,
including Beaverton Farmers
Market

Local Option Levy Update

School Board Meeting
October 17, 2022





SCHOOL BOARD ELECTORAL ZONE REVISION

BACKGROUND

Beaverton School District has seven school board electoral zones so the board is composed of representatives from all areas of the district. Board members are nominated from zones but elected at large—meaning that candidates for school board positions must reside in the zone they are running for, but the election is decided by all voters in the district, not only those who live in that board zone.

Oregon law and Beaverton School Board policy provide that in school districts that have established electoral zones, zones must be periodically adjusted following the federal census to rebalance the zone populations. The most recent federal decennial census was conducted in 2020, and population data are now available to inform a review and adjustment of the seven board zones in accordance with ORS 332.132 and Board Policy BBB (Board Elections).

The 2020 Census established that the population in the district has changed and the seven board zones have become imbalanced in population, ranging from 16.9% under to 27.3% over the average population.

The school board is now considering a revision of board zones to rebalance the seven zones' population. The revision will affect only the geographic definition of zones from which board members will be elected. It will have no effect on the attendance boundaries for students to attend schools. It also will not change which board positions voters may vote on. Candidates for school board positions must live in the zone for that position, but they are elected by all voters in the district, not only residents of the zone.

Oregon law and board policy provide that electoral zoning should take into account attendance areas where possible. The Oregon Secretary of State's 2021 Directive on Redistricting advises that, to the extent practicable, the zones shall have equal population, be contiguous, utilize existing geographic or political boundaries, be connected by transportation links, and not divide communities of common interest. Zones shall not be drawn for the purpose of favoring any political party, incumbent elected official or other person, nor for the purpose of diluting the voting strength of any language or ethnic minority group.

Portland State University's Population Research Center (PRC) has been hired to analyze the existing board zones, propose alternatives for realignment, and prepare a final realigned map for board adoption, prior to the May 2023 election cycle.

On August 29, PRC Director Dr. Ethan Sharygin presented to the Board an initial analysis of the existing board zones, explained the parameters for updating the zones, and gathered input. The Board asked for the preparation of two map alternatives: one adjusting the existing board zones as minimally as possible to rebalance their population, and a second realigning board zones to adhere more closely to attendance boundaries. In the October 17 meeting, Dr. Sharygin will present the two map alternatives and a summary report, and seek input and direction from the Board.

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

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

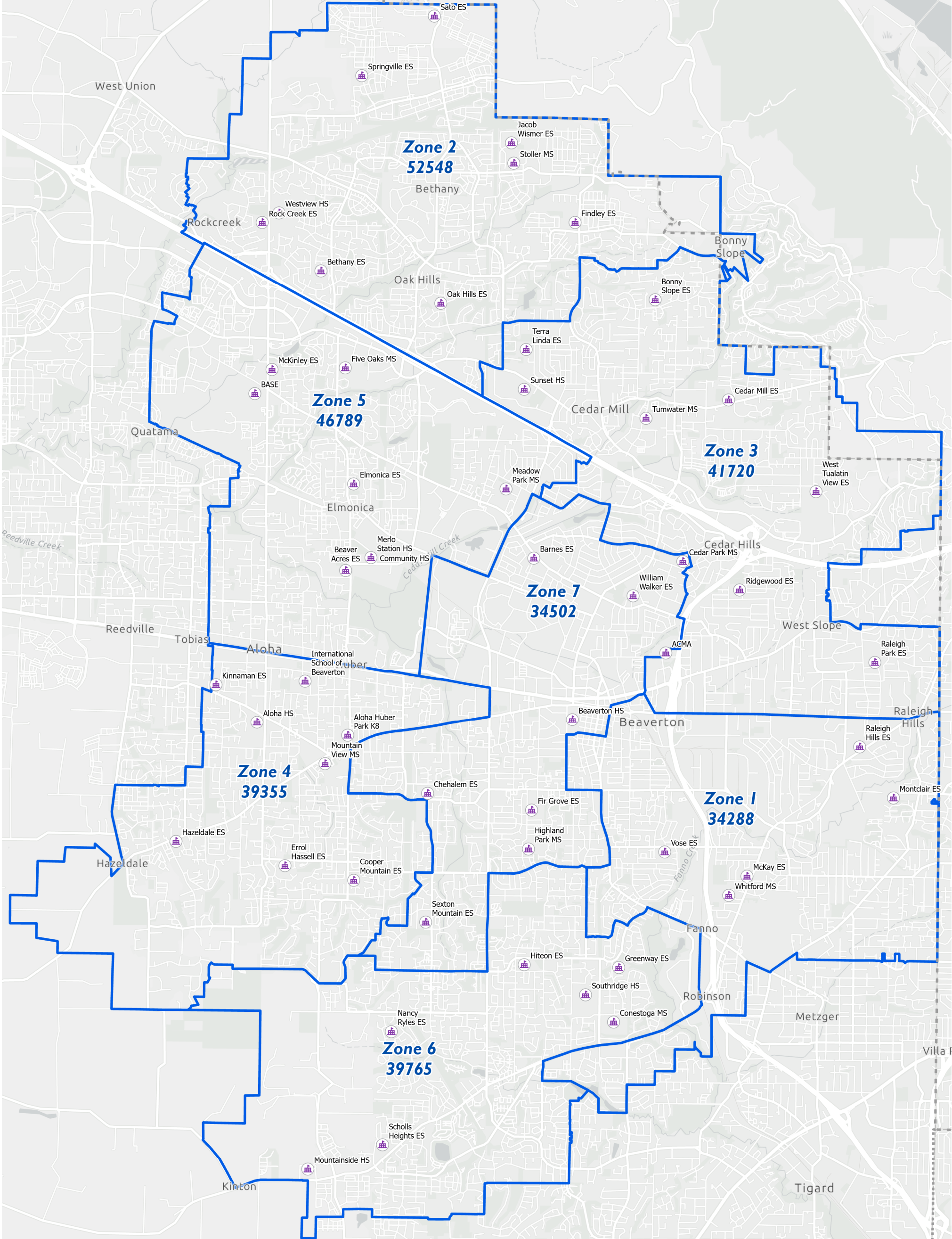
RECOMMENDATION

It is recommended that the school board receive Dr. Sharygin's report, discuss the two alternative board zone maps, and provide input for creating one final board zone map, to be presented for consideration in the November 2022 board meeting.

Beaverton School District
Board Member Zones
2020 Census Redistricting

BSD Zones (Baseline)

- BSD Zones (Baseline)
- 🏫 BSD Schools



Note: School Board Zones are delineated for the purposes of electing the school board only. The zones do not impact school attendance boundaries or school feeders.

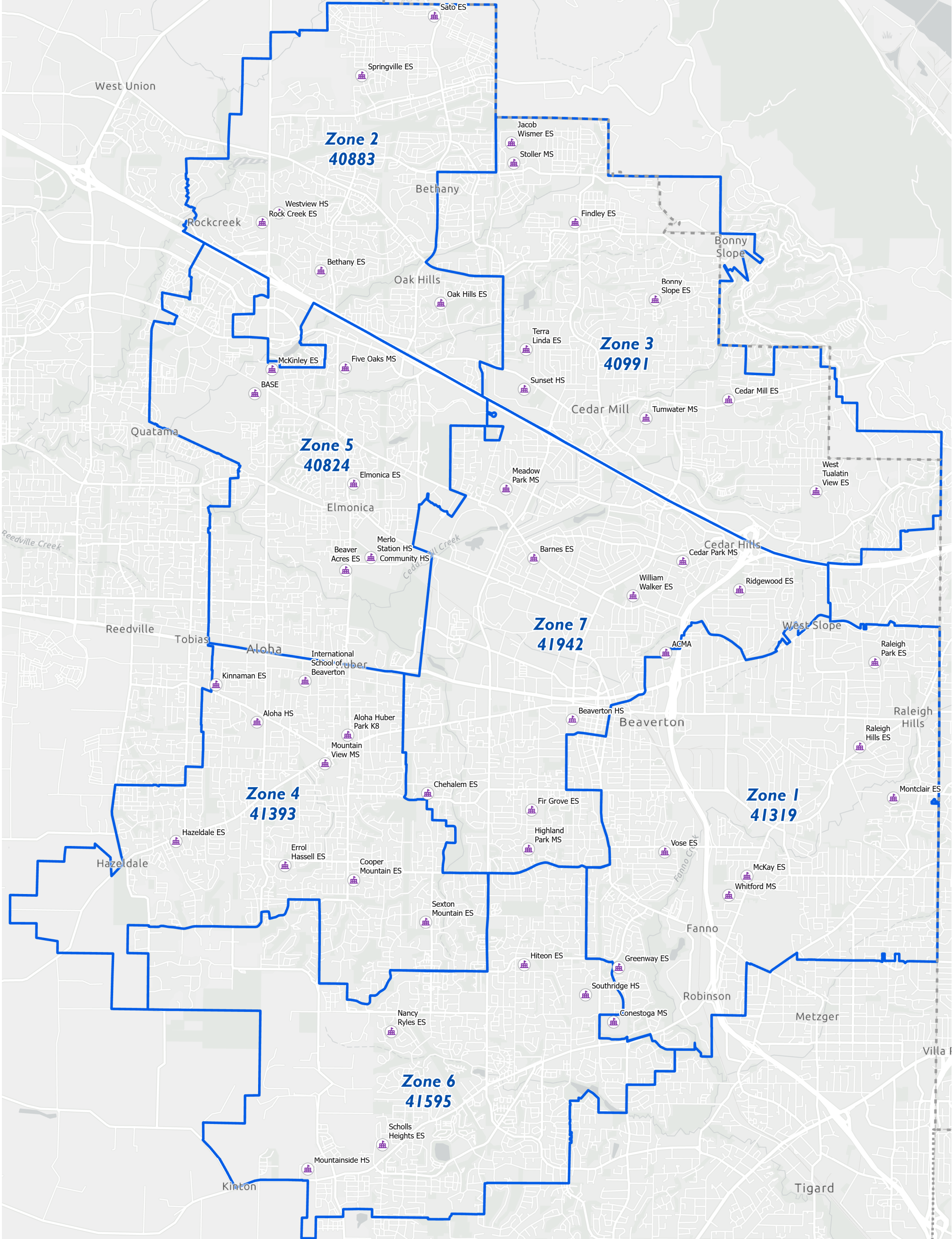
Population Research Center
 October 2022
 Source: 2020 Census PL94-171 RDF

Portland State
 UNIVERSITY

Beaverton School District
Board Member Zones
2020 Census Redistricting

BSD Plan 1

- BSD Plan 1
- 🏫 BSD Schools





Note: School Board Zones are delineated for the purposes of electing the school board only. The zones do not impact school attendance boundaries or school feeders.

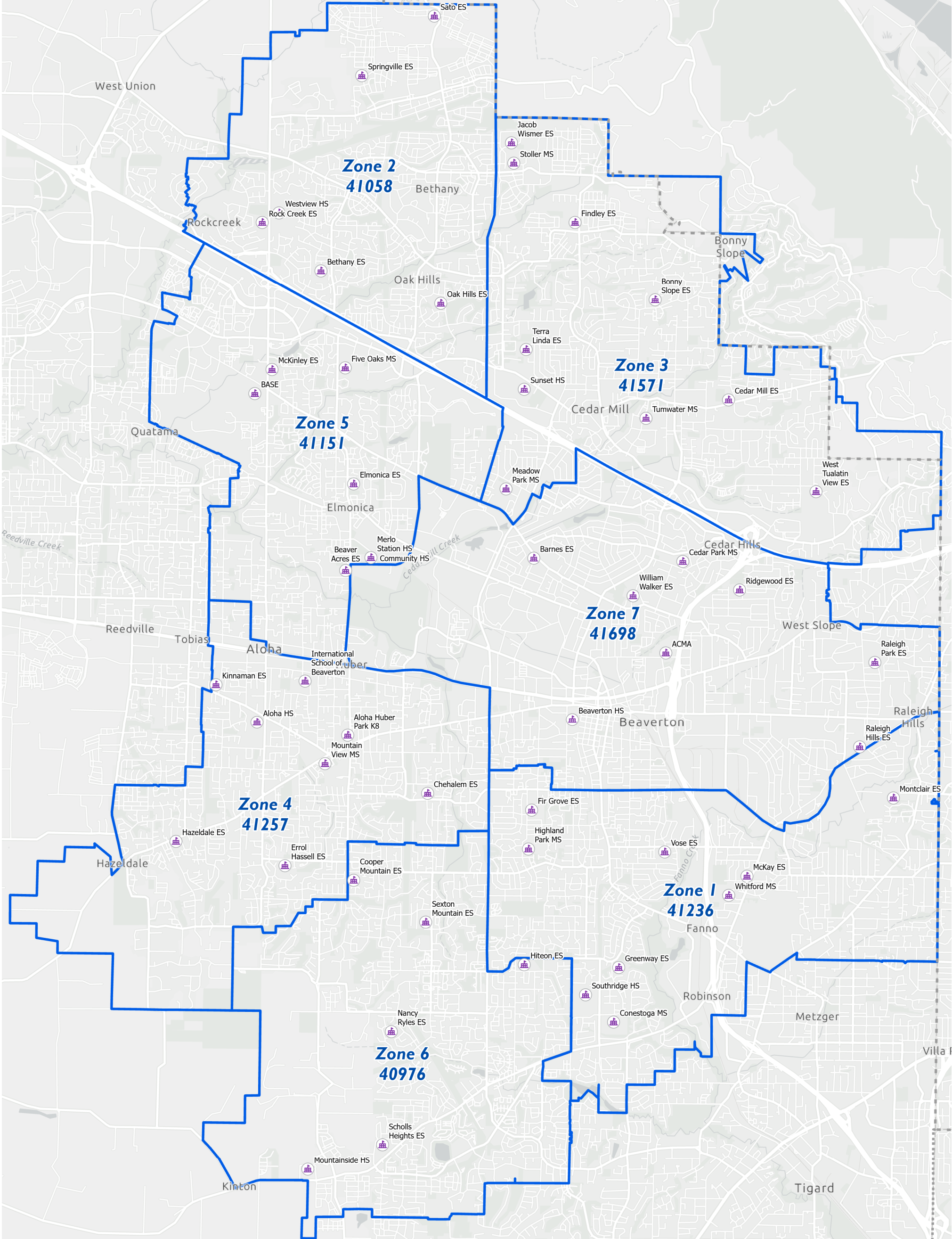
Population Research Center
 October 2022.
 Source: 2020 Census PL94-171 RDF

Portland State
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Beaverton School District
Board Member Zones
2020 Census Redistricting

BSD Plan 2

-  BSD Plan 2
-  BSD Schools



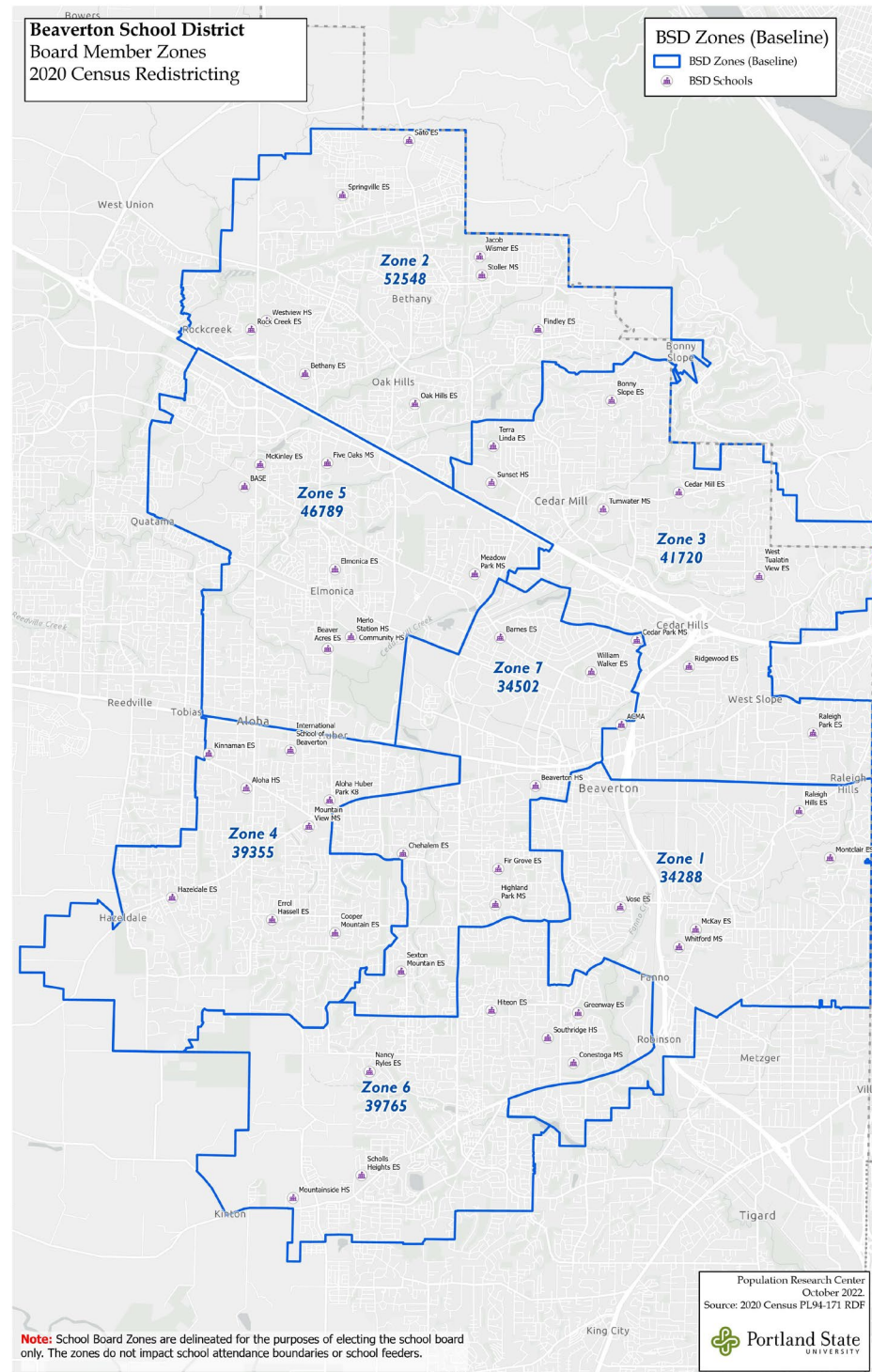
Note: School Board Zones are delineated for the purposes of electing the school board only. The zones do not impact school attendance boundaries or school feeders.

Population Research Center
 October 2022.
 Source: 2020 Census PL94-171 RDF



Portland State
 UNIVERSITY

Baseline: Current Zones



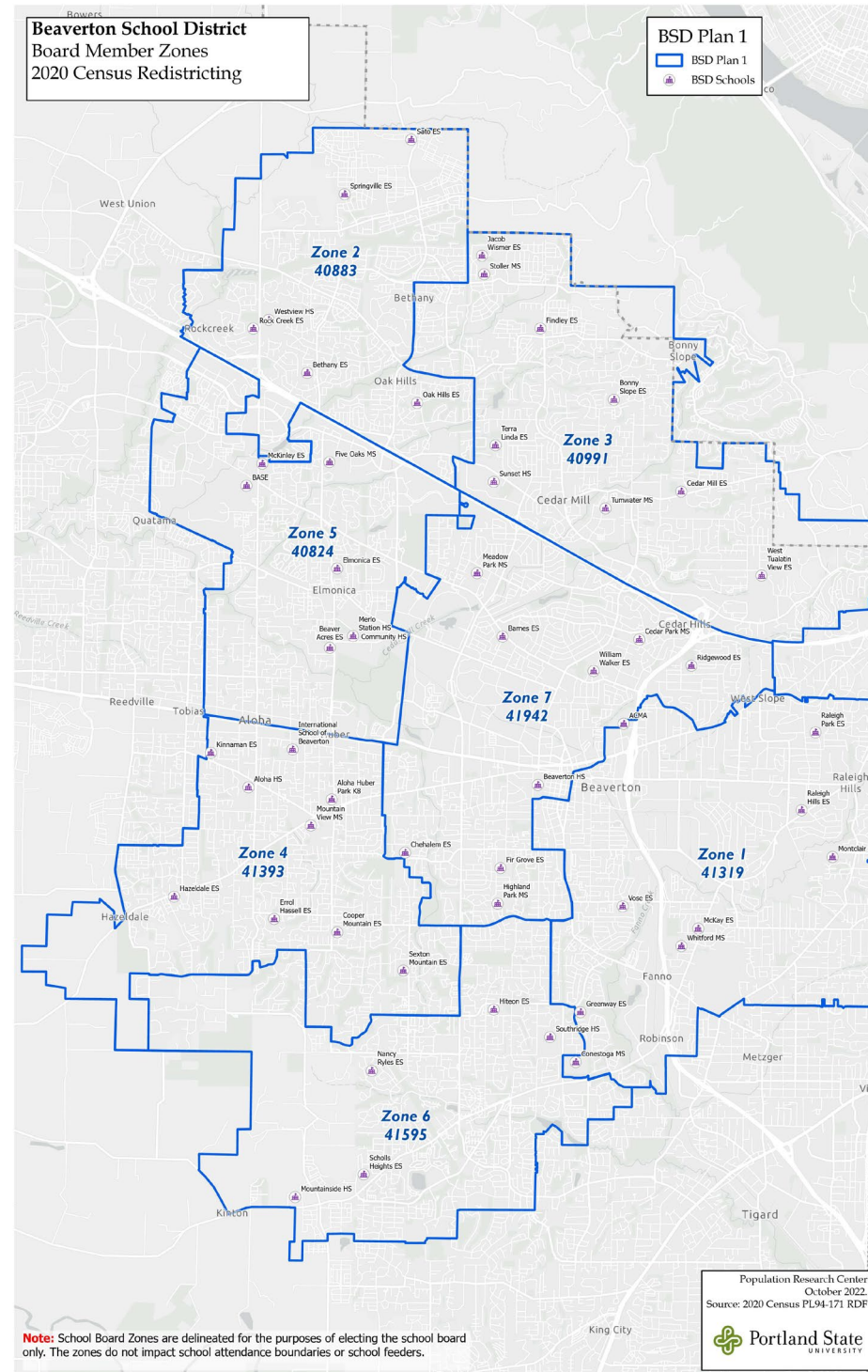
Baseline: Current Board Zones

Population Per Zone

Board Member	2020 Population	Deviation from Target	Deviation %
Zone 1	34,288	(6,990)	-16.9%
Zone 2	52,548	11,270	27.3%
Zone 3	41,720	442	1.1%
Zone 4	39,335	(1,943)	-4.7%
Zone 5	46,789	5,511	13.4%
Zone 6	39,765	(1,513)	-3.7%
Zone 7	34,502	(6,776)	-16.4%
District Total	288,947		

Target Population Per Zone 41,278

Plan 1: Continuity



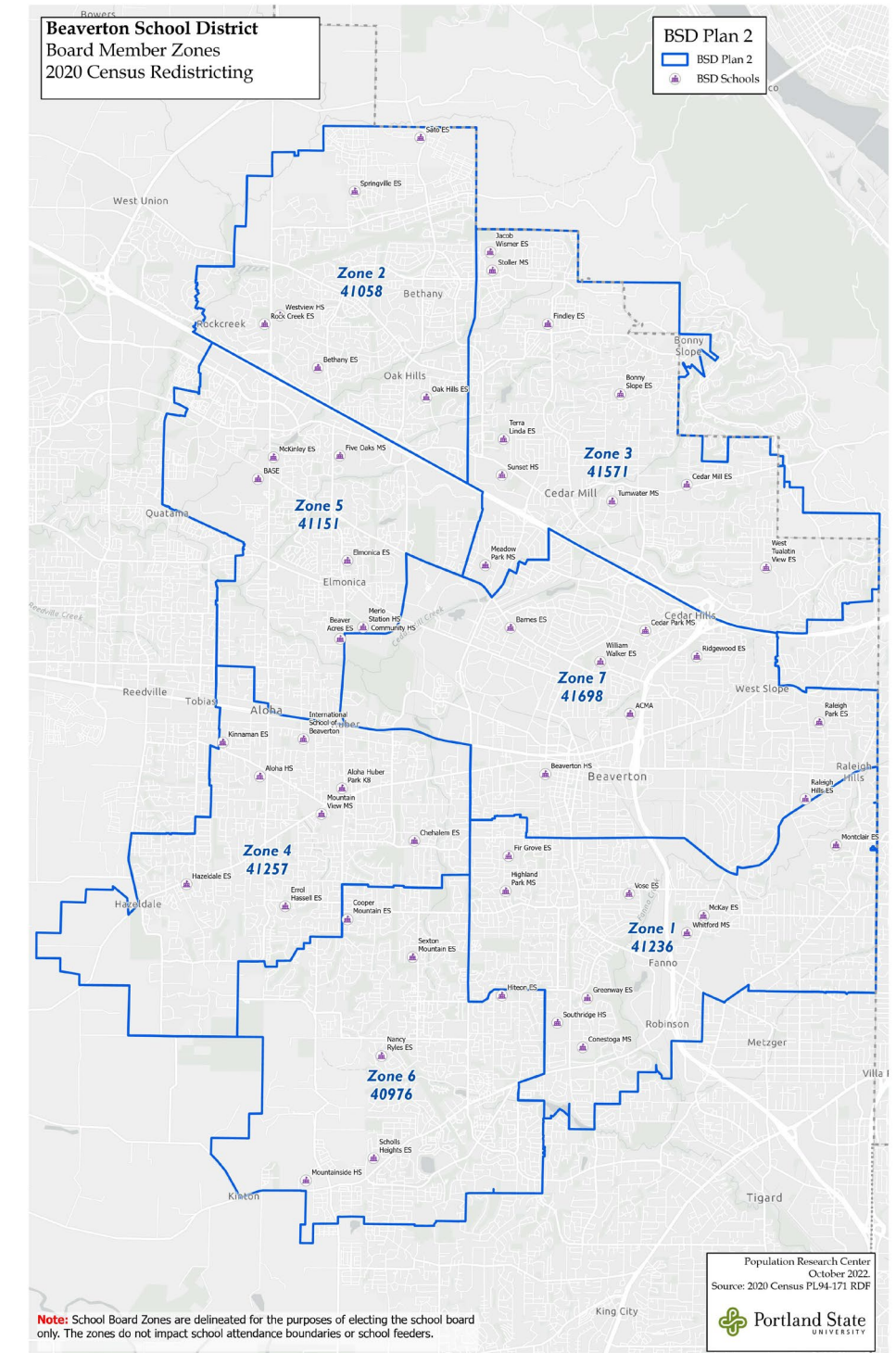
Plan 1

Population Per Zone

Board Member	2020 Population	Deviation from Target	Deviation %
Zone 1	41,319	41	0.1%
Zone 2	40,883	(395)	-1.0%
Zone 3	40,991	(287)	-0.7%
Zone 4	41,393	115	0.3%
Zone 5	40,824	(454)	-1.1%
Zone 6	41,595	317	0.8%
Zone 7	41,942	664	1.6%
District Total	288,947	121	

Target Population Per Zone 41,278

Plan 2: Realignment



Plan 2

Population Per Zone

Board Member	2020 Population	Deviation from Target	Deviation %
Zone 1	41,236	(42)	-0.1%
Zone 2	41,058	(220)	-0.5%
Zone 3	41,571	293	0.7%
Zone 4	41,257	(21)	-0.1%
Zone 5	41,151	(127)	-0.3%
Zone 6	40,976	(302)	-0.7%
Zone 7	41,698	420	1.0%
District Total	288,947		

Target Population Per Zone 41,278

P.O. Box 751
Mail Code: PRC
Portland, Oregon 97207-0751
506 SW Mill Street #780

503-725-3922 tel
833-323-2227 fax
prc@pdx.edu
www.pdx.edu/prc/

MEMORANDUM

TO: Robert McCracken, Facilities Planning Coordinator
<Robert_Mccracken@beaverton.k12.or.us>

FROM: Ethan Sharygin, Director, Population Research Center <sharygin@pdx.edu>

CC: Steven Sparks, Executive Administrator for Long Range Planning
<Steven_Sparks@beaverton.k12.or.us>

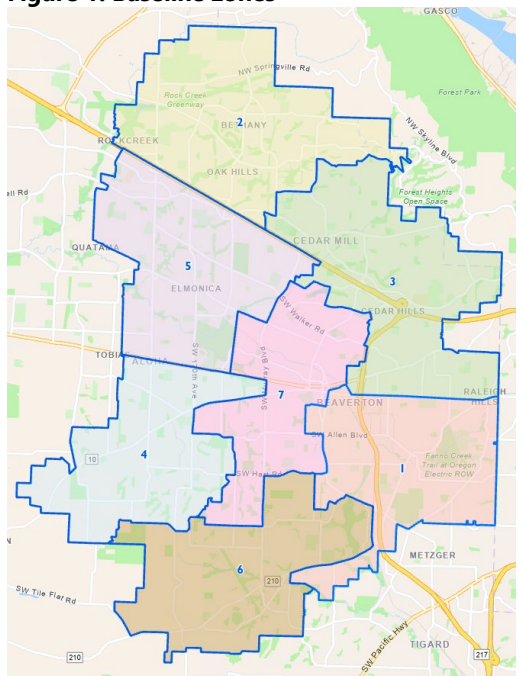
DATE: October 12, 2022

SUBJECT: BEAVERTON SCHOOL DISTRICT BOARD ZONE REDISTRICTING

ORS 332.132 provides that, if a school district is zoned, it “shall divide the district into the necessary number of zones as nearly equal in population, as shown by the latest federal census, as practicable, taking into account attendance areas where possible.” The total population should be balanced as close as possible. Zones should be compact and regular shapes, following sensible physical or geographic boundaries and dividing communities as little as possible. School board zones do not affect attendance areas or school feeders, only the areas from which school board members can be elected.

Baseline, summarized by Zone:					Zone	Incumbent	Population	Deviation	(%)
	1	Greenberg	34288	-6990	-16.9%				
	2	Pérez	52548	11270	27.3%				
	3	Simpson	41720	442	1.1%				
	4	Garg	39335	-1943	-4.7%				
	5	Enyinnaya	46789	5511	13.4%				
	6	Tymchuk	39765	-1513	-3.7%				
	7	Colett	34502	-6776	-16.4%				
		Total	288947						
		Target	41278						

Figure 1: Baseline zones



From the baseline (current) board zone boundaries, we estimated the current population of the Beaverton School District (BSD) using data from the 2020 Census. The population of zones is currently imbalanced,

with some districts having far higher population than others. In particular, Zone 2, 3, 5 will need to reduce their resident population, and Zones 1, 4, 6, 7 will need to increase their population.

PRC developed two proposals (“Plan 1” and “Plan 2”). Plan 1 is based on minimal geographic changes to zone boundaries to balance population by swapping voting precincts between zones. If residents and board members find the current zones agreeable, then this plan is intended to preserve important aspects of the current zones. When modifications to zone boundaries are required to balance population, boundaries are moved by reassigning voting precincts. Because of the magnitude of the population differences across zones, significant changes were required and many precincts were moved. Voting precincts represent basic geographic units that simplify the redistricting process. However, voting precincts often follow irregular boundaries due to the multitude of special district and taxation boundaries that coexist within the BSD boundary. The results of these adjustments were to reduce the spread between the smallest and largest zones to within 3 percent.

Plan 1 “Continuity”, summarized by Zone:					Figure 2: Plan 1 zones
Zone	Incumbent	Population	Deviation	(%)	
1	Greenberg	41319	41	0%	
2	Pérez	40883	-395	-1%	
3	Simpson	40991	-287	-1%	
4	Garg	41393	115	0%	
5	Enyinnaya	40824	-454	-1%	
6	Tymchuk	41595	317	1%	
7	Colett	41942	664	2%	
	Total	288947			
	Target	41278			

Plan 2 realigns board member zones to school attendance zones. Specifically, zones are realigned to preserve school feeders, starting from elementary school onward. Most zones are anchored around a high school attendance boundary and the elementary schools nested within it, with splits made when needed to balance population. The goal is to keep cohorts of students that are going through the BSD grades together in one board member zone. The results of these adjustments were to balance board member zones to within 2% between largest and smallest. This plan also resulted in more regular shapes.

Plan 2 "Realignment", summarized by Zone:					Figure 3: Plan 2 zones
Zone	Incumbent	Population	Deviation	%	
1	Greenberg	41236	-42	0%	
2	Pérez	41058	-220	-1%	
3	Simpson	41571	293	1%	
4	Garg	41257	-21	0%	
5	Enyinnaya	41151	-127	0%	
6	Tymchuk	40976	-302	-1%	
7	Colett	41698	420	1%	
	Total	288947			
	Target	41278			

These adjustments satisfy statutory requirements and represent an initial proposal. I expect that revisions may be needed after stakeholder review and deliberation on the proposals, and look forward to those conversations.

Sincerely,

--

Ethan Sharygin

Research Assistant Professor | Director, Population Research Center

College of Urban and Public Affairs

Portland State University

<https://www.pdx.edu/prc>

fax: 833-323-2227

Appendix:

1. Table of school locations and school attendance boundaries for Baseline and Plans 1/2

Attachments:

1. PDF Map of Baseline Zones (a) Population per zone; (b) Attendance grid and zones
2. PDF Maps of Plan 1: (a) Population per zone; (b) Attendance grid and zones; (c) Precincts and zones
3. PDF Map of Plan 2: (a) Population per zone; (b) Attendance grid and zones

Baseline, summarized by Zone:							
School facilities by Zone:			Attendance zones per BSD Board Member Zone				
Z	ES	MS	HS	Z	ES	MS	HS
1	Vose, Raleigh Hills, Montclair, McKay	Whitford	-	1	McKay, Vose, Raleigh Hills, Montclair, Greenway (part)	Whitford, Conestoga (part)	Beaverton (part), Southridge (part)
2	Springville, Sato, Jacob Wismer, Findley, Oak Hills, Rock Creek, Bethany	Stoller	Westview	2	Rock Creek, Springville, Sato, Jacob Wismer, Oak Hills, Terra Linda (part), Bonny Slope (part)	Stoller (part), Five Oaks (part), Tumwater (part)	Westview (part), Sunset (part)
3	Terra Linda, Bonny Slope, Cedar Mill, West Tualatin View, Raleigh Park	Tumwater, Ridgewood	Sunset	3	Terra Linda (part), Bonny Slope (part), Cedar Mills, West Tualatin View	Tumwater (part), Cedar Park (part)	Beaverton (part), Sunset (part)
4	Kinnaman, Hazeldale, Errol Hassel, Cooper Mountain, Huber Park (K-8)	Mountain View	Aloha, ISB	4	Aloha Huber, Kinnaman (part), Hazeldale (part), Errol Hassel, Cooper Mountain (part)	Mountain View (part), Highland Pk (part)	Aloha (part), Mountainside (part)
5	McKinley, Elmonica, Beaver Acres	Meadow Park, Five Oaks	BASE, Merlo Station, Community	5	McKinley, Elmonica, Beaver Acres, Kinnaman (part), Barnes (part)	Five Oaks (part), Meadow View (part), Mtn View (part)	Aloha (part), Westview (part), Sunset (part), Beaverton (part)
6	Hiteon, Greenway, Scholls Heights, Nancy Ryles	Conestoga	Mountainside, Southridge	6	Hazeldale (part), Nancy Ryles, Scholls Heights, Sexton Mtn (part), Hiteon, Greenway (part), Fir Grove (part)	Highland Pk (part), Conestoga (part), Mtn View (part)	Mountainside (part), Southridge (part)
7	Barnes, William Walker, Chehalem, Fir Grove, Sexton Mountain	Cedar Park, Highland Park	Beaverton, ACMA	7	Barnes (part), William Walker, Chehalem, Fir Grove (part)	Meadow Pk (part), Cedar Pk (part), Mtn View (part), Highland Park (part)	Mountainside (part), Southridge (part), Beaverton (part)

Plan 1. Minimal changes/rectify to precincts.							
Facilities by Zone			Attendance zones per BSD Board Member Zone				
Z				Z			
	ES	MS	HS		ES	MS	HS
1	Raleigh Park, Raleigh Hills, Montclair, Vose, McKay, Greenway	Whitford, Conestoga	-	1	McKay (part), Vose, Raleigh Hills, Raleigh Park, Montclair, Greenway (part)	Whitford, Conestoga (part)	Beaverton (part), Southridge (part)
2	Sato, Springville, Oak Hills, Bethany, Rock Creek	-	Westview	2	Sato, Springville, Rock Creek, Bethany, Oak Hills (part), Jacob Wismer (part), McKinley (part)	Stoller (part), Five Oaks (part), Tumwater (part)	Westview (part), Sunset (part)
3	Jacob Wismer, Findley, Bonny Slope, Terra Linda, Cedar Mill, West Tualatin View	Stoller, Tumwater	Sunset	3	Jacob Wismer (part), Findley, Bonny Slope, Cedar Mill, Terra Linda, West Tualatin View	Tumwater (part), Cedar Park (part), Stoller (part)	Beaverton (part), Sunset (part)
4	Kinnaman, Aloha Huber Park (K-8), Cooper Mountain, Sexton Mountain, Errol Hassel, Hazeldale	Mountain View	Aloha	4	Hazeldale (part), Errol Hassel, Kinnaman (part), Chehalem (part), Sexton Mtn (part), Aloha Huber (part)	Mountain View (part), Highland Pk (part)	Aloha (part), Mountainside (part)
5	McKinley, Elmonica, Beaver Acres	Five Oaks	BASE, Merlo Station, Community	5	Kinnaman (part), Beaver Acres, Barnes (part), Elmonica, McKinley (part)	Five Oaks (part), Meadow View (part), Mtn View (part)	Aloha (part), Westview (part), Sunset (part), Beaverton (part)
6	Hiteon, Nancy Ryles, Scholls Heights	-	Mountainside, Southridge	6	Hazeldale (part), Nancy Ryles, Scholls Heights, Sexton Mtn (part), Hiteon, Greenway (part), Fir Grove (part), McKay (part)	Highland Pk (part), Conestoga (part), Mtn View (part)	Mountainside (part), Southridge (part)
7	William Walker, Barnes, Fir Grove, Chehalem, Ridgewood	Cedar Park, Meadow Park, Highland Park	Beaverton, ACMA	7	Barnes (part), Ridgewood, William Walker, Chehalem, Fir Grove (part)	Meadow Pk (part), Cedar Pk (part), Mtn View (part), Highland Park (part)	Mountainside (part), Southridge (part), Beaverton (part), Sunset (part)

Plan 2. Redrawn to align with BSD Attendance Grids (Pathways)							
Facilities by Zone			Attendance zones per BSD Board Member Zone				
Z	ES	MS	HS	Z	ES	MS	HS
1	Fir Grove, Vose, McKay, Montclair, Greenway	Highland Park, Conestoga, Whitford	Southridge	1	Montclair, Raleigh Hills (part), McKay, Greenway, Vose (part), Fir Grove, Hiteon (part)	Highland Pk (part), Whitford (part), Conestoga (part)	Beaverton (part), Southridge (part)
2	Sato, Springville, Oak Hills, Rock Creek	-	Westview	2	Springville, Rock Creek, Bethany, Oak Hills, Jacob Wismer (part), Findley (part)	Stoller (part), Five Oaks (part), Tumwater (part)	Westview (part), Sunset (part)
3	Jacob Wismer, Findley, Bonny Slope, Terra Londa, Cedar Mill, West Tualatin View	Meadow Park, Tumwater, Stoller	Sunset	3	Jacob Wismer (part), Findley (part), Terra Linda, Cedar Mills, Bonny Slope, West Tualatin View	Tumwater (part), Cedar Park (part), Meadow Park (part)	Beaverton (part), Sunset (part)
4	Kinnaman, Aloha, Aloha Huber Park (K-8), Hazeldale, Errol Hassel, Chehalem	Mountain View	Aloha, ISB	4	Kinnaman, Aloha Huber, Hazeldale (part), Errol Hassel, Chehalem (part), Cooper Mtn (part)	Mountain View	Aloha (part), Mountainside (part)
5	McKinley, Elmonica, Beaver Acres	Five Oaks	BASE, Merlo Station, Community	5	Beaver Acres, Elmonica, McKinley, Barnes (part)	Five Oaks (part), Meadow View (part)	Aloha (part), Westview (part), Sunset (part), Beaverton (part)
6	Cooper Mountain, Sexton Mountain, Nancy Ryles, Scholls Heights, Hiteon	-	Mountainside	6	Cooper Mtn (part), Sexton Mtn, Nancy Ryles, Hiteon (part), Scholls Heights, Hazeldale (part)	Highland Pk (part), Conestoga (part)	Mountainside (part), Southridge (part)
7	Raleigh Park, Raleigh Hills, Ridgewood, William Walker, Barnes	Cedar Park	Beaverton, ACMA	7	Vose (part), Barnes (part), Ridgewood, William Walker, Chehalem (part), Raleigh Park, Raleigh Hills	Meadow Pk (part), Cedar Pk (part), Whitford (part)	Beaverton (part)

School Board Zone Revision: Draft Maps

School Board Work Session
October 17, 2022

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Key Facts

- Board members in Beaverton are elected from seven geographical zones.
- Board members must reside within their board zone, but are elected by voters district-wide.
- Board zones do not impact attendance boundaries, school feeders, or anything related to where or how students attend school.
- Board members are responsible to the entire community, but also have several assigned schools to focus on. These school assignments are decided by the Board, and may not be located in the assigned Board member's zone.
- An update to board zone geographies is required after each federal decennial census to ensure they are roughly equal in population.

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Project Recap

- On August 29 Dr. Sharygin of Portland State University's Population Research Center presented an initial analysis of the existing board zones, explained the parameters for updating the zones, and gathered input.
- The Board asked for the preparation of two map alternatives:
 - 1) Adjust the existing board zones as minimally as possible to rebalance their population.
 - 2) Realign board zones to adhere to attendance boundaries more closely.

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Objectives for Tonight

- Dr. Sharygin will present the two draft maps: Plan 1 and Plan 2
 - Board discussion of the two alternatives
 - Provide input for creating one final board zone map
-
- Next steps: A final board zone map for consideration at the board meeting on November 14, 2022

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Board zone updates are guided by ORS and the Oregon Secretary of State's directive

ORS 332.132 Zoning process

Except as provided in ORS 255.400 (Definitions for ORS 255.400 to 255.424) to 255.424 (Notice requirements to bring action), if a common school district or union high school district is zoned, the school board of the district shall divide the district into the necessary number of zones as **nearly equal in population, as shown by the latest federal census**, as practicable, taking into account **attendance areas** where possible. The board shall readjust zone boundaries if necessary to comply with this section, upon any change in the boundaries of the district. [Formerly 331.097; 2019 c.449 §15]

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Secretary of State's 2021 Directive

Each district..., as nearly as practicable, shall:

- Be contiguous;
- Utilize existing geographic or political boundaries;
- Not divide communities of common interest; and
- Be connected by transportation links.
- For districts, be of equal population.

No district shall be drawn for the purpose of favoring any political party, incumbent elected official or other person. No district shall be drawn for the purpose of diluting the voting strength of any language or ethnic minority group.

Baseline: Current Board Zones

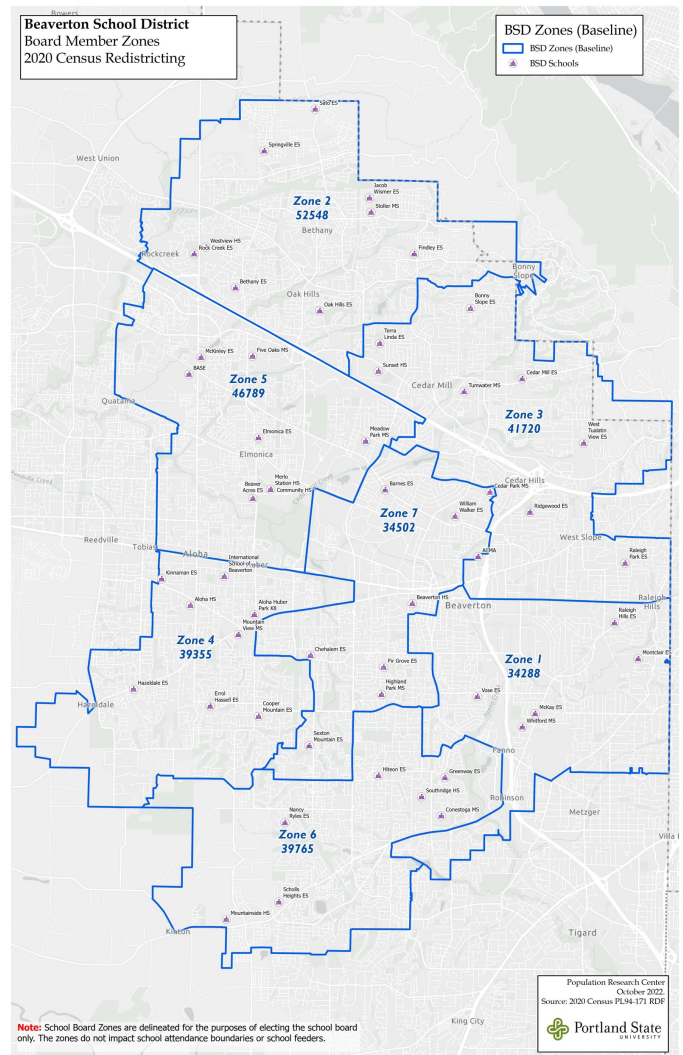
Baseline: Current Board Zones

Population Per Zone

Board Member	2020 Population	Deviation from Target	Deviation %
Zone 1	34,288	(6,990)	-16.9%
Zone 2	52,548	11,270	27.3%
Zone 3	41,720	442	1.1%
Zone 4	39,335	(1,943)	-4.7%
Zone 5	46,789	5,511	13.4%
Zone 6	39,765	(1,513)	-3.7%
Zone 7	34,502	(6,776)	-16.4%
District Total	288,947		

Target Population
Per Zone

41,278



Baseline: Current Board Zones

School buildings within each zone

- Each zone contains several elementary schools and at least one middle school
- Zone 1 does not contain a comprehensive high school or option school
- Zone 5 does not contain a comprehensive high school within its boundary, but does have two option schools (BASE, Community School)
- Zone 6 contains both Mountainside and Beaverton High Schools within its boundary

Baseline: Current Board Zones

School Facilities in Each Zone

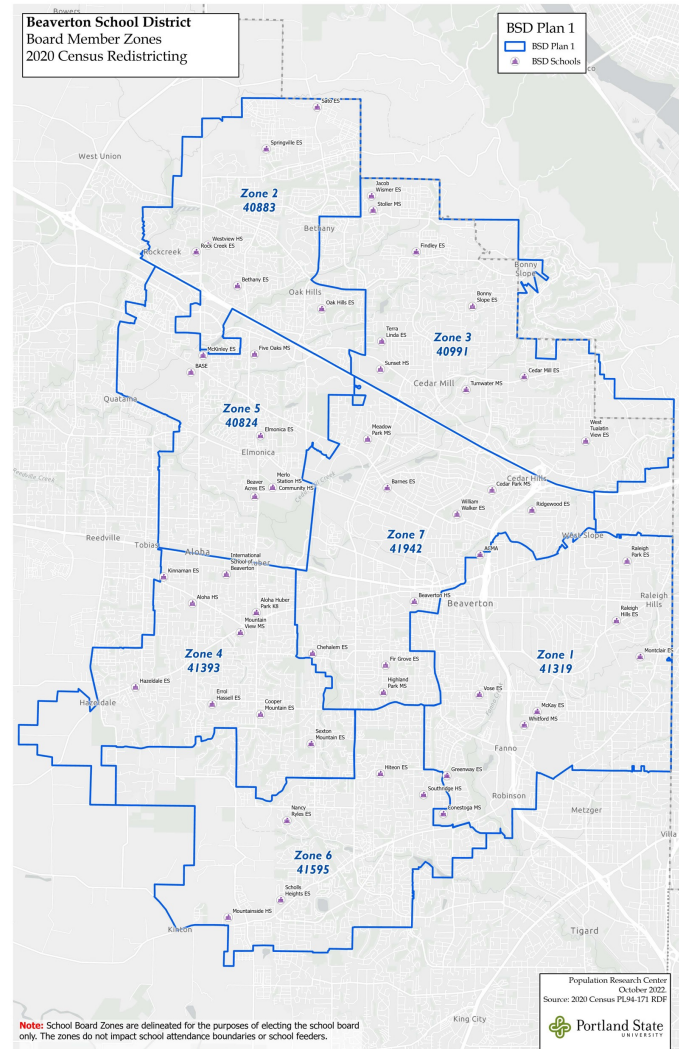
Board Member	Elementary Schools	Middle Schools	High / Option Schools
Zone 1	McKay, Montclair, Raleigh Hills Vose	Whiftord	None
Zone 2	Bethany, Findley, Jacob Wismer, Oak Hills, Sato, Springville	Stoller	Westview
Zone 3	Bonny Slope, Cedar Mill, Raleigh Park, Ridgewood, Terra Linda, West TV	Tumwater	Sunset
Zone 4	Aloha-Huber Park, Cooper Mtn, Errol Hassell, Hazeldale, Kinnaman	Mountain View	Aloha, ISB
Zone 5	Beaver Acres, Elmonica, McKinley	Five Oaks, Meadow Park	BASE, Community School
Zone 6 134	Greenway, Hiteon, Nancy Ryles, Scholls Heights	Conestoga	Mountainside, Southridge
Zone 7	Barnes, Chehalem, Fir Grove, Sexton Mtn, Wm Walker	Cedar Park, Highland Park	Beaverton, ACMA

Plan 1: Continuity

Plan 1

Population Per Zone

Board Member	2020 Population	Deviation from Target	Deviation %
Zone 1	41,319	41	0.1%
Zone 2	40,883	(395)	-1.0%
Zone 3	40,991	(287)	-0.7%
Zone 4	41,393	115	0.3%
Zone 5	40,824	(454)	-1.1%
Zone 6	41,595	317	0.8%
Zone 7	41,942	664	1.6%
District Total	288,947		
Target Population Per Zone	41,278		



Plan 1: Continuity

School buildings within each zone

- Each zone contains several elementary schools
- Zone 1 does not contain a comprehensive high school or option school
- Zone 2 does not contain a middle school
- Zone 5 does not contain a comprehensive high school within its boundary, but does have two option schools (BASE, Community School)
- Zone 6 does not contain a middle school, but has both Mountainside and Beaverton High Schools within its boundary

Plan 1

School Facilities in Each Zone

Board Member	Elementary Schools	Middle Schools	High / Option Schools
Zone 1	Greenway, Montclair, McKay, Raleigh Hills, Raleigh Park, Vose	Whitford, Conestoga	None
Zone 2	Bethany, Oak Hills, Rock Creek, Sato, Springville	None	Westview
Zone 3	Bonny Slope, Cedar Mill, Findley, Jacob Wismer, Terra Linda, West TV	Stoller, Tumwater	Sunset
Zone 4	Aloha-Huber Park, Cooper Mtn, Errol Hassell, Hazeldale, Kinnaman, Sexton Mtn	Mountain View	Aloha
Zone 5	Beaver Acres, Elmonica, McKinley	Five Oaks	BASE, Community School
Zone 6 136	Hiteon, Nancy Ryles, Scholls Heights	None	Mountainside, Southridge
Zone 7	Barnes, Chehalem, Fir Grove, Ridgewood, William Walker	Cedar Park, Highland Park, Meadow Park	Beaverton, ACMA

Plan 2: Realignment

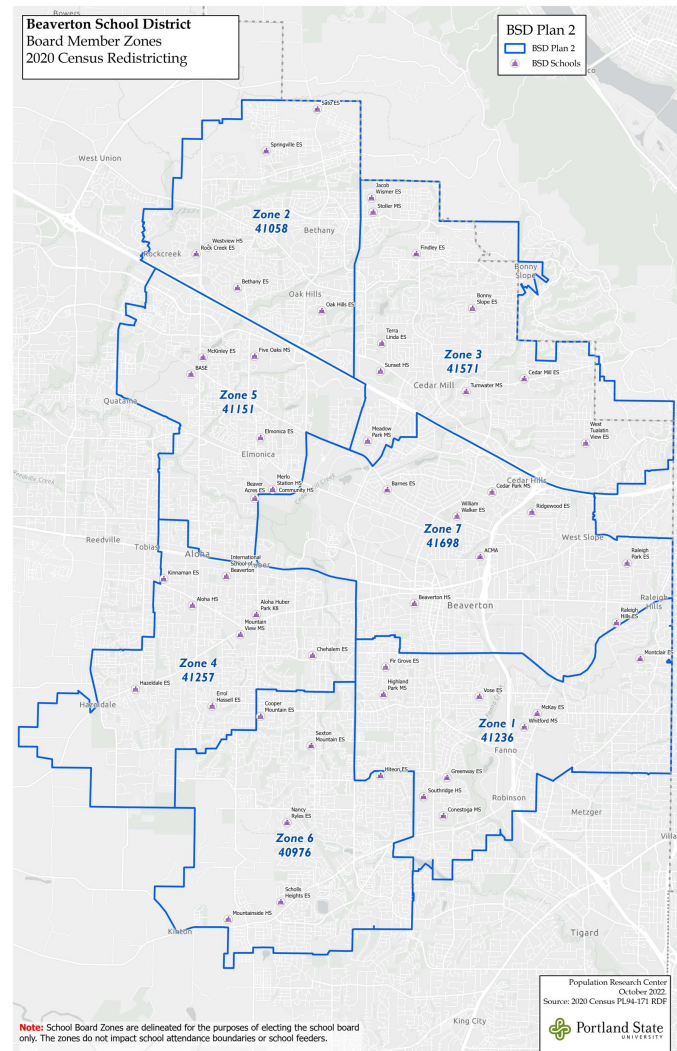
Plan 2

Population Per Zone

Board Member	2020 Population	Deviation from Target	Deviation %
Zone 1	41,236	(42)	-0.1%
Zone 2	41,058	(220)	-0.5%
Zone 3	41,571	293	0.7%
Zone 4	41,257	(21)	-0.1%
Zone 5	41,151	(127)	-0.3%
Zone 6	40,976	(302)	-0.7%
Zone 7	41,698	420	1.0%
District Total	288,947		

Target Population
Per Zone

41,278



Plan 2: Realignment

School buildings within each zone

- Each zone contains several elementary schools
- Each zone contains at least one comprehensive high school or an option school
- Zone 2 does not contain a middle school
- Zone 6 does not contain a middle school

Plan 2

School Facilities in Each Zone

Board Member	Elementary Schools	Middle Schools	High / Option Schools
Zone 1	Fir Grove, Greenway, McKay, Montclair, Vose	Conestoga, Highland Park, Whiftord	Southridge
Zone 2	Oak Hills, Rock Creek, Sato, Springville	<i>None</i>	Westview
Zone 3	Bonny Slope, Cedar Mill, Findley, Jacob Wismer, Terra Linda, West TV	Meadow Park, Stoller, Tumwater	Sunset
Zone 4	Aloha-Huber Park, Chehalem, Errol Hassell, Hazeldale, Kinaman	Mountain View	Aloha, ISB
Zone 5	Beaver Acres, Elmonica, McKinley	Five Oaks	BASE, Community School
Zone 6	Cooper Mtn, Hiteon, Nancy Ryles, Scholls Heights, Sexton Mtn	<i>None</i>	Mountainside
Zone 7	Barnes, Raleigh Hills, Raleigh Park, Ridgewood, William Walker	Cedar Park	Beaverton, ACMA

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Discussion & Questions

Next Steps

- Final board zone map for consideration at the November 14 board meeting

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LANGUAGE ARTS & ENGLISH LANGUAGE PROFICIENCY REVIEW AND CURRICULUM ADOPTION PROJECT TEAM CHARGE

BACKGROUND

The Beaverton School District reviews and updates its curriculum, instructional practices and instructional resources in the various subject areas according to Board policy and Oregon State Statute and Administrative Regulations.

The proposed curriculum review will be a two-year process beginning in the fall of 2022, allowing the District to implement curriculum and instructional resources beginning in September 2023. The date specified by the State's instructional materials adoption schedule for both Language Arts and English Language Proficiency was 2022. BSD is currently on an extension as provided by ODE. Language Arts and English Language Proficiency will be addressed by the same project team.

The committees charged with this review include the Project Team and a K-12 Cadre. The Project Team consists of teachers (representing all content areas, levels, and programs), curriculum specialists, community members/parents, administrators, students, and a school board member. The composition of the committees and the process ensures that School Board policy is honored and State requirements are met.

The Project Team shall review existing curriculum and practices in Language Arts and English Language Proficiency, and 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 for curriculum, instructional resources, professional development, and instructional practices that come from the Project Team.

The Cadre consists of teachers and curriculum specialists. The Cadre reports to the Project Team and is charged with: 1) researching best practices and instructional resources to be considered for adoption; 2) articulating long term and supporting learning targets and assessments; and 3) recommending professional development and structures for ongoing professional learning for staff.

RECOMMENDATION

It is recommended that the Board approve the following resolution:

BE IT RESOLVED that the School Board direct the Superintendent to form the Language Arts and English Language Proficiency Project Team for the 2022-2024 curriculum review. The committees will facilitate the program adoption proposal, instructional resources recommendations, and an implementation plan.