



AGENDA

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 - Board Chair Colett
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 - D. Agenda Review
 - Board Chair Colett

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A. Comments by Individual Board Members

Board Members

X. CLOSE MEETING

A. Closing Comments

Board Chair Tom Colett, Dr. Gustavo Balderas

B. Adjourn

Board Chair Tom Colett



RECOGNITIONS

BACKGROUND

The Beaverton Minority Administrators Community (BMAC) “Make a Difference” Scholarship was established by BMAC in November 2017 to provide financial aid to Beaverton School District’s graduating seniors who wish to pursue post high school education with a focus on teaching as a profession. The purpose of the scholarship is to assist with the District’s “grow our own teachers” effort to increase the diversity of BSD’s teacher workforce so that our teacher demographics reflect those of our students.

2023 BMAC “Make a Difference” Scholarship

Congratulations to Yisel Rodriguez Luna from Beaverton High School who was selected as the finalist to receive the 2023 BMAC “Make a Difference” Scholarship. Yisel has been a student in the district since kindergarten, attending William Walker Elementary, Meadow Park Middle School, and now Beaverton High School. Yisel will be attending Portland State University this fall and would like to teach at the elementary level when she graduates.

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.



RECOGNITIONS

BACKGROUND

Beaverton School District recognizes the following individuals for their outstanding contributions to the district and community: Kim Bartholomew, Jair Aguayo Lobatos, Aric Arneson, Juan Caracheo Dominguez, Griffin James, Braden McClintock, Presley Mitchell, Dominic Shultz, Maria McKenzie and Sean Welch.

2023 Oregon School Nurse of the Year

Congratulations to Kim Bartholomew who was named Oregon School Nurse of the Year by the Oregon School Nurses Association. Kim has been a school nurse for more than 18 years. She demonstrates outstanding nursing leadership and extraordinary commitment and passion, advocating for students, families and school communities. Kim supports students and school nurses both statewide and nationally, and has served as the Director of the National Association of School Nurses for seven years.

Oregon SkillsUSA Competition Winners

Congratulations to the 34 BSD Automotive Technology Program students who competed in the State of Oregon SkillsUSA Competition. Over two days, students competed in career pathway events such as maintenance and light repair, diesel mechanics and power equipment. Several also had the opportunity to compete in leadership categories like job interview. In all, Beaverton students took home nine gold medals, two silver medals and one bronze medal.

All first place winners will continue on to represent BSD in the National SkillsUSA Competition held in Atlanta, Georgia in June. Thanks to our SkillsUSA advisors and coaches — Louise Drow, Ethan Woehl and Kerri Hattig — for supporting students to another successful year.

Opening and Closing Ceremonies – First Place Winners:

- Jair Aguayo Lobatos – Aloha High School
- Aric Arneson – Beaverton High School
- Juan Caracheo Dominguez – Aloha High School
- Griffin James – Sunset High School
- Braden McClintock – Aloha High School
- Presley Mitchell – Mountainside High School
- Dominic Shultz – Aloha High School

Job Interview – First Place Winners:

- Maria McKenzie – Mountainside High School

Maintenance and Light Repair – First Place Winners:

- Sean Welch – Southridge High School

RECOMMENDATION

The School Board recognizes Kim Bartholomew, Jair Aguayo Lobatos, Aric Arneson, Juan Caracheo Dominguez, Griffin James, Braden McClintock, Presley Mitchell, Dominic Shultz, Maria McKenzie and Sean Welch for their outstanding contributions to the district and the community.

Good Evening Superintendent Balderas, Chair Collette & Members of the board,

I am Kyrsti Sackman, I am a para II educator in a SPED Program at McKinley ES and the OSEA Beaverton Chapter President.

Thank you Lindsay for speaking up for our community and we echo everything she shares.

As we begin this final dissent to this school year, I want to give a shout of appreciation to every single classified staff member in Beaverton- thank you for all the blood, sweat, tears, energy, joy and laughter you bring to every different part of our district. I am proud to lead this community as a voice, because I feel so BLESSED to be a member of this community and get to know so many different educators.

I know this time of year can be so challenging, as we work through the budget from our state and at our local community level- there are many changing things- I want to encourage all of our staff and community members to take a beat and a breath - try to greet these changes and transitions with grace and mercy- and embrace the changes and the new roles and staff.

We as OSEA want to thank our current board members for all your dedication and hard work and we thank our board members who are leaving- for all the growth you have supported in our community & know all that you did for us during a pandemic - did not go un noticed

I personally want to take this opportunity to give a shout out to our OSEA Board- Thank you for standing beside me on this journey. Thank You Amanda, Dominique, BJ, Stephanie, Lillie, Katrina, Lizz & of course our amazing OSEA Rep Justin Heath.

A quick plug- as we creep to this end of the year we as OSEA are looking for new classified support to join our e-board team & support our local classified bargaining unit.

Thank You to our leaving school board members for all you have done.



PUBLIC COMMENTS

Written comments were accepted by online form submission from 12:00 p.m. on Thursday, May 18, 2023, through 12:00 p.m. on Monday, May 22, 2023.

The following 20 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.

| First Name | Last Name | Association with BSD | Comments: |
|------------|-----------|----------------------|--|
| Connie | Clemens | Parent/ guardian | I believe all current and newly elected board members campaigned on the promise to represent ALL students. So I'd like you to imagine 20 people across the front of this room. It would take 300 rows to represent all the people who supported me in last week's election. Now, considering we had a 15% turnout, it's fair to assume we'd need 2,100 rows of chairs if my percentage all showed up tonight. You have just as much responsibility to us—maybe more—than all your political endorsers. I campaigned for a serious look at curriculum with community involvement. Tonight, we challenge you to start with the new Social Science curriculum developed by a controversial consultant. You have thousands upon thousands of voters who are becoming skeptical. With serious budget cuts looming, you will need their dollars and resources. Our kids want the best education we can provide. Our taxpayers are willing to pay for a quality education. You all did promise to make Beaverton schools exemplary. |
| Katie | Curtis | Parent/ guardian | I am a parent of two young kids and a resident of Oak Hills neighborhood. I oppose the school fence installation. Oak Hills Elementary is naturally mostly closed off due to homeowners fencing. A chain link fence is unnecessary to enclose the playground and will trap students in, preventing them from escaping through neighboring backyards, in the event of an emergency. Additionally, I have concerns with relying on an employee to manually unlock the gates. There is already a fence on the north side of the school near the playground which is regularly left locked. On multiple occasions, I have witnessed students yelling at the gate for it to be unlocked so they are not late to school just 5 minutes before school starts. I regularly vote to increase funds for schools however I do not agree with this use |

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| | | | of funds and disagree with the process for which this decision was made. I urge you to reconsider. |
| Adam | Oyster-Sands | Staff Member | I am concerned about the new IGA with the Beaverton PD. I do not see how we can justify paying for SROs in schools when we do not have a full time nurse in every building or when we are possibly dipping into reserves to cover our own budget shortfall. The SeeChange report made it clear that we need more mental health resources and that police should be a last resort in our schools. The current IGA & Public Safety budget proposal goes against that recommendation by allocating more resources towards the police. If you prioritize spending money on police in our buildings, then we need proper training for admin and SROs around their roles and responsibilities and accountability for all involved. For the mental health and wellness of our students and staff, especially those from historically marginalized communities, we need to deemphasize the role of police in our buildings. Education only happens when students feel safe, & SROs are not a sign of safety for many stakeholders. |
| Sharyn | Iwaniec | Other Community Member | I wanted to submit comments regarding the fence that is to be installed behind Oak Hills Elementary school. I am frustrated with the lack of transparency and communication about the project and the resistance to engage in a conversation with the community even though those involved were aware that there were community concerns. We live behind the school and have never received the letter that was said to have been sent to the community. I was notified of the project restart by neighbors. What I am asking is that BSD engage with the community in conversation about viable options for safety while maintaining the original intent and feel of the Oak Hills neighborhood. Questions that I have that have not been answered are: 1 The reason for the fence is reported as needing a visible barrier to school grounds. Half the area already has fencing. Is this not a visible barrier? 2 Why does it have to be a 6 ft chain link fence? What about options more compatible with the community? |
| Melody Chen | President, Oak Hills HOA | Other Community Member | The Oak Hills Homeowners Association (OHHA) represents 650 homeowners in Oak Hills. The OHHA has received feedback from homeowners who are concerned about the fence around Oak Hills Elementary School (OHES), which is at the center of this community. We request that the Beaverton School District (BSD) consider the homeowners' comments. And, while the BSD placed stakes to mark the fence parameters, some homeowners have difficulty visualizing these parameters based on the map provided by Kurt Meeuwsen. If available, please send me an aerial map to show where the fence will be placed. Finally, we understand that the architect hired by the BSD concluded that "the Oak Hills HOA policies [i.e., HOA rules |

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| | | | <p>regarding fences] are not applicable” to OHES. Even so, we further request that the “new six-foot tall, galvanized chain link fence” be modified by applying a green, brown, or black coating to improve its appearance.</p> <p>Thank you for prioritizing the safety of the Oak Hills students and staff.</p> |
| Lindsey | Hill | Other Community Member | <p>My child will be attending kindergarten in Beaverton in 2024 and I strongly wish to protect him and all children from gun violence. I would like to encourage the school board to adopt KGBB so that there is one more barrier to protect our children against senseless gun violence.</p> |
| Becky | S | Parent/guardian | <p>BSD cease the fence project: chain link fences don't stop bullets. Rather, collaborate with the Oak Hills community. Yes! Talk with the community, reach safety resolutions together. Be a good community member by respecting the designed, planned spaces and the designation on National Register of Historic Places. Boundaries are suppose to keep us safe – a chain link fence traps homeowners as well as students/staff, that's the opposite of safe as is BSD proceeding forward without public notification/communication/collaboration. The community is our fence (safety)!</p> |
| gale | McArthur | Other Community Member | <p>My wife & I have resided in our Oak Hills home at lot 371 since early August 1971. Our 3 children & 2 grandsons graduated from Oak Hills Elementary School (OHES). We are very much opposed to the proposed cyclone fence along the residential & Oak Hills Home Owners Association (OHHOA) properties bordering the OHES property. During our residency, we have valued our southeasterly views of the school & beyond & school activities. A 6' cyclone fence extending 12" above neighboring 5' fences would be viewed as offensive, obtrusive & unneeded as a security fence. There are 14 residential properties bordering OHES property. 9 of them + 2 sections at lot 376 have an existing 5.5' or 6' fence. Lot 366 has an 8' hedge. Is additional fencing needed? OHHOA policy restricts the installation of a cyclone fence at any homeowner's property. The proposed fence abnegates the design principles employed by design professionals in the planning, establishing & unifying the Oak Hills community amenities.</p> |
| Allison | B | Parent/guardian | <p><u>I am submitting a comment related to the recent district notification of the “End of COVID-19 Isolation Period”, sent out on May 19, 2023. I realize the district used the information disseminated from OHA on May 10, 2023 to make this decision. I want to point out, however, that the CDC isolation period guidance, as of May 11, 2023, differs significantly from OHA's guidance. The CDC still instructs those who test positive to isolate for at least 5 days, and instructs people to wear a high-quality mask if you must be around others. Removal of the isolation period in BSD puts those who are great risk of poor outcomes from Covid infections at an even higher risk, and will contribute to the expect surge in Covid cases in Oregon this June. https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html.</u></p> |

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| | | | https://www.heraldandnews.com/news/new-covid-surge-expected-as-health-officials-urge-vulnerable-residents-to-get-updated-booster/article_653543fc-e078-11ed-8516-6b9922c6e35f.html . |
| Anna | Graf | Parent/ guardian | I am discouraged by the latest Covid-19 update for the district. The CDC still recommends isolation for a min of 5 days once you test positive. The CDC guidance is that you can end isolation after day 5 ONLY if you have been fever free for 24hrs or had no symptoms. That is after day 5 of staying home. Kids should not be coming to school after testing positive if they don't have a fever. When my kid got covid he had a fever for one day but tested positive for 10 days. Please change the guidelines to at least what the CDC recommends. This is still a very real and contagious virus and puts all immune-compromised people at risk. |
| Jo | Salicos- Murphy | Parent/ guardian | Hello members of the school board, I am writing as a BSD parent, alum, and current resident of Oak Hills. Thank you for continuing to center student safety and looking to find ways to keep our children safe while in your care. As part of this commitment, we are told BSD plans to install a chainlink fence around the farthest perimeter behind our school. We are asking that BSD pause this project and allow time to fully engage with our community. This project as communicated will have a large, negative impact on the homes adjacent to the school which sit mere feet from the property line, and will change the nature of the open spaces that were constructed as the core of our community. We also have serious concerns that while addressing some security concerns, this fence will have little power to impede a determined breach and may instead create more risk by blocking egress for students and community members in the event of an emergency. We look forward to talking with you. |
| Tiffany | Mathes | Parent/ guardian | I am writing today to express my strong support for policy KGBB, which aims to prohibit firearms on school campuses in Oregon. As a concerned community member, educator, and parent of a first grader at West TV Elementary, I firmly believe that creating a safe and secure learning environment should be our utmost priority. By enacting policy KGBB, you will be taking a crucial step towards ensuring the safety of our children and school staff. Firearms have no place in an educational setting, and the implementation of this policy will send a clear message that our schools are sanctuaries of learning, free from the potential threats and violence associated with firearms. I urge you, as members of the School Board, to stand with the community in supporting policy KGBB. Let us come together to provide a safe and nurturing environment for our children to learn, thrive, and achieve their full potential. |
| Russell | Okamoto | Other Community Member | Josh Gamez said 10/18/22 "The update is that the security assessment is scheduled to be completed in early 2023. Following the results of the security assessment, the District will determine next steps with school fencing projects which includes a presentation/discussion with the BAC." My family got a letter just |

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| | | | eleven days ago, on May 11, informing us that the Oak Hills fencing project had been restarted and was to be completed this summer. I was shocked, angered, and bewildered. BSD’s lack of transparency and lack of collaboration has betrayed community trust. There was no meeting agenda item announcing the security report. There was no public “presentation/discussion” about the security assessment report. No evidence has been cited proving fencing keeps students and staff secure. There have been no “next steps” that Josh promised the District would follow. Halt the fence, implement evidence-based solutions, be transparent, and collaborate with the community! https://bit.ly/43l5ycj |
| Karen | Bos | Parent/ guardian | <p>We are writing as community members in the Beaverton School District to share our concerns about the fencing project at Oak Hills Elementary.</p> <p>Student safety is of highest priority, and we thank the district for centering this issue and working toward increased security for our students. Oak Hills is a neighborhood that was designed with deliberate planning around the school as the heart of the community. There has been no collaboration by BSD with our community despite direct requests for over a year. We request that BSD engage with Oak Hills as good neighbors and valued members of the community we have built together over the past half century. We want to work with BSD to ensure that we find a solution that fits the unique nature of the Oak Hills community to both preserve the values of our community while increasing security at the school.</p> <p>Signed by 238 Beaverton School District residents in less than 36 hours (Full letter and signatures emailed to school board members on 5/22/23)</p> |
| Jennifer | Harvey | Parent/ guardian | <p>I am opposed to a fence as proposed/intended to be erected at Oak Hills school. I object to the lack of collaboration with our community. As an Oak Hills parent I also worry about safety of children, but I chose to live in Oak Hills because the school is embedded within a community, which will always remain its greatest protection. By summarily erecting a tall ugly institutional looking fence, you are signaling that you do NOT belong to our neighborhood. By avoiding discussing this with homeowners you are appearing autocratic and oppressive and again signaling that you do NOT belong to our neighborhood. Finally, I most strongly and vehemently object to the lack of empathy in proposing to put a chain link fence along the property of a family with history with the travesty of Japanese American internment camps. The hypocrisy of naming a school Sato and then even thinking of fencing without considering their feelings is appalling. Slow down. Listen to the people who live in and around OH.</p> |
| Richard | Cavender | Other Community Member | <p>We’ve owned a home on the Oak Hills Elementary school yard for 26 years. Adding the new chain link fence creates significant maintenance concerns about our (and other homeowner’s) personal property, including major field water run-off and BSD field maintenance issues.</p> |

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| | | | <p>The fence will run down the center of a field drainage ditch along our fence, limiting our access to it and the field through our gate which has been in use for decades. Legally this historic access provides us a prescriptive easement which cannot just be eliminated without compensation for loss of access, run-off damage, and diminished home value.</p> <p>Should the planned fence be installed, homeowners may have to remove long-standing private fences to access and control the school district's field run-off water to keep our properties safe (field homes require crawl-space sump pumps).</p> <p>Please stop the fence and avoid legal action to uphold our prescriptive easement and prevent damage it may cause to our personal property.</p> |
| Amelia | Barton | Other Community Member | <p>Thank you for your time in considering feedback. We appreciate your time and your focus on the best solution for the safety of students, and for the community.</p> <p>I'm a parent of two college kids who grew up in Oak Hills and attended Oak Hills School and I was a 100+ hour/year classroom volunteer. I also helped drive the Oak Hills listing as a Historic District.</p> <p>I ask that you pause the build of the fence around Oak Hills Elementary.</p> <ol style="list-style-type: none"> 1. The open spaces are critical to the community; and a major reason why/how we are a Historic District (not just about the look feel of the houses; but rather the community planning, and common spaces). 2. The economic and overall impact to our historic district must be understood and mitigated. 3. The fence – as proposed – will be devastating to our community. <p>We care about the safety of our kids/teachers/staff. There must be a better solution in the scope, timing, size and need for this fence. Please open dialog with us. Thank you.</p> |
| Penny | Okamoto | Other Community Member | <p>Beaverton School District's fence will prevent students, staff, and homeowners from escaping to safe areas in the event of an emergency including a fire or school shooting. Students will be penned in, unable to escape. Emergency vehicles will not be able to reach victims from the Bethany Road access to the school. Reports by the Secret Service and Department of Justice do not recommend fences to reduce school violence.</p> <p>The fence will be only 15 to 20 feet from our door thus preventing egress during emergencies. We will be trapped. Our family moved into Oak Hills in 1967 being assured free access to the school grounds.</p> <p>Our family members were unjustly interned during World War II by a racist government. As a Japanese-American family, we find being fenced in by the school district particularly repugnant. The Beaverton School District fence will always serve as a reminder that many still consider Japanese-Americans to not truly be Americans and not worthy of consideration.</p> |

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| Najma | Noor | Other Community Member | The current in-progress IGA describes SROs as being “more involved” despite the SeeChange report from last July recommending otherwise. Can this discrepancy be explained? I also urge you to rethink providing the Public Safety department (particularly the SRO program) with a budget increase without first addressing the lack of clarity that surrounds their roles which ultimately puts the District’s most vulnerable in difficult situations. |
| April | Powers | Parent/guardian | CDC guidelines still recommend a 5 day isolation period for anyone who tests positive for COVID, followed by another 5 days of masking. The CDC website was updated at the end of the public health emergency on May 11th. As of last Friday, May 19th, BSD has decided that 5 days of isolation is no longer required, going directly against CDC guidelines. This is not safe for students and staff at high risk of complications from COVID. Yes, widespread immunity to COVID (of at least some degree), due to infection and vaccination, will likely mean that BSD will not be forced close schools since it’s unlikely that they would lose too many staff members at the same time. However, this virus is not benign. Even mild and asymptomatic infections are causing long term and sometimes permanent damage to those infected. Willfully going against CDC guidelines and encouraging spread among students and staff by removing the recommended 5 day isolation period is irresponsible and negligent. |



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, leaves of absence, and resignations/retirements/terminations be accepted by the School Board as submitted at the School Board meeting.

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

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



DRAFT MEETING MINUTES — WORK SESSION APRIL 24, 2023

Board Members Present:

Tom Colett, Chair
Karen Pérez, Vice Chair
Susan Greenberg
Eric Simpson
Ugonna Enyinnaya (arrived at 5:36)
Becky Tymchuk

Board Members Absent:

Sunita Garg (excused)

Staff Present:

Dr. Gustavo Balderas
Dr. Heather Cordie
Dr. Carl Mead
Mike Schofield
Kerry Delf
Susan Rodriguez
Shellie Bailey-Shah
Camellia Osterink

Superintendent
Deputy Superintendent for Teaching and Learning
Deputy Superintendent for Operations
Associate Superintendent for Business Services
Chief of Staff
Chief Human Resources Officer
Public Communications Officer
General Counsel

The meeting was open to the public to attend in person or via live stream on YouTube.

I. OPEN MEETING

Board Chair Tom Colett called the meeting to order at 5:31 p.m.

II. STRATEGIC PLAN – Presenters: Kerry Delf, Chief of Staff; Dr. Tammy Campbell, The Scholar First
Dr. Tammy Campbell of The Scholar First and Chief of Staff Kerry Delf discussed with the board the draft strategic plan that had been developed through a months-long community-engaged process. The draft plan is attached in BoardBook.

Dr. Campbell reviewed the promise statement, beginning the new branding of the plan and the district with the tagline “Belong. Believe. Achieve.” Board members’ discussion centered on seeking to be clear that a promise statement or tagline is an aspiration, not a guarantee.

The vision statement and core values were reviewed, and board members appreciated the parts that reflect students’ voice.

The board reviewed the draft mission statement, which had been developed from the board's input responsive to the community-developed vision, with the aim of reflecting the voice of every board

member. Board members discussed the statement, including the mention of students thriving in “college, careers and life.” Some preferred deemphasizing or avoiding the word “college,” reflecting that our students have multiple, equally valid paths they may take to success after high school. Some board members also discussed deemphasizing “challenging,” which came before “supporting and inspiring” in the second line of the statement.

The board reviewed the four main goal areas to support student success — Safe & Thriving, Foundations of Success, Progress on Standards, and College & Career Ready — and foundational building blocks for the district's efforts — Engaging and Effective Teaching and Learning Systems, Authentic Engagement with Students, Families and Community, Facilities and Programs for World-Class Learning, and Effective Systems and Structures for Student Success, with Equity and Excellence underpinning the foundations and goals across all areas — and discussed the target outcomes and actions for student success articulated in each area. Board members’ feedback suggested articulating that the “foundations of success” goal is focused on early learning, describing the meaning of “habits of mind,” strengthening engagement with diverse communities, clarifying equitable classroom technology across all district schools, and ensuring that the more detailed action plans include seis.

Target outcomes and broad actions are identified in the framework, and more detailed strategies to achieve them will be implemented, including work developed by a team of 130 BSD educators. Next steps for the district will be finalizing the strategies, phasing the work for implementation and aligning school improvement plans.

Finally, Dr. Campbell shared the infographic displaying how many people participated in development of the plan, a total of 7,866 participants, including in committees, focus groups and surveys. Board members suggested emphasizing the inclusion of student voice by displaying how many participants were students.

In next steps for the board, the strategic plan will be considered as an item for future action in the regular business meeting later the same evening, followed by board action to approve the plan in the business meeting on May 22. Following approval by the board, the strategic plan will guide the district’s work for the next several years.

III. ADJOURN MEETING

Board Chair Tom Colett adjourned the work session at 6:09 p.m.



DRAFT MEETING MINUTES — BUSINESS MEETING APRIL 24, 2023

Board Members Present:

Tom Colett, Chair
Karen Pérez, Vice Chair
Susan Greenberg
Eric Simpson
Ugonna Enyinnaya
Becky Tymchuk

Board Members Absent:

Sunita Garg (excused)

Staff Present:

Dr. Gustavo Balderas
Dr. Heather Cordie
Dr. Carl Mead
Mike Schofield
Kerry Delf
Susan Rodriguez
Dr. Josh Fritts
Dr. Patrick Meigs
Ken Bell
Shellie Bailey-Shah
Camellia Osterink
Dr. Jon Bridges
Erin Miles
Joanna Castillo

Superintendent
Deputy Superintendent for Teaching and Learning
Deputy Superintendent for Operations
Associate Superintendent for Business Services
Chief of Staff
Chief Human Resources Officer
Executive Administrator for Teaching and Learning
Executive Administrator for Elementary Schools
Executive Administrator for High Schools and Option Programs
Public Communications Officer
General Counsel
Administrator for Accountability
Principal at Fir Grove Elementary School
Principal at Meadow Park Middle School

The meeting was open to the public to attend in person or via live stream on YouTube.

I. OPEN MEETING

Chair Tom Colett called the meeting to order at 6:31 p.m. The board reviewed the agenda and did not request any changes.

II. RECOGNITIONS

A. 2023 Dell Scholarship Winner

Molly Bannister, a senior AVID Scholar participating in the biomedical pathway at BASE, was recognized for being named one of 500 Dell Scholars nationally. The Dell program provides \$20,000 for college to selected students who demonstrate the drive to succeed despite obstacles.

- B. *Public Safety Recognition*
Stone Fowler and Eitan Minyan, juniors at Southridge High School, were recognized for their actions to help others in a crisis. They witnessed a collision that left a car overturned with an infant trapped inside, and helped get the baby safely out of the car.
- C. *School Spotlight: Southridge High School Musical Theatre Solo*
Southridge student Bella Rigutto, winner of the Oregon Thespians Future Theatre Educator Scholarship, performed “I’ll Be Here” from the musical Ordinary Days.

III. SUPERINTENDENT’S REPORT

- A. *Comments by the Superintendent*
Superintendent Gustavo Balderas spoke of the 2023–24 district budget being developed and concerns about state funding for schools. With state school funding falling short of the current service level, temporary federal funding expiring, and enrollment decreasing in BSD, the district will have to make reductions. The forthcoming budget will have a 3% reduction across all district office departments, with some departments making further reductions in district office staffing. The district is aiming to keep cuts away from the classroom as much as possible, although there will have to be some reductions in school staff. The district also will need to address the long-term sustainability of its current program, which includes staff positions added with one-time funds such as ESSER, that are doing important work for students but were created without ongoing funding. There will be more discussion in the coming months about retaining the most critical supports for students and moving them to sustainable funding streams, and what to replace. The superintendent emphasized the need to keep advocating to Salem for adequate school funding. He appreciated the student performance and noted the importance of educating the whole child and having activities and opportunities for all our students to be successful.

IV. PUBLIC COMMENTS

- A. *Instruction Time Public Hearing*
The board received no requests to provide public comment in the hearing.
- B. *Comments by Employee Groups*
BEA President Lindsay Ray and OSEA President Kyrsti Sackman commented to the board.
- C. *Comments by Community Members*
The board heard public comments from 6 speakers. The board also received 16 written public comments.

V. CONSENT AGENDA

- A. *Approve Personnel Actions*
- B. *Approve Board Meeting Minutes*
March 13, 2023 work session
March 20, 2023 work session
March 20, 2023 business meeting
April 14, 2023 work session
- C. *Approve Public Contracts*
- D. *Approve Grants*
- E. *Institution Updates*
- F. *Interdistrict Transfers*

Susan Greenberg moved to approve the consent agenda as submitted and Eric Simpson seconded. The motion passed 6:0.

VI. REPORTS

- A. *School Reports* – Presenters: Dr. Patrick Meigs, Ken Struckmeier
 - a. *Fir Grove Elementary School* – Erin Miles
 - b. *Meadow Park Middle School* – Joanna CastilloThe principals of Fir Grove Elementary and Meadow Park Middle School shared reports about their schools, including some highlights and what they are currently working on, and answered questions from the board. Presentation slides and school data are attached in BoardBook.

- B. *Department Update: Human Resources* – Presenter: Susan Rodriguez
The Chief Human Resources Officer presented a report about the district’s Human Resources department including areas of concern, successes, and the future for the department. A written report is attached in BoardBook.

- C. *Financial Update* – Presenter: Mike Schofield
Associate Superintendent Mike Schofield presented a monthly financial update to the board for review and discussion. The detailed report is attached in BoardBook.

The board recessed for a brief break from 8:23–8:34 p.m.

VII. ITEMS FOR ACTION AT A FUTURE MEETING

- A. *Strategic Plan* – Presenters: Dr. Gustavo Balderas, Kerry Delf
The draft strategic plan had been discussed in detail during the preceding work session, and was reviewed during the business meeting. It will come before the board for approval at the May 22 meeting. The draft strategic plan is attached in BoardBook.

- B. *Instruction Time* – Presenters: Dr. Jon Bridges
School districts must ensure each year that the state required minimum amount of instruction time is provided to a certain percentage of students. The regulations permit school districts, with board approval, to make certain adjustments to the calculation, such as counting certain instructionally related activities as instruction time. The board will vote on approval of the district’s recommendation in May. Detailed information on instruction time requirements, calculation options and the recommended action is attached in BoardBook.

- C. *Instructional Materials for FLEX* – Presenters: Dr. Jon Bridges, Paul Ottum
FLEX Online School serves students in grades K–12, with the same learning objectives and standards as other BSD schools, using selected online learning curriculum, and incorporating district-created and curated materials into courses when appropriate. The state has identified that districts that use digital content as core curriculum must complete an independent adoption of the digital instructional materials. The board will take action on the recommended adoption in May. Detailed information on recommended Instructional is attached in BoardBook.

- D. *Board Policy Revisions* – Presenter: Camellia Osterink
 - a. JB Equal Educational Opportunity
 - b. JCFM Threats of Violence
 - c. JFCF Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence and Domestic Violence – Student

Revisions to policies JB, JCFM and JFCF are recommended, to align with changes in state law. General Counsel Camellia Osterink shared the recommended revisions to each policy. Detailed information on the recommended policy changes is attached in BoardBook.

VIII. ITEMS FOR ACTION AT THIS MEETING

- A. *Board Policy Revisions* – Presenter: Camellia Osterink
 - a. IGBB Talented and Gifted Program and Services
 - b. IGBBA Identification – Talented and Gifted
 - c. EFAA-AR Reimbursable Meals and Milk Programs
 - d. GBN/JBA Sexual Harassment
 - e. GBEA Workplace Harassment

Susan Greenberg moved to approve adopting the board policy updates as submitted and Eric Simpson seconded. The motion passed 6:0.

- B. *Transportation Supplemental Plan* – Presenter: Dr. Carl Mead

Susan Greenberg moved to approve the Transportation Supplemental Plan as submitted and Eric Simpson seconded. The motion passed 6:0.

IX. BOARD COMMUNICATION

Comments by Individual Board Members

Board members shared individual comments, including about having attended the Black History Gala at Mountainside High School; a visit to Merlo Station and care for the needs of vulnerable students; school board elections and the candidate forum being held the following day; the need for our community to step up and contact legislators for additional funds for our students; work by the policy committee looking at multiple policies that will come forward at future meetings; thanks to the superintendent and senior staff for holding listening session opportunities; and appreciation for hearing students speak up and provide public comment.

X. CLOSE MEETING

Board Chair Tom Colett adjourned the meeting at 9:49 p.m.



CONSENT AGENDA – ITEM FOR ACTION

**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 bidding procedures and public contracting rules have been complied with before recommending the attached contract for Board approval. The following authorization of contract, subject to available budget appropriations, is a routine board action that appears under the consent grouping of the Board agenda.

RECOMMENDATION

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 | |
| District Apple iPad Purchase | Steven Langford, Chief Information Officer for Information & Technology | OETC Cooperative Contract # OETC-14R-4064 | Apple Inc. | \$214,691.00 | 07/2023 | 06/2024 | Authorization to Award Contract |
| District Web Hosting and Content Management | Steven Langford, Chief Information Officer for Information & Technology | TIPS Cooperative Contract # 220701 | Active Internet Technologies, LLC DBA Finalsite | \$98,868.00 | 07/2023 | 06/2024 | Authorization to Award Contract |
| ParentSquare Renewal | Steven Langford, Chief Information Officer for Information & Technology | TIPS Cooperative Contract # 200105 | ParentSquare, Inc. | \$161,511.00 | 07/2023 | 06/2024 | Authorization to Award Contract |
| American Reading Company - SchoolPace Renewal | Joshua Fritts, Executive Administrator for Instruction | Special Procurement Pursuant to DJC-AR (5) | American Reading Company, Inc. | \$292,500.00 | 07/2023 | 06/2024 | Authorization to Award Contract |
| Dreambox Learning Software and Service Agreement | Joshua Fritts, Executive Administrator for Instruction | Special Procurement Pursuant to DJC-AR (5) | Dreambox Learning, Inc. | \$284,082.88 | 07/2023 | 06/2024 | Authorization to Award Contract |
| Conversion to COMMNET Digital Radio System for School Buses | Craig Beaver, Administrator for Transportation Services | NASPO Value Point Public Safety Communications Products, Services, and Solutions | SAR Enterprises, Inc. DBA Communications Northwest | \$165,528.90 | 07/2023 | 06/2024 | Authorization to Award Contract |
| Microsoft Licensing Renewal | Steven Langford, Chief Information Officer for Information & Technology | OETC Cooperative Contract # OETC-22B-Microsoft | Organization of Educational Technology and Curriculum DBA OETC | \$429,574.07 | 07/2023 | 06/2024 | Authorization to Award Contract |
| Round 1A Purchases for Modernization Technology/AV Project | Aaron Boyle, Administrator for Facilities Development | OETC Cooperative Contract # OETC-21B | Organization of Educational Technology and Curriculum DBA OETC | \$201,124.15 | 05/2023 | 09/2023 | Authorization to Award Contract |
| Beaverton High School (BHS) Construction Manager/General Contractor (CM/GC) | Aaron Boyle, Administrator for Facilities Development | Request for Proposal (RFP) 22-0003 | Skanska USA Building Inc. | \$1,517,966.00 | 09/2022 | 12/2027 | Authorization to Amend Contract |

| | | | | | | | |
|---|---|---|-----------------------------------|----------------|---------|---------|---------------------------------|
| Round 2 & 3 Purchases for Modernization Tech/AV Project - Apple Products | Aaron Boyle, Administrator for Facilities Development | OETC Cooperative Contract # 14-R-4064-Apple | Apple Inc. | \$1,027,440.00 | 05/2023 | 09/2023 | Authorization to Award Contract |
| Round 2 & 3 Purchases for Modernization Technology/AV Project – iPad Stands | Aaron Boyle, Administrator for Facilities Development | E&I Cooperative Contract # CNR01439 | CDW Government LLC | \$164,903.52 | 05/2023 | 09/2023 | Authorization to Award Contract |
| District Auxiliary Facility Renovation | Aaron Boyle, Administrator for Facilities Development | Invitation to Bid (ITB) 22-0031 | GR Smith Construction Corporation | \$875,300.00 | 05/2023 | 10/2023 | Authorization to Award Contract |



PROJECT CONTRACT AUTHORIZATION

PROJECT NAME: Classroom Standardization

PROJECT TIMELINE: 07/2023 – 06/2024

PROJECT BUDGET: \$214,691

PROJECT SCOPE: Standardize technology in classrooms through District

CONTRACT NAME: Apple iPad

RECOMMENDED BY: Steven Langford, Chief Information Officer for Information & Technology

SOLICITATION METHOD: OETC Cooperative Agreement # OETC-14R-4064

CONTRACT TIMELINE: 07/2023 – 06/2024

CONTRACT AMOUNT: \$214,691

CONTRACT SCOPE: This contract will provide iPads for teacher use and will service as classroom document cameras

RECOMMENDATION: Authorization to Award Contract to Apple Inc.

FUNDING SOURCE: Equipment Replacement Fund



PROJECT CONTRACT AUTHORIZATION

PROJECT NAME: Finalsite Web Hosting and Content Management

PROJECT TIMELINE: 07/2023 – 06/2028

PROJECT BUDGET: \$513,480

PROJECT SCOPE: Active Internet Technologies, LLC DBA Finalsite to provide District school web hosting and content management for all District and school websites. The contract includes AudioEye for ensuring inclusive and ADA compliant websites.

CONTRACT NAME: District Web Hosting and Content Management

RECOMMENDED BY: Steven Langford, Chief Information Officer for Information & Technology

SOLICITATION METHOD: TIPS Cooperative Contract #220701

CONTRACT TIMELINE: 07/2023 – 06/2024

CONTRACT AMOUNT: \$98,868

CONTRACT SCOPE: Active Internet Technologies, LLC DBA Finalsite to provide District and School web hosting and content management for all District and school websites. This agreement covers District web and school hosting for fiscal year 2023-2024 and is the first year of a five (5) year agreement.

RECOMMENDATION: Authorization to Award Contract to Active Internet Technologies, LLC DBA Finalsite

FUNDING SOURCE: General Fund



PROJECT CONTRACT AUTHORIZATION

PROJECT NAME: ParentSquare Renewal

PROJECT TIMELINE: 07/2023 – 06/2024

PROJECT BUDGET: \$161,511

PROJECT SCOPE: Provide ParentSquare messaging and communication services to staff and students

CONTRACT NAME: ParentSquare Renewal

RECOMMENDED BY: Steven Langford, Chief Information Officer for Information & Technology

SOLICITATION METHOD: TIPS Cooperative Contract #200105

CONTRACT TIMELINE: 07/2023 – 06/2024

CONTRACT AMOUNT: \$161,511

CONTRACT SCOPE: District licensing for ParentSquare application and services

RECOMMENDATION: Authorization to Award Contract to ParentSquare, Inc.

FUNDING SOURCE: General Fund



PROJECT CONTRACT AUTHORIZATION

PROJECT NAME: American Reading Company – SchoolPace Renewal

PROJECT TIMELINE: 07/2023 – 06/2024

PROJECT BUDGET: \$292,500

PROJECT SCOPE: SchoolPace eIRLA/eENIL digital subscription and access. Board adopted LA Instructional Resources for reading assessments.

CONTRACT NAME: American Reading Company – SchoolPace Renewal

RECOMMENDED BY: Joshua Fritts, Executive Administrator for Instruction

SOLICITATION METHOD: Special Procurement pursuant to DJC-AR (5)

CONTRACT TIMELINE: 07/2023 – 06/2024

CONTRACT AMOUNT: \$292,500

CONTRACT SCOPE: SchoolPace eIRLA/eENIL digital subscription and access. Board adopted LA Instructional Resources for reading assessments.

RECOMMENDATION: Authorization to Award Contract to American Reading Company, Inc.

FUNDING SOURCE: Instructional Resources General Fund



PROJECT CONTRACT AUTHORIZATION

PROJECT NAME: Dreambox Learning Software and Services Agreement

PROJECT TIMELINE: 07/2023 – 06/2024

PROJECT BUDGET: \$284,082.88

PROJECT SCOPE: Personalized, individual elementary math instruction licensing and virtual professional development. Board adopted math curriculum.

CONTRACT NAME: Dreambox Learning Software and Services Agreement

RECOMMENDED BY: Joshua Fritts, Executive Administrator for Instruction

SOLICITATION METHOD: Special Procurement pursuant to DJC-AR (5)

CONTRACT TIMELINE: 07/2023 – 06/2024

CONTRACT AMOUNT: \$284,082.88

CONTRACT SCOPE: Personalized, individual elementary math instruction licensing and virtual professional development. Board adopted math curriculum.

RECOMMENDATION: Authorization to Award Contract to Dreambox Learning, Inc.

FUNDING SOURCE: Instructional Resources General Fund



PROJECT CONTRACT AUTHORIZATION

PROJECT NAME: Conversion to COMMNET Digital Radio System for School Buses

PROJECT TIMELINE: 07/2023 – 06/2024

PROJECT BUDGET: \$300,000

PROJECT SCOPE: Purchase one hundred fifty (150) UHF/Digital two-way radios for approximately one hundred fifty (150) school buses. Units to be installed by District Repair Technicians. Outdated Equipment will be sold on a secondary market for recovery value. Expenses are eligible for 70% Transportation Reimbursement from State School Fund.

CONTRACT NAME: Conversion to COMMNET Digital Radio System for School Buses

RECOMMENDED BY: Craig Beaver, Administrator for Transportation Services

SOLICITATION METHOD: NASPO Valuepoint Public Safety Communications Products, Services and Solutions Cooperative Contract # 00318

CONTRACT TIMELINE: 07/2023 – 06/2024

CONTRACT AMOUNT: \$165,528.90

CONTRACT SCOPE: Provide UHF, 45 Watt, NXDN Type C, 2-way digital radios and hardware. Training to designated Transportation employees to be included.

RECOMMENDATION: Authorization to Award Contract to SAR Enterprises, Inc. DBA Communications Northwest

FUNDING SOURCE: General Fund



PROJECT CONTRACT AUTHORIZATION

PROJECT NAME: Microsoft Licensing Renewal

PROJECT TIMELINE: 07/2023 – 06/2024

PROJECT BUDGET: \$429,574.07

PROJECT SCOPE: Provide Microsoft applications and services to staff and students. Contract includes security monitoring for the network to include endpoint protection for all staff devices and services.

CONTRACT NAME: Microsoft Licensing Renewal

RECOMMENDED BY: Steven Langford, Chief Information Officer for Information & Technology

SOLICITATION METHOD: OETC Cooperative Contract #OETC-22B-Microsoft

CONTRACT TIMELINE: 07/2023 – 06/2024

CONTRACT AMOUNT: \$429,574.07

CONTRACT SCOPE: Licensing for Microsoft Office 365, A5 Security Suite, and Data Center Servers.

RECOMMENDATION: Authorization to Award Contract to Organization of Educational Technology and Curriculum DBA OETC

FUNDING SOURCE: General Fund



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Modernization Technology/AV

PROJECT TIMELINE: 4/2023 – 4/2024

PROJECT BUDGET: \$3,000,000

PROJECT SCOPE: As part of the 2022 Bond-funded Modernization Tech/AV project, provide new technology and AV equipment for fifty (50) schools in accordance with new District standards

CONTRACT NAME: Round 1A Purchases for Modernization Technology/AV Project

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: OETC Cooperative Contract # OETC-21B

CONTRACT TIMELINE: 5/2023 – 9/2023

CONTRACT AMOUNT: \$201,124.15

CONTRACT SCOPE: Phase 1 OETC order of TVs, carts, projectors, iPad cases, and cables for nine schools (Barnes, Cedar Mill, Merlo Station Community School, Fir Grove, Greenway, McKay, Montclair, West TV and Whitford), plus three new classrooms at Beaver Acres

RECOMMENDATION: Authorization to Award Contract to Organization of Educational Technology and Curriculum DBA OETC

FUNDING SOURCE: 2022 Bond; Modernization Technology/AV



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Beaverton High School (BHS) Replacement

PROJECT TIMELINE: 5/2021 – 8/2027

PROJECT BUDGET: \$253,000,000

PROJECT SCOPE: Replacement and renovation of BHS.

CONTRACT NAME: BHS Construction Manager/General Contractor (CM/GC)

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Request for Proposal (RFP) 22-0003; Early Work Amendment (EWA) #2

CONTRACT TIMELINE: 9/2022 – 12/2027

CONTRACT AMOUNT: \$560,000 Phase 1 Pre-Construction Services, \$212,154 for EWA #1, \$1,517,966 for EWA #2

CONTRACT SCOPE: Authorization of EWA #2 for relocation of temporary classroom portable buildings prior to establishment of the Guaranteed Maximum Price (GMP) proposal which includes contracts for civil, mechanical, electrical, portable rental and logistics, and landscape repair

RECOMMENDATION: Authorization to Amend Contract with Skanska USA Building Inc. to complete the work described above

FUNDING SOURCE: 2022 Bond; BHS Replacement



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Modernization Technology/AV

PROJECT TIMELINE: 4/2023 – 4/2024

PROJECT BUDGET: \$3,000,000

PROJECT SCOPE: As part of the 2022 Bond-funded Modernization Tech/AV project, provide new technology and AV equipment for fifty (50) schools in accordance with new District standards

CONTRACT NAME: Round 2 and 3 Purchases for Modernization Tech/AV Project -Apple Products

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: OETC Cooperative Contract #14-R-4064-Apple

CONTRACT TIMELINE: 5/2023 – 9/2023

CONTRACT AMOUNT: \$1,027,440

CONTRACT SCOPE: Apple order of iPads, Apple TV's, and Apple Pencils for all elementary, middle and high schools not included in Round 1A purchases approved in April

RECOMMENDATION: Authorization to Award Contract to Apple Inc.

FUNDING SOURCE: 2022 Bond; Modernization Technology/AV



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Modernization Technology/AV

PROJECT TIMELINE: 4/2023 – 4/2024

PROJECT BUDGET: \$3,000,000

PROJECT SCOPE: As part of the 2022 Bond-funded Modernization Technology/AV project, provide new technology and AV equipment for fifty (50) schools in accordance with new District standards

CONTRACT NAME: Round 2 and 3 Purchases for Modernization Technology/AV Project- iPad Stands

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: E&I Cooperative Contract # CNR01439

CONTRACT TIMELINE: 5/2023 – 9/2023

CONTRACT AMOUNT: \$164,903.52

CONTRACT SCOPE: iPad Stands for phase 2 and 3 schools for all elementary, middle and high schools not included in Round 1A purchases approved in April

RECOMMENDATION: Authorization to Award Contract to CDW Government LLC

FUNDING SOURCE: 2022 Bond; Modernization Technology/AV



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: District Auxiliary Facility Renovations

PROJECT TIMELINE: 3/2023 – 10/2023

PROJECT BUDGET: \$1,000,000

PROJECT SCOPE: District Auxiliary Facility renovations

CONTRACT NAME: General Contractor (GC) for District Auxiliary Facility Renovations

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Invitation to Bid (ITB) 22-0031

CONTRACT TIMELINE: 5/2023 – 10/2023

CONTRACT AMOUNT: \$875,300

CONTRACT SCOPE: The general scope of this project is to add a conference room at the District Auxiliary Facility located at 16550 SW Merlo Road in building A on the north side of the site

RECOMMENDATION: Authorization to Award Contract to GR Smith Construction Corporation

FUNDING SOURCE: General Fund

**CONSENT AGENDA – ITEM FOR ACTION****GRANTS – BOARD AUTHORIZATION****BACKGROUND**

The Board may authorize, accept and use private, state or federal funds available to the district to carry out district educational programs. The district, consistent with Board policy, will comply with all regulations and procedures required for receiving and using such funds.

Funding Proposals and Grants

The Board directs the superintendent or designee to pursue outside funding recognizing the obligations, expectations or encumbrances which will exist when the grant or other outside funding ceases.

The district shall pursue federal or state grants-in-aid that will assist the district in meeting adopted goals and objectives of the curriculum or in creating facilities or in purchasing equipment.

In the event an opportunity arises to submit a grant proposal which needs Board approval and there is insufficient time to place it before the Board, the superintendent is authorized to use his/her judgment in approving it for submission. The superintendent will share the grant proposal with the Board at its next regular meeting. The Board reserves the right to reject funds associated with any grant which has been approved. [Policy DE/DEB/DEC – Revenues from Private, State and Federal Sources](#)

GRANT PROPOSAL: Substitute Teacher & IA Training Reimbursement Grant

FUNDING AGENCY: Oregon Department of Education

AMOUNT REQUESTED: \$1,648,500

SUBMISSION DATE: December 15, 2022

SUMMARY: The Substitute Reimbursement Grant created by HB 4030 reimburses districts for the costs of required training for substitute teachers and instructional assistants.

ACTION REQUIRED: Permission to receive funds

GRANT PROPOSAL: Teacher Pathways for Bilingual Educators

FUNDING AGENCY: Oregon Department of Education

AMOUNT REQUESTED: \$250,000

SUBMISSION DATE: Not applicable

SUMMARY: American Rescue Plan/ESSER III state reserve funds are provided to districts to address pandemic learning loss by building the capacity of districts and schools to provide multilingual programming. Funds may be used for any activities related to recruiting, preparing, and supporting bilingual educators.

ACTION REQUIRED: Permission to receive funds

GRANT PROPOSAL: 21st Century Community Learning Center Grant Program

FUNDING AGENCY: Oregon Department of Education

AMOUNT REQUESTED: \$2,350,000 (est. for five years)

SUBMISSION DATE: May 26, 2023

SUMMARY: The 21st Century Community Learning Center (CCLC) grants support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. Funding is for five years.

ACTION REQUIRED: Permission to apply

RECOMMENDATION

The superintendent recommends the Board approve the proposed grant actions.



SCHOOL REPORT

School: Nancy Ryles Elementary

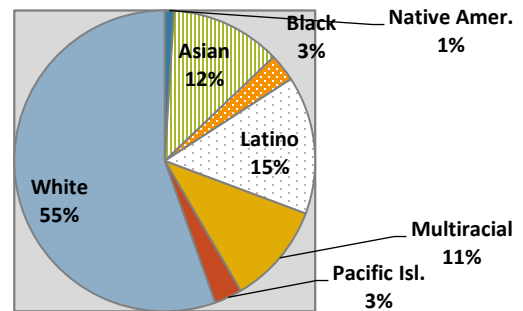
Principal: Monica Arbow

Years as School Principal: 4

Years in BSD: 21

School Demographics 2021–22

Enrollment: 521
Economically Disadvantaged: 29%
Students with Disabilities: 11%
Ever English Language Learner: 17%
Different Languages Spoken: 24



School Metrics

Kindergarten Reading

| At/Above End of KG Reading Level | 18-19 | 20-21 | 21-22 |
|----------------------------------|-------|-------|-------|
| All Students | 94% | 76% | 71% |
| English Language Learners | | | |
| Students with Disabilities | | | |
| Talented and Gifted | | | |
| Native American/Alaskan Native | | | |
| Asian | | | |
| Pacific Islander/Native Hawaiian | | | |
| Black | | | |
| Hispanic/Latino | | | |
| White | >95% | 77% | 72% |
| Multi-racial | | | |
| Male | 95% | 78% | 71% |
| Female | 93% | 74% | 71% |
| 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 | 55.1% | 53.4% | 39.4% | All Students | 41.0% | 54.2% | 39.4% |
| Economically Disadvantaged | 55.1% | 52.9% | 39.2% | Economically Disadvantaged | 41.0% | 53.7% | 39.3% |
| 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 | 57.1% | 74.4% | 57.3% | Asian | 35.7% | 77.8% | 61.8% |
| Pacific Islander/Native Hawaiian | | | | Pacific Islander/Native Hawaiian | | | |
| Black | | | | Black | | | |
| Hispanic/Latino | | | | Hispanic/Latino | | | |
| White | 55.1% | 57.8% | 46.5% | White | 48.8% | 59.0% | 46.3% |
| Multi-racial | | | | Multi-racial | | | |
| Male | 48.6% | 49.9% | 36.3% | Male | 40.5% | 55.0% | 41.0% |
| Female | 61.0% | 57.3% | 42.5% | Female | 41.5% | 53.5% | 37.7% |
| Non-binary | | | | Non-binary | | | |

| Grade 5 English Language Arts | School | District | State | Grade 5 Mathematics | School | District | State |
|--------------------------------------|---------------|-----------------|--------------|----------------------------------|---------------|-----------------|--------------|
| All Students | 69.4% | 59.5% | 46.8% | All Students | 48.2% | 46.4% | 30.0% |
| Economically Disadvantaged | 69.4% | 59.1% | 46.7% | Economically Disadvantaged | 48.2% | 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 | 91.7% | >95% | 92.2% | Talented and Gifted | 91.7% | >95% | 85.8% |
| Native American/Alaskan Native | | | | Native American/Alaskan Native | | | |
| Asian | | | | Asian | | | |
| Pacific Islander/Native Hawaiian | | | | Pacific Islander/Native Hawaiian | | | |
| Black | | | | Black | | | |
| Hispanic/Latino | 30.8% | 32.7% | 28.9% | Hispanic/Latino | 15.4% | 20.2% | 14.5% |
| White | 80.4% | 67.6% | 54.2% | White | 60.8% | 50.4% | 35.9% |
| Multi-racial | | | | Multi-racial | | | |
| Male | 61.8% | 55.4% | 43.4% | Male | 44.1% | 49.1% | 32.3% |
| Female | 74.5% | 64.0% | 50.3% | Female | 51.0% | 43.5% | 27.5% |
| Non-binary | | | | Non-binary | | | |

| Grade 5 Science | School | District | State |
|----------------------------------|---------------|-----------------|--------------|
| All Students | 48.2% | 44.3% | 30.3% |
| Economically Disadvantaged | 48.2% | 43.9% | 30.2% |
| English Language Learners | | | |
| Ever English Language Learners | | | |
| Foster Care | | | |
| Homeless | | | |
| Migrant | | | |
| Students with Disabilities | | | |
| Talented and Gifted | 91.7% | 89.5% | 83.6% |
| Native American/Alaskan Native | | | |
| Asian | | | |
| Pacific Islander/Native Hawaiian | | | |
| Black | | | |
| Hispanic/Latino | 15.4% | 19.0% | 14.0% |
| White | 62.7% | 52.0% | 37.1% |
| Multi-racial | | | |
| Male | 44.1% | 45.5% | 31.8% |
| Female | 51.0% | 43.0% | 28.6% |
| Non-binary | | | |

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

2021–22 Participation Rates

Smarter Balanced ELA: **99.3%**

Smarter Balanced Math: **99.3%**

Student Survey: **73%**

| 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 | 69% | 80% | 52% | Students reporting that at least one adult cares about them | 88% | 96% | 92% |
| Students missing class due to suspensions or expulsion | 14 | 0 | 6 | Parents reporting they feel informed and valued as active partners in their child's education | 88% | 78% | 84% |
| Number of class days missed due to suspensions or expulsion | 12.0 | 0.0 | 11.0 | Teachers and staff reporting they contribute to school decision making | 100% | 100% | 92% |

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

Nancy Ryles Elementary

School Board Meeting
May 22, 2023

Monica Arbow, Principal



Nancy Ryles: Bright Spots & Celebrations

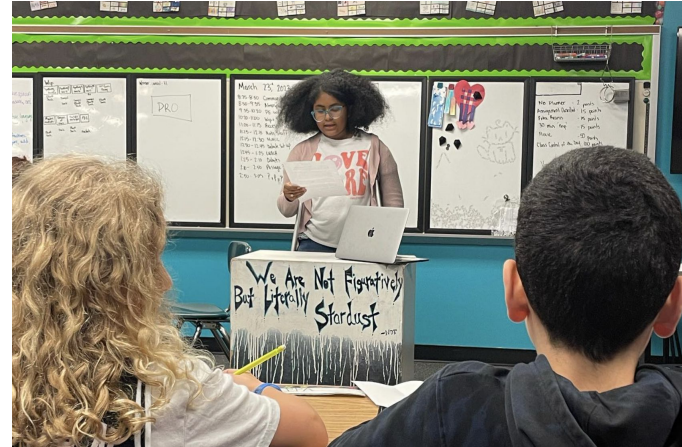


Belong



Believe

43



Achieve

What We Are Working On

- “Be on the Offense”–Meet academic, social, and emotional needs of students
- Student Identity–Recognize, celebrate, and honor students’ identities



Nancy Ryles: Data

- 521 Students
- 24 Languages Spoken
- 29% Economically Disadvantaged
- 11% of Students With Disabilities
- 17% Ever English Language Learners
- Students Proficient on Grade 5 State Tests

| | Nancy Ryles | BSD | Oregon |
|------|-------------|-------|--------|
| ELA | 69.4% | 59.5% | 46.8% |
| Math | 48.2% 45 | 46.4% | 30.0% |



Questions?



SCHOOL REPORT

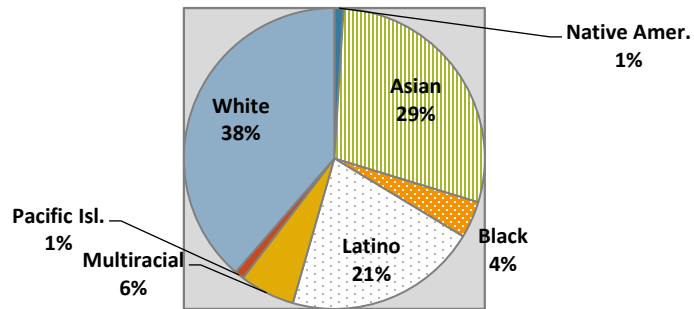
School: Westview High

Principal: Matt Pedersen

Years as School Principal: 8 Years in BSD: 15

School Demographics 2021-22

Enrollment: 2,304
 Economically Disadvantaged: 22%
 Students with Disabilities: 11%
 Ever English Language Learner: 26%
 Different Languages Spoken: 53



School Metrics

College Readiness: ACT

| Grade 11 English | 18-19 | 19-20 | 21-22 | Grade 11 Mathematics | 18-19 | 19-20 | 21-22 |
|----------------------------------|-------|-------|-------|----------------------------------|-------|-------|-------|
| All Students | 67% | 63% | 54% | All Students | 55% | 48% | 36% |
| Economically Disadvantaged | | | | Economically Disadvantaged | | | |
| English Language Learners | | | | English Language Learners | | | |
| Students with Disabilities | 18% | 40% | 10% | Students with Disabilities | 12% | 20% | 5% |
| Talented and Gifted | >95% | 95% | >95% | Talented and Gifted | >95% | 92% | 84% |
| Native American/Alaskan Native | | | | Native American/Alaskan Native | | | |
| Asian | 85% | 80% | 73% | Asian | 81% | 69% | 67% |
| Pacific Islander/Native Hawaiian | | | | Pacific Islander/Native Hawaiian | | | |
| Black | | | | Black | | | |
| Hispanic/Latino | 38% | 36% | 30% | Hispanic/Latino | 22% | 20% | 18% |
| White | 69% | 67% | 57% | White | 54% | 49% | 30% |
| Multi-racial | 66% | 65% | 46% | Multi-racial | 51% | 54% | 24% |
| Male | 67% | 61% | 45% | Male | 60% | 52% | 38% |
| Female | 67% | 65% | 64% | Female | 50% | 42% | 35% |
| Non-binary | | | | Non-binary | | | |

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.

| Grade 11 Reading | 18-19 | 19-20 | 21-22 | Grade 11 Science | 18-19 | 19-20 | 21-22 |
|----------------------------------|--------------|--------------|--------------|----------------------------------|--------------|--------------|--------------|
| All Students | 54% | 55% | 47% | All Students | 48% | 47% | 44% |
| Economically Disadvantaged | | | | Economically Disadvantaged | | | |
| English Language Learners | | | | English Language Learners | | | |
| Students with Disabilities | 24% | 30% | 10% | Students with Disabilities | 12% | 28% | <5% |
| Talented and Gifted | >95% | 86% | 89% | Talented and Gifted | 92% | 84% | 91% |
| Native American/Alaskan Native | | | | Native American/Alaskan Native | | | |
| Asian | 70% | 66% | 63% | Asian | 65% | 57% | 72% |
| Pacific Islander/Native Hawaiian | | | | Pacific Islander/Native Hawaiian | | | |
| Black | | | | Black | | | |
| Hispanic/Latino | 30% | 34% | 30% | Hispanic/Latino | 22% | 23% | 19% |
| White | 57% | 60% | 50% | White | 50% | 51% | 43% |
| Multi-racial | 46% | 60% | 41% | Multi-racial | 51% | 60% | 38% |
| Male | 56% | 54% | 41% | Male | 51% | 51% | 45% |
| Female | 53% | 55% | 53% | Female | 46% | 41% | 43% |
| Non-binary | | | | Non-binary | | | |

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

Cohort Graduation Rates 2021-22

| Four Year | School | District | State | Five Year | School | District | State |
|----------------------------------|---------------|-----------------|--------------|----------------------------------|---------------|-----------------|--------------|
| All Students | 89.0% | 89.1% | 81.3% | All Students | 92.8% | 90.4% | 83.8% |
| Economically Disadvantaged | 78.0% | 80.8% | 80.7% | Economically Disadvantaged | 84.8% | 83.5% | 80.9% |
| English Language Learners | 73.1% | 73.4% | 64.4% | English Language Learners | 92.5% | 80.3% | 71.7% |
| Ever English Language Learners | | | | Ever English Language Learners | | | |
| Foster Care | | | | Foster Care | | | |
| Homeless | 55.6% | 65.6% | 58.6% | Homeless | 75.0% | 70.0% | 61.4% |
| Migrant | | | | Migrant | | | |
| Students with Disabilities | 66.1% | 73.2% | 67.5% | Students with Disabilities | 88.7% | 78.0% | 71.5% |
| Talented and Gifted | >95% | >95% | 95.5% | Talented and Gifted | >95% | >95% | 96.0% |
| Native American/Alaskan Native | | | | Native American/Alaskan Native | | | |
| Asian | >95% | >95% | 92.1% | Asian | >95% | >95% | 94.1% |
| Pacific Islander/Native Hawaiian | | | | Pacific Islander/Native Hawaiian | | | |
| Black | 68.4% | 90.4% | 73.7% | Black | 92.0% | 90.5% | 79.0% |
| Hispanic/Latino | 76.4% | 80.6% | 78.7% | Hispanic/Latino | 87.4% | 83.5% | 81.0% |
| White | 92.0% | 91.1% | 82.5% | White | 92.7% | 92.0% | 84.8% |
| Multi-racial | 90.2% | 88.4% | 79.7% | Multi-racial | >95% | 93.2% | 82.5% |
| Male | 86.2% | 86.8% | 79.8% | Male | 93.3% | 89.2% | 81.4% |
| Female | 92.1% | 91.5% | 84.2% | Female | 92.2% | 91.7% | 86.4% |
| Non-binary | | | | Non-binary | | | |

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

2021-22 Participation Rates

ACT: **79%**

Student Survey: **68%**

| 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 | 52% | 68% | 41% | Students reporting that at least one adult cares about them | 84% | 82% | 85% |
| Students missing class due to suspensions or expulsion | 58 | 3 | 70 | Parents reporting they feel informed and valued as active partners in their child's education | 70% | 65% | 64% |
| Number of class days missed due to suspensions or expulsion | 515.5 | 6.5 | 326.5 | Teachers and staff reporting they contribute to school decision making | 90% | 93% | 63% |

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

Westview High

School Board Meeting
May 24, 2023

Matt Pedersen, Principal

Assistant Principals:
Juan Carlos Gomez, Ben Lyman
Tina Myers, Matt Smith



Westview: Bright Spots & Celebrations

STUDENTS & STAFF



9th GRADE FOCUS



PERFORMING ARTS, CTE & ACTIVITIES



What We Are Working On

9th to 10th Data



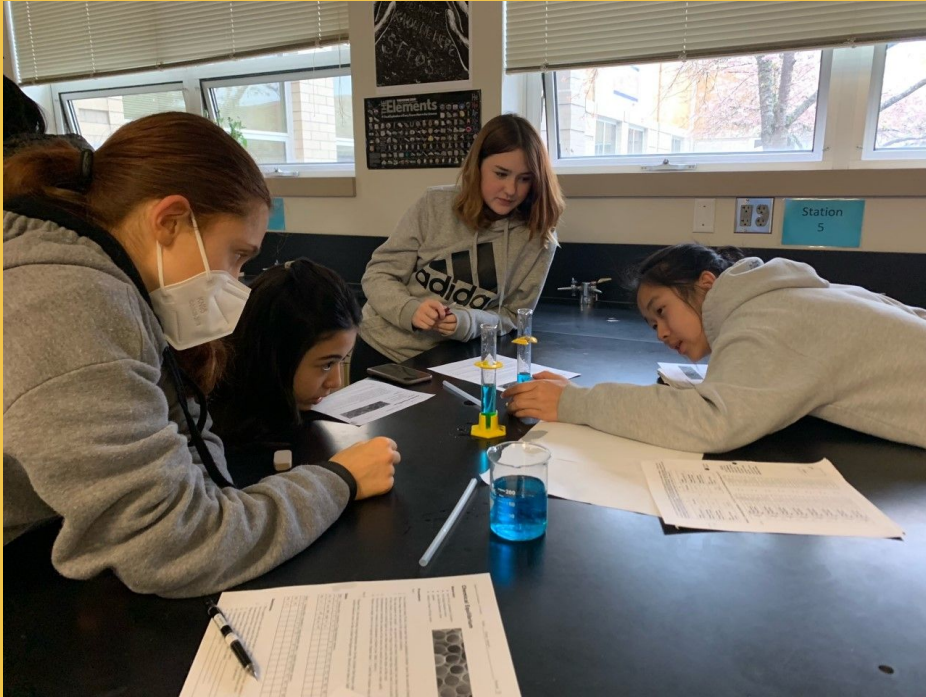
INTENTIONALLY BUILDING COMMUNITY



Westview High: Data

- 2,304 Students
- 53 Languages Spoken
- 22% Economically Disadvantaged
- 11% of Students With Disabilities, ALC, EGC, ISC, SCC programs
- 26% Ever English Language Learners
- Cohort Graduation Rates

| | Westview | BSD | Oregon |
|-----------|----------------------------|-------|--------|
| Four-Year | 89.0% | 89.1% | 81.3% |
| Five-Year | 92.8% <small>53</small> | 90.5% | 84.5% |



Questions?

**ITEM FOR INFORMATION****2022–23 FACILITIES DEPARTMENT REPORT
I. FACILITIES DEVELOPMENT****FACILITIES DEVELOPMENT REPORT****Aaron Boyle, Administrator for Facilities Development****Summary**

This summer we are wrapping up all projects associated with the 2014 Bond. The 2014 Bond program delivered all projects promised to the community and it finished under budget. The improvements have made our schools safer, more efficient, and better suited to learning. This summer we are also beginning the projects in the 2022 Bond. It will be a very busy summer.

Accomplishments

2022 Bond Election: Our main goal from the last facilities department report was to have a cohesive bond package ready for the May 2022 general election. We are happy to report that we achieved this goal and are well underway with executing the bond.

Project Planning Cycle: One of our goals from last year was to increase our planning cycles for upcoming projects to 2 years. We have succeeded in this goal, and it has been tremendously helpful as we work to navigate supply chain disruption issues. It has been a challenge, though, because it meant doubling our planning workload for the first year.

Aloha HS Office Relocation: We recently finished negotiating a guaranteed maximum price (GMP) contract with Howard S. Wright Construction to construct the new office at Aloha this summer/fall. The new office will provide a major security upgrade to the school and will give it a much more functional office.

Five Oaks Roof/Seismic: We also recently established a GMP contract with P&C Construction to replace the roof at Five Oaks and to construct seismic upgrades. The school had a major upgrade in the 2014 bond, but it did not include these two major elements. This work will be constructed during summer 2023 and summer 2024.

2014 Bond Closeout: We have been working closely with the Bond Accountability Committee (BAC) to prepare a report to the school board that summarizes the overall performance of the bond program. The BAC chair will be presenting this report at the June 20 Business Meeting. The report provides an overview of the successes, challenges, and lessons learned from the bond.

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

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Summer 2023 Projects

2014 Bond: McKinley Roof & Partial Seismic, Classroom Walls (Findley, Jacob Wismer, Kinnaman, Nancy Ryles, Scholls Heights), Findley Roof, Fir Grove Roof, Nancy Ryles Roof, Nancy Ryles HVAC, Fire Alarm Panel Replacements, Southridge Freezer Replacement, Sunset Entry Vestibule, McKay Gym Roof, Barnes Gym HVAC, and various others.

2022 Bond: Five Oaks Seismic/Roof, Aloha HS Office Relocation, Modernization: Classroom Technology, Sato Classroom Addition, Sunset Track Replacement, ISB Boiler Replacement, and various others.

2024 Planning & Design Underway: One of our primary risk mitigation strategies has been to increase our planning cycles for projects from 1 to 2 years. This means that we are well into design for many projects next summer. Those projects include Beaverton HS Replacement, Raleigh Hills Replacement, Stoller Gym/Classroom Addition, Mountain View Seismic, Southridge BB/SB Turf, Southridge HVAC Upgrades, Westview HS Office Relocation, Westview HS Pride Plaza & Stadium Turf Replacement, Capital Center HVAC Upgrade, Springville Outdoor Learning, Multiple Modernization Projects, and various others.

Areas of Concern and Program Risk

Oregon Seismic Rehabilitation Grant Program (SRGP): Each year the State of Oregon awards matching funds to school districts to construct seismic upgrades. In the 2014 bond we received grants for upgrades at three schools (Aloha HS, Beaver Acres and Cooper Mountain). However, we have recently been unsuccessful in obtaining additional grant awards despite having significant needs. This seems to be due to a case of supply and demand, i.e. there is far more demand for seismic grants than there are funds available. Our budget for the 2022 bond seismic upgrades assumed we would receive at least two grant awards. We will continue to pursue these grants as we move forward. If seismic resiliency is a priority for state leadership, they would do well to make more funding available.

Inflation: Due to federal monetary policy, impacts from the pandemic shutdowns, and disrupted supply chains, construction cost escalation in the Portland market has far exceeded our budget assumptions. RLB's comparative cost index shows that the Portland market saw an increase of 9.44% over the last year; the budgets for the bond projects assumed 5%/yr. We have a few different tools to deal with this. The primary tool is to utilize bond program contingency; this is the purpose of the contingency. The secondary tool is to reduce project scope to align with the available budget. We work carefully to deliver all projects at the best possible value.

Supply Chain Issues: We have recently seen improvements for materials with less complicated supply chains. Items like concrete, steel, roofing materials were all in short supply last year, but are now available. However, items with more complicated supply chains such as HVAC units, generators, and electrical gear are seeing very significant lead times. The lead times for many of these items are over 1 year right now. Fortunately, we have been working to increase our planning cycles for projects, and this gives us a bit more ability to be responsive to these lead times.

Labor Shortages: We are seeing no shortage of general contractors available to bid our projects. We are however seeing significant shortages when it comes to subcontractors. This seems to be tied to a general shortage of people beginning careers in construction trades relative to retirees. If this trend continues, it will lead to increased costs and increased schedule durations.

Short-Term Goals

Beaverton HS Replacement: Our goal is to establish a GMP that is within $\pm 5\%$ of our target maximum allowable construction cost of \$210M and to begin construction in March 2024. The entire budget for Beaverton HS, including soft costs, FF&E and contingency, is \$253M.

Raleigh Hills Replacement: Our goal is to establish a GMP that is within $\pm 5\%$ of our target maximum allowable construction cost of \$55M and to begin construction in June 2024.

Project Scoping: In the next year we plan to have much greater scope definition around the projects included in the Deferred Maintenance, Modernization, and Security Upgrades. We are already underway with the high priority projects, but do not have fully detailed project lists for the course of the bond. Each of these buckets has their own method for assessment and prioritization, and we are proceeding with these rapidly. The goal is to have a project list and implementation schedule for each area.

Career Technical Education Internships: This year we are piloting a program to provide internships to BSD high school students. We plan to hire two students who are interested in a career in the Architecture, Engineering, and Construction (AEC) field. These students will assist in our summer construction projects and receive valuable first-hand experience. We also plan to hire one student with an interest in marketing to work with our bond communications specialist. If the pilot is successful this summer, we will likely expand the program in the years to come.

Long-Range Goals

Future Bond Planning: The long-term goal is to align future bond elections with presidential elections. This would mean that the next bond election would be in 2028. We have a good idea of some of the elements that need to be included in this bond (seismic upgrades, deferred maintenance, end of life replacements, etc.), but there is much more work that will need to take place. Developing a draft plan based on the projected debt capacity would aid significantly in future long-range planning and boundary realignment discussions.

2022 Bond Contingency Spending Plan: Currently the 2022 Bond Program has an unallocated contingency balance of \$58.6M. Some of this will likely be necessary to complete planned projects. However, assuming we are able to deliver the Beaverton High School and Raleigh Hills replacements close to their budgets, there should be ample remaining funds to allocate to additional projects. To complete these projects by 2028, we will want to begin the planning process as soon as possible. Understanding what this project list looks like will also have a significant impact on the planning for the 2028 bond.

Links

March Financial Report for 2014 Bond:

<https://resources.finalsite.net/images/v1682103136/beavertonk12orus/ge7ifm81avbnwqwqmllf/March2023BondStatusReport.pdf>

March Financial Report for 2022 Bond:

https://resources.finalsite.net/images/v1682610528/beavertonk12orus/xrob7ysaykexwj2ajimmy/MarchBACReport_FINAL3.pdf

Latest Bond News & Stories:

<https://bond.beaverton.k12.or.us/2022-2028-bond/latest>



ITEM FOR INFORMATION**2022–23 FACILITIES DEPARTMENT REPORT
II. MAINTENANCE SERVICES****MAINTENANCE SERVICES REPORT****Ron Umali, Administrator for Maintenance & Custodial Services****Summary**

The Maintenance Services department is responsible for the repair and maintenance of the district’s school buildings, grounds, and support facilities covering over 5.6 million square feet of building space contained in 64 separate facilities on 875 acres of property. Maintenance Services consists of the trade-specific departments HVAC, Plumbing, Electrical, Carpentry, Roofing, Glazing, Painting, and Grounds, with Concrete/Asphalt Repair being added this year. Stewardship of our district assets is accomplished with currently 68 trade-specific professionals, temporary summer help, coordination with our Maintenance Projects Team, the Bond Team of Facilities Development, as well as contracted services.

In September 2020, a district-wide Facility Condition Assessment (FCA) was completed by McKinstry, including an accompanying Engineered Maintenance Plan (EMP). The FCA gave us the condition of building assets and each building was given a Facility Condition Index score (FCI). The FCI score is the total deferred maintenance cost divided by the Current Replacement Value (CRV). The EMP highlights maintenance funding shortfalls across nearly every category.

The school district’s asset portfolio continues to grow. The increasing number of interconnected systems adds complexity to the efforts needed to maintain our systems.

Accomplishments**1. Facility Condition Assessment (FCA) & Engineered Maintenance Plan (EMP)**

In partnership with McKinstry, a district-wide Facility Condition Assessment was performed in 2020, which included assessment of over sixty buildings and over 11,000 assets. Using this data and its visualization tools, we implemented a scoring system and created a systematic prioritization of the identified deferred maintenance needs.

Additionally, the Engineered Maintenance Plan gathered real data and industry comparisons to analyze every area of Maintenance & Custodial Services. By using the already established, industry-standard benchmarks, we can now identify where inconsistencies are between performance, manpower, and funding. Further, the EMP details what a preventative maintenance program could look like, considering lenses of Manpower, Savings, Funding, and Tasking.

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

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2. Work Order Prioritization Matrix

Continuing the Work Order Prioritization Framework from last year, large efforts were made to provide transparency and clear communication with school-level staff members. The leadership from Maintenance Services, which included the Administrator and Supervisors of the Projects Team, Custodial Services, Maintenance Services, met with each new building administrator at their school. These meetings jumpstarted relationships and opened lines of communication. Discussion topics included current projects and work orders at their building, upcoming potential impacts, custodial support expectations, clearly defining roles/reporting structure, as well as offering clarity on the tools available to the building administrative staff.

3. Deferred Maintenance & The Capital Improvement Plan

For the past several years, Deferred Maintenance has been identified under the Areas of Concern section. Current Annual Budget does not allow for the level of repair many of our aged buildings and systems need, which has led to a long list of expensive, but necessary, repairs. The district currently has over \$900 million in deferred maintenance work. The passing of the 2022 Bond included a \$120 million allotment for Deferred Maintenance work. The combination of this funding source, scoring of district assets via the FCA, and objectives identified in the EMP, positive progress of the Deferred Maintenance list is a possibility.

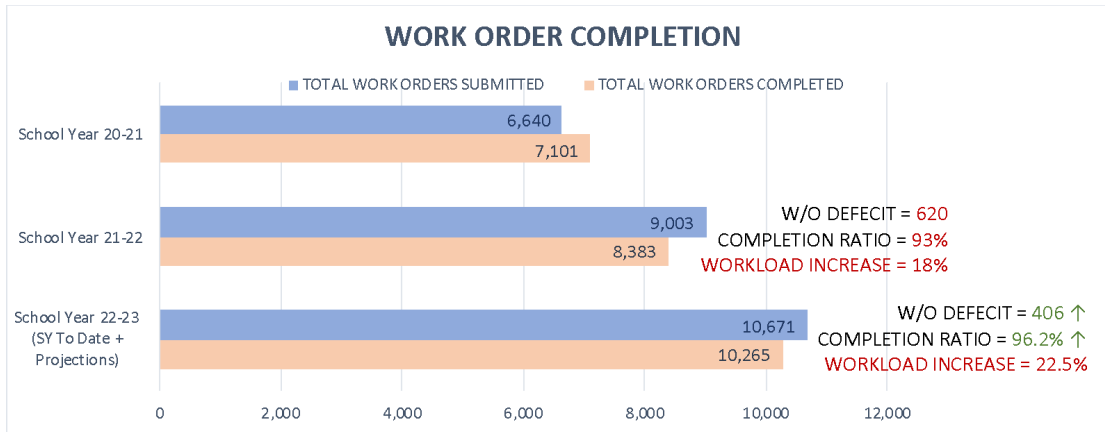
With the efforts required in detailing, planning, and executing these projects, a Capital Improvement Plan (CIP) was necessary, and a committee was established to create a 5-year plan for this work. The committee is made up of leaders from Maintenance Services, Maintenance Projects Team, District Energy Manager, Risk Department, and Facilities Development. Projects range in size from repairing failed sidewalk panels, to complex building system changes with impacts to Seismic, Electrical, HVAC, and Roofing.

4. Work Order Completion

Work Order volume continues to increase year over year. In the School Year 2021-2022 work orders increased by 18.1% compared to the prior year. Current data for 2022 School Year and calculated projections indicate work orders to be 122.5% of the 2021-2022 total. Even amidst the significant increase in workload, our completion ratio (Work Orders Completed / Work Orders Submitted) improved to 96.2%. A total of 8,383 work orders were completed within the school year and 9,003 were submitted.

Note: During the COVID-19 shutdown, there were very few work orders being submitted. The Maintenance staff were able to complete 100% of the work orders submitted for that year (SY 20-21), as well as some work orders from the prior year (SY 19-20). The completion rate that year was 107%.

| | TOTAL WORK ORDERS SUBMITTED | TOTAL WORK ORDERS COMPLETED | WORK ORDER DEFECIT | COMPLETION RATIO | WORKLOAD COMPARED TO PRIOR YEAR (PERCENTAGE) |
|--|-----------------------------|-----------------------------|--------------------|------------------|--|
| School Year 20-21 | 6,640 | 7,101 | -461 | 107% | |
| School Year 21-22 | 9,003 | 8,383 | 620 | 93% | 118.1% |
| School Year 22-23 (SY To Date + Projections) | 10,671 | 10,265 | 406 | ↑ 96.2% | 122.5% |



Areas of Concern and Program Risk

The Engineered Maintenance Plan completed in 2020, in partnership with McKinstry looked at the current state of our Maintenance Department. The review included Staffing Analysis, Maintenance Budget, as well as analysis of our currently implemented Controls and Structure. Using that data, GAP Analyses and comparisons were completed relative to established Association of Physical Plant Administrators indicators (APPA), International Facility Management Association benchmarking (IFMA), and peers in the industry.

1. Preventive Maintenance

Industry studies show that for every \$1.00 spent on preventive maintenance, \$3.00 in repair could be prevented. We continue to attempt devoting more labor-hours to the preventative maintenance of our HVAC systems, but the rate of incoming customer requested work orders is beyond what maintenance staff can maintain, even when all currently allocated positions are staffed.

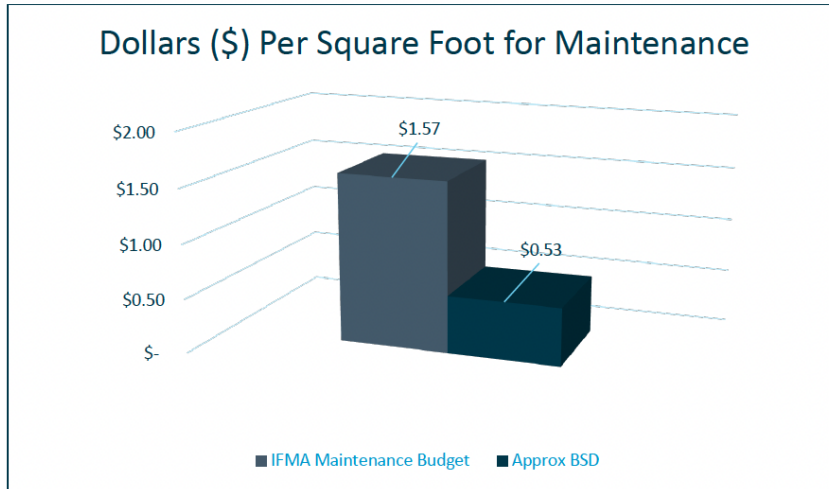
Recent significant strides have been made in assessing our current district asset portfolio (Facility Condition Assessment), as well as developing a structured plan for the activities and requirements of a structured preventative maintenance plan, a task of the Engineered Maintenance Plan. Performing a Gap Analysis identified areas that we are still missing (See table below).

2. Maintenance Non-Labor Budget

Maintenance budgets in the K-12 markets are commonly measured in two ways: by a benchmarked cost per square foot of space maintained, or as a percent of the Total Replacement Value of the facilities themselves. Both are useful measurements that help inform the proper allocation of funding towards a Maintenance Department.

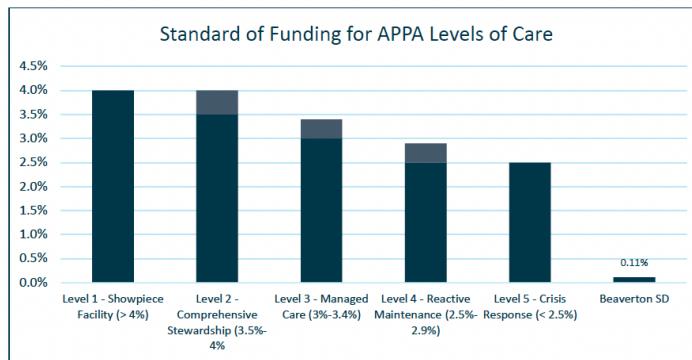
When considering the dollar per square foot of space maintained, using data from both standard industry benchmarking groups (APPA and IFMA) demonstrated nearly identical conclusions.

IFMA Survey Results for Avg. \$/SF for K-12 Maintenance



The percentage amount used to calculate is variable, depending on the Level of Care the District desires to perform (Level 1 – 5). As a point of reference, the district is delivering at a Level 4 – Reactive Maintenance. During the efforts creating the EMP, it was determined that it was the district’s desire to move from current Level 4 to a Level 2 – Comprehensive Stewardship. APPA Level 2 would require an annual maintenance budget of 3.5%-4% of Current Replacement Value. As can be seen in the chart below, the funding discrepancy when comparing the APPA benchmarks (as opposed to industry peers, as done so above) showcases an even larger gap.

APPA Annual Maint. Budget as a % of Current Replacement Values of Facilities



Testament to the dedication of the Maintenance Tradespersons, Project Coordinators, and Building Custodians, BSD Maintenance is achieving a Level 4 – Reactive Maintenance for our facilities.

3. The Maintenance & Repair Industry and Current Market Conditions

Factors that must be considered in concert with the Maintenance Labor & Non-Labor Budgets, are the state of the Maintenance & Repair industry and Current market conditions.

Labor Market

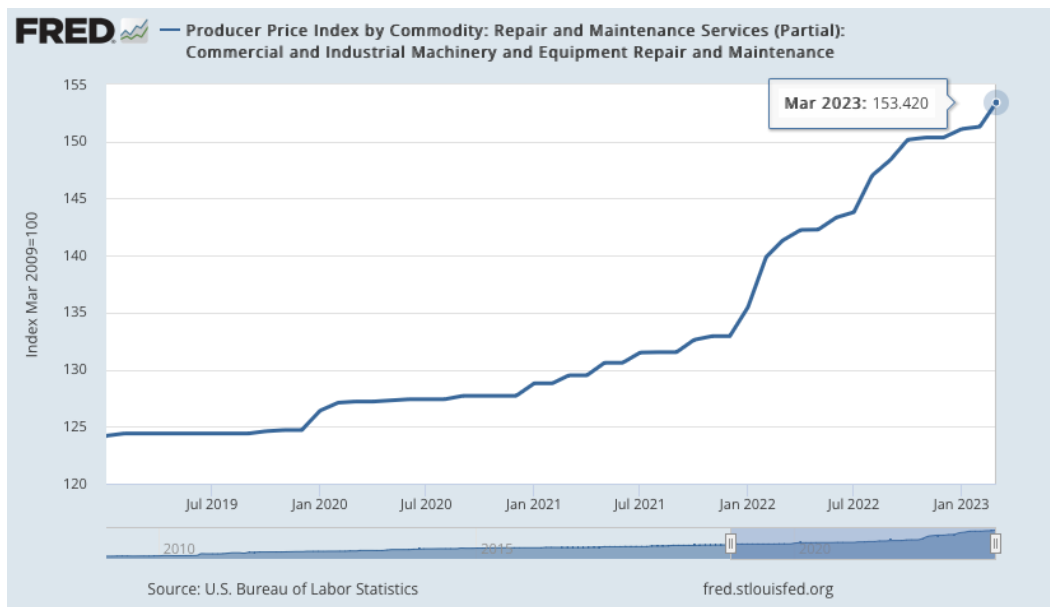
The current Skilled-labor market within the trades has a shallow pool of qualified applicants. Furthermore, our compensation for like positions to the private sector are significantly lower. The combination of fewer applicants, lower compensation, and the funding gap relative to the desired level of service noted in the above section, is heading towards a concerning future.

Maintenance & Repair Industry

In the recent years, this industry has seen some of the highest overall inflation percentages. This is true for both the cost of the services provided within this industry (including contractor prices), as well as the Goods prices within the industry (the tools, product, and materials we purchase to repair the district's assets).

This is significant because not only does the Engineered Maintenance Plan show a large funding gap, but the annual funding we have received has returned significantly less buying power due to disproportionate inflation. The graph below is specific to the Repair and Maintenance Services industry. Within the 2021-2022 school year, we dealt with an 8.89% cost increase, but that was only the beginning of the spike. Since just January of 2022 until now, this market has seen a 13.2% increase in commodities pricing and 13.6% in the market's related services.

4. COVID Protocol Outfall (HVAC Operations)



The district continues to respond to ASHREA guidance regarding air exchanges. These adjustments have significant impacts on the life cycle of our assets and operational costs.

Air Exchange and Quality were met by:

- Using Merv13 Filters on all air handling units
- Programmed additional run-time hours
- Increased outside airflow

These measures allow for an Air Exchange of 5 effective air exchanges per hour, but we are seeing significant outfall. The quantity of HVAC related work orders increased dramatically this year, and

even more concerning, the repairs necessary were much more intensive and costly than prior years. These repairs involve major system components during a time of incredible price inflation to this market segment.

Aging Machinery

As mentioned previously, our aging systems have not received the preventative maintenance they should have (labor budget gap), and often have years of deferred maintenance that also has not been completed (non-labor budget gap).

MERV 13 Downfall

Excluding the newest HVAC units installed, the existing HVAC systems were designed for MERV 8 filters. The MERV 13 filters that have been installed in response to COVID-19 are more restrictive than the MERV 8 filters. The difference in airflow resistance is adding large amounts of stress to our aging HVAC systems.

Increased Outside Airflow & Longer Runtime

The increased outside air adds to the systems inefficiencies. When our system would normally be heating/cooling, controlled air within the building, we are now taking air from the outside temperatures. During warmer days, this means taking air up to 90+ degrees from outside and trying to cool it to 55-degree discharge air before it gets to the classroom. During the colder months, the opposite is the issue. Receiving 30–40-degree air from outside, the unit attempts to heat the air to 80+ degrees. Both situations are largely outside the system's efficiency bands and beyond what the system can maintain. This, coupled with longer runtimes into the colder mornings and hotter afternoons, have added increased stress on system components.

When comparing prior school years, we doubled the expected year-over-year increase in HVAC related work orders, pointing to a significant jump in major HVAC system problems. Work orders related to HVAC for the 2021-22 school year were 1,631. Projections show that we are on pace to surpass 2,000 for the upcoming school year.

Short Term Goals

1. Metrics and Work Order System

Maintenance has noted Metrics on their short-term goals the past years. Data collection through work orders has been met with immovable limitations within our current Work Order system. We are currently in the middle of a formal procurement process for a new comprehensive work order and asset management system. This year we will migrate our historical data into a new system that provides tools for deeper analysis of our metrics, and to create Key Performance Indicators that can help management identify areas where we need to focus our resources.

2. Deferred Maintenance – Concrete/Asphalt

The passing of the 2022 Bond included the opportunity to fund a small Concrete and Asphalt crew. This team, once selected, will focus on the long list of deferred maintenance related to sidewalk panels, curbs, and asphalt patching that has plagued our school district for years. Most of these concerns are jobs too small to get a contractor to bid on, and with this team in-house, we will be able to put our resources where they will immediately help.

3. Preventative Maintenance

Preventative Maintenance continues to be a challenge to implement. However, after the EMP, we now have clear needs identified, as well as the prioritized tasks we are looking for from this team. We will look for opportunities where current HVAC technicians can add Preventative Maintenance activities into their schedule and while they are near units that are due for these measures.

Long Range Goals

1. KPI Scorecards and Simplified School Dashboards

The upcoming implementation of the new Work Order system will bring tools and data access that we have not had previously. As a management tool, Scorecards that report specific identified metrics, chart change over time, and show progress towards goals notes in our KPIs will help focus the limited time of leadership toward the areas where their impact will be most productive. Additionally, improving transparency and information availability to the school administration is planned. Simplified dashboards that report status of their building’s work orders, average response rates of our repairs, and current district workload, would provide clarity of constraints facing Maintenance. This will also help to inform expectations and improve the customer experience.

2. Engineered Maintenance Plan Recommendations

This report outlines a total of 18 recommendations and includes data to justify. These recommendations fall under 3 main categories.

Preventative Maintenance Plan

One deliverable from the EMP was a detailed list of duties that the preventative maintenance team would focus on. With the FCA we now have a better understanding of how to prioritize this work and a tool that can evolve and scale if provided with the funding and manpower. Additional manpower and funding would be crucial for proper implementation. The benefits of preventative maintenance (PM) are not felt immediately, and we will continue to feel the effects of delayed maintenance for years, even after PM implementation.

Maintenance Staffing and Maintenance Budget

Staffing gaps remain a major challenge to Maintenance Services performance. We are behind our peers in the industry, as well as APPA benchmarks, on staffing levels in nearly every group of Maintenance Services. This is also true for the non-labor budget. With additional funding, we could plan for the desired improvement within the APPA Levels of Care benchmarks.

The charts below show the shortfall of labor in almost every category.

Recommended Staffing Levels and Gap

| Trade | Recommended Employees Based on GSF | Actual BSD Employees | Gap |
|---------------------|------------------------------------|----------------------|--------|
| Carpentry | 9.75 | 5 | -4.75 |
| Glazier | No Equivalent Data | 1 | -- |
| Locksmith | 2.33 | 1 | -1.33 |
| Painter | 8.2 | 7 | -1.2 |
| General Maintenance | 4 | 4 | -- |
| HVAC | 13 | 6 | -7 |
| Plumbing | 5.13 | 1 | -4.13 |
| Electrician | 13.5 | 6 | -7.5 |
| Service Technician | No Equivalent Data | 1 | -- |
| Total | 55.91 | 32 | -23.91 |

Recommended Grounds Staffing Levels and Gap

| APPA Level | Recommended Staffing Level | FTE Required | FTE Gap |
|--------------------------------|----------------------------|--------------|---------------|
| Level 1 – State of the Art | 1 FTE per 7.96 Acres | 64.60 FTEs | -44.60 |
| Level 2 – Desired Level | 1 FTE per 10.37 Acres | 49.59 FTEs | -29.59 |
| Level 3 - Moderate | 1 FTE per 13.96 Acres | 36.84 FTEs | -16.84 |
| Level 4 – Moderately Low | 1 FTE per 22.42 Acres | 22.94 FTEs | -2.94 |
| Level 5 - Minimum | 1 FTE per 42.6 Acres | 12.07 FTEs | +7.93 |
| Current Staffing | | 20 FTEs | 0 |

Needed Additional Labor to Perform Preventive Maintenance Plan

| Trade | Current FTEs Spent on PM Tasks | Needed FTEs to Complete Preventive Maintenance Plan | Gap Based on Current Levels of Preventive Maintenance |
|---------------------|--------------------------------|---|---|
| Carpentry | 0.39 | 0.93 | -0.54 |
| Glazier | -- | -- | -- |
| Locksmith | -- | -- | -- |
| Painter | -- | -- | -- |
| General Maintenance | -- | -- | -- |
| HVAC | 0.60 | 3.68 | -3.08 |
| Plumbing | 0.10 | 0.42 | -0.32 |
| Electrician | 0.60 | 0.83 | -0.23 |
| Service Technician | -- | -- | -- |
| Total | 1.68 | 5.85 | -4.17 |

The comparison of Beaverton’s budget and staffing levels to APPA Levels of Care benchmarks and peers in the industry has been affirmed by The District Management Council, Boston, MA, in their audit of the Beaverton School District from February 2017.

Work Order Management

Currently every individual within Maintenance Services directly reports to the Maintenance Services Supervisor (nearly 70 individual employees). Employing the use of Field Supervisors, similar to the structure of Custodial Services, would help provide active communication to school staff, assist with the prioritization of increasing incoming workload, and provide more availability of supervisors for maintenance services staff. These positions would relieve the individual work order load on the Maintenance Services Supervisor and allow him or her to dedicate more time to the necessary strategic operations and future planning of the group.

**ITEM FOR INFORMATION****2022–23 FACILITIES DEPARTMENT REPORT
III. CUSTODIAL SERVICES****CUSTODIAL SERVICES REPORT****Ron Umali, Administrator for Maintenance & Custodial Services****Summary**

The custodial team is responsible for providing a level of cleaning that will result in a clean, safe and secure environment for district students and staff. This group is currently configured with 53 building foremen and 209 custodians deployed to 53 schools, with 10 centralized roving custodial teams to respond to vacancies. Within this group are four Maintenance Custodians (MC3), who are tasked with minor maintenance repairs, as well as custodial duties. To minimize the impact to our schools, the MC3 team works in the evening. They do similar work that a “handyman” would do. The custodial group has 5 supervisors based out of the Maintenance Services office. Custodial Services makes up over two-thirds of the total staffing of the Maintenance Services Department.

The Custodial Services Supervisor also oversees the surplus material management team. It is composed of a foreman, a shipping clerk and seven courier staff. This staff manages the removal, warehousing and final disposition of the district’s surplus curriculum, technology, furniture and equipment. This staff also manages relocation of teachers throughout the district.

Staffing continues to be a challenge in the custodial group. In the past three years, this group has hovered at an average of 15 vacancies throughout the year. Recruitment of custodians at the entry level (Custodian I,) which requires no prior experience, is very difficult, especially when the district is competing against higher-paying non-skilled jobs in the private sector. Turnover of personnel in the Custodian I position is high due to the nature of the work and the low pay. These vacancies have a significant impact on the level of cleanliness the custodial group can achieve. Rising commodity prices is also a challenge, as the annual budget allocation has not kept up with inflation. In FY 21-22, the Custodial Group spent 41% of its \$1.35 million operating budget on consumable supplies (paper products, cleaning supplies, chemicals, etc.).

Accomplishments**1. Leadership Structure Improvement**

In the past, evening custodians in some elementary schools did not have the proper structure that defined who leads the group. This led to confusion on cleaning responsibilities, resulting in incomplete cleaning routes. Twelve new night lead positions were created, providing clarity on responsibilities. This staffing change was cost neutral.

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.

2. Communication Within the Custodial Group

With the custodial staff being spread out across the district in schools, communication has been a challenge, with staff feeling unsupported by their supervisors. This year, a monthly all-staff meeting via Zoom was created where information pertaining to the district and departments is passed down and discussed. This has been successful in the communication with our staff, as well as the staff feeling supported by their supervisors.

3. Facility Use Custodial Support

Custodial support for events after school hours have always been an issue. This is due to the lack of process when events are entered in "School Dude." This usually resulted in the evening custodians doubling their normal workload to clean after the event or the school not being clean and ready for the next day. If the event happens on a weekend, the school does not get cleaned at all. The custodial staff worked with the Facility Use department and Building Administrators to come up with a process for requesting custodial support for their events. This has improved significantly in making sure our schools are clean, safe and ready for use by district students and staff the following day.

Areas of Concern and Program Risk

1. Increasing Square Footage and Staffing

With the addition of new and remodeled facilities we are constantly adding more surface area for our custodians to clean. There is concern that as more square footage is added, that additional custodians are not considered to cover the added space. This places additional demands on each custodian to complete the added workload in the same amount of time. Custodians only have 30 minutes to clean a set of restrooms and 10 minutes to clean a classroom.

It is difficult to measure the cleanliness of an area, since everyone has an opinion on what is considered clean. In response to the COVID-19 pandemic, the district follows the Centers for Disease Control (CDC) guidelines for cleaning, disinfecting and ventilation. The information below is used for modeling the number of staff needed based on the surface area that needs to be cleaned.

The Common Education Data Standards (CEDs) measures cleaning in five levels based on how much space can be assigned to one properly supplied custodian. Each BSD custodian is currently responsible for cleaning an average of 44,000 square feet. At our current level of custodial staffing the district is at Level 4. For the district to move to Level 3 cleaning, custodial staffing would need to increase by 47 custodians district-wide.

| Description | Definition |
|--------------------|--|
| Level 1 cleaning | "Spotless" cleaning, such as might be found in a hospital or corporate suite. One custodian, properly supplied and equipped, should be able to clean 10,000 square feet in an 8-hour period, depending upon the condition and level of utilization of the facility. |
| Level 2 cleaning | Intensive cleaning, reserved for areas such as restrooms, special education areas, kindergarten areas, or food service areas. One custodian, properly supplied and equipped, can clean approximately 11,000-18,000 square feet in an 8-hour period, depending upon the condition and level of utilization of the facility. |
| Level 3 cleaning | Cleaning required to ensure the health and comfort of building users. One custodian, properly supplied and equipped, should be able to clean 19,000-25,000 square feet of space in 8 hours to this standard, depending upon the condition and utilization of the facility. |
| Level 4 cleaning | Not generally acceptable for a school environment. One custodian cleans 26,000-46,000 square feet in an 8-hour period. |
| Level 5 cleaning | Not considered healthy. One custodian, even properly supplied and equipped, will not be able to clean 47,000-80,000 square feet in an 8-hour period, to a healthy standard, whatever the underlying condition or utilization of the facility. |

2. Employee Retention

Entry level custodians are hired at the lowest pay scale starting at \$17.31 per hour and fill positions in the evening shift. This is the shift with the highest turnover in personnel. This is due to the combination of a less desirable shift, labor intensive work and low pay. Jobs are available in the private sector at a comparable wage, during daytime hours and not as labor intensive. We are exploring different strategies to reduce our employee turnover rate.

3. Work Related Injuries

The custodial staff has an average of 23 days of lost time annually, the majority of which are from falls, slips, and strains. Currently, for FY22-23, the custodial team is tracking at 97 days of lost time from work-related injuries. Since this group is already averaging 15 unfilled positions every month, any lost time has a great impact on custodial operations.

Short Term Goals

1. Employee Professional Development

We are creating a Leadership Development program. This program will develop employees who are interested in advancing to leadership roles. We are also implementing workshops in coaching, mentoring, and team effectiveness.

2. Decrease Custodial Cost & Increase Cleaning Efficiency

In partnership with Walter E. Nelson and a chemical company (Hillyard), we are performing a district wide custodial assessment. Our partners will analyze the square footage of each BSD facility compared with the number of custodians to give us a realistic standard of cleaning and provide recommendations for what types of chemicals to use in each area. Custodians will be given additional training in proper cleaning techniques, time management, and preventive maintenance on custodial equipment.

3. Increase Safety Awareness

Custodial work is very labor intensive. Training on proper lifting techniques and general safety awareness will help reduce workman compensation claims and lost time from injuries.

Long Range Goals

1. Additional Staffing

Meeting the needs of the increased square footage is increasingly becoming difficult. Beaverton School District custodians currently clean an average of 44,000 square feet each night. This results in rushed cleaning, skipped or forgotten areas and general dinginess in the schools. Adding additional staffing would give each custodian more time and concentration on their cleaning routes.

2. Update Custodial Handbook, SOP, Routes, and Scope of Work

New routes for the custodians are being implemented as the needs arise. There are plans to review and update current custodial handbooks, standard operating procedures (SOP), and Scope of Work to align with current conditions in BSD facilities.



ITEM FOR INFORMATION**2022–23 FACILITIES DEPARTMENT REPORT
IV. MAINTENANCE PROJECTS TEAM****MAINTENANCE PROJECTS REPORT****Ron Umali, Administrator for Maintenance & Custodial Services****Summary**

The Maintenance Project Coordinator Team works within the Maintenance Services Department to complete required annual compliance inspections and related repairs and upgrades, safety inspections, general work orders, and Facility Improvement Projects (FIP) at all district buildings. This group is focused mainly on repairs and annual programs for the overall maintenance of our buildings, as well as the health and safety of district students and staff. About 80 percent of the work performed by this group is maintenance and compliance in nature, while the rest is focused on accommodating Facility Improvement Projects (FIP).

The team consists of eight individuals, with each one focusing on a particular program, as well as managing the required annual compliance inspection programs such as stormwater treatment (bioswales, LIDA swales, filtered and unfiltered catch basins), underground and above ground fuel storage tanks (UST/AST), generators, fat/oil/grease interceptors, backflow device testing, asbestos inspections and abatement, ADA barrier removal, radon, lead in drinking water, Integrated Pest Management (IPM), as well as safety measure inspections including stage rigging, bleachers and backstops, Skyfold partitions, fire systems, fire door drop testing, Distributed Antenna Systems (DAS), Field Turf, crane and winch, and elevators and lifts utilized throughout the district.

Accomplishments**1. Facility Improvement Projects (FIP)**

The FIP process is designed to support and help schools accomplish desired projects that enhance their indoor or outdoor spaces for students. The previous process was cumbersome, inefficient and confusing. Furthermore, there was no process for equitably prioritizing projects. This year, the FIP application process was revamped by switching from paper to an electronic application form, which is accessible through the BSD website. A process was developed for a more equitable prioritization of the projects. A committee made up of representatives from the different departments in Maintenance Services, along with input from Teaching & Learning executives, assign a priority score to each project. FIP applications are scored based on equity, available funding, meeting BSD standards, enhancement of classroom instruction, and Title I status. Communications to all stakeholders at every step of the process was also improved for more transparency. The status of each project is no longer a mystery.

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2. Integrated Pest Management

In 2009, Senate Bill 637 required all school districts to adopt an Integrated Pest Management plan by July 1, 2012. Since its inception, BSD has been meeting or exceeding requirements set by the Bill and the Oregon Department of Education (ODE). Through exceptional program management, our team has ensured annual training for all licensed applicators regarding new techniques and safety measures, and following strict label, application, and posting laws. These requirements cover both interior and exterior IPM applications. ODE recently proposed new laws pertaining to IPM plan and practices. Our policies and procedures have already been updated to meet or exceed ODE's new planned requirements, which will go into effect once voted in as part of SB 426.

3. Lead in Water Testing

In accordance with OAR 333-061-0600 and OAR 581-022-2223, this Oregon Health Authority program for school districts is managed at BSD by Maintenance Services in cooperation with Risk Management and Plumbing staff. After initial system-wide testing was completed from 2016-2020, ODE established a six-year staggered cycle of re-testing for each BSD Facility to analyze drinking water sources for lead. Last year (2022) we collected approximately 710 water samples at 43 facilities within the district. This year (2023) we are collecting approximately 590 samples at 11 facilities within the district, and next year (2024) we will collect water samples at 10 facilities within the district. In Spring of 2027 we will re-start the cycle.

We have established a sustainable management system for the program. Tracking results, we continue to respond to any location over the action limit or 15 ppb with timely mitigation services as needed.

4. Portable Classroom Buildings

In an effort to reduce the number of portable classroom buildings throughout the district, portables that are no longer needed have been sold. Just this year, six portables have been sold. We will continue to evaluate the district's needs and dispose of portables as needed.

5. Asbestos Management

During this fiscal year we have continued with our required Asbestos Hazard Emergency Response Act (AHERA) asbestos management plan. Our contracted asbestos consultant continues to support this work with compliance testing, oversight, and sampling. Annual training for our maintenance staff continues to increase in both awareness and knowledge base. This results in an increase in reporting of asbestos-related maintenance issues and compliance with work processes. Asbestos abatement of small areas is done by our in-house Class III Operations and Maintenance certified abatement. Abatement of areas larger than 3 square feet are contracted out.

Areas of Concern and Program Risk

1. Aging Facility Infrastructure

Of our 64 buildings, the majority were built prior to 1980, with three built in the 1920s. Daily wear and tear, aging systems and obsolete parts are causing an increase in repair and replacement costs creating a challenging situation.

2. Lead in Water

When lead is present in water samples equal or greater to 15ppb immediate steps occur ensuring the safety of our students and staff. The maintenance team is often able to mitigate the presence

of lead by replacing fixtures, replacing sections of pipe, and flushing the system. However, there is only so much the team can do. Mitigation in some of the district's buildings could include extensive piping replacement behind walls or other sections of buildings and/or outdoor areas. This increase in scope of work requires more personnel, which we do not have.

3. Aging Elevators and Vertical Lifts

Across the district there are 60 elevators and vertical lifts. Many are aging and breaking down, disrupting daily routines and ADA access to program areas. The district averages 228 maintenance repairs each year. As our equipment ages, the number of repairs will increase. With the increase in repairs, the cost for maintenance of our equipment will also increase.

4. Asbestos Flooring

Many of our buildings have asbestos tile floors. These tiles are breaking from daily wear and tear. Once broken, encapsulation or abatement is needed. Currently replacement is done on an "as needed" basis, replacing a few tiles at a time. Areas up to 3 square feet are done by our maintenance team. With the increase in broken tiles, larger areas need to be abated and replaced with new flooring or polished concrete by a certified asbestos contractor. The district spends approximately \$25,000 a year in asbestos flooring replacement.

5. ADA Barrier Removal

To meet Federal requirements, an ADA assessment and transition plan will be completed over the next two years. Once complete, the evaluation will be used to create the new transition plan and will include a prioritized list for removing barriers across the district. Total potential costs across the district will be significant and identifying a sustainable funding stream will be challenging.

Short-Term Goals

1. Increase Efficiency

The district is bound by State procurement rules. Services over \$10,000 must be bid out among at least three vendors or contractors. This is time consuming and can be a challenge when projects need to be completed in a small window of time. To increase efficiency, this team is working on identifying more cooperative contracts from other government agencies to expedite the work. They are also working on establishing more master contracts, which will help with improving the group's efficiency.

2. Improve Document Control

The lack of staffing in previous years has made it difficult to keep up with maintaining proper documentation when projects are completed. Years of inconsistencies have made it challenging to find and reference historical records for use on new projects. This team is working on correcting this problem and streamlining the process. This includes clear naming conventions to store documents and maps after completion of annual regulated services, projects, and Facility Improvement Projects.

3. Add Accessible Access to Playgrounds

Seven elementary schools have been selected to have concrete ramps added to their playgrounds in 2023. By installing the ramps, we are removing access barriers as part of the district ADA Transition Plan.

Long-Range Goals

1. Proactive Asbestos Mitigation

Along with continuing regular asbestos management, a plan for strategic asbestos abatement will be developed to proactively remove asbestos in areas prone to damage.

2. More Active Role in Capital Project Planning

Although \$120 million was allocated for deferred maintenance in the 2022 capital bond, the district has over \$900 million in deferred maintenance work. With extensive knowledge of district facilities, this team will play an active role in prioritizing the deferred maintenance in the next six years.



ITEM FOR INFORMATION**2022–23 FACILITIES DEPARTMENT REPORT
V. ENERGY & RESOURCE CONSERVATION****ENERGY & RESOURCE CONSERVATION REPORT****Ron Umali, Administrator for Maintenance & Custodial Services****Summary**

The Energy and Resource Conservation (E&RC) office's primary mission is to incentivize, support and implement energy-efficient building systems for schools and supporting facilities. These energy investments save utility costs while improving thermal comfort, ventilation, and lighting quality in the learning environment. Energy and Resource Conservation continues to work closely with Facilities Development and Maintenance Services to deliver high-efficiency HVAC systems and controls, lighting, and roof insulation upgrades. Energy Trust of Oregon (ETO) incentives and SB1149 funding administered by the Oregon Department of Energy (ODOE) funds these cost-effective upgrades.

Energy efficiency across the district realized successes and challenges over the last year. Upgrades have saved utility dollars but have failed to offset pressures from rising utility rates, greater HVAC run hours, and lack of preventative maintenance and operation optimization. The total utility spend of electricity, natural gas, water, and waste/recycling was \$8.9 million, \$883,000 over our 2018-2019 baseline year. Only water realized a cost savings of \$54,000 from a 67% reduction in use.

The primary building metric for energy performance is the Energy Use Index (EUI) defined as kBtu/sf/yr (energy use per square foot per year). Our District-wide average is 47.9, 12.6% higher than last year's average of 41.9. ODOE recommends an EUI value range for schools between 47–61. All but four of our schools are still within ODOE's range and our EUI average remains lower than the national school district EUI average of 52; however, we need to reverse this trend.

BSD has 31 EPA-recognized Energy Star schools; however, no school is currently a certified Oregon Green School due to COVID and programmatic changes. We hope to rectify this in the coming year.

BSD solar systems generated 750,000 kWh last year for a lifetime total of 3.3 gigawatt hours (million kWh) of electricity, enough to power 380 average-sized homes for a year.

Looking ahead, E&RC predicts the biggest challenge for utility usage will be our ability to service, maintain, and optimize HVAC, plumbing and lighting systems. Operation and maintenance (O&M) and preventative maintenance greatly impacts utility usage, costs and equipment life. Adequately staffed HVAC, plumbing and electrical departments are critical to reducing energy and water usage and maintaining expensive and sophisticated building system infrastructure. Staffing is an investment that pays for itself in utility savings and increased thermal comfort.

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Lastly, developing our own internal greenhouse gas emissions reduction plan is an important step for BSD to do our part to combat climate change.

Analysis

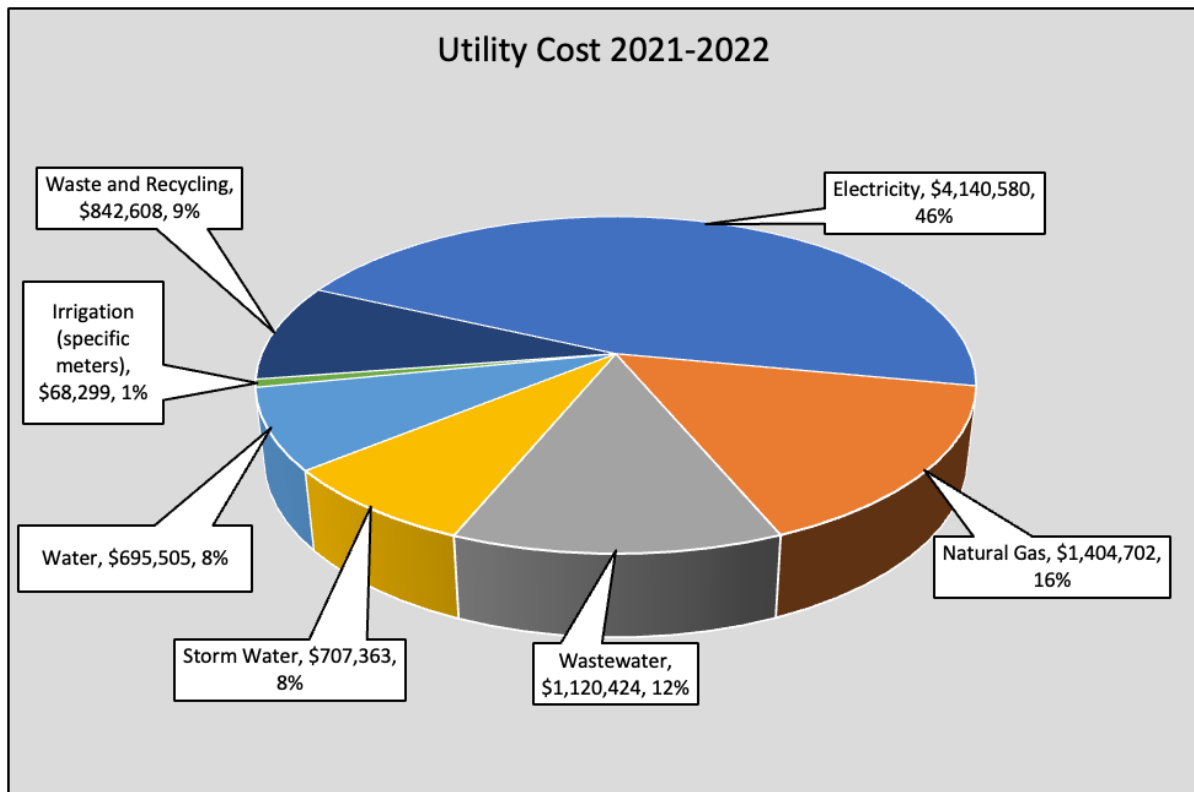
Table 1: 2021-2022 BSD Total Utility Consumption Comparison and Goals

| UTILITY | 2018-19 | 2019-20* | 2020-21* | 2021-22 | 2021-22 versus 2018-19 | 2022-23 Usage Goals |
|--|---------------------|---------------------|---------------------|---------------------|---|------------------------------|
| Electricity (kWh x 1,000) (\$ x 1,000) | 33,629 (\$3,670) | 28,314 (\$3,259) | 26,863 (\$3,135) | 34,410 (\$4,140) | Usage (+2%) Cost (+11%) | 34,000 kWh (+2%) |
| Natural Gas (Therms x 1,000) (\$ x 1,000) | 1,307 (\$992) | 1,287 (\$920) | 1,465 (\$1,128) | 1,664 (\$1,405) | Usage (+21%) Cost (+30%) | 1,600 Therms (+5%) |
| Water (CCF x 100) (\$ x 1,000) | 155 (\$2,645) | 107 (\$2,476) | 70 (\$2,328) | 93 (\$2,591) | Usage (-67%) Cost (-2%) | 100 CCF (+7%) |
| Garbage & Recycling (\$ x 1,000) | (\$788) | (\$637) | (\$307) | (\$842) | Cost (+61%) | NA |
| Solar PV Production** (1,000 x kWh) | 710 (\$77,484) | 771 (\$88,688) | 860 (\$98,925) | 750 (\$91,500) | Production (-13%) Cost Benefit (-7.5%) | 900 kWh |

* 2019-20 and 2020-2021 data are not used for comparisons due to limited occupancy during COVID.

** Solar data was compared to 2021-22 data as production is not impacted by occupancy.

Graph 1: 2021-22 BSD Total Utility Cost Distribution



- **Electricity.** Historically electricity usage has been steady even with new schools coming online. However, this year usage has increased 2% and rates have increased 9.3% over the 2018-19 comparative year. This has resulted in an 11% cost increase and \$470,000 more spent. More troubling is that PGE announced an 8% rate increase for 2022-23. Electricity made up 46% of our total utility cost at \$4.14 million.

Along with rate hikes, the primary cause of the increased consumption is the modified HVAC COVID protocol that has increase equipment run-times.

Looking ahead, rates will steadily increase as PGE invests in carbon neutrality and infrastructure resistant to extreme weather events. Continued investment in energy efficiency equipment and manpower to service and optimize equipment is critical to driving savings.

- **Natural gas.** Natural gas usage generally follows the weather and varies year to year. The colder the outdoor air the more therms consumed. Over the last few years, we've had milder winters which has kept usage relatively low. However, last year's weather was colder and our modified HVAC COVID protocol dramatically increased therm consumption.

Usage increased 21.0% and rates increased 10% over the 2018-19 year. This resulted in a 30% cost increase and \$260,000 more spent. Natural gas makes up 16% of our total utility cost at \$1.4 million.

Unfortunately, Northwest Natural has raised rates 30% for the 2022-23 year. Usage and cost continue to rise at record rates and we must redouble our efforts and invest in the resources required to operate our buildings as efficiently as possible.

- **Water.** Over the last several years rising water costs have been concerning. Rates have increased over 32% since 2018-19. One of the highlights from last year was reduced summer irrigation volume. We saved an astonishing 46 million gallons of water resulting in \$54,000 in savings. Water made up 29% of our total utility cost \$2.59 million.

Looking ahead, water rates will continue to rise and it is projected that our region will get hotter and drier. We must invest in real-time smart water meters and irrigation technology that detects leaks and irrigates as efficiently as possible.

- **Garbage and Recycling.** Waste and recycling costs were up 6% compared to 2018-19 with an increased cost of \$54,000. Waste made up 9% of our total utility costs at \$848,000.
- **Renewable Energy.** BSD has 10 solar schools with photovoltaic (PV) systems ranging from 100-190 kW in size. Solar electricity production reached 750,000 kWh for the 2021-22 school year — a 13% decrease. The total cost benefit for this production was \$91,500 — a 7.5% reduction over last year. These reductions were due to solar system reliability and visibility issues that are actively being resolved. Current, district solar generation capacity is between 900,000 and 1,000,000 kwh (1 gigawatt) which we should produce next year.

Accomplishments

1. E&RC continued to work closely with Facilities Development and Maintenance investing over \$750,000 SB1149 program dollars into energy-efficient capital projects this year for a total of nearly \$4.75 million since 2015. An estimated 400,000 kWh and 25,000 therms of savings were realized from these projects resulting in a combined annual cost savings of over \$65,000.

Total utility savings through the bond is estimated at nearly 4.5 million kWh and 175,000 therms per year for a total cost savings of over \$650,000. The cost savings does not include the added net benefit O&M savings.

2. E&RC has secured a total of \$70,000 incentives this year for a total of over \$800,000 in incentives through the Energy Trust of Oregon's (ETO) Existing Building Program since 2017 when the program was permitted to serve our existing schools. ETO's New Building Program has contributed \$1.3 million in incentives toward energy efficient equipment in our new and large remodeling projects through the 2014 bond cycle. These incentive dollars offset bond and SB1149 project expenditures.
3. BSD solar systems have now generated a system life total of 4.4 gigawatt hours (million kWh) of electricity, enough to power 400 average-sized homes for a year.
4. For the third year in a row, BSD was awarded a PGE Electric Bus Grant towards two additional fully Electric Vehicle (EV) buses for a grant program total over \$1 million. The Transportation department is also a PGE EV Fleet Partner which funds charging infrastructure. Additionally, the SB1149 program allows investment in District electric fleet vehicles and EV Buses. Together these grants and programs will help provide seven EV buses and charging infrastructure for 30 EV buses at TSC. Our department is planning on installing charging infrastructure for maintenance EV fleet vehicles including service vans and light passenger cars.
5. BSD has realized significant reductions in water usage across the board. To continue this progress, our department is working to partner with water utilities to deploy interval water meters at our facilities to see usage in real time. We will also continue to assist the Grounds department in evaluating investment into smart irrigation system technology.

Areas of Concern and Program Risk

1. Operations and maintenance (O&M) have a direct and immediate impact to utility cost savings and sustaining building performance. Currently there is a high risk of reduced equipment life and premature failure of expensive HVAC systems leading to expensive emergency repair if the support is not provided to manage these technically advanced and complex systems.

The U.S. Department of Energy estimates that organizations can save up to 20% annually on energy bills simply by following operations & maintenance best practices. That would be over \$1.1 million in electricity and natural gas savings and more as rates escalate.

Lastly, educational productivity and instruction time are paramount for school districts. Schools do not have the option of downtime for repair. Districts can't regularly close schools due to heating or cooling problems. And high performing buildings maximize thermal comfort and ventilation which directly improve educational productivity and outcomes. Investing in these trades supports the educational environment as well as the fiscal bottom line.

2. Utility rates are projected to increase across the board into the foreseeable future. Water costs pose the highest level of concern. However, E&RC has no budget mechanism to invest in water conserving equipment. Plumbing and Grounds staffing is critical to adequately repairing building and HVAC system water leaks and updating and investing in irrigation leak sensing equipment.
3. With climate change impacts increasing, E&RC is working to develop our own internal greenhouse gas (GHG) reduction plan.

Short-Term Goals

1. Work with Facilities to plan for a roll-back or modification of the COVID HVAC run-time protocol that will reduce excess electricity and natural gas usage.
2. Coordinate with HVAC and plumbing departments, when their limited time allows, to optimize building operation to drive down building EUI values. E&RC will monitor usage closely, reduce consumption where possible, and provide monthly use and cost updates.
3. Continue to deliver cost-effective energy-efficient HVAC and lighting systems that align with the bond renovation effort and maintenance needs. This will be achieved by contracting additional energy audits as needed, offer cost-effective SB1149 program measures, pursue ETO incentives, and collaborate to ensure continued success of all capital projects.
4. Expand BSD's Energy Star Certification Portfolio and re-establish certified Oregon Green Schools.
5. E&RC will work to finalize the draft water use guidance prior to start of summer 2023. In addition, we will continue to partner with water utilities to deploy interval water meters at our facilities to see usage in real time. We will also continue to assist the Grounds division in evaluating investment into smart irrigation system technology.
6. Implement the District's first fleet EV charging station for Maintenance Services and support expansion of BSD's EV bus fleet.
7. Finalize a district-wide greenhouse gas carbon reduction plan . A draft GHG framework has been developed with a target to finalize the plan in 2023.

Long-Term Goals

1. Pursue Energy Management Information System (EMIS) software enhancements coupled with energy submeters that will tie together HVAC Building Management Systems, fault detection and building analytics to further improve energy and building performance while driving operations and maintenance away from a preventative to a more predictive model.
2. Work with Maintenance to support investment in low-cost, high-return water conserving measures such as smart irrigation flow meters.
3. Invest in 5 fleet EV van and light passenger vehicles for Maintenance departments by 2025.
4. Develop and commit to district-wide GHG reduction goals by 2025.
5. Promote energy and resource conservation practices and larger sustainability themes into our STEM curriculum.



ITEM FOR INFORMATION

MONTHLY FINANCIAL UPDATE

BACKGROUND

Attached is the financial report as of April 30, 2023:

- 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 April 30, 2023
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer - grouped by fund

NOTES:

- General Fund
 - Minor expenditure adjustments.
- 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 April 30, 2023
(\$ in millions)

| | Adopted Budget | Final Budget | YTD Actuals | Current Encumb. | Actuals & Encumb. | Year-End Forecast |
|------------------------|-----------------|-----------------|-----------------|-----------------|-------------------|-------------------|
| REVENUES: | | | | | | |
| Beginning Fund Balance | \$ 105.8 | \$ 105.8 | \$ 109.6 | \$ - | \$ 109.6 | \$ 109.6 |
| State School Fund: | | | | | | |
| State School Fund | 289.8 | 289.8 | 270.5 | - | 270.5 | 301.0 |
| Property Taxes | 163.0 | 163.0 | 158.3 | - | 158.3 | 161.5 |
| Common School Fund | 4.3 | 4.3 | 2.6 | - | 2.6 | 5.2 |
| County School Fund | 1.0 | 1.0 | 0.9 | - | 0.9 | 1.0 |
| Local Option Levy | 38.2 | 38.2 | 38.8 | - | 38.8 | 39.5 |
| Investment Earnings | 0.6 | 0.6 | - | - | - | 3.5 |
| NWRESD Appointment | 11.0 | 11.0 | 10.0 | - | 10.0 | 12.0 |
| Other | 9.1 | 9.1 | 4.0 | - | 4.0 | 10.4 |
| Total | \$ 622.8 | \$ 622.8 | \$ 594.7 | \$ - | \$ 594.7 | \$ 643.7 |
| EXPENDITURES: | | | | | | |
| Salaries | \$ 297.3 | \$ 297.3 | \$ 218.0 | \$ - | \$ 218.0 | \$ 291.9 |
| Benefits | 178.1 | 178.1 | 126.0 | - | 126.0 | 172.1 |
| Purchased services | 32.5 | 32.5 | 24.9 | 6.7 | 31.6 | 32.5 |
| Supplies & materials | 15.5 | 15.5 | 9.3 | 2.5 | 11.8 | 14.0 |
| Capital outlay | 0.9 | 0.9 | 0.4 | 0.1 | 0.5 | 0.9 |
| Other | 3.1 | 3.1 | 2.4 | 0.1 | 2.5 | 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 | \$ 386.2 | \$ 9.4 | \$ 395.6 | \$ 609.9 |

| | |
|--|-----------------|
| Projected Surplus / (Deficit) from Operations | \$ 14.4 |
| Excludes beginning fund balance and contingency | |
| Projected Ending Fund Balance | \$ 124.0 |
| Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2023 * | |
| | 19.3% |

| | | |
|--|----------|---------------|
| *Projected ending fund balance breakdown: | | Projected EFB |
| General Operating Fund | \$ 123.9 | 19.2% |
| 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 | \$ 233.0 | \$ 2.4 | \$ 235.4 | \$ 323.4 |
| Support Services | 194.8 | 194.8 | 146.5 | 6.9 | 153.4 | 188.9 |
| Enterprise & Community Svc | 0.3 | 0.3 | - | - | - | 0.3 |
| Facilities Acquisition & Const | 0.1 | 0.1 | - | - | - | 0.1 |
| Other Uses | 7.0 | 7.0 | 6.7 | 0.1 | 6.8 | 7.0 |
| Contingencies | 90.2 | 90.2 | - | - | - | 90.2 |
| Total | \$ 622.8 | \$ 622.8 | \$ 386.2 | \$ 9.4 | \$ 395.6 | \$ 609.9 |

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of April 30, 2023

| 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 | \$ 10,173,132 | \$ 4,739,572 | \$ 476,253 | \$ 5,215,825 | 38.44% | \$ 4,957,307 |
| Categorical | 7,256,000 | 6,974,153 | 3,061,165 | 1,927,464 | 4,988,629 | 68.75% | 1,985,524 |
| Scholarship Fund | 515,000 | 494,245 | 59,384 | 15,500 | 74,884 | 14.54% | 419,361 |
| Grant Fund | 164,670,491 | 65,869,373 | 71,318,166 | 5,738,282 | 77,056,448 | 46.79% | (11,187,075) |
| Sustainability Fund | 16,050,000 | 15,164,646 | - | - | - | 0.00% | 15,164,646 |
| Nutrition Services Fund | 19,383,736 | 15,422,519 | 10,274,191 | 2,667,395 | 12,941,586 | 66.77% | 2,480,933 |
| Debt Service Fund | 105,760,013 | 105,764,753 | 13,981,701 | - | 13,981,701 | 13.22% | 91,783,052 |
| Capital Projects Fund | 567,095,950 | 409,475,087 | 31,956,112 | 73,572,720 | 105,528,832 | 18.61% | 303,946,255 |
| Insurance Reserve Fund | 8,151,475 | 10,005,968 | 4,003,666 | 599,288 | 4,602,954 | 56.47% | 5,403,014 |
| Workers' Compensation Fund | 5,944,823 | 5,701,068 | 1,901,397 | 57,598 | 1,958,995 | 32.95% | 3,742,073 |
| Total | \$ 908,396,488 | \$ 645,044,944 | \$ 141,295,354 | \$ 85,054,500 | \$ 226,349,854 | | \$ 418,695,090 |



2022-23 Classroom Teacher Staffing By School
As of 4/30/23

| 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 | 7.8 | 2.0 | - | 38.8 |
| Barnes | 506 | 478 | (28) | 16.0 | 5.0 | 1.0 | - | 22.0 | 14.0 | 5.0 | 1.0 | - | 20.0 |
| 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 | 12.6 | 4.0 | 1.0 | - | 17.6 |
| 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 | 11.8 | 4.0 | 2.0 | - | 17.8 |
| 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 | 10.0 | 4.0 | 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 | 7.0 | 4.0 | 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 Wissmer | 593 | 592 | (1) | 17.0 | 5.0 | 1.0 | - | 23.0 | 17.0 | 5.0 | 1.0 | - | 23.0 |
| 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 | 7.7 | 3.0 | 1.0 | - | 11.7 |
| McKinley | 646 | 648 | 2 | 20.0 | 6.0 | 2.0 | - | 28.0 | 19.8 | 6.0 | 2.0 | - | 27.8 |
| Montclair | 290 | 283 | (7) | 9.0 | 2.0 | 1.0 | - | 12.0 | 8.0 | 3.0 | 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 | 14.0 | 4.0 | 2.0 | - | 20.0 |
| Raleigh Hills (K-8) | 306 | 307 | 1 | 10.0 | 3.0 | 1.0 | - | 14.0 | 9.0 | 4.0 | 1.0 | - | 14.0 |
| Raleigh Park | 334 | 308 | (26) | 9.0 | 3.0 | 2.0 | - | 14.0 | 8.0 | 4.0 | 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 | 20.9 | 7.0 | 2.0 | - | 29.9 |
| Scholls Heights | 652 | 635 | (17) | 19.0 | 5.0 | 2.0 | - | 26.0 | 17.4 | 5.0 | 2.0 | - | 24.4 |
| 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 | 21.9 | 7.0 | 3.0 | - | 31.9 |
| Terra Linda | 292 | 278 | (14) | 9.0 | 2.0 | 1.0 | - | 12.0 | 7.7 | 3.0 | 1.0 | - | 11.7 |
| Vose | 718 | 707 | (11) | 23.0 | 7.0 | 2.0 | - | 32.0 | 21.8 | 7.0 | 2.0 | - | 30.8 |
| West TV | 312 | 305 | (7) | 8.0 | 3.0 | 1.0 | - | 12.0 | 8.6 | 3.0 | 1.0 | - | 12.6 |
| William Walker | 525 | 534 | 9 | 17.0 | 5.0 | 2.0 | - | 24.0 | 16.9 | 5.0 | 2.0 | - | 23.9 |
| Elementary School Total | 16,893 | 16,561 | (332) | 496.0 | 151.0 | 54.0 | | 701.0 | 484.4 | 157.8 | 54.0 | | 696.3 |
| Average Elementary School Staffing Ratio | | | | 34.1 | 26.1 | 24.1 | | | 34.2 | 25.8 | 23.8 | | - |



2022-23 Classroom Teacher Staffing By School
As of 4/30/23

| 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 | 22.0 | 5.4 | 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 | 26.3 | 5.6 | 1.2 | 0.8 | 33.9 |
| Highland Park | 658 | 669 | 11 | 21.8 | 4.2 | 1.0 | 0.6 | 27.6 | 21.6 | 4.2 | 1.0 | 0.6 | 27.4 |
| Meadow Park | 727 | 689 | (38) | 29.2 | 5.4 | 1.2 | 0.8 | 36.6 | 27.1 | 5.4 | 1.2 | 0.8 | 34.5 |
| Mountain View | 874 | 874 | - | 32.6 | 6.4 | 1.6 | 1.0 | 41.6 | 30.9 | 6.4 | 1.6 | 1.0 | 39.9 |
| 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 | 29.1 | 5.8 | 1.4 | 1.0 | 37.3 |
| Whitford | 792 | 789 | (3) | 30.0 | 5.4 | 1.4 | 0.8 | 37.6 | 29.1 | 5.4 | 1.4 | 0.8 | 36.7 |
| Middle School Total | 7,153 | 7,121 | (32) | 247.0 | 48.0 | 11.4 | 7.4 | 313.8 | 241.2 | 49.0 | 11.4 | 7.4 | 309.0 |
| Average Middle School Staffing Ratio | | | | 29.0 | 24.2 | 23.3 | 22.8 | | 29.5 | 24.5 | 23.6 | 23.0 | |
| Aloha | 1,683 | 1,652 | (31) | 65.0 | 12.2 | 3.2 | - | 80.4 | 61.0 | 12.2 | 3.2 | - | 76.4 |
| Beaverton | 1,386 | 1,445 | 59 | 54.4 | 9.6 | 2.4 | - | 66.4 | 52.9 | 10.6 | 2.4 | - | 65.9 |
| Mountainside | 1,663 | 1,726 | 63 | 53.2 | 10.2 | 2.4 | - | 65.8 | 53.2 | 10.2 | 2.4 | - | 65.8 |
| Southridge | 1,462 | 1,489 | 27 | 51.0 | 9.8 | 2.6 | - | 63.4 | 49.6 | 10.8 | 2.6 | - | 63.0 |
| Sunset | 1,942 | 1,939 | (3) | 58.4 | 11.6 | 3.0 | - | 73.0 | 58.0 | 11.6 | 3.0 | - | 72.6 |
| Westview | 2,300 | 2,393 | 93 | 74.0 | 14.6 | 3.8 | - | 92.4 | 72.4 | 14.6 | 3.8 | - | 90.8 |
| High School Total | 10,436 | 10,644 | 208 | 356.0 | 68.0 | 17.4 | | 441.4 | 347.1 | 70.0 | 17.4 | | 434.5 |
| Average High School Staffing Ratio | | | | 29.3 | 24.6 | 23.6 | | | 30.7 | 25.5 | 24.5 | | - |
| Arts & Communication Magnet Academy (6-12) | 697 | 693 | (4) | 26.8 | 4.8 | 1.2 | - | 32.8 | 24.5 | 4.8 | 1.2 | - | 30.5 |
| Beaverton Academy of Science and Engineering (6-12) | 842 | 823 | (19) | 31.0 | 5.4 | 1.4 | - | 37.8 | 30.4 | 5.4 | 1.4 | - | 37.2 |
| Community School (9-12) | 82 | 130 | 48 | 7.2 | 1.2 | 0.4 | - | 8.8 | 6.7 | 1.2 | 0.4 | - | 8.3 |
| 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 | 31.8 | 5.2 | 1.4 | - | 38.4 |
| Options Schools Total | 3,219 | 2,961 | (258) | 119.6 | 19.2 | 5.8 | | 144.6 | 114.1 | 19.2 | 5.8 | | 139.0 |
| Average Options Staffing Ratio | | | | 26.9 | 23.2 | 22.3 | | | 26.0 | 22.2 | 21.3 | | - |
| Address Extreme Class Size K 12 | | | | 35.0 | | | | 35.0 | | | | | |
| District Total | 37,701 | 37,287 | (414) | 1,253.6 | 286.2 | 88.6 | 7.4 | 1,635.8 | 1,186.9 | 295.9 | 88.6 | 7.4 | 1,578.8 |

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
April 30, 2023

| Investments | Par Value | Market Value | Book Value | % of Portfolio | Days to Maturity | YTM |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|--------------|
| Commercial Paper Disc. -At Cost | 10,000,000.00 | 9,960,450.00 | 9,739,134.72 | 1.43 | 28 | 5.046 |
| Federal Agency Coupon Securities | 50,900,000.00 | 50,344,240.00 | 50,934,300.00 | 7.49 | 391 | 4.062 |
| Federal Agency Disc. -At Cost | 208,500,000.00 | 206,695,995.00 | 203,359,211.10 | 29.90 | 65 | 4.681 |
| Treasury Coupon Securities | 344,800,000.00 | 334,189,448.00 | 331,654,923.01 | 48.76 | 308 | 3.234 |
| Treasury Discounts -At Cost | 45,000,000.00 | 44,712,850.00 | 44,030,352.50 | 6.47 | 48 | 4.576 |
| LGIP | 40,394,879.64 | 40,394,879.64 | 40,394,879.64 | 5.94 | 1 | 3.750 |
| Investments | 699,594,879.64 | 686,297,862.64 | 680,112,800.97 | 100.00% | 203 | 3.872 |

| Total Earnings | April 30 Month Ending | Fiscal Year To Date |
|---------------------------------|------------------------------|----------------------------|
| Current Year | 1,434,173.08 | 9,758,542.21 |
| Average Daily Balance | 683,278,087.09 | 586,492,492.76 |
| Effective Rate of Return | 2.55% | 2.00% |

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
April 30, 2023

| CUSIP | Investment # | Issuer | Maturity Date | Par Value | Book Value | Market Value | Allocation Target % | Actual % |
|--------------------------------------|--------------|-------------------------------|-----------------|-----------------------|-----------------------|-----------------------|---------------------|--------------|
| Federal Agency | | | | | | | | |
| Federal Agricultural Mortgage | | | | | | | | |
| 31315KFZ8 | 11273 | Federal Agricultural Mortgage | 05/24/2023 | 5,000,000.00 | 4,876,625.00 | 4,985,500.00 | | 0.71 |
| 31315KLT5 | 11317 | Federal Agricultural Mortgage | 09/15/2023 | 20,000,000.00 | 19,303,850.00 | 19,636,000.00 | | 2.83 |
| 31315KKL3 | 11319 | Federal Agricultural Mortgage | 08/15/2023 | 20,000,000.00 | 19,389,222.22 | 19,719,200.00 | | 2.85 |
| | | | Subtotal | 45,000,000.00 | 43,569,697.22 | 44,340,700.00 | 35.00 | 6.41 |
| Federal Farm Credit Bank | | | | | | | | |
| 3133ENA91 | 11280 | Federal Farm Credit Bank | 07/15/2024 | 25,000,000.00 | 25,034,300.00 | 24,557,750.00 | | 3.68 |
| | | | Subtotal | 25,000,000.00 | 25,034,300.00 | 24,557,750.00 | 35.00 | 3.68 |
| Federal Home Loan Bank | | | | | | | | |
| 3130AULY8 | 11322 | Federal Home Loan Bank | 07/26/2024 | 5,000,000.00 | 5,000,000.00 | 4,972,650.00 | | 0.73 |
| 3130AUJ62 | 11323 | Federal Home Loan Bank | 01/26/2024 | 5,900,000.00 | 5,900,000.00 | 5,876,990.00 | | 0.86 |
| 3130AVFX5 | 11328 | Federal Home Loan Bank | 03/30/2024 | 15,000,000.00 | 15,000,000.00 | 14,936,850.00 | | 2.20 |
| 313384GX1 | 11305 | Federal Home Loan Bank | 06/15/2023 | 20,000,000.00 | 19,498,197.22 | 19,881,800.00 | | 2.86 |
| 313384FQ7 | 11306 | Federal Home Loan Bank | 05/15/2023 | 10,000,000.00 | 9,790,425.00 | 9,982,300.00 | | 1.44 |
| 313384FQ7 | 11307 | Federal Home Loan Bank | 05/15/2023 | 25,000,000.00 | 24,491,625.00 | 24,955,750.00 | | 3.60 |
| 313384FM6 | 11315 | Federal Home Loan Bank | 05/12/2023 | 25,000,000.00 | 24,505,458.33 | 24,965,250.00 | | 3.60 |
| 313384LW7 | 11320 | Federal Home Loan Bank | 09/18/2023 | 20,000,000.00 | 19,302,333.33 | 19,628,200.00 | | 2.83 |
| 313384FBO | 11321 | Federal Home Loan Bank | 05/02/2023 | 16,000,000.00 | 15,787,377.78 | 15,997,920.00 | | 2.32 |
| 313384JC4 | 11324 | Federal Home Loan Bank | 07/14/2023 | 20,000,000.00 | 19,574,388.89 | 19,802,800.00 | | 2.87 |
| 313384KL2 | 11325 | Federal Home Loan Bank | 08/15/2023 | 20,000,000.00 | 19,490,833.33 | 19,719,200.00 | | 2.86 |
| 313384JG5 | 11327 | Federal Home Loan Bank | 07/18/2023 | 7,500,000.00 | 7,348,875.00 | 7,422,075.00 | | 1.08 |
| | | | Subtotal | 189,400,000.00 | 185,689,513.88 | 188,141,785.00 | 35.00 | 27.30 |
| | | | Total | 259,400,000.00 | 254,293,511.10 | 257,040,235.00 | 100.00 | 37.39 |
| Corporate Indebtedness | | | | | | | | |
| Toyota Cap Corp | | | | | | | | |
| 89233HTC8 | 11301 | Toyota Cap Corp | 06/12/2023 | 5,000,000.00 | 4,851,415.28 | 4,970,150.00 | | 0.71 |
| 89233HSF2 | 11310 | Toyota Cap Corp | 05/15/2023 | 5,000,000.00 | 4,887,719.44 | 4,990,300.00 | | 0.71 |
| | | | Subtotal | 10,000,000.00 | 9,739,134.72 | 9,960,450.00 | 5.00 | 1.43 |
| | | | Total | 10,000,000.00 | 9,739,134.72 | 9,960,450.00 | 35.00 | 1.43 |

**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 % | |
|-------------------------------------|--------------|---------------|---------------|--------------------|-----------------------|-----------------------|-----------------------|---------------|--------------|
| OR Treas Local Govt Inv Pool | | | | | | | | | |
| Local Government Inv Pool | | | | | | | | | |
| LGIP 4010 | FUND 000 | LGIP | | 7,118,356.64 | 7,118,356.64 | 7,118,356.64 | | 1.04 | |
| LGIP 5173 | FUND 300 | LGIP | | 3,109,384.12 | 3,109,384.12 | 3,109,384.12 | | 0.45 | |
| LGIP 4966 | FUND 416 | LGIP | | 3,767,292.57 | 3,767,292.57 | 3,767,292.57 | | 0.55 | |
| LGIP 4972 | FUND 417 | LGIP | | 17,058,608.84 | 17,058,608.84 | 17,058,608.84 | | 2.50 | |
| LGIP 6440 | FUND 418 | LGIP | | 9,341,237.47 | 9,341,237.47 | 9,341,237.47 | | 1.37 | |
| | | | | Subtotal | 40,394,879.64 | 40,394,879.64 | 100.00 | 5.94 | |
| | | | | Total | 40,394,879.64 | 40,394,879.64 | 100.00 | 5.94 | |
| US Treasuries | | | | | | | | | |
| US Treasuries | | | | | | | | | |
| 91282CCK5 | 11274 | U.S. Treasury | 06/30/2023 | 55,000,000.00 | 53,517,578.13 | 54,564,950.00 | | 7.86 | |
| 91282CAP6 | 11275 | U.S. Treasury | 10/15/2023 | 50,000,000.00 | 48,253,900.00 | 48,926,000.00 | | 7.09 | |
| 91282CCX7 | 11276 | U.S. Treasury | 09/15/2024 | 50,000,000.00 | 47,257,450.00 | 47,303,000.00 | | 6.94 | |
| 91282CDS7 | 11277 | U.S. Treasury | 01/15/2025 | 55,000,000.00 | 52,490,625.00 | 52,200,500.00 | | 7.71 | |
| 9128282N9 | 11279 | U.S. Treasury | 07/31/2024 | 15,000,000.00 | 14,746,875.00 | 14,554,050.00 | | 2.16 | |
| 912828ZW3 | 11286 | U.S. Treasury | 06/30/2025 | 20,000,000.00 | 18,410,937.50 | 18,483,600.00 | | 2.70 | |
| 91282CCG4 | 11287 | U.S. Treasury | 06/15/2024 | 15,000,000.00 | 14,283,300.00 | 14,276,400.00 | | 2.10 | |
| 9128282D1 | 11288 | U.S. Treasury | 08/31/2023 | 10,800,000.00 | 10,599,228.00 | 10,668,348.00 | | 1.55 | |
| 91282CCD1 | 11297 | U.S. Treasury | 05/31/2023 | 9,000,000.00 | 8,781,120.00 | 8,967,150.00 | | 1.29 | |
| 91282CCD1 | 11299 | U.S. Treasury | 05/31/2023 | 15,000,000.00 | 14,635,200.00 | 14,945,250.00 | | 2.15 | |
| 912828ZU7 | 11313 | U.S. Treasury | 06/15/2023 | 10,000,000.00 | 9,787,109.38 | 9,943,200.00 | | 1.43 | |
| 91282CAF8 | 11316 | U.S. Treasury | 08/15/2023 | 20,000,000.00 | 19,428,400.00 | 19,714,000.00 | | 2.85 | |
| 91282CAK7 | 11326 | U.S. Treasury | 09/15/2023 | 20,000,000.00 | 19,463,200.00 | 19,643,000.00 | | 2.86 | |
| 912796ZP7 | 11314 | U.S. Treasury | 06/08/2023 | 20,000,000.00 | 19,550,662.22 | 19,899,400.00 | | 2.87 | |
| 912796X53 | 11318 | U.S. Treasury | 06/15/2023 | 20,000,000.00 | 19,555,745.56 | 19,882,000.00 | | 2.87 | |
| 912797GF8 | 11329 | U.S. Treasury | 08/08/2023 | 5,000,000.00 | 4,923,944.72 | 4,931,450.00 | | 0.72 | |
| | | | | Subtotal | 389,800,000.00 | 375,685,275.51 | 378,902,298.00 | 100.00 | 55.24 |
| | | | | Total | 389,800,000.00 | 375,685,275.51 | 378,902,298.00 | 100.00 | 55.24 |
| | | | | Grand Total | 699,594,879.64 | 680,112,800.97 | 686,297,862.64 | | |

Beaverton School District
Summary by Issuer
April 30, 2023
Grouped by Fund

| Issuer | | Number of Investments | Par Value | Book Value | % of Portfolio | Average YTM 365 | Average Days to Maturity |
|---|--------------------------|--------------------------|-----------------------|-----------------------|-------------------|--------------------|-----------------------------|
| Fund: Pooled Cash | | | | | | | |
| | Subtotal | 18 | 253,018,356.64 | 246,815,803.23 | 36.29 | 4.759 | 95 |
| Fund: 300 Debt Service | | | | | | | |
| | Subtotal | 4 | 69,109,384.12 | 67,893,845.23 | 9.99 | 4.622 | 9 |
| Fund: 416 Capital Projects Non-Tax | | | | | | | |
| | Subtotal | 1 | 3,767,292.57 | 3,767,292.57 | 0.55 | 3.750 | 1 |
| Fund: 417 Capital Projects Taxable | | | | | | | |
| | Subtotal | 2 | 32,058,608.84 | 31,693,808.84 | 4.66 | 4.120 | 14 |
| Fund: 418 Bond Issue Fund | | | | | | | |
| | Subtotal | 14 | 341,641,237.47 | 329,942,051.10 | 48.52 | 3.082 | 343 |
| | Total and Average | 39 | 699,594,879.64 | 680,112,800.97 | 100.00 | 3.897 | 203 |



ITEM FOR ACTION AT A FUTURE MEETING

2024-25 BUDGET CALENDAR

BACKGROUND

The recommendation for the District's Budget Calendar for 2024-25 is presented for School Board approval.

RECOMMENDATION

No action is required at this meeting. The proposed board meeting calendar is presented for initial consideration and will come before the Board for approval at its next meeting on June 20, 2023.

| BUDGET CALENDAR 2024-25 | | |
|--|---|------------------------------|
| August 29, 2023 Tuesday | <i>School Board Meeting - 7:00 p.m.</i> <ul style="list-style-type: none"> ● Budget Committee openings ● Application process discussion | <i>Administration Office</i> |
| December 12, 2023 Tuesday | <i>School Board Meeting - 7:00 p.m.</i> <ul style="list-style-type: none"> ● Appoint Budget Committee members to fill vacancies | <i>Administration Office</i> |
| March 19, 2024 Tuesday | <i>Budget 101 - 5:30 p.m. (before School Board meeting)</i> <ul style="list-style-type: none"> ● Provide up-to-date budget information prior to budget proposal ● Budget Committee to ask questions about process and significant factors influencing the budget | <i>Administration Office</i> |
| May 14, 2024 Tuesday | <i>Budget Committee Meeting - 5:30 p.m.</i> <ul style="list-style-type: none"> ● Elect Budget Committee officers ● Superintendent proposes the budget and delivers the budget message ● Public testimony | <i>Administration Office</i> |
| May 28, 2024 Tuesday | <i>Budget Committee Meeting - 5:30 p.m. (before School Board meeting)</i> <ul style="list-style-type: none"> ● Budget Committee discussion ● Approval of budget and tax levies | <i>Administration Office</i> |
| June 18, 2024 Tuesday | <i>School Board Meeting - 7:00 p.m. (during School Board meeting)</i> <ul style="list-style-type: none"> ● Budget public hearing ● Board makes appropriations ● Adopt budget and tax levies | <i>Administration Office</i> |
| <u>District Contacts</u> Gustavo Balderas, Superintendent Michael Schofield, Associate Superintendent for Business Services Jessica Jones, Budget Manager Marcie Davis, Assistant to Associate Superintendent for Business Services | | |

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

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

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



ITEM FOR ACTION AT A FUTURE MEETING

ADOPT THE SCHOOL BOARD MEETING CALENDAR FOR THE 2023–24 SCHOOL YEAR

BACKGROUND

The Board traditionally holds regular business meetings once per month. As proposed, starting in the 2023–24 school year, the regular business meeting generally will be held on the last available Tuesday evening each month. Board business meetings will start at 7 p.m.

The Board also will meet as needed for work sessions, study sessions and executive sessions at 5:30 p.m. prior to Board business meetings and on selected additional Tuesdays in alternating months. This schedule may be adjusted and additional meetings may be scheduled at the discretion of the Board chair.

The proposed calendar has been reviewed to ensure it avoids scheduling board meetings during major holidays and school breaks. Meeting agendas and supporting materials will be published on the Friday preceding the Tuesday meeting.

RECOMMENDATION

The proposed board meeting calendar is presented for initial consideration and will come before the Board for approval at its next meeting on June 20, 2023.

BEAVERTON SCHOOL BOARD MEETINGS FOR 2023–24

Board Business Meetings

| | | |
|-----------------------------|-----------|--------------------------|
| Tuesday, July 25, 2023 | TBD | Summer Business Meeting |
| Tuesday, August 29, 2023 | 7:00 p.m. | Regular Business Meeting |
| Tuesday, September 26, 2023 | 7:00 p.m. | Regular Business Meeting |
| Tuesday, October 24, 2023 | 7:00 p.m. | Regular Business Meeting |
| Tuesday, November 28, 2023 | 7:00 p.m. | Regular Business Meeting |
| Tuesday, December 12, 2023 | 7:00 p.m. | Regular Business Meeting |
| Tuesday, January 30, 2024 | 7:00 p.m. | Regular Business Meeting |
| Tuesday, February 20, 2024 | 7:00 p.m. | Regular Business Meeting |
| Tuesday, March 19, 2024 | 7:00 p.m. | Regular Business Meeting |
| Tuesday, April 30, 2024 | 7:00 p.m. | Regular Business Meeting |
| Tuesday, May 28, 2024 | 7:00 p.m. | Regular Business Meeting |
| Tuesday, June 18, 2024 | 7:00 p.m. | Regular Business Meeting |

Additional Potential Board Sessions

| | | |
|-------------------------------|-----------|--------------------|
| Tuesday, August 15, 2023 * | TBD | Board Retreat |
| Tuesday, August 29, 2023 | 5:30 p.m. | Board Session TBD |
| Tuesday, September 12, 2023 * | 5:30 p.m. | Board Session TBD |
| Tuesday, September 26, 2023 | 5:30 p.m. | Board Session TBD |
| Tuesday, October 24, 2023 | 5:30 p.m. | Board Session TBD |
| Tuesday, November 14, 2023 * | 5:30 p.m. | Board Session TBD |
| Tuesday, November 28, 2023 | 5:30 p.m. | Board Session TBD |
| Tuesday, December 12, 2023 | 5:30 p.m. | Board Session TBD |
| Tuesday, January 9, 2024 * | TBD | Board Retreat |
| Tuesday, January 30, 2024 | 5:30 p.m. | Board Session TBD |
| Tuesday, February 20, 2024 | 5:30 p.m. | Board Session TBD |
| Tuesday, March 5, 2024 * | 5:30 p.m. | Board Session TBD |
| Tuesday, March 19, 2024 | 5:30 p.m. | Budget 101 Session |
| Tuesday, April 30, 2024 | 5:30 p.m. | Board Session TBD |
| Tuesday, May 14, 2024 * | 5:30 p.m. | Budget Committee |
| Tuesday, May 28, 2024 | 5:30 p.m. | Budget Committee |
| Tuesday, June 18, 2024 | 5:30 p.m. | Board Session TBD |

* *Standalone date with no board business meeting*

The Board holds regular business meetings once per month. The Board also will meet as needed for work sessions, study sessions, special meetings and/or executive sessions prior to Board business meetings and on selected additional dates. This meeting schedule may be adjusted and additional meetings may be scheduled if needed.

Unless otherwise announced, Board meetings will be held at the BSD District Administrative Office at 1260 Waterhouse Ave. in Beaverton and will be livestreamed for virtual viewing. Executive sessions are not open to the public to attend or view.

**ITEM FOR ACTION AT A FUTURE MEETING****CONSIDER ADOPTION OF BOARD POLICY KGBB AND REVISIONS TO BOARD POLICY JFCJ****BACKGROUND**

Attached is the first reading of the proposed adoption of board policy KGBB and revisions to policy JFCJ. The proposed policy updates and new policy were generated by the Oregon School Boards Association, which provides policy recommendations to reflect changes in state statutes and/or regulations and best practices; integrated by staff; and reviewed and recommended by the Board Policy Committee.

KGBB – Firearms Prohibited

Policy KGBB is a new policy proposed for adoption. If approved by the board, the policy would prohibit persons with concealed handgun licenses from bringing guns onto district property and into schools. The policy provides that a firearm may be on school grounds if it is unloaded and locked in a motor vehicle.

Currently, board policy KGB – Public Conduct on District Property prohibits any person from possessing a weapon on district property, and board policy JFCJ – Weapons in Schools prohibits students from possessing a weapon on district property or at district events. However, Oregon law has provided an exception that allows members of the public who hold a concealed handgun license to possess loaded or unloaded firearms on district properties in accordance with ORS 166.370(3)(g).

The 2021 Oregon Legislature passed new legislation, reflected in ORS 166.377, that allows school districts to close this exception by adopting a board policy that prohibits firearms including those in the possession of persons licensed to carry a concealed handgun under ORS 166.291, and posting notice at entry points and online. The 2021 legislation did not eliminate the exception that allows concealed handgun license holders to possess firearms on school grounds, but provided school districts the option to do so. If a school district wants to prohibit concealed handgun licensees from carrying firearms on district property, the district must adopt a policy. If the district does not want to limit concealed handgun licensees from bringing firearms on district property, the district does not need to adopt the policy.

JFCJ – Weapons in Schools

Recommended revisions to policy JFCJ reflect changes in required and recommended practices including posting notices at school properties and district events, and reporting when a person has a firearm or destructive device at a district property or activity. In addition, language regarding requests to suspend a student's driver's license has been removed, as this is no longer valid in state law.

POLICY DRAFT KEY

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~~Red Font, Strikethrough~~

Black Font, Italicized

Legally required language changes

Recommended language changes / OSBA model policy language

Removed outdated language

Existing language moved within policy

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

The proposed policy changes are presented for initial consideration and will come before the Board for approval at its next meeting in June:

- Adoption of new board policy KGBB
- Revisions to board policy JFCJ

Weapons in Schools**

Students shall not bring, possess, conceal or use a weapon on or at ~~district~~ any property under the jurisdiction of the district, any activities under the jurisdiction of the district or any interscholastic activities administered by a voluntary organization.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A "school zone," as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.

For purposes of this policy, and as defined by state and federal law, "weapon" includes:

1. A "dangerous weapon" means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.
2. A "deadly weapon" means any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury.
3. A "firearm" means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm muffler or silencer or any other destructive device.
4. A "destructive device" includes but is not limited to any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

Weapons may also include, but are not ~~be~~ limited to, knives, metal knuckles, straight razors, noxious or irritating ~~poisonous~~ gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents or ~~patrons~~ community members.

Replicas of weapons, fireworks and pocket knives are also prohibited by Board policy. Exceptions to the district's replicas prohibition may be granted only with prior principal approval for certain curriculum or school-related activities.

Prohibited weapons, replicas of weapons, fireworks and pocket knives ~~possessed on or about a person while on district property~~ are subject to seizure or forfeiture.

In accordance with Oregon law, any [district](#) employee who has reasonable cause to believe a student or other person ~~has is, or~~ within the previous 120 days [has been](#), ~~unlawfully~~ in possession of a firearm or destructive device at a district property or activity, as defined by this policy, shall immediately report such violation to an administrator ~~or his/her~~ designee or law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator. [Employees shall promptly report all other conduct prohibited by this policy to an administrator.](#)

Administrators shall promptly notify the appropriate law enforcement agency of reports received or other reasonable cause to believe violations [for firearms or destructive devices](#) have occurred ~~or that a student has been and of students~~ expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device.

[A person making a report as described above who has reasonable grounds for making the report is immune from liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the report. The identity of a person participating in a good faith report as described above may not be disclosed except when allowed by law.](#)

Parents will be notified of all conduct by their student that violates this policy.

~~Employees shall promptly report all other conduct prohibited by this policy to an administrator.~~

~~Administrators shall promptly report to the security office.~~

[In accordance with Oregon law, students determined to have brought, possessed, concealed or used a firearm, as defined in policy, in violation of this policy or state law shall be expelled from school for a period of not less than one year. All other violations of the policy will result in discipline which may include expulsion, and may result in referral to law enforcement, as appropriate. The superintendent may, on a case-by-case basis, modify this expulsion requirement. The superintendent may propose alternative programs of instruction or instruction combined with counseling that are appropriate and accessible to the student, and shall provide such information in writing to the student and the parent in accordance with law¹. Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.](#)

~~Incidents of students possessing firearms will be reported to the student's parents and a referral to the appropriate law enforcement agency shall be made. Appropriate disciplinary and/or legal action will be taken against students who possess firearms and with students who assist possession in any way. Students bringing firearms to school will be expelled for a period of not less than one year. The superintendent may, on a case-by-case basis, modify this expulsion requirement. The district may also request suspension of a student's driving privileges or the right to apply for driving privileges with the Oregon Department of Transportation.~~

[Special education students shall be disciplined in accordance with federal law and Board policy JGDA – Discipline of Students with Disabilities and accompanying administrative regulation.](#)

Weapons under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property ~~including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports.~~

¹ [At least once every six months or at any time the information changes because of the availability of new programs.](#)

“Gun-Free School Zone” signs will be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

The district will post a notice at any site or premise off district grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under Oregon Revised Statute (ORS) 166.370.

The superintendent will annually report to the Oregon Department of Education the number of students from each school expelled for bringing, possessing, concealing or using a firearm.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)

[ORS 166.210](#) to [-166.370](#)

[ORS 166.382](#)

[ORS 332.107](#)

[ORS 339.115](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.315](#)

~~[ORS 339.327](#)~~

~~[ORS 809.135](#)~~

~~[ORS 809.260](#)~~

[OAR 581-021-0050](#) to [-0075](#)

[OAR 581-053-0010](#)(5)

[OAR 581-053-0230](#)(9)(k)

[OAR 581-053-0330](#)(1)(r)

[OAR 581-053-0430](#)(17)

[OAR 581-053-0531](#)(16)

~~[OAR 581-053-0630](#)~~

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (~~2012~~ [2018](#)).

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (~~2012~~ [2018](#)).

Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (~~2012~~ [2018](#)).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101, 7111-7121 (~~2012~~ [2018](#)).

Cross Reference(s):

IHGA - Alternative Instructional Programs

JFCM - Threats of Violence

Firearms Prohibited

No person will possess any firearm¹ in a school building or on school grounds controlled by the Board, except when said firearm is possessed by a person who is not otherwise prohibited from possessing the firearm and is unloaded and locked in a motor vehicle. The exception provided in Oregon Revised Statute (ORS) 166.370(3)(g) for concealed handgun licensees (see ORS 166.291 and 166.292) does not apply to the possession of firearms on grounds of the schools controlled by the Board.

Firearms under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities when in compliance with law and board policy.

Any person violating or threatening to violate the above rules, as determined by the district, may be issued a trespass citation, ejected from the premises and referred to law enforcement officials².

The district will post clearly visible signs at all normal points of entry to the school grounds subject to this policy indicating that the affirmative defense described in ORS 166.370(3)(g) does not apply. The district will post on the district website the school grounds that are subject to this policy.

END OF POLICY

Legal Reference(s)

[ORS 161.015](#)
[ORS 164.245](#)
[ORS 164.255](#)
[ORS 166.210 - 166.370](#)
[ORS 297.405](#)
[ORS 332.107](#)
[ORS 332.172](#)
[ORS 339](#)

¹“Firearm” has the meaning given that term in ORS 166.210, except that it does not include a firearm that has been rendered permanently inoperable.

²ORS 339.315 requires any district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in violation of Oregon law in the previous 120 days report such information to an administrator or law enforcement. A district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in violation of Oregon law more than 120 days previously, may report such information to law enforcement.



ITEM FOR ACTION AT A FUTURE MEETING

BUDGET AUTHORIZATION FOR YOUTH SERVICES PROGRAM CONTRACTS

BACKGROUND

The District partners with other public agencies and private organizations to cooperate and provide services and supports for students and schools. Such partnerships may be formalized in a written agreement such as a memorandum of agreement or an intergovernmental agreement. These agreements are authorized and approved by the superintendent. The school board approves budget authorization for contracts obligating more than \$150,000 of district funds.

The Beaverton School District for nearly the last 40 years has had a strong partnership with the Beaverton Police Department and other first responder agencies, including an established School Resource Officer (SRO) program that is now changing to a Youth Services Officer (YSO) program. The Beaverton Police Department provides eight YSO positions to support BSD schools located within Beaverton. The Washington County Sheriff's Office provides four YSO positions to support BSD schools located in unincorporated Washington County. The Hillsboro Police Department provides one YSO serving the one BSD site within Hillsboro, the Capital Center.

The District's partnerships with first responder agencies have continued to evolve as the needs of our schools and our community change. The consultant SeeChange LLC conducted a review of this partnership program and presented to the school board a report and recommendations in August 2022. District staff thoroughly reviewed the recommendations and developed a responsive action plan, which was presented to the board in January 2023.

The District has worked to develop a new intergovernmental agreement (IGA) with the Beaverton Police Department to begin July 1, 2023 and expire June 30, 2025. The new IGA will provide greater clarity about the interagency relationship and the role of law enforcement in schools. At the same time, the District will assume part of the cost of providing the program.

Beaverton School District and the City of Beaverton will agree to share in the cost of the Beaverton YSO positions. The District also shares in the cost for the Washington County and Hillsboro YSO positions, below the cost threshold for Board approval. While other school districts in Oregon and the U.S. commonly pay all or part of the cost of SRO or YSO programs, the City of Beaverton until now has provided services at no cost to the District. Some of the ongoing costs will move from the City to the District over time, while the service level to schools and total cost to taxpayers will remain the same.

The City of Beaverton will be responsible in whole for the first 20% of the salary and benefits of YSOs. Of the remaining 80%, the City and the District will move to an even sharing of the cost phased in over four years: The District will be responsible for 10% of the total salary and benefits cost in 2023–24, and 20% in 2024–25. Pending renewed budget authorization by the board in 2025, BSD's cost share will be 30% in 2025–26, and 40% in 2026–27 (half of the 80% cost shared between BPD and BSD).

RECOMMENDATION: The superintendent recommends the board approve the superintendent or a designee to obligate the district for the public contract costs outlined below.

YOUTH SERVICES PROGRAM PROVIDER AREAS

BEAVERTON

Schools located in Beaverton and served by Beaverton Police Department:

High Schools:

- Beaverton
- Mountainside
- Southridge
- Sunset

Option Schools:

- Arts & Communication Magnet Academy (ACMA)
- Community School at Merlo Station

Middle Schools:

- Cedar Park
- Conestoga
- Five Oaks
- Highland Park
- Tumwater
- Whitford

Elementary Schools:

- Chehalem
- Cooper Mountain
- Elmonica
- Fir Grove
- Greenway
- Hiteon
- McKay
- McKinley
- Montclair
- Nancy Ryles
- Raleigh Hills
- Ridgewood
- Scholls Heights
- Sexton Mountain
- Vose
- William Walker

WASHINGTON COUNTY

Schools located in unincorporated Washington County and served by Washington County Sheriff's Office:

High Schools:

- Aloha
- Westview

Option Schools:

- International School of Beaverton (ISB)

Middle Schools:

- Meadow Park
- Mountain View
- Stoller

Elementary Schools:

- Aloha Huber Park
- Barnes
- Beaver Acres
- Bethany
- Bonny Slope
- Cedar Mill
- Errol Hassell
- Findley
- Hazeldale
- Jacob Wismer
- Kinnaman
- Oak Hills
- Raleigh Park
- Rock Creek
- Sato
- Springville
- Terra Linda
- West Tualatin Valley

HILLSBORO

Schools located in Hillsboro and served by Hillsboro Police Department:

Option Schools:

- Capital Center site, including:
 - Beaverton Academy of Science & Engineering (BASE)
 - FLEX Online School
 - Community Transition Program



PUBLIC CONTRACT AUTHORIZATION

PROGRAM NAME: Youth Services Officer Program – Beaverton

SERVICE PROVIDER: City of Beaverton

CONTRACT SCOPE: Provide Youth Services Officers serving BSD schools and sites located within Beaverton

CONTRACT TIMELINE: July 2023 – June 2025

CONTRACT AMOUNT:

2023–24: \$193,088

2024–25: \$344,176*

**Or as adjusted for cost of living and benefit increases*

FUNDING SOURCE: General Fund

RECOMMENDED BY: Carl Mead, Deputy Superintendent for Operations & Support Services

RECOMMENDATION: Authorization to obligate the district for outlined expenditures subject to successful contract negotiations (as determined by district staff)



ITEM FOR ACTION AT A FUTURE MEETING**BOARD GOALS FOR CAPITAL CONSTRUCTION BOND PROGRAM****BACKGROUND**

The school board established a set of program goals to guide the execution of the capital construction bond program following voters' approval of the school improvement bond measure in 2014,. These goals help inform district decisions in implementing the bond program, and are monitored and reported on by the Bond Accountability Committee.

Beaverton School District voters approved a new bond measure in May 2022. Implementation of the bond program approved by voters provides the opportunity to make significant facility improvements and create new spaces for learning that will be decades-long community assets. While the previously approved goals remain in effect, the board may reaffirm or revise the goals for projects funded by the new bond measure.

The proposed capital construction bond program goals are attached. The draft goals are based on the current established goals, with some minor language edits and three changes of substance:

- Addition to goal for safe school environments to explicitly include seismic safety
- Clarification of goal for efficiency and sustainability to identify energy use reduction
- Increase of goal to employ firms that are minority, women and service-disabled veteran owned, or emerging or disadvantaged small businesses, from 10% to 15% of contract value

RECOMMENDATION

The proposed goals are presented for initial consideration in this meeting and will come before the Board for approval at its next meeting in June.

**BEAVERTON SCHOOL DISTRICT
CAPITAL CONSTRUCTION BOND PROGRAM GOALS**

Vision:

We support generations to come by building and renovating facilities that support best practices for teaching and learning, inspire our students to achieve their educational goals, exceed our community's expectations for superior educational services, sustain our resources, and enhance our communities.

Goals:

The capital construction bond program shall aim to achieve the following goals:

1. Facility design and renovation will ensure that our school environments:
 - a. Are comfortable, safe, secure and seismically sound;
 - b. Are aligned with national trends and research on best teaching and learning practices;
 - c. Allow implementation of technology and innovation;
 - d. Foster whole child development, love of learning, and emotional health;
 - e. Allow students to engage in daily, vigorous exercise and learn outdoors;
 - f. Allow flexibility and expandability for the future;
 - g. Are accessible;
 - h. Include efficiency and sustainability features to reduce energy use and provide long-term operational savings;
 - i. Integrate well with and enhance the communities they reside in and provide opportunities for community partnerships; and
 - j. Otherwise prepare our students for careers and higher learning.
2. The District shall manage bond resources:
 - a. Diligently and prudently, recognizing that the tax dollars we spend are precious and scarce and based on trust;
 - b. Transparently, in terms of how and where resources are allocated and spent. Any additional funds or savings in the program will be allocated through an open process with board approval; and
 - c. Responsibly, managing the sale of bonds in amounts that are financially prudent and responsible, minimize the impact to taxpayers and can be spent within the specified period within the law.
3. Equity and opportunities in public purchasing and contracting:
 - a. *Business equity:* A project goal of 15% of the contract value for consulting services and construction contracts will be made to firms certified by either the state (Oregon Certification Office of Business Inclusion and Diversity, COBID, MWSDVE), the Small Business Administration (SBA), or nationally (National Supplier Minority Supplier Development Council, NMSDC) as minority owned, women owned, service-disabled veteran owned, emerging small businesses, or socially or economically disadvantaged small businesses.
 - b. *Diverse workforce development:* It is important to provide employment and apprenticeship opportunities in the construction trades and employment for people of color and women. For any bond program public improvement contract over \$200,000, an aggregate goal of 10% of labor

hours performed by state-registered apprentices is established in apprenticeable trades. These contracts also will require the contractor to participate in outreach and other efforts to create an apprenticeship program that reflects the diversity of the Beaverton/Portland metropolitan area.

- c. *Career learning:* The district will leverage its career and technical education program to include career learning opportunities arising from bond work for students in relevant career paths, including but not limited to architecture, engineering, building trades and construction work and other related services. Other areas might include web design, communications and accounting. Career learning opportunities may include internships, job shadows, guest speakers, informational interviews, and career and workforce days and fairs. Requests for Proposals will require responders to articulate how the contractor would support the district in this goal.
4. The District shall engage stakeholders (internal and community) throughout the bond program regarding:
 - a. Design activity and decisions regarding the form and features of what we create;
 - b. The status of bond projects;
 - c. The alignment of spending to bond priorities; and
 - d. Benefits to students and community from the program and its responsible implementation.
 5. The district will establish a Bond Accountability Committee to monitor bond program execution and to report its observations.



ITEM FOR ACTION AT A FUTURE MEETING

BOARD ZONE FOCUS SCHOOL ASSIGNMENTS

BACKGROUND

The Beaverton School Board has opted to have board members elected from seven geographical zones rather than from the district at large. Board members must reside within their board zone, but are elected by voters district-wide and are responsible to the entire community.

The Beaverton board also has opted to assign several schools for each board member to focus on and serve as the community contact point. These school assignments are decided by the board. Currently focus schools are largely but not always located in the assigned board member's zone.

In November 2022 the board revised the electoral zones to rebalance population based on the 2020 Census and more closely align the zones with current high school attendance areas.

Following the board zone adjustment, the board may continue with current focus school assignments, or may revise them to better align school assignments with the new board zones and balance assignments among board members.

A draft of revised focus school assignments is proposed for discussion. The proposed distribution of school assignments is based on:

- Geographic alignment, with each board member assigned schools in and near their zone
- School level balance, with each board member assigned elementary, middle and high schools
- Load balance, with each board member assigned a similar number of schools

RECOMMENDATION

The proposed board zone focus school assignments are presented for initial consideration, to be followed by board action at a future meeting. It is recommended that the board discuss:

- Should the board adjust focus school assignments following the electoral zone revision?
- Does the draft distribution of school assignments meet the board's goals or should it be revised?

DRAFT
Proposed Focus School Assignments
 May 22, 2023

| Zone 1 Susan Greenberg | Zone 2 Karen Pérez | Zone 3 Present: Eric Simpson Elect: Melissa Potter | Zone 4 Sunita Garg | Zone 5 Ugonna Enyinnaya | Zone 6 Present: Becky Tymchuk Elect: Justice Rajee | Zone 7 Present: Tom Colett Elect: Tammy Carpenter |
|---------------------------|-----------------------|--|-----------------------|-----------------------------------|--|---|
| Southridge HS | Westview HS | Sunset HS | Aloha HS | Community School at Merlo Station | Mountainside HS | Beaverton HS |
| Conestoga MS ** | Early College HS ** | Terra Nova Program ** | ISB (6–12) | Community Transitions Program | <i>FLEX Online (K–12) **</i> | ACMA (6–12) |
| Whitford MS | <i>Stoller MS</i> | Tumwater MS | Mountain View MS | BASE (6–12) | <i>Highland Park MS</i> | Cedar Park MS ** |
| Fir Grove ES | Bethany ES | Meadow Park MS ** | Aloha Huber Park K–8 | Five Oaks MS | Cooper Mountain ES | Barnes ES |
| Greenway ES | Oak Hills ES | Bonny Slope ES | Chehalem ES ** | Beaver Acres ES ** | Hiteon ES | Raleigh Hills ES |
| McKay ES | Sato ES | Cedar Mill ES | Errol Hassel ES | Elmonica ES | Nancy Ryles ES | Raleigh Park ES |
| Montclair ES | Springville ES | Findley ES | Hazeldale ES | McKinley ES | Sexton Mountain ES | Ridgewood ES ** |
| Vose ES | Rock Creek ES | Jacob Wismer ES ** | Kinnaman ES | <i>Terra Linda ES **</i> | Scholls Heights ES | William Walker ES |
| | | West Tualatin View ES | | | | |

** = Not currently assigned to this zone
Red = Located outside of this zone

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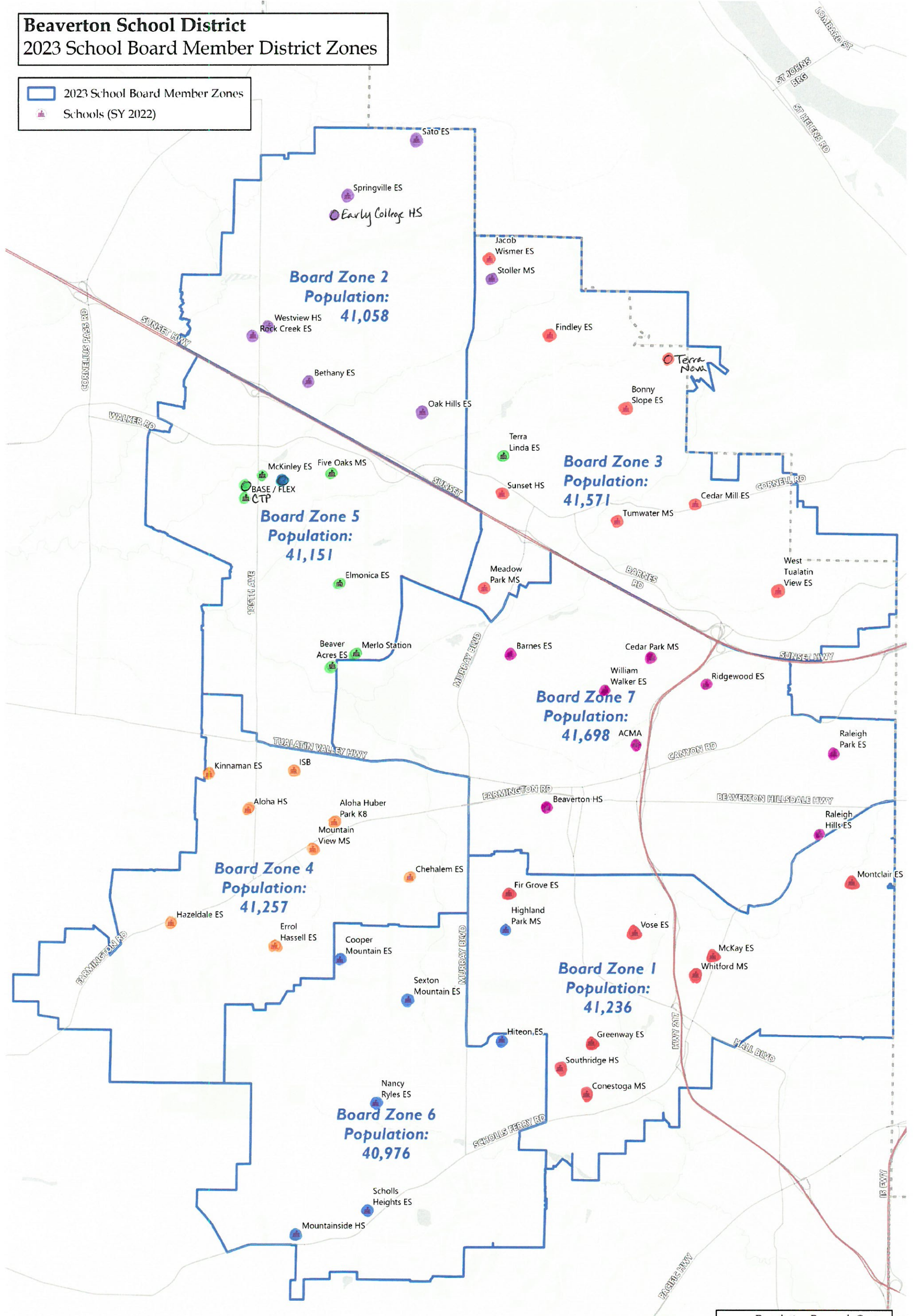
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Beaverton School District 2023 School Board Member District Zones

2023 School Board Member Zones
● Schools (SY 2022)



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

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.



ITEM FOR ACTION AT A FUTURE MEETING**CONSIDER REVISIONS TO BOARD POLICIES
DH, IKF & IKF-AR, JECA, JECB, JHFDA, KL, LBE****BACKGROUND**

Revisions are recommended to update school board policies DH, IKF, JECA, JECB, JHFDA, KL and LBE and board-adopted administrative regulation IKF-AR. The changes were generated by the Oregon School Boards Association, which provides policy recommendations to reflect changes in state statutes and/or regulations and best practices; integrated and recommended by staff; and reviewed by the Board Policy Committee. Most of the proposed changes are necessary to align district policy to changes in the law.

DH – Bonded Employees and Officers / Loss Coverage

This policy is recommended to be updated with language revised to reflect current terms and practices, and a policy title change from “Bonded Employees and Officers” to “Loss Coverage.”

IKF & IKF/IKFA/IKH-AR – Graduation Requirements

OSBA recommends that the policy and administrative regulation IKF on graduation requirements be combined. Administrative regulations normally are approved by the superintendent; IKF-AR is one of a small number of ARs that are required to be approved by the school board. It is recommended that the board delete the existing IKF and IKF/IKFA/IKH-AR, and replace them with the new recommended version of policy IKF.

New language includes a definition for “educational program in this state,” modifies the definition of “world language,” and changes “English language arts” to “language arts,” all in accordance with changes to state law. Beginning with current ninth grade students, among the 3 credits of social sciences required to graduate, the state now requires that 0.5 credit be in civics. In addition, the policy includes language on parent notification requirements regarding the graduation requirements for a modified diploma, extended diploma or alternative certificate.

JECA – Admission of Resident Students

New recommended language, already adopted by most other districts, allows for the district to enroll students through the end of the school year in which they turn 21 if they need additional education to complete their high school credential. The district will provide suitable learning options to support students’ educational needs. Other required language is added regarding school residency for military children as well as for students whose parent or guardian voluntarily places them outside of the home with a public or private agency.

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.

JECB – Admission of Non-Resident Students

Revisions include the updated definition of gender identity and removing language regarding “open enrollment,” a defunct form of transfers between school districts that was established by the Oregon Legislature in 2011 and sunset in 2019.

JHFDA – Suspension of Driving Privileges

The 2018 Legislature repealed the statutes (ORS 339.254 and 339.257) that granted school districts the ability under specific circumstances to request that the Oregon Department of Transportation suspend a student’s driver’s license or learning permit or the right to apply for driving privileges. Deletion of this policy is recommended as it is no longer valid under state law.

KL – Public Complaints

Revisions to this policy align the complaint timelines and procedures with the language in the administrative regulation of the same name.

LBE – Public Charter Schools

New language clarifies when public charter students may participate in the resident district’s programs, the approval of charter school proposals, and permission to enroll in virtual charter schools.

POLICY DRAFT KEY

| | |
|--|---|
| <u>Blue Font, Highlighted & Underlined</u> | Legally required language changes |
| Blue Font, Not Highlighted | Recommended language changes / OSBA model policy language |
| Red-Font, Strikethrough | Removed outdated language |
| <i>Black Font, Italicized</i> | Existing language moved within policy |

RECOMMENDATION

The proposed policy revisions are presented for initial consideration and will come before the Board for approval at its next meeting in June:

- Revisions to board policies DH, JECA, JECB, KL and LBE
- Adoption of new board policy IKF; deletion of existing board policy IKF and administrative rule IKF-AR
- Deletion of existing board policy JHFDA

Beaverton School District 48J

Code: **DH**
Adopted: 3/10/97
Revised/Readopted: 5/15/17
Orig. Code(s): DH

Loss Coverage ~~Bonded Employees and Officers~~

The Board and designated district employees are responsible to safeguard the district against loss regarding funds, fees, cash collections and inventory. The Board shall designate the district employees responsible as custodians of such items. The district shall purchase bond coverage or equivalent crime coverage in an amount determined by the Board, upon recommendation by the superintendent or designee. The district will pay the cost of such coverage.

~~All school employees responsible for funds, fees, cash collections or inventory control will be bonded to protect the district against loss. In compliance with Oregon statutes and administrative rules, the superintendent, deputy superintendent of support services and chief financial officer will have individual fidelity bond coverage or equivalent crime coverage. The district will pay the cost of such coverage.~~

END OF POLICY

Legal Reference(s):

[ORS 328.441](#)

[ORS 332.525](#)

[OAR 581-022-2405](#)

Graduation Requirements**

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in an *an accredited educational program*, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits² which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

¹ As defined in ORS 30.297.

² If the district has additional credit or graduation requirements, the district is required to include those additional credits and graduation requirements in the following lists. However, if the district provides an education as described in ORS 336.585 or 336.590 and awards high school diplomas, the district may not impose requirements for a high school diploma in those instances that are in addition to the requirements prescribed by ORS 329.451 (2)(a) or by rule of the State Board of Education.

2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (which includes a minimum of 0.5 credits in civics, in addition to history, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in world languages³, career technical education or the arts (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must⁴:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (must include a minimum of 0.5 credits in civics in addition to history, geography and economics (including personal finance));
5. One credit in health education;

³ “World language” includes sign language, heritage language and languages other than a student’s primary language.

⁴ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

6. One credit in physical education; and

7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and

2. Demonstrate extended application through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics and a minimum of 0.5 credits in civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language.

2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in the later of four years after starting the ninth grade, or until the student reaches the age of 21 if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent

will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form⁵ and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

⁵ Oregon Department of Education page for: [30-day notice and opt-out form](#)

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 336.585](#)
[ORS 336.590](#)
[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)
[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the Oregon Department of Education.

Graduation Requirements**

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that other district or public charter school².

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skills of Apply Mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements; and
2. Are unable to demonstrate proficiency in the Essential Skills in English.

¹As defined in ORS 30.297.

²For a high school diploma awarded on or after January 1, 2018.

The district will allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;
3. Have been enrolled in a U.S. school for five years or less; and
4. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)³.

The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Manual*, in the ELL student's language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma or the extended diploma is awarded may sign the consent.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in either four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

Beginning in grade five or after a documented history to qualify for an extended diploma has been established, the district will annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate.

A student who qualifies to receive or receives a modified diploma, an extended diploma or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

³This criteria does not apply to students seeking a diploma in 2017-2018 or 2018-2019.

A student who receives an extended diploma or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, as determined by the individualized education program (IEP) team.

A student who qualifies to receive a modified diploma but has not yet been awarded the modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction or services.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified by grade five of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted-out of the statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.

The district will issue a high school diploma, upon request and pursuant to Oregon law (ORS 332.114), to a person or a representative of a deceased person who served in the U.S. Armed Forces⁴ and the person was discharged or released under honorable conditions.

The district shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

⁴The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
 - a. World War I;
 - b. World War II;
 - c. The Korean Conflict; or
 - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
 - a. Operation Urgent Fury (Grenada);
 - b. Operation Just Cause (Panama);
 - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
 - d. Operation Restore Hope (Somalia);
 - e. Operation Enduring Freedom (Afghanistan); or
 - f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

Legal Reference(s):

[ORS 329.045](#)

[ORS 329.451](#)

[ORS 329.479](#)

[ORS 332.107](#)

[ORS 332.114](#)

[ORS 339.115](#)

[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-022-1910](#)

[OAR 581-022-2000](#)

[OAR 581-022-2010](#)

[OAR 581-022-2015](#)

[OAR 581-022-2020](#)

[OAR 581-022-2025](#)

[OAR 581-022-2030](#)

[OAR 581-022-2115](#)

[OAR 581-022-2120](#)

[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION (2017-18).

Essential Skills and Local Performance Assessment Manual, published by the OREGON DEPARTMENT OF EDUCATION (JANUARY 22, 2018).

Cross Reference(s):

IKFA - Early Graduation

Graduation Requirements**

CREDIT REQUIREMENTS

Students are awarded credit for successful demonstration of proficiency in knowledge and skills that reflect college and career readiness. Proficiency is demonstrated through classroom work or documentation of learning experiences outside of school, or through a combination of these means.

Required areas of study in obtaining the necessary credits for graduation are as listed below. Fractional credits may be allowed.

1. English Language Arts (4 Credits)
2. Mathematics (3 Credits)
 - All credits must be at Algebra I or equivalent and higher to qualify.
3. SOCIAL SCIENCES (3 Credits)
 - This will include history, civics, geography and economics.
4. SCIENCE (3 Credits)
 - All credits must be inquiry-based science; two (2) of which must be earned in lab science.
5. HEALTH EDUCATION (1 Credit)
6. PHYSICAL EDUCATION (1 Credit)
7. APPLIED ARTS, FINE ARTS, CAREER AND TECHNICAL EDUCATION, WORLD LANGUAGE (3 Credits) Two (2) credits must be earned in a world language unless otherwise specified in the Student's Education Plan and 1 credit must be earned in the Arts or career/technical education as dictated by the Student's Education Plan.
8. CAREER DEVELOPMENT (.5 Credit)
 - One-half credit in career education shall be earned upon successful completion of all activities and career-related learning experiences enumerated by the school to assure that the student has:
 - i. Developed an education plan and built an education profile;

- ii. Demonstrated extended application of academic learning in real world contexts;
- iii. Produced evidence of current performance in the following areas: personal management, problem solving, communication, team work, employment foundations, and career development; and participated in career-related learning experiences as outlined in the student’s education plan.

9.—ELECTIVES (5.5 Credits)

10. Total: A total of 24 credits, 18.5 required, 5.5 elective.

Completion of one or more modified courses shall not prohibit a student from earning a regular diploma provided the modified units of credit are awarded only in the areas of physical education, career development, or electives.

Summary of Credit Requirements

| Subject Area | Credits Required |
|--|------------------|
| English / Language Arts | 4 |
| Mathematics (Algebra I or higher) | 3 |
| Social Sciences | 3 |
| Science | 3 |
| Health | 1 |
| Physical Education | 1 |
| Career & Technical Education, Applied Arts | 3 |
| Fine Arts, World Language | |
| Career Development | .5 |
| Electives | 5.5 |
| Total | 24 |

NON-CREDIT REQUIREMENTS

Education Plan And Profile

Each student in grades 7 through 12 shall develop an education plan and build an education profile with adult guidance.

1. Education Plan

The education plan shall:

- Identify personal and career interests, tentative educational and career goals and post high school next steps (i.e. college, workforce, military, apprenticeship, other);
- Set goals to prepare for transitions to next steps after high school;

Delineate a course of study that meets the interest and goals of the student which shall be monitored and updated as the student's interests and goals change. The course of study plan shall include appropriate coursework and learning experiences, career-related learning experiences and extended application opportunities.

2. Education Profile

Through the education profile each student will monitor progress and achievement toward standards including Learning Targets, Essential Skills, extended application requirements, and other standards where appropriate (e.g. industry standards). The profile will also provide a place to document progress towards individual goals and other personal accomplishments determined by the student or the school to be relevant to the student's goals. Progress and achievement as represented in the profile is to be reviewed at least annually.

ESSENTIAL SKILLS

In order to receive a diploma, students must demonstrate proficiency in the following Essential Skills:

- Read and comprehend a variety of text
- Write clearly and accurately
- Apply mathematics in a variety of settings

Various methods and multiple opportunities will be provided for students to demonstrate proficiency in Essential Skills.

Limited English Proficient students who have not had sufficient time in the U.S. to gain the English language skills necessary to demonstrate their academic content knowledge who are able to meet all other graduation requirements, including credit completion, have the following options in meeting the Essential Skills requirements:

- Eligible LEP students may demonstrate proficiency in applying Mathematics in their language of origin using statewide or local assessments as appropriate and available.
- Eligible LEP students may demonstrate proficiency in Reading, Writing, and any additional Essential Skills in their language of origin using statewide or local assessments as appropriate and available if:
 - The student has been in U.S. schools 5 years or less, and
 - The student receives at least a level 3 (Intermediate) on the English Language Proficiency Assessment (ELPA) by graduation.

PROFICIENCY-BASED CREDIT

All credit awarded by the Beaverton School District will be based upon evidence of proficiency in mastering the learning associated with each credit. Most students will demonstrate the necessary proficiency and earn credit through courses taken as part of the regular school program. However,

students will have opportunities to earn credit outside such settings through the demonstration of proficiency.

Proficiency is defined as sufficient evidence of student-demonstrated knowledge and skills that meet or exceed defined levels of performance. The intent of offering credit for proficiency is to:

- Base the award of course credit on proficiency
- Provide more options for students
- Encourage student engagement in learning beyond the classroom in real-world contexts
- Personalize and bring increased relevance to a student's high school education

General Guidelines

Refer to the Application Procedures for Prior Learning or Out of Class Learning for specific procedures and forms.

- Not more than six (6) total credits toward graduation requirements may be earned through Proficiency-Based Credit Award Options outside the regular school program unless otherwise stipulated in the student's Education Plan.
- Evidence of proficiency used for credit options outside the regular school program must be current. Current is defined as produced within the previous twelve (12) calendar months.
- Credits earned through the proficiency options outside the regular school program will earn a "Pass/Fail" grade.

Proficiency Credit for Prior Learning

1. Student completes the Prior Learning Application and the Collection of Evidence Form and submits it to the counseling office at his/her home school.
2. A building review committee will review the application using District agreements regarding the sufficiency of the proposed collection of proficiency evidence. The student will be notified within 30 days if the application has been approved or denied. If an application is denied, the specific reason(s) will be discussed with the student. The committee may offer the student an opportunity to resubmit the application. The site decision is final.
3. The student will prepare the collection of proficiency evidence according to criteria provided by the school and in compliance with the timeline provided.
4. The collection of proficiency evidence will be reviewed by a building committee that includes at least one teacher from the content area and at least one teacher who reviewed the initial application. The committee will determine whether the evidence satisfies the proficiency criteria for the course to earn credit. The determination of the committee will be recorded on an evaluation form that mirrors the proficiency criteria. A copy of this form will be kept on file at the school. Another copy will be given to the student. The site decision is final.

Proficiency Credit for Out of Class Learning

1. Student submits a proficiency-based credit application according to the school's timeline. As part of the application, the student will complete the companion Learning Experience Plan detailing the learning, the proficiency standards, the criteria for a sufficient collection of evidence, and the amount of credit to be awarded.
2. A building review committee will review the application. The student will be notified within 30 days if the application has been approved or denied. If an application is denied, the specific

reason(s) will be discussed with the student. The committee may offer the student an opportunity to resubmit the application. The site decision is final.

3. The student will prepare the collection of proficiency evidence according criteria detailed in the Learning Experience Plan and in compliance with the timeline provided.
4. The collection of proficiency evidence will be reviewed by a building committee that includes at least one teacher from the content area and at least one teacher who reviewed the initial application. The committee will determine whether the evidence satisfies the proficiency criteria for the course to earn credit. The determination of the committee will be recorded on an evaluation form that mirrors the proficiency criteria. A copy of this form will be kept on file at the school. Another copy will be given to the student. The site decision is final.

TRANSFER CREDIT (for class of 2017 and beyond)

1. Credits awarded to students transferring into a Beaverton high school by high schools accredited by the AdvancED or one of its regional affiliates will be accepted as if the credits had been awarded in the District.
 - a. Credits awarded to enrolled BSD students from non-BSD accredited organizations will be accepted provided the student has received prior approval from his/her BSD high school.
 - b. A list of approved courses and associated credits will guide this process.
2. Credits from community colleges and private and public colleges and universities accredited through the Northwest Commission on Colleges and Universities (NWCCU) or one of its regional affiliates will be accepted.
3. Credit for courses at Portland Community College or any accredited college or university will be awarded according to the following table:

| College Course Credit Hours | High School Credits |
|------------------------------------|----------------------------|
| 1 credit | 1/4 credit |
| 2-4 credits | 1/2 credit |
| 5-6 credits | 1 credit |
| 7-9 credits | 1 1/2 |
| 10-12 credits | 2 credits |
| 13> credits | 3 credits |

4. It is the responsibility of the student to be sure completion of college or university course work is properly reported to the school of enrollment for inclusion on his/her transcript.
5. International transcripts will be evaluated according to the procedures detailed in the "High School Counselor's Manual for Evaluation of International/Foreign Students' Transcripts for High School Credit."
6. For proficiency-based credit information, see "Proficiency-Based Credit" within this AR.
- ~~7.~~ For students currently enrolled in the Beaverton School District, no more than six (6) total credits toward graduation requirements may be awarded for transfer credit earned in non-BSD accredited programs. Possible exceptions may be made for students on specialized graduation plans.
8. Students who leave a Beaverton high school and do not transfer to another high school or attend a District sponsored high school completion option but subsequently complete diploma requirements through other institutions as detailed in this section may be awarded a diploma by the high school where they were previously enrolled if the following conditions are met:
 - a. The diploma requirements in effect when the student left are all satisfied
 - b. No more than six (6) units of transfer credit are used to meet graduation requirements
 - c. All necessary documentation is received by the high school counseling office.
 - d. Graduates awarded diplomas through this process are not guaranteed participation in graduation activities and are not eligible for site-based honors related to commencement.
9. The District may use discretion when addressing a person who meets the following criteria and desires continued enrollment at the school or is seeking high school enrollment:
 - a. has attained 20 years of age or will attain 20 years of age during the school year, and
 - b. has not yet attained 21 years of age prior to the beginning of the current school year, and
 - c. is not eligible to receive special education services.

The school where the individual is seeking enrollment shall determine the best option for the individual and the school. If the school determines that enrollment is appropriate, guidelines detailed in this section will be followed in determining transfer credit.

REPEATING COURSES

1. Students may repeat courses for which they earned a D or below to address learning gaps or deficiencies and to assure a proficient level of readiness for future learning.
2. If a higher grade is earned during the repeat of the course (or a semester of a year long course), then the original grade converts to an N (in the semester the course was originally taken) while the improved grade is noted for the semester in which the course was retaken. If the same grade or a lower grade is earned, the original grade will remain and an N will be transcribed to indicate a repeated course.
3. Students may repeat courses at an outside accredited program or college to acquire the necessary learning. Only original grades of "D" or "F" may be replaced in courses with the same content.

HIGH SCHOOL GRADUATION REQUIREMENTS AND MIDDLE SCHOOL STUDENTS

The District encourages students to perform at the highest academic levels. Many middle school age students, though appropriately enrolled at the middle level, are ready and able to master high school curriculum.

If the student needs high school courses taken during middle school to be entered on the high school transcript in order to graduate early this option will be made available. Such students who completed a high school course in mathematics or world languages that presented the same curriculum and proficiency demands as the high school course and was taught by a district teacher certified to teach the course at a high school will have the course entered on the student's high school transcript along with the letter grade awarded in middle school.

By granting credit, the District will reduce the established units of credit to be completed in grades 9 through 12 for high school graduation.

Middle school students who are not enrolled in a high school level course but believe they can demonstrate proficiency in a world language offered by the high school the student will be attending may be assessed to assure accurate program placement in high school. If the student needs to satisfy a diploma requirement in this manner the student will utilize the credit for courses by evidence of proficiency process.

MODIFIED DIPLOMA

Eligibility

A modified diploma shall be awarded to students who have demonstrated the inability to meet the full set of academic content standards even with reasonable accommodations but who fulfill all requirements as described below. In order for a student to be eligible for a modified diploma, the student must have one of the following:

- A documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers inherent in the student.
- A documented history of a medical condition that creates a barrier to achievement.

Students currently engaged in the use of illegal drugs are not eligible for a modified diploma if the significant learning and instructional barriers are due to the use of illegal drugs. Students currently engaged in the illegal use of alcohol are not eligible for a modified diploma if the significant learning and instructional barriers are due to the alcohol abuse, regardless of whether that student is disabled under Section 504 on the basis of alcoholism. However, a modified diploma may be awarded to a student who is no longer engaging in illegal use of drugs or alcohol for one of the following. The student:

- Has successfully completed a supervised drug or alcohol rehabilitation program and is no longer engaged in the illegal use of drugs or alcohol
- Has been rehabilitated successfully and is no longer engaged in the illegal use of drugs or alcohol;
or
- Is participating in a supervised rehabilitation program and is no longer engaging in the illegal use of drugs or alcohol.

Notification and Process

Each school serving students in any grades 6 through 12 shall determine which school team shall decide if a student will work toward obtaining a regular diploma, modified diploma, extended diploma, or

alternative certificate. A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of the 6th grade and no later than 2 years before the student's anticipated exit from high school.

- 1 The District and schools shall notify students and their parents of the availability of the modified diploma in the fifth grade and shall ensure that parents are involved in the decision to pursue a modified diploma for a student. After students working toward a modified diploma complete the 8th grade modified diploma information shall be reviewed annually with the parent of a student.
- 2 A student's school team may formally decide to revise a modified diploma decision. A student's school team may decide that a student who was not previously working towards a modified diploma should work toward a modified diploma when a student is less than 2 years from anticipated exit from high school if the documented history of the student has changed and demonstrates an inability to maintain grade level achievement due to significant learning and instructional barriers inherent in the student or a medical condition that creates a barrier to achievement.

Requirements

To receive a modified diploma, students must earn 24 units of credit, between grade 9 and the end of their high school career with at least 12 of those credits to include:

- English Language Arts (3 Credits)
- Mathematics (2 Credits)
- Social Sciences (2 Credits)
 - Includes history, civics, geography and economics (including personal finance).
- Science (2 Credits)
- Health Education (1 Credit)
- Physical Education (1 Credit)
- Career & Technical Education, Fine Arts, World Language (1 Credit)
 - One (1) credit shall be earned in any one or combination.
- Electives (12 Credits)

These credits must be awarded to meet the needs of the individual student as specified in the education plan of the student with the expectations and standards aligned to the appropriate grade level academic content standards. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses and have the option to earn credit through proficiency. The school shall inform the student and parent of the student if the courses in grades 9-12 have been modified for the student and the District shall provide transcripts which clearly identify modified courses that do not count toward the regular diploma but that do count toward a modified diploma.

Students shall have access to literacy instruction until the completion of school.

As is required for a regular diploma, each student shall develop an education plan, build an education profile, and demonstrate extended application of academic learning in real world contexts. Students seeking a modified diploma must meet the Essential Skills requirements, however the assessment

options may be modified. For students receiving special education and students on a 504 Plan, work samples and state tests may be modified consistent with the requirements of the student's IEP or 504 Plan. For students who are not on an IEP or a 504 Plan, work samples may be modified in a manner consistent with the modifications the student has received during classroom instruction, but modified state tests are not permitted.

Commencement Participation

Students receiving a modified diploma shall have the option of participating in the high school graduation ceremony with the members of their class receiving a regular high school diploma.

EXTENDED DIPLOMA

Eligibility

An extended diploma shall be awarded to students who have demonstrated the inability to meet the full set of academic content standards even with reasonable accommodations but who fulfill all requirements as described below. In order for a student to be eligible for a modified diploma, the student must:

- 1 Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or have a documented history of medical condition that creates a barrier to achievement.
- 2 Participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycle; or have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.

Notification and Process

Beginning in grade five (5), parents or guardians of students taking alternate assessments will be provided information concerning the availability of an extended diploma and the requirements for the extended diploma. Each school serving students in any grades 6 through 12 shall determine which school team shall decide if a student will work toward obtaining a regular diploma, modified diploma, extended diploma, or alternative certificate. A student who qualifies for an extended diploma will not be denied the opportunity to pursue a diploma with more stringent requirements for the sole reason that the student has the documented history.

Requirements

To receive an extended diploma a student must earn 12 units of credit between grade 9 and the end of their high school career. Of the 12 credits, no more than six credits may be earned in a self-contained special education classroom. The required credits include:

- English Language Arts (2 Credits)
- Mathematics (2 Credits)
- Social Sciences (3 Credits)
 - Includes history, civics, geography and economics (including personal finance).
- Science (2 Credits)
- Health Education (1 Credit)
- Physical Education (1 Credit)

- Art or World Language (1 Credit)

Commencement Participation

Students receiving an extended diploma shall have the option of participating in the high school graduation ceremony with the members of their class receiving a regular high school diploma.

ALTERNATIVE CERTIFICATE

The alternative certificate shall be awarded to students who do not meet the requirements of a regular or modified diploma but complete their individual plan, which will be based on the individual student's needs. In combination with the individual student profile, the alternative certificate will provide a complete record of student achievement and accomplishment.

Students receiving an alternative certificate shall have the option of participating in the high school graduation ceremony with the members of their class receiving a regular high school diploma.

EARLY OR DELAYED GRADUATION

Most students will complete the requirements for a diploma in a four-year period. However, it is beneficial for some students to satisfy these requirements in less than four years, and other students to have longer to earn a diploma. The District will accommodate students desiring early graduation and those who require a longer period of time; not to exceed state limitations on age of high school attendance.

Accordingly, a student who wishes to take early graduation or delay graduation must initiate the request through the appropriate school counselor. Early graduation means the completion of all requirements for graduation in less than four years. Delayed graduation means the completion of all requirements for graduation in more than four years. A personal conference to discuss the plan must be held among the counselor, the parent and the student and be reflected in the student's Education Plan.

The following factors should be considered in assessing the request:

- Student's present status and high school program;
- Student's age;
- Student's future plans and motivation;
- Parental desires;
- Outside institutions and resources available;
- Individual student's needs and goals;
- The need for the student to be able to continue or reenter future educational experiences smoothly;
- Other factors appropriate to the particular situation.

It is the responsibility of the counselor to recommend approval to the school administrator who will approve the plan. The student and parent will be promptly notified. Details regarding the responsibilities of both the school and the student will be included in the student's Education Plan.

During the time between the approval of the plan and actual graduation, the counselor and the student will maintain communication regarding the completion of the various credit requirements, subject matter courses and other requirements. It is the responsibility of the student to notify the counselor

regarding the completion of any out-of-school credits or course work or any change of plans. The counselor's responsibilities include checking to see that all requirements are being met on time and that the proposed plan is being implemented.

Students participating in early graduation must have met all graduation requirements prior to graduation exercises.

A student on an IEP who plans to extend his/her program beyond the twelfth grade in order to meet requirements must include modifications in the IEP. Eligible students with disabilities are entitled to a Free Appropriate Public Education ("FAPE") until the age of 21, even if they have earned a modified diploma or Alternative Certificate. The continuance of services for students with modified diplomas and alternative certificates is contingent on the IEP team determining services needed.

DIPLOMAS AWARDED TO VETERANS

The District will issue a high school diploma, upon request, to a person who served in the Armed Forces, did not graduate from high school because of military service, and meets all three of the following conditions:

1. Presents discharge papers (Form DD214) establishing details of service and discharge or release from service under honorable conditions,;
2. Resides within the Beaverton School District or resides in Oregon and attended a high school in the Beaverton School District, and;
3. Served in the Armed Forces of the United States at any time during World War I, World War II, The Korean Conflict, or The Vietnam War, or served and was physically present in Operation Urgent Fury (Grenada), Operation Just Cause (Panama), Operation Desert Shield/Desert Storm (the Persian Gulf War), Operation Restore Hope (Somalia), Operation Enduring Freedom (Afghanistan), or Operation Iraqi Freedom (Iraq), or served in the Armed Forces in an area designated as a combat zone by the President of the United States.

A representative of a deceased person who meets the requirements for the award of a diploma may make the request on behalf of the deceased person if the deceased person resided within the boundaries of the Beaverton School District at the time of death or was a resident of Oregon at the time of death and attended a high school in the Beaverton School District.

GRADUATION EXERCISES

Formal graduation exercises shall be held only at the twelfth grade level. No formal exercise shall be held when students are promoted from grades 5 or 8. Each high school principal shall be responsible for submitting plans for this event to the appropriate regional administrator six weeks in advance of the date set.

The school shall not sponsor or conduct baccalaureate services but will cooperate with the local ministerial association, parents and students if a non-school sponsored service is held.

Except in extraordinary situations, each school will name a single valedictorian. Each school will have the flexibility to tailor eligibility and criteria to the site, but criteria will include at minimum: GPA, academic integrity, and rigorous course-taking.

Students who have not satisfied all graduation requirements by the District-identified last day for seniors shall not be eligible to participate in commencement exercises. Exceptions will be made for students enrolled in District programs with timelines that extend beyond the regular school calendar. In those instances, when graduation requirements are contingent upon successful completion of such a program, it must be verified in the week prior to commencement that program staff have every expectation that the student will be successful.

Students who do not complete graduation requirements in the time frame indicated in the student's Education Plan may participate in the next commencement held by the school after all graduation requirements are met.

Students in jeopardy of not meeting all graduation requirements and being ineligible for participation in graduation exercises shall be formally notified of this concern no later than the end of the second week of the last grading term of the year of their graduation. The student will be provided explicit information on what is lacking to satisfy graduation requirements.

Attendance at formal commencement exercises is not compulsory. However, all students should be encouraged to attend unless circumstances make this impossible.

Students who are working toward a modified diploma or alternate certificate may participate in graduation exercises at the end of their senior year or according to their individual plan.

Admission of Resident Students**

Resident students may be admitted under the following conditions:

1. *A student is considered to be a resident student if they reside permanently or continuously with a parent or person in a parental relationship within the district attendance area. School-age students between the ages of 5-19, who live within the district attendance area, shall be allowed to attend school without paying tuition.*
2. *A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.*
3. The district may admit an otherwise eligible student who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the student is shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.
4. *The district shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:*
 - a. *Has not yet received a regular high school diploma; or*
 - b. *Has received a modified diploma, an extended diploma or an alternative certificate.*
 - c. *These students may attend school without paying tuition for the remainder of the school year.*
5. Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

~~Students who are wards of the court and who are placed in the district are residents of the district.~~

~~Students with disabilities voluntarily placed outside the home by their parent may continue to attend the school the student was attending prior to the placement as a district resident based upon the factors set forth in ORS 339.134.~~

6. Students who are military children¹ are considered resident of the district if the district is the district of military residence² for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.

7. *The district may, based on district criteria, deny school admission to students who have become residents and who are under expulsion from another school district for reasons other than a weapons policy violation. The district will place students appropriately. The district will uphold the conditions of expulsion for the designated time remaining for the expulsion.*

8. *The district shall deny for at least one calendar year from the date of the expulsion regular school admission to students who have become residents and who are under expulsion from another school district for a weapons policy violation. The superintendent may modify the time period as warranted by circumstances.*

9. *The district will not provide alternative programs of instruction to students who are currently under expulsion for a weapons policy violation.*

State law considers a child to be six years of age if the sixth birthday of the child occurred on or before September 1, and is eligible to enter first grade; a child is considered to be five years of age if the fifth birthday of the child occurred on or before September 1, and is eligible to enter kindergarten.

Students who attend a district school on an inter district transfer or open enrollment are considered residents of the district.

~~Students enrolled in the district shall comply with Oregon laws related to age, residence, health, attendance and immunization.~~

~~Students located in the district shall not be excluded from admission where they are otherwise eligible, not receiving special education, and not yet attained the age of 19 prior to the beginning of the current school year.~~

~~Students living in the district who have attained the age of majority are considered residents of the district.~~

~~Minor students living with a parent or guardian who resides in the district are considered residents of the district.~~

¹ “Military child” means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

² “School district of military residence” means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

END OF POLICY

Legal Reference(s):

ORS 109.056

ORS 327.006

~~ORS 336.092~~

ORS 339.115

~~ORS 339.125~~

ORS 339.133

ORS 339.134

ORS 433.267

~~OAR 581-022-2220~~

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act (ESSA) 42 U.S.C. §§ 11431, 11431a) (2015).

Beaverton School District 48J

Code: JECB
Adopted: 6/13/16
Revised/Readopted: 5/14/18
Orig. Code(s): JECB

Admission of Non-Resident Students**

The district may enroll nonresident students as follows:

- 1. Interdistrict Transfer Agreement.** By written consent of the affected school boards. The student becomes a “resident student” of the attending district thereby allowing the attending district to receive State School Fund monies;
- ~~2. **Open Enrollment.** By written consent from the school board with which the student has made application for admission. The student becomes a “resident pupil” of the attending district thereby allowing the attending district to receive State School Fund monies;~~
- ~~2-3.~~ **Tuition Paying Student.** By unilaterally admitting with tuition a nonresident student whereby neither district is eligible for State School Fund monies;
- ~~3-4.~~ **Court Placement.** If a juvenile court determines it is in the student’s best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board may deny regular school admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Consent for Admission of a Nonresident Student by Interdistrict Transfer Agreement or Consent for Admission of a Tuition Paying Student

Annually, by ~~March~~ April 1, the district shall establish the number of students ~~to whom transfer requests into the district, and out of the district, to which~~ consent for transfer will be given for the upcoming school year. The district may choose to limit the number of students accepted for transfer based on school, grade or the combination of both. The district may decide not to allow any transfers under this process.

The district reserves the right to accept/reject nonresident students based on the availability of space and resources. The district may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, gender identity, ethnicity, national origin, disability, health, whether a student has an individualized education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability or academic records. The district may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding on whether to give consent.

The district may only ask for the student’s name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (e.g., sibling in the district; change in legal residence;

completion of public charter school in the district), information about which schools the student prefers to attend and whether the student is currently expelled.

The district will establish annually an application timeline and share that information on the district's website. Applications for interdistrict transfer must be submitted according to the deadlines established in this timeline prior to the year of requested transfer.

If the number of students seeking [consent transfer](#) exceeds the number of available openings as determined by the district, then consent for transfer will be based on an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; to students who previously received consent for admission and because of a change in legal residence; or to students who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as a criteria for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The [district Board](#) may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the [district Board](#) decides not to give consent to a student the [district Board](#) must provide a written explanation to the student.

The [district Board](#) may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. Students admitted under this policy will be allowed to use existing bus routes and transportation services of the district, if space is available. Transportation will be provided if required by federal law.

By June 30, the district shall provide written notification of the transfer to the school district of the student's legal residence.

[The attending district is responsible for a free appropriate public education for those students on an IEP.](#)

Open Enrollment

~~Annually, by March 1, the Board shall establish the number of students to whom consent for open enrollment will be given for the upcoming school year. The Board may choose to limit consent based on school, grade or the combination of both. The Board may decide not to give consent to any person under this process.~~

~~Applications for consent shall be submitted to the district no later than March 31, for the following school year.~~

~~The Board may not deny consent, give priority nor request student information related to race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individual education program~~

~~(IEP) or the terms of that IEP, income level, residence, proficiency in the English language, athletic ability, academic records or eligibility or participation in talented and gifted programs.~~

~~If the number of students seeking consent exceeds the number of students the Board has determined will be given consent, consent will be based on an equitable lottery selection process.~~

~~The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.~~

~~By May 1, the district shall provide written notification of admission of a nonresident student into the district, to the district of the student's legal residence.~~

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

~~ORS 109.056~~

[ORS 327.006](#)

[ORS 329.485](#)

[ORS 335.090](#)

[ORS 339.115 to -339.133](#)

[ORS 339.141](#)

[ORS 339.250](#)

[ORS 343.221](#)

[ORS 433.267](#)

[OAR 581-021-0019](#)

~~Letter Opinions, Office of the OR Attorney General (March 15, April 18, June 30 1988).~~

~~OR. DEP'T OF EDUC., ODE EXECUTIVE MEMORANDA 23-1988-89, 42-1994-95.~~

Cross Reference(s):

IGBHC - Alternative Education Notification

Suspension of Driving Privileges

Conduct

The Board authorizes the superintendent to make a request to the Oregon Department of Transportation (ODOT) for the suspension of a student's driving privilege or the right to apply for driving privileges on the basis of conduct as provided below. If a request is made, the following requirements will be met:

1. The superintendent's designee will meet with the parent(s) or guardian(s) before submitting a request to the ODOT;
2. The request to the ODOT will be in writing;
3. The student involved is at least 15 years of age;
4. The student has been expelled for bringing a weapon on school property; or
5. The student has been suspended or expelled at least twice for any of the following reasons:
 - a. Assaulting or menacing a school employee or another student;
 - b. Willful damage or injury to district property;
 - c. Possessing, using or delivering any controlled substance or being under the influence of any controlled substance at a school or on school property or at a school-sponsored activity, function or event.
6. The request to suspend a student's driving privilege or the right to apply for a driving privilege shall not be for more than one year unless the superintendent is filing a second written request. A second request may state suspension of privileges until the student reaches 21 years of age.

Withdrawal

The superintendent or designee may, under Oregon Revised Statute (ORS) 339.257, notify ODOT of the withdrawal from school of a student who is at least 15 years of age and under 18 years of age.

Upon receipt of the district's notice that a student has withdrawn from school, ODOT shall notify the student that driving privileges will be suspended on the 30th day following the date of the notice unless the student presents documentation that complies with ORS 807.066. For purposes of this policy a student shall be considered to have withdrawn from school if the student has:

More than 10 consecutive school days of unexcused absences; or 15 school days of total unexcused absences during a single semester.

Appeals

The student has a right to appeal the superintendent's decision through the district's suspension/expulsion due process procedures.

If driving privileges are suspended, the student may apply to the ODOT for a hardship permit.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.061](#)

[ORS 336.615](#) to [-336.665](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.254](#)

[ORS 339.257](#)

[ORS 807.065](#)

[ORS 807.066](#)

[ORS 807.240](#)

[OAR 581-021-0065](#)

[OAR 581-021-0070](#)

Cross Reference(s):

JFC - Student Conduct

JG - Student Discipline

JGD - Suspension

JGE - Expulsion

Public Complaints

Students, parents/guardians and community members that live within the district are essential partners in the educational success of our students. In order to maintain a strong relationship with these partners it is important that they have an opportunity to make their concerns known to the district and that their complaints be addressed in a fair, accessible and timely manner.

Whenever possible, complaints should be resolved by communication with the school or department directly involved in the issue. A complaint specifies a concern, problem or difficulty related to the district educational process. In a complaint, an employee, student, parent/guardian or a member of the public presents the concern to the district and requests a remedy.

An individual properly presenting a concern or complaint shall be assured the opportunity for an orderly review and response to the concern or complaint without reprisal. All parties to the complaint process will be treated, and will treat others, with dignity and respect.

~~*The Board strongly encourages all parties to attempt to resolve complaints informally at the lowest level possible, beginning with the teacher or employee. All complaints will be referred through the proper administrative channels for resolution. Complaints that concern Board actions or Board operations may be brought directly to the Board. The Board strongly encourages all parties to attempt to resolve informal complaints at the lowest level possible, beginning with the teacher or employee.*~~

While many complaints may be resolved informally, if a student, parent/guardian or community member wishes to file a formal complaint it should be filed *in accordance with the process in KL-AR. Formal complaints against personnel other than the principal or supervisor may be filed with the principal or supervisor. Complaints about a principal or supervisor may be filed with the superintendent or designee. Complaints about the superintendent should be filed with the Board Chair on behalf of the board.*

Complaints against the Board as a whole or against individual board members should be made to the Board Chair on behalf of the Board. Complaints against the Board Chair may be made directly to the Board Vice Chair on behalf of the board.

~~*initially with the school principal or employee supervisor and would go through a 4 step process as follows*~~

- ~~*1. Principal or supervisor;*~~
- ~~*2. Appropriate deputy superintendent;*~~
- ~~*3. Superintendent;*~~
- ~~*4. School Board.*~~

Formal complaints may be appealed to the Board following the exhaustion of all other levels outlined in KL-AR. The School Board may or may not elect to hear an appeal of the decisions of the superintendent. The Board chair, in consultation with the vice-chair, will review the appeal and the superintendent's findings to determine whether or not to hear the matter. If the Board declines to hear the appeal, the decision of the superintendent shall be considered final.

Complaints will be responded to within the timelines set in KL-AR, unless the nature of the complaint requires additional time to investigate and respond or the parties agree otherwise. ~~10 working days at each level, with the exception of the School Board, which shall have 10 working days from the date of the appeal to decide whether or not to hear the appeal. When the Board does hear an appeal, they have 10 working days following a mutually agreed upon hearing date from which to issue a final decision. These timelines can be extended by mutual consent with the complainant.~~

~~If a complaint alleges a violation of state standards or a violation of other statutory or administrative rule for which the State Superintendent of Public Instruction has appeal responsibilities, and the Beaverton School District complaint is not resolved at the local level, the district will notify the complainant of the right to file a direct appeal to the State Superintendent as outlined in: Oregon Administrative Rule (OAR) 581-002-0040.~~

A complaint of retaliation against a student or a student's parent/guardian, who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation, should be reported to the ~~administrator~~ superintendent or designee.

~~Complaints against the principal may be filed with the appropriate deputy superintendent.~~

~~Complaints against the superintendent should be referred to the Board chair on behalf of the Board.~~

~~Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board.~~

~~Complaints against the Board chair may be made directly to the Board vice chair on behalf of the Board.~~

~~The superintendent or designee shall provide user friendly information regarding the complaint process to the school community.~~

Complaints in the following areas are addressed in the policy/administrative regulation indicated:

1. ~~Nondiscrimination~~ Discrimination or harassment on a basis protected by law: Board Policy AC, AC-AR;
2. Bias incidents or display of symbols of hate: Board Policy ACB, ACB-AR;
3. Sexual Harassment (staff): Board Policy GBN/JBA, GBN/JBA-AR;
4. Sexual Harassment (student): Board Policy JBA/GBN, JBA/GBN-AR;
5. Workplace Harassment: Board Policy GBEA, GBEA-AR;
6. Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying (staff): Board Policy GBNA, GBNA-AR;
7. Hazing, Harassment, Intimidation, Menacing, Cyberbullying, Teen Dating Violence (student): Board Policy JFCF, JFCF-AR;
8. Sexual Conduct with a student (staff): Board Policy GBNA/JHFF, GBNA/JHFF-AR;
9. Sexual Conduct with a student (student): Board Policy JHFF/GBNA, JHFF/GBNA-AR;
10. Instructional Resources/Instructional Materials: Board Policy IIA, IIA-AR.
11. Complaints regarding the Talented and Gifted Program (TAG): Board Policy IGBB, IGBB-AR.

~~Reporting Requirements Regarding Sexual Conduct with Students: Board Policy JHFF;~~

The Board will not hear complaints against employees in open public meetings unless an employee requests an open session.

Appeal

As outlined in Oregon Administrative Rule (OAR) 581-002-0001 to 581-002-0023, if a complaint is not resolved through the District's complaint process, a complainant may appeal the district's final decision to the Deputy Superintendent of Public Instruction (ODE) if the complaint alleges a violation of: (1) Oregon Revised Statute (ORS) 339.285 to 339.380 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion); (2) ORS 659.850 or OAR 581-021-0045 (Discrimination in Education); (3) OAR 581-021-0046 (Program Compliance Standards Related to Discrimination); (4) OAR 581-021-0047 (Prohibition Against Use of Native American Mascots); (5) ORS 659.852 (Retaliation Against a Student); (6) OAR Chapter 581, Division 22 (Division 22 Standards). The Superintendent shall develop regulations designed to encourage the timely resolution of public complaints while providing a system of review that will allow both the complainant and the district an opportunity to be heard.

Charter Schools

The Board will not review an appeal of a decision reached by the board of any District sponsored public charter school on a complaint alleging violation of (1) Oregon Revised Statute (ORS) 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion); (2) ORS 659.852 (Retaliation Against a Student); (3) OAR Chapter 581, Division 22 (Division 22 Standards), for which the Board has jurisdiction, and recognizes a decision reached by the board of a district sponsored charter school as the Board's final decision. A final decision reached by the Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 to 581-002-0023.

END OF POLICY

Legal Reference(s):

[ORS 192.610 to -192.690](#)

[ORS 332.107](#)

[ORS 659.852](#)

[OAR 581-002-0001—002-0005](#)

[OAR 581-022-2370](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).

Cross Reference(s):

AC Nondiscrimination

ACB Every Student Belongs

GBN/JBA, JBA/GBN Sexual Harassment

GBEA Workplace Harassment

GBNA Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying (staff)

JFCF Hazing, Harassment, Intimidation, Menacing, Cyberbullying, Teen Dating Violence (student)

GBNAA/JHFF Sexual Conduct with a student (staff)

JHFF/GBNAA Sexual Conduct with a student (student)

IIA Instructional Resources/Instructional Materials

IGBB Talented and Gifted Program (TAG)

Public Charter Schools**

Public charter schools may be established as a new public school [or virtual public school](#), from ~~an~~ [one or more](#) existing public schools [in the district](#) or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic sectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

[An applicant must submit a complete public charter school proposal that meets the requirements of Oregon law and includes other information required by the district in the application process.](#)

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant and adverse impact on the quality of the public education of students residing in the district. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon law, Board policy and regulation. Upon request of the Board, the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the public charter school proposal or renewal.

The public charter school employer will be determined with each proposal. If the district is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the district is not the ~~sponsor of~~ [employer of the](#) public charter school [employees](#), the district ~~shall not be the employer and~~ will not collectively bargain with ~~public charter school~~ [those](#) employees.

The district will determine if it has any [vacant or](#) unused ~~or underutilized~~ buildings [and make a list of such buildings](#). Buildings may be [leased to a](#) ~~made available for~~ public charter school ~~use~~, subject to Board approval [and Board policy](#).

~~Approved use may be limited to instructional purposes only. Appropriate use fees will be determined by the Board. Public charter school use outside the district's instructional day will be subject to Board policy KG—Community Use of District Facilities and accompanying administrative regulation.~~

Public charter school students shall not be permitted to participate in district curricular programs.¹

Public charter school students in grades K-8 may participate in their resident district's activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's available activities that are sanctioned by the Oregon School Activities Association (OSAA) when requirements found in Oregon law are met.

The district will not provide instructional materials, lesson plans or curriculum guides for use in a public charter school.

[Virtual Public Charter School Enrollment](#)

The district will ~~monthly~~ ~~annually by August 1~~ calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is more than three percent, the district may choose to not approve additional students for enrollment to any virtual public charter school, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2).

The district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

¹ [Unless allowed by Oregon law related to OSAA-sanctioned activity participation.](#)

If enrollment in a virtual charter school is not approved, the district will send a notice of disapproval to the parent of the student within 14 calendar days of the district's receipt of their notice of intent to enroll in a virtual public charter school.

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education *under OAR 581-026-0310.*

The superintendent will develop administrative regulations ~~guidelines for public charter schools~~ to include, but not limited to, the proposal process, review and appeal procedures, ~~and charter agreement provisions~~ and program evaluation, renewal and termination.

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)

[ORS 327.109](#)

[ORS 332.107](#)

[ORS Chapter 338](#)

[ORS 339.141](#)

[ORS 339.147](#)

[ORS 339.450](#)

[OAR 581-026-0005](#) to ~~-0515~~ [0710](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (~~2012~~ 2018).



ITEM FOR ACTION

APPROVE BEAVERTON SCHOOL DISTRICT STRATEGIC PLAN

BACKGROUND

Beaverton School District this year embarked on a community-engaged process to develop a strategic plan that will guide the district's work for the next several years. The goal of the process is to develop a shared vision and plan for the future of our schools and the future success of every student. The strategic plan will articulate Beaverton School District's mission, goals and focus areas in our efforts to support all of our students to succeed. Implementing the plan will help the District appropriately direct its resources, improve equitable outcomes for students, and provide accountability to the community.

The strategic plan framework has been co-developed starting with student voice, community input and the work of several stakeholder committees, using an approach that is inclusive and intentional and values all voices. The community was invited to engage and provide input in various ways over many months, including committees, focus groups and surveys. More than 7,000 responded, providing critical feedback that shaped the vision, the promise and the goals outlined in the plan.

The mission statement was developed from the Board's input responsive to the community-developed vision, with the aim of reflecting the voice of every Board member. The Board received regular updates from the superintendent throughout the community engagement and plan development process, engaged in work sessions to receive updates and provide feedback on Oct. 3, Dec. 12 and Feb. 27, and reviewed and gave feedback on the draft plan on April 24. The plan document presented for approval on May 22 has been revised from the draft shared in the previous meeting to reflect Board feedback.

The plan's essence is captured in a community-endorsed promise that the District is making to our families: *Belong. Believe. Achieve.* The plan identifies four main goal areas to support student success — Safe & Thriving, Foundations of Success, Progress on Standards, and College & Career Ready — and foundations for the district's efforts — Engaging and Effective Teaching and Learning Systems, Authentic Engagement with Students, Families and Community, Facilities and Programs for World-Class Learning, and Effective Systems and Structures for Student Success, with Equity, Engagement and Excellence underpinning the foundations and goals across all areas. Target outcomes and broad actions are identified in the framework, and more detailed strategies to achieve the identified outcomes and metrics to measure success will be implemented, including work developed by a team of 130 BSD educators.

Following approval by the Board, the strategic plan developed through this community-engaged process will guide the district's work for the next five years.

RECOMMENDATION

The superintendent recommends the Board approve the BSD Strategic Plan.

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.

Belong. Believe. Achieve.



Strategic Plan

2023







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Letter from the Superintendent

April 24, 2023

Dear BSD Community,

This year, we embarked on a community-wide process to develop a strategic plan that will guide the district's work for the next five years. This process provided an opportunity for students, families, staff and community members to unite around our values, identify our priorities and collaborate on the best strategies to achieve the outcomes that we desire for our students. The strategic plan will help us appropriately direct our resources, improve outcomes for our students and hold us accountable to our community.

This work was not done in isolation. Dedicated students, parents/guardians, staff and community stakeholders served on committees, providing invaluable feedback at every step in the process. Stakeholders participated in focus groups, sharing insights about what we do well as a district and where we have room for improvement. Others attended superintendent coffee chats and listening sessions to voice their opinions on a wide array of topics. And thousands of people participated in a number of surveys, providing critical data that informed our decision-making. In all, 7,866 people were involved in the creation of Beaverton's future road map.

The essence of the plan is captured in a community-endorsed promise that the district is making to our families: **Belong. Believe. Achieve.** We believe that when students feel a deep sense of belonging and recognize that those around them believe in their capacity for learning, then they begin to believe in themselves and their ability to achieve their goals — regardless of their race, color, national or ethnic origin, religion, mental or physical disability, sex, sexual orientation, gender identity, gender expression or economic status. We also believe it is our moral imperative to educate every student and provide them with the opportunities and support they need to define and achieve their own successful futures. We are a student-centered, equity-driven, high-achieving school district committed to the long-term success of all our students.

I want to acknowledge Dr. Tammy Campbell and The Scholar First team who guided our work and helped us engage our community in the development of this plan. We appreciate them sharing their experience and expertise.

Now the real work begins. It is time to implement proven strategies to achieve desired outcomes for our students. This is a community effort. We all have a role to play to ensure that Beaverton children receive a world-class education. Our students deserve our best effort.

Sincerely,



Dr. Gustavo Balderas
Superintendent





Our Promise

Belong. Believe. Achieve.

We aim to create an environment in which our students feel a deep sense of belonging to their school communities — where they are accepted, supported and encouraged to be their authentic selves.

We believe in our students' capacity to learn, grow and thrive, and we want our students to believe in themselves and their limitless potential.

We hold our students to high academic standards and provide them with the support to achieve their own personal goals — now and in the future.



Our Vision

In Beaverton School District, we envision every student saying:

- I belong, and I matter.
- I believe in myself, and my community believes in me.
- I am an informed and engaged member of my community.
- I am challenged, supported and successful in my learning.
- I feel connected to my learning, to my peers and to the adults in my school.
- I see a future I want, and I know how to achieve it.



Our Mission

Beaverton School District promotes a deep sense of belonging while supporting, challenging and inspiring all students to explore their passions, achieve their goals and graduate ready to thrive in their learning and life after high school.



Our Values

Academic Excellence

We challenge each student with rigorous, relevant and standards-based learning experiences. We provide quality feedback to each student that cultivates critical thinking, curiosity, engagement and growth. Together, we help students envision and prepare for their future success.

Belonging and Dignity

We center equity in our relationships, actions, systems and outcomes. We honor the dignity and voices of our students, families, staff and community members. Individual identities are visible, valued, nurtured and celebrated.

Community Connections

We build on the experiences and strengths of our students, families, staff and community members to connect with our local and global communities. We show care for and commitment to our community through gratitude and service.



Goals for Student Success

To achieve these **outcomes**

Safe & Thriving Student Safety & Well-being

Every student feels **safe**.

Every student thrives **socially and emotionally**.

All identities are **valued**, and every student is **included**.

Foundations of Success Strong Start in Early Learning

Every student demonstrates consistent **habits of mind**.

Every student demonstrates proficiency in **literacy and language targets** by the end of third grade.

Every student demonstrates proficiency in **math numeracy learning targets** by the end of third grade.

We will perform these **actions**

Safe & Thriving Student Safety & Well-being

Create school and district systems, structures and practices that build **safe and inclusive learning environments**.

Implement strong **multi-tiered systems of support** for students' social-emotional, behavioral and academic needs.

Provide robust, relevant, meaningful and differentiated **professional development** for all staff.

Foundations of Success Strong Start in Early Learning

Teach and nurture **habits of mind** — cognitive and behavioral skills for learning and life.

Apply evidence-based strategies to **strengthen core instruction**, including research-based systematic literacy instruction with phonics and phonemic awareness.

Implement **evidence-based interventions** for literacy and math.

Ensure **rich learning environments** with diverse and inclusive classroom materials and activities.

Goals

Goals for Student Success

To achieve these **outcomes**

Progress on Standards

Achievement for All

Every student demonstrates **progress** toward and **achievement** of the standards.

Every student demonstrates **agency** in their learning.

Opportunity and outcome **gaps are reduced or eliminated.**

College & Career Ready

Supports for Post-High School Success

All students are **passing** language arts and math classes in sixth grade.

Every ninth grader is **on track** for graduation.

All students leave each level with **a plan and a purpose.**

All students **graduate** and successfully complete dual language, dual credit, Advanced Placement, International Baccalaureate and/or Career Technical Education courses.

We will perform these **actions**

Progress on Standards

Achievement for All

Equitably implement **high-quality, culturally relevant curriculum** that directs all instruction.

Consistently use **high-leverage teaching strategies** in all content and courses across all grade levels.

Provide consistent, systematic **teacher collaboration time** to assess student data and improve practice.

Differentiate instruction with **core academic intervention and extension** for students identified through assessment data.

College & Career Ready

Supports for Post-High School Success

Provide students with a **supported transition and strong start** to each school level.

Engage students at all school levels to develop and implement **personalized learning plans.**

Expand program options and provide multiple pathways to engage and prepare all students for post-graduate success.

Increase access and support success in **post-secondary preparation courses** including dual language, dual credit, Advanced Placement, International Baccalaureate and Career Technical Education.

GOALS

Foundational Building Blocks

Engaging & Effective Teaching & Learning Systems

- Establish balanced system of **formative, interim and summative assessments** aligned to standards at all school levels.
- Implement comprehensive **intervention system** for academic, behavioral and social-emotional learning needs.
- Ensure **high-quality curriculum** aligned to state standards.
- Expand offerings and equitable access to **dual language, Career Technical Education and pre-K** programs.
- Utilize data to inform and support **equitable opportunities, access and inclusion** for our diverse student body.

Authentic Engagement with Students, Families & Community

- Provide timely, accessible and clear **communication** throughout the district.
- Expand authentic, two-way **engagement and actively target outreach** to all groups.
- Engage and **partner with families and community groups** to support student learning and well-being.
- Establish actively engaged **student advisory teams** in secondary schools and district.

Facilities & Programs for World-Class Learning

- Optimize **program offerings and school facilities**, considering community voice.
- Modernize classrooms to ensure an **equal technology experience** at all schools.
- Target completion of **bond construction projects** on time and on budget.
- Prioritize **environmentally responsible** materials and practices.

Effective Systems & Structures for Student Success

- Attract, support and retain a **high-quality and diverse workforce**.
- Optimize **school schedules and systems** to support student success.
- Implement **efficient and effective systems** to streamline and support district operations.
- Identify and **eliminate systemic barriers** to equitable access and outcomes.

Equity, Engagement & Excellence

How many people participated in the strategic planning process?

202

in Committees



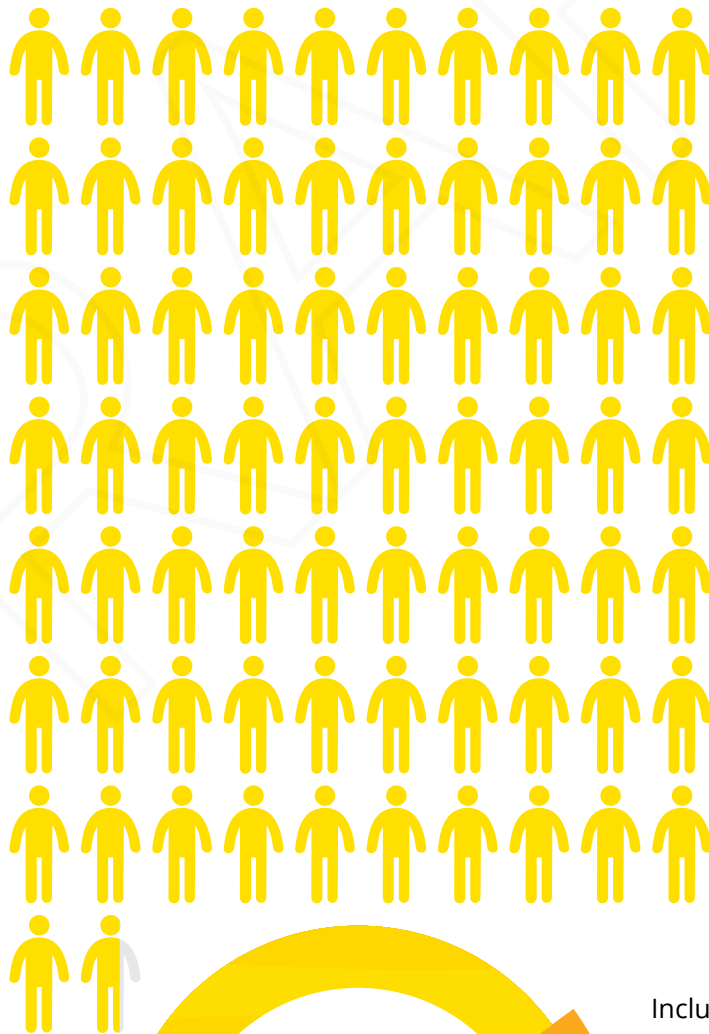
499

in Focus Groups



7,165

via Surveys



7,866

Total Participants

156

Includes

725+

Total Students



BEAVERTON
SCHOOL DISTRICT

Belong. Believe. Achieve.

Beaverton School District
1260 NW Waterhouse Ave.
Beaverton, OR 97006
503-356-4500
www.beaverton.k12.or.us





ITEM FOR ACTION

INSTRUCTIONAL TIME

BACKGROUND

Each year by November 1, the superintendent must present an annual report to the community on the District’s compliance with the Standards for Public Elementary and Secondary Schools as set out in Oregon Administrative Rules Chapter 581, Division 22, including all new and revised rules, for the prior school year.

Among the requirements is that the school district must ensure students receive the annually required amount of instructional time. The regulations permit school districts to count certain instructionally related activities in calculating the required instructional hours, with board approval.

State Instructional Time Requirements

Oregon Administrative Rule [581-022-2320](#) requires school district instructional programs to provide, at a minimum, the following number of hours of instruction annually to at least 92% of all students in the district and at least 80% of students at each school:

| | |
|---------------------|-----------|
| Grades K through 8 | 900 hours |
| Grades 9 through 11 | 990 hours |
| Grade 12 | 966 hours |

Calculation of Instructional Time

“Instructional time” means time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments, and are working under the direction and supervision of a teacher or an instructional assistant who is assigned instructionally related activities working under the supervision of a teacher. Lunch, recess, passing time and non-academic assemblies are not counted as instructional time.

Upon approval by the local school board, a district may include in its calculation of instructional time:

- (a) For grades K–3, up to 60 hours of recess;
- (b) Up to 30 hours for staff professional development;
- (c) Up to 30 hours for parent teacher conferences.

2022–23 Compliance Status

The table below shows the range of scheduled instructional hours by level for the 2022–23 calendar with 174 student contact days **and two days closure and a 2 hour late start due to inclement weather:**

| Level | Hours of Instruction | Notes |
|-------------|--|---|
| Elementary* | K: 916–919 1–8: 933–936 | Assumes 20 minutes for lunch, recesses of 20 min and 15 min. 6 days of parent conferences grade K and 4 days of parent conferences at all other grades. |
| Middle* | 6: 940–946 7–8: 934–940 | 4 days of parent conferences. |
| High | 9–11: 977–1004 12: 942–967 | Early release for final opportunity days and ACT day. 9 days early release for seniors. |
| Options | 6–8: 940–956 9–11: 962–973 12: 927–935 | Early release for final opportunity days and ACT day. 9 days early release for seniors. |

*Lower hours reported are for schools with emergency closures.

High School Exemptions

Alternative Education Program Exemption

The Oregon Department of Education (ODE) has granted the district permission to exempt alternative education programs from the instructional time requirement. Programs housed at the Merlo Campus (Community School, Passages, GED Prep, and Home Instruction) use flexible time options and systemically assess students prior to placement in the program. 236 students are included under this exemption.

On Track to Graduate/Advanced Coursework Exemptions

With the annual approval of the local school board after a public hearing, the following students may be exempted from the instructional time requirement and not included in the district’s calculation of instructional time:

- (A) Students who have fulfilled all state requirements for graduation (i.e., students enrolled in the Community Transition Program)
- (B) Students who at the start of their senior year are on track to exceed all state requirements for graduation as determined by the number and type of credits earned by the student (i.e., students with 18 credits, including 3 Language Arts credits and 2 credits in math, science, and social studies)
- (C) Students who are earning credits toward a diploma through accelerated learning classes (i.e., Advanced Placement, International Baccalaureate, weighted dual credit) or are enrolled at Early College

Each year, the school district must report to the local school board the total number of students disaggregated by relevant sociodemographic group that have been exempted from the instructional time requirements under this exemption. The number of students in 2022–23 not included in the calculation of the instructional time requirement, if approved by the Board, are:

| | | | |
|----------------------------|------|----------------------------------|------|
| All students | 5677 | | |
| Female | 2857 | Native American/Alaskan Native | 18 |
| Male | 2782 | Asian | 1181 |
| Non-binary gender | 38 | Black | 143 |
| English Language Learner | 148 | Hispanic/Latino | 1176 |
| Students with Disabilities | 403 | Multi-racial | 487 |
| Talented and Gifted | 1523 | Native Hawaiian/Pacific Islander | 45 |
| Migrant | 49 | White | 2627 |

While all students reported above are exempted from the instructional time requirements, only students on early release, late arrival, or release to religious instruction (1,689 students or 30% of exempted students) do not meet the instructional time requirement.

2022–23 Compliance Status

For the 2022–23 school year, without Board approval of allowed calculation adjustments, only 83% of students in the district meet the instructional time requirement under Division 22. The following do not meet the 80% requirement for schools:

- Aloha High (0%)
- ACMA (47%)
- BASE (45%)
- ISB (52%)
- Sunset High (71%)
- Westview High (0%)

After including 27.75 hours of staff professional development in the calculation of instructional time, a total of 1,993 students in non-alternative education programs do not meet instructional time requirements. Of these students, 1,686 qualify and 307 do not qualify for an exemption by the Board. With the adoption of the recommendations below, 99% of students in the district and at least 80% of students in all district schools meet state instructional time requirements.

RECOMMENDATION

The superintendent recommends the Board approve for the 2022–23 school year:

- (1) Excluding from the district’s calculation of instructional time requirements high school students who have earned diplomas, seniors on track for graduation, and students in accelerated learning courses, and
- (2) Including 27.75 hours of staff professional development in the calculation of instructional time.

**ITEM FOR ACTION****INSTRUCTIONAL MATERIALS ADOPTION FOR FLEX ONLINE SCHOOL****BACKGROUND**

FLEX Online School opened in 2020 and serves students in grades K–12. FLEX Online School uses the same learning objectives and standards as other BSD schools. Teachers of grades K–5 deliver curriculum provided through [FlexPoint Education Cloud](#), while [Apex Learning](#), [FlexPoint](#) and [eDynamic Learning](#) provide foundation curriculum for courses for grades 6–12. District-created and curated materials are incorporated into courses when appropriate.

Under Division 22, districts that use digital content as core curriculum for a course of study or any part thereof must complete an independent adoption of the digital instructional materials. If a district did not complete an independent adoption of the digital instructional materials during the 2020–21 school year, the district needed to indicate this in their 2020–21 Division 22 report in November 2021 and complete the process to resolve this non-compliance prior to the start of the 2022–23 school year. To allow more time for FLEX staff to complete the required criteria checklists, the District requested and received a one-year extension of the corrective action plan in August. Districts must provide their local school board with the information in sections 1 through 7 of [OAR 581-022-2350](#) to inform the local school board’s review and independent adoption of instructional materials.

FLEX Online School staff have provided the attached information to inform the Board’s adoption of digital instructional materials used by the school.

RECOMMENDATION

The superintendent recommends the Board adopt the identified instructional materials for FLEX Online School.

Independent Adoption of Digital Curriculum
 FLEX Online School

We welcome and appreciate the increased scrutiny of online learning materials by the Oregon Department of Education as it will help ensure materials are high quality, accessible and culturally responsive for all learners.

Information for the School Board Required by an Independent Adoption

(1) The **subject, category, and grade level(s)** in which the instructional materials will be used

Table 1: Subject, Category and Grade Level(s)

| Subject | Category | Grade Level(s) |
|----------------|---|--|
| Language Arts | K-2 Category 3-5 Category 6-8 Category 9-12 Category | K - 2nd grades 3rd - 5th grades 6th - 8th grades 9th - 12th grades |
| Mathematics | K-12 Mathematics | K - 12th grades |
| Science | K-12 Science | K - 12th grades |
| Social Science | Category 1 - K-5 Social Sciences Criteria Category 2 - 6-8 Social Sciences Criteria Category 3 - Social Sciences 9-12 Civics and Government Criteria Category 4 - Social Sciences 9-12 Economics and Financial Literacy Criteria Category 5 - Social Sciences 9-12 Geography Criteria Category 6 - 9-12 Social Sciences History Criteria | K - 5th grades 6th - 8th grades 9th - 12th grades 9th - 12th grades 9th - 12th grades 9th - 12th grades |
| World Language | Level 1-2 World Languages Adoption Criteria Level 3-4 World Languages Adoption Criteria Level 5+ World Languages Adoption Criteria | K - 6th grades 6th - 12th grades 6th - 12th grades |

(2) The **title** of the instructional materials

- (a) Apex Learning Courses
- (b) eDynamic Career and Elective Courses
- (c) FlexPoint Cloud Digital Courses

(3) The **publisher** of the instructional materials

- (a) Edmentum (Apex Learning)
- (b) eDynamic Learning
- (c) Florida Virtual (FlexPoint Cloud)

(4) The **copyright date** of the instructional materials

All materials are copyright 2022 unless otherwise stated. All publishers update and maintain their courses continuously.

(5) The **date on which the district intends to install the instructional materials for use** in the school system

For school year 2022/23, we will put these materials to use on 9/6/2022

(6) A **statement that a completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education** is on file in the district office. (Criteria checklists for the specific subject/category are available from the Department of Education.)

Staff at our school from each corresponding grade level (elementary) and subject endorsement completed the state-provided criteria rubrics and checklists and evaluated the course(s) we use. These are on file with the district office.

(7) A statement of assurance that the independently adopted instructional **materials will comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications** regarding accessible instructional materials.

See “Table 2: Digital Instructional Materials and Recommendations” in the subsequent section for specific information for each provider

“The Notice of Interpretation states that if digital instructional materials meet WCAG 2.0 AA accessibility standard, they do not have to be submitted to the NIMAC in NIMAS format.”

<https://www.nimac.us/nimac-digital-materials-faq/>

Digital Instructional Materials: Requirements and Recommendations

<https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Digital%20Instructional%20Materials%20Requirements%20and%20Recommendations.pdf>

Table 2: Digital Materials Requirements and Recommendations

| Requirements | |
|----------------------|---|
| Student Data Privacy | All vendors we use at FLEX Online, including the ones referenced in this Independent Adoption, have active agreements on file with the Oregon Student Privacy Alliance . These meet or exceed all COPPA , OSIPA and FERPA requirements. <ul style="list-style-type: none">• Oregon Student Privacy Alliance https://sdpc.a4l.org/district_search.php?districtID=4074&state=OR |

| | |
|----------------------|---|
| <p>Accessibility</p> | <p>Vendors have provided the assurances below that all learners have equitable access to their materials by ensuring that they meet Web Content Accessibility Guidelines (WCAG) 2.0 AA or higher standards.</p> <p>Apex Learning (Edmentum)</p> <ul style="list-style-type: none"> ● While not fully conformant, issues that pose a significant barrier for users with disabilities have been addressed in the sample evaluated. <ul style="list-style-type: none"> ○ Voluntary Product Accessibility Template (VPAT) report for Apex Learning ○ https://www.edmentum.com/accessibility <p>eDynamic Learning</p> <ul style="list-style-type: none"> ● All courses meet WCAG 2.0 AA accessibility standard <ul style="list-style-type: none"> ○ https://edynamiclearning.com/equity-access-for-all-learners/ <p>FlexPoint Cloud (Florida Virtual)</p> <ul style="list-style-type: none"> ● <i>“To meet this commitment, we are continuously taking steps to enhance our website to meet the standards of the World Wide Web Consortium's (W3C's), Web Content Accessibility Guidelines (WCAG) 2.0 Level AA, and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 for web content. We strive to deliver the most up-to-date content online, please understand that our efforts to improve online accessibility are ongoing.”</i> <ul style="list-style-type: none"> ○ https://www.flvsglobal.net/accessibility/ <p>Canvas (Instructure)</p> <ul style="list-style-type: none"> ● The Canvas Learning Management system we use to deliver vendor materials that are part of this adoption meets the WCAG 2.0 AA accessibility standard: <ul style="list-style-type: none"> ○ https://www.instructure.com/products/canvas/accessibility |
|----------------------|---|

| | |
|------------------------|--|
| Recommendations | |
|------------------------|--|

| | |
|---|---|
| <p>Digital Learning Design Elements</p> | <ul style="list-style-type: none"> ● Resources from the vendors in this adoption are easy to understand and use for teachers and learners. We ask for continuous feedback from staff, students and families for times when this isn't the case. We also use a consistent template in Canvas so students and families know what to expect and how to navigate. ● Multimedia elements support, rather than distract from, intended learning outcomes and instructional content. ● We implement these curricular resources using Common Cartridge and |
|---|---|

| | |
|---|---|
| | <p>Thin Common Cartridge formats within Canvas which allows teachers to adjust, adapt, replace and supplement materials to meet student needs.</p> |
| <p>Technology Integration and Interoperability Elements</p> | <ul style="list-style-type: none"> ● As mature platforms, all of these curriculum use technology features (e.g., interactivity, animation, automated feedback, etc.) which purposefully enhance content and instruction. ● We continuously test district Chromebooks and teacher laptops to ensure they meet the minimum requirements to support use of all included software components. ● For students who need access to Internet broadband at a speed adequate to support any components that require connectivity, we work with IT to provide hotspot devices. We are also working on installing a network hotspot in our FLEX van so that when we go to locations to support families, we can offer connectivity. ● Test technology features to ensure reliable functioning in the environment (e.g., devices, wireless connectivity, etc.) where the resource will be used. |
| <p>Algorithms or Adaptive Learning</p> | <ul style="list-style-type: none"> ● These providers offer pretests as a way to determine what students know already and where they may need practice and prerequisites. These are not prescriptive in that teachers still choose what content and assignments students are exposed to during the course. Most teachers do not use these pretests. ● All providers mentioned provide glossaries, pronunciation and other scaffolds to provide context for content and questions when students may not be familiar with the terminology and/or situations presented in a question or task. ● Teachers can adapt a student’s learning path by adding or removing content. ● None of the providers in this adoption exclude rigorous grade-level content from students through adaptive or artificial intelligence-based tools. ● There are no algorithms that require evaluation for bias present in these curricular resources. |

eDynamic Learning

- Courses come with read-aloud, translation, masking, picture dictionary and podcast versions of each unit

Apex Learning (Edmentum)

- While not fully conformant, issues that pose a significant barrier for users with disabilities have been addressed in the sample evaluated. - [VPAT report for Apex Learning](#);
<https://www.edmentum.com/accessibility>
- Cultural Responsiveness - <https://www.apexlearning.com/culturally-responsive-curriculum>
- EdGate standards correlation tool:

FlexPoint Cloud (Florida Virtual)

- <https://www.flvsglobal.net/accessibility/>
- EdGate standards correlation tool: <https://www.flvsglobal.net/educators-districts/correlations-tool/>

**ITEM FOR ACTION****APPROVAL OF ALTERNATIVE EDUCATION PROGRAM – GRADUATION ALLIANCE****BACKGROUND****Alternative Education Providers**

Oregon law (ORS 336.615) defines alternative education programs as a school or separate class group designed to best serve students' educational needs and interests and assist students in achieving the academic standards of the school district and the state.

The district contracts with private alternative education providers to meet students' educational needs and support their academic success. Before contracting with a private alternative education provider, the district must determine that the alternative education program is registered with the Oregon Department of Education and complies with state requirements. Students are placed in programs that best meet their educational needs.

Private alternative education providers must annually be approved by the school board. Separate from and prior to approval of the list of alternative education providers for the 2023–24 school year, the district is seeking approval of an additional provider to begin serving students in spring 2023.

Approval of an alternative education provider is routine business that would normally be included in the consent agenda. The projected cost is well within the superintendent's delegated budget authority, so it is not included in the requests for budget authorization in the consent agenda. This is agendized as a separate item for action to provide more information and the opportunity for board members to ask questions about the program.

Graduation Alliance

The district is recommending a partnership with Graduation Alliance, a re-engagement and alternative education partner for at-risk and disengaged students that will supplement our current district programs, to support students who have historically not been successful in our schools and help them to graduate. Graduation Alliance is not a replacement for any current BSD programs or supports.

Graduation Alliance will be provided with information about students who left school before graduating, and will assign re-engagement specialists to search for the students through a variety of means.

For students who are located and found to be continuing in education (e.g., moved out of state and school records were never requested), Graduation Alliance will provide corrected data so the student can be correctly coded as "continuing in education" as opposed to a "drop-out," improving the accuracy of the district's graduation and drop-out rates recorded by the Oregon Department of Education.

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.

For students who are located and are willing to re-engage in an existing Beaverton School District program (such as the student's home high school, FLEX Online School, FLEX credit recovery or Passages), Graduation Alliance will assist the student and family with re-enrollment.

For students who wish to complete their high school diploma but are unable or unwilling to re-engage in one of the district's existing programs, Graduation Alliance will work with the student and family to engage them in Graduation Alliance's comprehensive accredited online alternative education program. These students will be re-enrolled as BSD students and allowed to continue working towards completion of their high school diploma through the Graduation Alliance alternative education program until age 21, to complete the necessary credits for graduation and receive a diploma from their BSD home high school.

The Graduation Alliance program is year-round, allowing students to begin courses at any time, rather than having to wait for the next term or school year to begin coursework.

Graduation Alliance will begin with our "10-day drop" data for high school students from the past five years. "10-day drop" refers to the Oregon law requiring that students who are absent for 10 consecutive school days for any reason must be withdrawn from enrollment. Students may later re-enroll to return to school. Graduation Alliance will seek out the students who have not returned to school in Beaverton.

Moving forward, Graduation Alliance will receive a monthly report of any new 10-day drops to pursue. Additionally, for current students in grades 9–12 with chronic absenteeism who are at risk of becoming push-outs/drop-outs, counselors will be able to make referrals to Graduation Alliance rather than simply waiting until the student has been absent for 10 consecutive school days.

While Beaverton schools are fortunate to have exemplary teachers and programs that support students in consistently demonstrating graduation rates above the state average year after year, we recognize that district programs aren't always able to fully meet the needs of all students. Working with Graduation Alliance, the district will re-engage students who are not currently attending school and have historically not been successful in our schools, and help them successfully complete their high school diploma.

RECOMMENDATION

The superintendent recommends the board approve the addition of Graduation Alliance as an alternative education provider.



ITEM FOR ACTION

APPOINT BOND ACCOUNTABILITY COMMITTEE MEMBERS

BACKGROUND

The Beaverton School Board will appoint members to the Bond Accountability Committee (BAC) to assist in monitoring the progress of executing the 2022 Capital Improvement Bond. The BAC provides a vital role in supporting the School Board by monitoring, reporting, and making recommendations on the progress of the bond program. The charter for the BAC is located on the district's website:

<https://www.beaverton.k12.or.us/departments/facilitiesmaintenance/bond-accountability-committee>

Following the passage of the 2022 bond measure, in December 2022 the Board approved the appointment of several members recommended by the board representatives on the committee; one was not seated due to eligibility conflicts. In July, after the Bond Accountability Committee members appointed to monitor the 2014 bond complete their service, the Bond Accountability Committee for the 2022 bond will comprise 6 remaining members. The committee charter calls for the committee to have 7–9 members from the community.

The district solicited applications and received four qualified candidates seeking to serve on the BAC. The Board member liaisons to the committee reviewed applications, interviewed candidates, and selected two candidates to recommend for appointment. The recommended members possess a range of experience and expertise in commercial construction, project management and financial management.

The candidates recommended for appointment to the 2022 Bond Accountability Committee are:

- Keith Hobson
- Josh Durham

BAC members normally serve three-year terms; however, with the new committee membership being seated to monitor the 2022 bond, it is recommended that terms be staggered so there is not a complete turnover of BAC membership in the summer of 2025; some members appointed this year will serve full three-year terms and others will serve two-year terms. Term assignments will be determined by the BAC.

RECOMMENDATION

It is recommended the School Board approve the appointment of members to serve on the 2022 Bond Accountability Committee as proposed.



ITEM FOR ACTION**NORTHWEST REGIONAL ESD BOARD MEMBER FOR ZONE 5****BACKGROUND**

The Northwest Regional Education Service District Board of Directors has a vacant position in Zone 5 to begin July 1, 2023. Current NWRESD Board member Karen Cunningham is not seeking another term and will conclude her service on June 30, 2023.

Vacancies of NWRESD Board numbered zones are filled through election by the component district boards in that zone. NWRESD has divided its four-county region into five zones of approximately equal population. From each of these zones, each school district board has one vote to determine who will represent that zone on the NWRESD Board. The NWRESD Board has four additional appointed positions representing community populations.

Beaverton School District is represented by Zone 4 (northern part of district including Westview and Sunset High School attendance areas) and Zone 5 (southern part of district including Aloha, Beaverton, Mountainview and Southridge High School attendance areas). Zone 4 spans several districts and all participate in electing candidates to the position. In Zone 5, Beaverton is the only component district and the only vote in this election process.

NWRESD has completed the application process for candidates and one candidate applied for election to the Zone 5 position: Becky Tymchuk.

The person elected to fill the Zone 5 position on the NWRESD Board will serve from July 1, 2023 through June 30, 2027.

RECOMMENDATION

The Board may approve the following motion for the NWRESD board election:

I move that the Beaverton School Board endorse candidate Becky Tymchuk, as presented, to fill the full-term vacancy of NWRESD Zone 5 to begin July 1, 2023.



Northwest Regional
Education Service District

BOARD OF DIRECTORS ELECTION PACKET

ZONE 5: BEAVERTON SCHOOL DISTRICT

CANDIDATE MATERIALS ATTACHED

PLEASE **CAST YOUR BALLOT**

BY MAY 31, 2023

CONTACT/QUESTIONS
NWRES D Board Secretary - vwhite@nwresd.org



Northwest Regional Education Service District

April 17, 2023

TO: Board of Directors

FR: Dan Goldman, Superintendent RE: NWRESD Board Vacancy - Zone 5

EXPLANATION:

Esteemed NWRESD Board Member Karen Cunningham has announced that they will not seek another term with the NWRESD Board of Directors. Their term will end June 30, 2023.

As per NWRESD Board Policy, vacancies of elected members from numbered zones are determined through election by the component district boards from within that zone.

Qualified and interested persons were allowed to submit applications online to the NWRESD Board. For this election cycle, one candidate applied:

Becky Tymchuk

Beaverton SD is the only component district in Zone 5, and the only vote in this election process. The person elected to fulfill this role will take office July 1, 2023 and complete a full 4 year term, through June 30, 2027.

In this agenda item, the Beaverton School Board will have the opportunity to review the Candidate for NWRESD Board Zone 5:

Becky Tymchuk - vacancy for Zone 5 from July 1, 2023 to June 30, 2027.

PRESENTER(S): Board Chair, Board Secretary or Superintendent

SUPPLEMENTARY MATERIALS: Application Info: Becky Tymchuk

Policy BBE: Vacancies on the Board

PROPOSED MOTION: I move to endorse candidate Becky Tymchuk as presented, to fulfill the full term vacancy of NWRESD Zone 5 to begin July 1, 2023 .



Northwest Regional Education Service District

Zone 5 Candidate Application Materials: **Becky Tymchuk**

EMPLOYMENT

Becky shared the following in their application:

- Oregon School Board Association:** Legislative Policy Committee Appointed to represent Tillamook/Clatsop/Columbia Counties (2015-2017), Elected to represent Washington County (2017 to present)
- Beaverton School District:** Budget Committee Member (2015 to present), Chair BSD Levy Campaign (2018) and Bond Campaign (2022), Conestoga Middle School/BSD AVID Tutor, (2016 to present), Southridge High Community Plaza Project - FundRaising Chair (2012 to 2016)
- Children's Institute:** Legislative Advocacy Committee (2021 to present)
- Junior Achievement OR:** President/V.P. of Development/Consultant (1985-2010)
- Tymchuk Consulting:** Non Profit/ FundRaising Consulting Business (2010 to present)

EDUCATION

Becky shared the following in their application:

- Graduate/HS Diploma:** Grants Pass High School
- Bachelor's of Science in Speech and Social Science:** Willamette University, Salem OR
- Graduate Studies - Non-Profit Management:** Concordia College, Portland OR
- Certification Degree:** National Society of Fundraising Professionals, Arlington, VA

EXPERIENCE

Becky shared the following in their application:

- Beaverton School District:** Board Member Board Vice Chair (2016-18 & 2021), Board Chair (2018-21)

COMMENTS

Becky shared the following in their application:

"I was raised in a small, rural community in Southern Oregon. I was the first generation in my family to attend college. I have lived in the Beaverton area for over 40 years, where I chose to raise my family and serve my community. I know from experience that our rural, suburban, and urban communities have different needs. What we have in common is we all want our children to be safe, thrive and reach their potential. The Northwest Regional Service District is a state leader in equity, innovation, early childhood intervention/learning, and special education. It would be an honor to join the NWRESD board of directors to continue the current good work, look ahead and be part of the future work our region deserves and needs."

Northwest Regional Education Service District

Code: BBE

Adopted: 5/17/07

Revised/Readopted: 4/18/17, 8/9/2022

Orig. Code: BBE

Vacancies on the Board

Vacancies occurring in elected or appointed board positions will be filled either through Board appointment or through election by the boards of the component districts in the manner described below. The Board appointee must be a legally registered voter and a resident within the Northwest Regional Education Service District (NWRESD) for one year immediately preceding the election or appointment.

In the event of multiple vacancies, the position vacated first will be filled first.

Upon appointment or election the newly appointed or elected Board member(s) will take office at the next board meeting following the appointment.

If the offices of a majority of Board members are vacant at the same time, the State Board of Education shall appoint persons to fill the vacancies occurring in appointed board positions from among persons qualified for those positions, if any, or from among other persons who are qualified to serve. The State Board of Education shall oversee the election by component school district boards within the position zones in which the vacancy occurred to fill vacancies occurring in elected positions from among qualified individuals from within those zones.

Numbered Zone Positions

Any vacancy on the Board of an elected member from any numbered zone position shall be filled through election by the component district boards from within that zone from among the qualified members in that numbered position's zone. Qualified and interested persons will be allowed to submit applications to a component board or the NWRESD Board. Each component district in the zone of vacancy shall have one vote. The term of office of the person elected to fill a vacancy will be the time remaining in the vacated Board position.

Appointed Positions (Positions A, B, C and D)

Any vacancy on the Board of an appointed member from any position designated by letter shall be filled through appointment by the zoned Board members from among persons qualified for that position. Appointment procedures will be developed by the NWRESD Board in an open meeting. The term of office of the person appointed to fill a vacancy will be the time remaining in the vacated Board position.
END OF POLICY

Legal Reference(s):

[ORS 249.865 - 249.877](#)

[ORS 255.245](#)

[ORS 255.335](#)

[ORS 334.090](#)

[ORS 334.095](#)

Cross Reference(s):

BBBA - Board Member Qualifications

BBC - Board Member Resignation

BBD - Board Member Removal from Office

**ITEM FOR ACTION****APPROVE REVISIONS TO BOARD POLICIES JB, JFCF, JFCM****BACKGROUND**

Revisions are recommended to update school board policies JB, JFCF and JFCM. The changes were generated by the Oregon School Boards Association, which provides policy recommendations to reflect changes in state statutes and/or regulations and best practices; integrated and recommended by staff; and reviewed by the Board Policy Committee. Most of the proposed changes are necessary to align district policy to changes in the law.

JB – Equal Educational Opportunity

The proposed revisions align language and designation of legally protected groups with other policies and OSBA model policy language. Language is added to comply with House Bill 2935 (2021), the CROWN Act, which expanded the definition of discrimination based on race to include physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles such as braids, locs and twists. Footnotes defining sexual orientation and gender identity and expression for the purpose of this policy are deleted, being no longer needed as these definitions are now addressed in state law.

JFCF – Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence – Student

The recommended changes are to better align the policy with statutory language, incorporate gender neutral language, address complaint procedures, and address conduct by staff and third parties such as contractors, volunteers and visitors.

JFCM – Threats of Violence

Revisions to this policy are recommended to better align policy language with the verbiage used in the applicable statutes and OSBA model policy language, including clarifying notification requirements, addressing parents and guardians, and incorporating more gender neutral language.

POLICY DRAFT KEY

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Blue Font, Not Highlighted

~~Red Strikethrough~~

Legally required language changes

Recommended language changes / OSBA model policy language

Removed outdated language

RECOMMENDATION

It is recommended that the board approve the proposed revisions to board policies JB, JFCF and JFCM.

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

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

Beaverton School District 48J

Code: **JB**
Adopted: 1/11/11
Readopted: 5/14/18
Orig. Code(s): JB

Equal Educational Opportunity

Every student of the district will be given equal educational opportunities regardless of [race¹, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability, or initial proficiencies.](#) ~~actual or perceived age, gender, sexual orientation², gender identity³, gender expression⁴, race, religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability, or geographic location.~~ Further, no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district. The district will treat its students without discrimination on the basis of gender as this pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.

The superintendent or designee will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number will be provided to all students and employees.

The Board will adopt and the district will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints under Title IX.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 192.630](#)

[ORS 326.051](#)

[ORS 329.025](#)

[ORS 332.107](#)

~~[ORS 342.123](#)~~

~~[ORS 336.067](#)~~

~~[ORS 336.082](#)~~

¹ [Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 \(as amended by House Bill 2935 \(2021\)\).](#)

² ~~“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.~~

³ ~~“Gender identity” refers to a person’s innate, personal (psychological) sense of being male or female, which may or may not correspond to the person’s body or gender designated at birth.~~

⁴ ~~“Gender expression” refers to a persons external manifestation of gender identity and how it is presented to others, such as dress, grooming, mannerisms, behavior, voice, and social interactions.~~

[ORS 336.086](#)
[ORS 659.850](#)
[ORS 659.852](#)
[ORS 659A.001](#)
~~[ORS Chapter 659](#)~~
~~[ORS Chapter 659A](#)~~
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.103 – 659A.145](#)
[ORS 659A.400](#)
[ORS 659A.403](#)
[ORS 659A.406](#)
~~[ORS 659A.030](#)~~
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2310](#)
[OAR 839-003-0000](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~ [2018](#)); [28 C.F.R. §§ 42.101-42.106 \(2019\)](#).

~~Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012).~~

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (~~2012~~ [2018](#)); [34 C.F.R. Part 104 \(2019\)](#).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (~~2012~~, [2018](#));

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2017~~, [2020](#)).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (~~2012~~ [2018](#)); 29 C.F.R. Part 1630 (~~2017~~ [2019](#)); 28 C.F.R. Part 35 (~~2017~~ [2019](#)).

Americans with Disabilities Act Amendments Act of 2008, [42 U.S.C. §§ 12101-12333 \(2018\)](#).

Cross Reference(s):

AC - Nondiscrimination

ACA - Americans with Disabilities Act

Threats of Violence**

The Board is committed to promoting healthy relationships and a safe learning environment. To this end, student threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damage district property, shall not be tolerated on district property or at activities under the jurisdiction of the district.

Students shall be instructed of the responsibility to inform a teacher, counselor or administrator regarding any information or knowledge relevant to conduct prohibited by this policy. Parents and others will be encouraged to report such information to the district. Staff shall immediately notify an administrator of any threat, threatening behavior or act of violence ~~he/she~~ the staff member has knowledge of, has witnessed or received. All reports will be promptly investigated.

Students found in violation of this policy shall be subject to discipline up to and including expulsion. The building principal shall notify the parent or guardian of any student in violation of this policy and the disciplinary action imposed. A referral to law enforcement shall be made for any infraction involving a student bringing, possessing, concealing or using a weapon or destructive device as prohibited by state and federal law and Board policy.

The building principal shall, in determining appropriate disciplinary action, consider:

1. Immediately removing from the classroom setting any student who has threatened to injure another person or to severely damage district property;
2. Placing the student in a setting where the behavior will receive immediate attention from a building administrator, counselor, licensed mental health professional or others;
3. Requiring the student to be evaluated by a licensed mental health professional before allowing the student to return to the classroom setting.

The district may enter into contracts with licensed mental health professionals to perform student evaluations. Funds for evaluations, other disciplinary options or other procedures as may be required by law and this policy shall be provided by the district.

The building principal shall attempt to notify ~~ensure notification is provided to:~~

1. The parent or guardian of a student when the student's name appears on a targeted list at school that threatens violence or harm to the students on the list or when threats of violence or harm to the student are made by another student at school;
2. Any ~~school~~ district employee whose name appears on a targeted list at school threatening violence or harm to the district employee and when threats of violence or harm are made by a student or others at school.

Notification to the above shall be attempted by telephone or in person promptly and within 12 hours of discovery of a targeted list or learning of a threat. Regardless, a written follow-up notification shall be sent within 24 hours of discovery of a targeted list or learning of a threat.

The building principal will provide necessary information regarding threats of violence to law enforcement, child protective services and health-care professionals in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. Additionally, ~~he/she~~ the principal may provide such information to other school officials, including teachers, within the district or other districts who have a legitimate educational interest in the student(s) consistent with state and federal education records laws and district policies.

The district and any person participating in good faith in making the notification required by ORS 339.327 is immune from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the notification.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)

[ORS 166.210](#) to [-166.370](#)

[ORS 332.107](#)

[ORS 339.115](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.327](#)

~~[ORS 809.135](#)~~

~~[ORS 809.260](#)~~

[OAR 581-021-0050](#) to [-0075](#)

[OAR 581-053-0010](#)(5)

[OAR 581-053-0230](#)(9)(k)

[OAR 581-053-0330](#)(1)(r)

[OAR 581-053-0430](#)(17)

[OAR 581-053-0531](#)(16)

[OAR 581-053-0630](#)

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (~~2012~~ 2018).

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (~~2012~~ 2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2012~~ 2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~ 2019).

Cross Reference(s):

GBNA - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff

JFCF - Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence and Domestic Violence – Student

JFCJ - Weapons in the Schools

Beaverton School District 48J

Code: JFCF
Adopted: 3/18/13
Revised/Readopted: 5/20/19,
5/14/18
Orig. Code(s): JFCF

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence – Student**

The Board is committed to providing a safe, positive and productive learning environment [for all students](#). Hazing, harassment, intimidation menacing, bullying and cyberbullying by students, [staff, or third parties towards students](#) is strictly prohibited ~~and shall not be tolerated in the district~~. Teen dating violence is unacceptable behavior and prohibited. Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of [hazing](#), harassment, intimidation or bullying, [menacing](#), an act of cyberbullying, teen dating violence, or otherwise participates in an investigation or inquiry is prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate ~~sanctions~~ [remedial action](#).

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

[Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or designee.](#)

Students [staff, or third parties](#) may also be referred to law enforcement officials.

The superintendent is directed to develop administrative regulations to implement this policy.

Definitions

“District” includes district facilities, district premises, areas adjacent to district grounds, on district-provided transportation, official district bus stops and non-district property if the student is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events where students are under the ~~control~~ [jurisdiction](#) of the district.

[“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at inter-district and intra-district athletic competitions or other school events.](#)

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment, e.g., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep

deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student); requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article; assigns pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to be consenting to the hazing ~~regardless of the person's willingness to participate.~~

"Harassment, intimidation or bullying" means any act that substantially interferes with a student's educational benefits, opportunities or performance that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, or district-approved transportation, or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:

1. Physically harming a student or damaging a student's property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
3. Creating a hostile educational environment including interfering with the psychological well-being of the student.

"Protected class," for the purposes of this policy, means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, gender, sexual orientation⁴, gender identity², gender expression³, national origin, ~~citizenship~~, marital status, ~~age~~, disability, familial status, ~~appearance~~, or source of income.

"Teen dating violence" means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

"Domestic violence" means abuse between family and or household members, as those terms are described in ORS 107.705.

"Cyberbullying" is the use of any electronic communication device to harass, intimidate or bully ~~convey a message in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated or hostile and unwanted manner under a person's true or false identity. In addition, any communication of this form which substantially disrupts or prevents a safe and positive educational environment may also be considered cyberbullying.~~

⁴"Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, or bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual's sex at birth.

²"Gender identity" refers to a person's innate personal (psychological) sense of being male or female, which may or may not correspond to the person's body or gender designated at birth.

³"Gender expression" refers to a person's external manifestation of gender identity and how it is presented to others, such as dress, grooming, mannerisms, behavior, voice, and social interactions.

~~Students will refrain from using personal electronic devices or district property to harass or stalk another.~~

“Retaliation” means any acts of, including but not limited to, [hazing](#), harassment, intimidation or bullying, [menacing](#) or cyberbullying toward the victim, a person in response to an actual or apparent reporting or, or participation in the investigation of [hazing](#), harassment, intimidation, bullying [or menacing](#), teen dating violence, acts of cyberbullying or retaliation.

“Menacing” includes, but is not limited to, any act intended to place a district employee, student or third party in fear of imminent serious physical injury.

Reporting

The building principal will take reports and conduct a prompt investigation of any reported acts of hazing, harassment, intimidation, menacing, bullying, teen dating violence or cyberbullying. Any employee who has knowledge of conduct in violation of this policy shall immediately report ~~his/her~~ concerns to the building principal who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity or district vehicle used for [district-provided transportation](#) ~~transporting students to a district activity~~ shall immediately report the incident to the building principal. Failure of an employee to report an act of hazing, harassment, intimidation or bullying, [menacing, or teen dating violence or](#) acts of cyberbullying to the building principal may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels they have been [subjected to an act of](#) hazing, harassment, intimidation, menacing, bullying [or cyberbullying or feel they have been a victim of](#) teen dating violence in violation of this policy is encouraged to immediately report ~~his/her~~ concerns to the building principal who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report his/her concern to the building principal who has overall responsibility for all investigations. This report may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the building principal.

~~Complaints Reports~~ against the principal shall be filed with the superintendent [or designee](#). ~~Complaints Reports~~ against the superintendent shall be filed with the Board chair.

The ~~complainant~~ [person who makes the report](#) shall be notified when the investigation has been completed and, as appropriate, the findings of the investigation and any remedial action that has been taken. The ~~complainant~~ [person who made the report](#) may request that the superintendent or designee review the actions taken in the initial investigation, in accordance with administrative regulations accompanying this policy.

[Training and Education](#)

The district shall incorporate into existing training programs for students [and staff](#) information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying and acts of cyberbullying [and this policy](#).

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 7 through 12.

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence, domestic violence and acts of cyberbullying and this policy.

Notice

The superintendent or designee shall be responsible for ensuring annual notice of this policy is provided in the student or staff handbook (either printed or electronic), school and district's website and the school and district office. Complaint procedures, as established by the district, shall be followed.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by the ODE.

END OF POLICY

Legal Reference(s):

[ORS 163.190](#)

[ORS 163.197](#)

[ORS 107.705](#)

[ORS 166.065](#)

[ORS 166.155](#) to [-166.165](#)

[ORS 174.100](#)(7)

[ORS 332.072](#)

[ORS 332.107](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.254](#)

[ORS 339.351](#) to [-339.368](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0055](#)

[OAR 581-022-2310](#)

[OAR 581-022-2370](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).

Cross Reference(s):

GBN/JBA - Sexual Harassment

JBA/GBN - Sexual Harassment

JFCM - Threats of Violence