



Beaverton School Board Business Meeting

District Office
 1260 NW Waterhouse Avenue
 Beaverton, Oregon 97006
 Tuesday, February 11, 2025 7:00 PM
 Video Stream: www.youtube.com/beavertonschools
 Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

I. OPEN MEETING	
A. Call to Order	
B. Attendance	
C. Agenda Review	
II. STUDENT PERFORMANCES & RECOGNITIONS	3
A. Vocal Performances	
Isabella Green – I'm Here from The Color Purple	
Ian Maxwell Fryer – Empty Chairs and Empty Tables from Les Misérables	
B. Washington County Chamber of Commerce Distinguished Youth Award	
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IX. BOARD COMMUNICATION	
A. Comments by Individual Board Members & Student Representatives	
X. CLOSE MEETING	
A. Closing Comments	
B. Adjourn	



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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, veterans' status, or because of a perceived or actual association with any other persons within these protected classes.

RECOGNITION OF STUDENTS, STAFF AND COMMUNITY**SUMMARY**

The district recognizes the following individuals for their outstanding achievement and contributions to the Beaverton School District and the community. The award acknowledges individuals who demonstrate dedication, success, and a strong sense of community engagement.

BACKGROUND**Washington County Chamber of Commerce Distinguished Youth Award**

Monica Bao, a senior at the Beaverton Academy of Science and Engineering (BASE), has been awarded the Distinguished Youth Award by the Washington County Chamber of Commerce. Monica is active in FIRST Tech Challenge (FTC) Robotics and is the captain of her team. She has dedicated her efforts to embody the FIRST core values by volunteering at robotics events to provide high-quality STEM education to her local community. Additionally, she has been a gold medalist for the President's Volunteer Service Award for two consecutive years with more than 100 volunteer hours each year.

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BSD School Board Comments

February 11, 2025

Good evening Superintendent Balderas, Board Chair Pérez, members of the board, district leaders, and community members.

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

Last Thursday, BEA members ratified the tentative agreement that we worked on for 11 and a half months. This new contract has a lot of progress for educators and students. We have language outlining the most transparent process for staffing models we've ever had, ensuring that educators have input on class sizes and caseloads. We now have language ensuring a standardized system for recording student behaviors, allowing us to identify trends and individual needs so we can intentionally and effectively support our students. We also have language ensuring prompt communication about mitigation efforts in cases of buildings with extreme temperatures, no water, and/or no electricity, making sure educators (and by proxy students and families) know what's going on.

These wins were all non-monetary—our team worked diligently to let the District know about the many cost-free issues that would move us forward in this contract and are wins for our educational community, and as a result, this contract is a net positive. I don't think it's a surprise to anyone here that we still have unmet needs that directly impact students and educators. Our students deserve more and our educators deserve more, period.

Our OSEA colleagues are starting their bargain at the end of this month and BEA will be coming back to the table in a few weeks to bargain a contract for licensed substitute educators. We stand in solidarity with workers because every worker deserves a living wage, every educator and student deserves a safe, welcoming, and inclusive learning environment, and our communities deserve great schools. And I know we'll all hear the same message repeatedly from management— "We just can't afford what you're asking for."

We can disagree about priorities for spending in BSD, but we can all agree that the state must do more to address student needs. Oregon schools have been underfunded— and our students and families have gone underserved for generations. We are turning our attention to our legislators in Salem to ensure they know that we are continually trying to

give students the very best experience in schools in a system that does not provide the resources educators need to do that.

This is a call to action. We all need to unite to secure a funding model in Oregon that allows us to create and maintain the schools our students deserve.

And finally, I want to highlight a resolution that the BEA Representative Assembly adopted last week in support of LGBTQ+ rights. We appreciate the efforts of the board to support immigrant students and families in your resolution last month and I have to say I'm looking forward to hearing about concrete efforts to support students, families, and staff as we too are fielding questions we don't know the answers to.

We wanted to also lift up the LGBTQ+ community who is under attack by the current federal administration. In our adopted resolution, we insist that the Beaverton School District (BSD) publicly support the right of all individuals to safe, inclusive and welcoming learning environments, free of bullying and harassment, including LGBTQ+ students and staff, and celebrate the diversity of all students and staff and that BSD reaffirm, strengthen, and enforce anti-bullying and anti-harassment policies, including protections for LGBTQ+ students and staff to ensure their safety and recognition of their rights.

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, February 6, 2025 through 12 p.m. on Tuesday, February 11, 2025. The following comments followed all the posted guidelines listed on the form and below.

- Comments are limited to 1,000 characters. One comment per person, comments listed oldest first.
- The board will not hear charges or complaints against any district employee. District staff and board members cannot be named specifically in testimony.

First Name	Last Name	Association with BSD	Comments
A	K	Staff Member	Para Educators should be paid a liveable wage, single parent household cannot sustain on para salary. With all the demands and toll it takes on mental health just giving COLA is not enough.
Talya	Sanders	Parent/Guardian	<p>Summa at Whitford is overcrowded and you must fix this for next year's 6th grade class. Please shift where Summa students attend the program on the south side of the district.</p> <p>Projections anticipate around 45 students enrolling in Whitford's incoming Summa class next year. The current 6th and 8th grade classes have proven that is way too many students – just ask the teachers, students, and principal. That's 45 students piled into one classroom for core classes. This would never be allowed in other programs.</p> <p>Please find a way to ensure that Summa classrooms are not overcrowded, the way Whitford's are. There actually may be additional benefits for Summa students who have to shift schools, like making friends and connections that will follow them to high school (instead of the messy Summa feeder system now in place). While changes like this can be logistically challenging, there are creative solutions out there. You owe it to our students and teachers to find and implement them.</p>

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Brian	Bovero	Staff Member	I am a Para 2 in an Emotional Growth Center in an elementary school and I would like to comment of the topic of suspensions of staff. If a student is suspended, it is usually for a day or two and they are brought back in. Sometimes they have a re-entry plan and sometimes they don't. If a staff member is suspended they can be out for weeks and sometimes months, and their position is left filled by untrained substitutes or not filled at all. This not only affects the students, but has an even worse effect on the remaining staff members who are already stretched thin. This has happened three times in the last year in our program alone. The first time to staff member was not found at fault, but they were not renewed for this year even though multiple openings occurred . The second time the staff member did not return and we were not told why. It took weeks to replace them. The third time just happened.
Priyanka	Krishamurthy	Parent/Guardian	Don't sell the forest at the northwest corner of Highland Park Middle School or any other neighborhood school land. Board members, why haven't you stopped this? You have the power to end this short-sighted and deeply unpopular scheme. Curb your administrators and the facilities long range planning people and put a definitive halt to the selling off of public land to real estate developers. We don't want forests and school grounds in our communities to be pulled out from under us due to the egregious plotting of a few staff members. Wake up and do something! We elected you to defend our schools, not take them away! When the USA federal government is ramping up assaults on public education, now is the time to do your job and why we elected you. Put your feet down and take steps to ensure that our school properties are not sold off overtime in favor of mega-elementary schools. The Beaverton School District is acting disgracefully and with no accountability. Fix this now. Don't sell us out
Mitzi	S	Other Community Member	Board members--please understand that a critical part of your role is "communicating and engaging with the community" to get the insight and feedback needed in order to "establish policies that direct instructional and support programs" and "determine the long-range direction and vision" of BSD. You are in essence the superintendent's boss, which means the person in that role answers to you as the Board, rather than you merely implementing and taking directives from him/her. Your role is not one of rubberstamping what is put before you, but one of asking the hard questions and expecting real answers with appropriate details and being tenacious until you get them. I know the role of a Board member isn't easy and I absolutely appreciate the enormous amount of work it entails, all unpaid. To that end, please make your contribution as meaningful as possible by being the steel that sharpens steel in making BSD the best it can be for our students, each and every one of them.
Dawn	Singer	Parent/Guardian	How is BSD funding new contracts with BRIC when the 2024-25 budget was deemed too small to pay teachers fairly? If BSD is in a budget deficit, why hire outside contractors to "facilitate communication" instead of engaging directly with the community? Carina from BRIC has even demonstrated hostility to community members who are trying to engage in LRFP discussions. BSD is layering contracts onto existing ones to create a false image of "engagement" while continuing to make decisions behind closed doors. We see BSD still building Raleigh Hills for 750 students, while they defer real conversations about closures and consolidations until it's "too late" for community input "forcing decisions" while ignoring the

			<p>voices they claim to seek. Not to mention discouraging board members from listening to the community they promised to serve, on their own time.</p> <p>What are you hiding now, BSD? Why cant you communicate directly with the community who so desperately wants to communicate with you?</p>
Stephanie	Silver	Parent/Guardian	<p>During the BRIC meetings, facilitators note that "this is not the forum to discuss potential school closures, or the use of Raleigh Hills school". Parents want to know: where IS that forum? BRIC will present recommendations to the board in December 2025/Jan 2026, with a quick Board vote to follow. Families impacted by the recommendations want to know how to be a part of the conversation in the real sense, and not just at a theoretical level around high-level values. We want to know where the Board stands related to supporting our schools staying open, and what creative solutions you are considering to manage issues like budget shortfalls. Parents want to keep existing elementary schools open to support the best possible education for our children.</p>

ITEM FOR INFORMATION**PROGRAM SPOTLIGHT: PHASE 3 DUAL LANGUAGE EXPANSION PLANS****SUMMARY**

Teaching & Learning staff will share Phase 3 of the Beaverton School District's dual language expansion plans for the 2025-2026 school year. This phase expands access to existing dual language schools through a regional hub model and transportation.

BACKGROUND

We are excited to share our plans for Phase 3 of our expansion efforts which will begin in the 2025-2026 school year. This phase does not add a new dual language school or a new language. Rather, it expands access within existing dual language programs so more students are able to participate in these programs if they choose to.

- **Aloha-Huber Park** will expand dual language access at Grade 3 from two out of five classes offering dual language to three out of five. Aloha Huber will be a hub school and will receive interested K-3 students from the Erroll Hassel and Chehalem Elementary attendance areas. Students from Erroll Hassell and Chehalem will receive transportation.
- **Hazeldale** will continue to expand its Spanish dual language program by adding two classrooms at Grade 1. Hazeldale will be a hub school and will receive interested K-1 students from the Kinnaman attendance area. Students from Kinnaman will receive transportation.
- **Jacob Wismer** will continue to expand its Mandarin Chinese dual language program by adding two classrooms at Grade 1. In addition, transportation will be provided for families interested in attending Jacob Wismer dual language program from the Sato and Springville attendance areas.
- **McKinley** will add a kindergarten cohort with two Spanish classrooms and three English classrooms.
- **William Walker** will continue to expand its Spanish dual language program by adding two classrooms at Grade 2.

RECOMMENDATION

Staff will present a spotlight on the Phase 3 Dual Language Expansion Plan. No action is required.

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District Spotlight: Dual Language Expansion

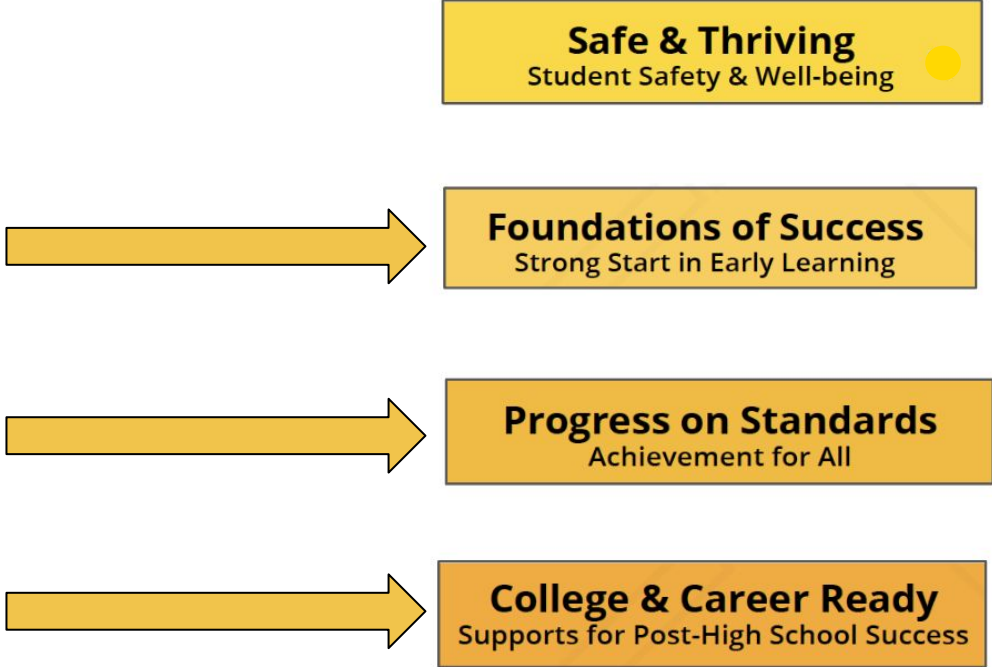
Teaching & Learning

School Board Meeting
February 11, 2025

Dr. Perla Rodriguez, *Executive Administrator*
Dr. Toshiko Maurizio, *Multilingual Department Administrator*

10

District Strategic Plan Goal Areas



Beaverton School District Equity Lens

Our Equity Lens

In order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools/departments.



QUESTIONS

As you make decisions to support your work, consider the following:

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

DUAL LANGUAGE PHASE 3 EXPANSION PLAN

We are excited to share our plans for Phase 3 of our expansion efforts, which will begin in the 2025-2026 school year.

This phase *does not* add a new dual language school or a new language. Rather, it *expands access* within existing dual language programs, so more students are able to participate in these programs if they choose to.

DUAL LANGUAGE PHASE 3 EXPANSION PLAN

- **Aloha-Huber Park** will expand dual language access by adding an additional DL classroom at Grade 3. Aloha-Huber will be a hub school and will receive interested K-3 students from Errol Hassell and Chehalem Elementary. Students from Errol Hassell and Chehalem will receive transportation.
- **Hazeldale** will continue to expand its Spanish dual language program by adding two classrooms at Grade 1. Hazeldale will be a hub school and will receive interested K-1 students from Kinnaman. Students from Kinnaman will receive transportation.

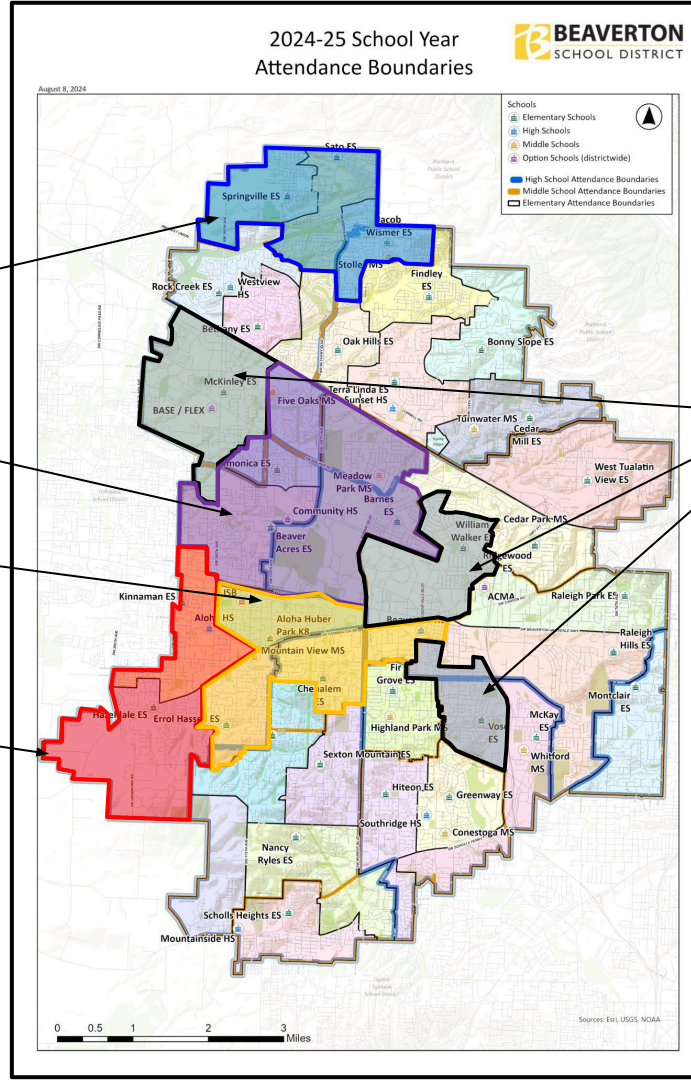
DUAL LANGUAGE PHASE 3 EXPANSION PLAN, (cont'd.)

- **Jacob Wismer** will expand its Mandarin dual language program by adding two classrooms at Grade 1. In addition, transportation will be provided for interested students from Sato and Springville.
- **McKinley** will add a kindergarten cohort with two Spanish classrooms and three English classrooms.
- **William Walker** will continue to expand its Spanish dual language program by adding two classrooms at Grade 2.

REGIONAL HUBS

- Blue – Jacob Wismer Hub (Sato, Springville)
- Purple – Barnes Hub (Beaver Acres, Elmonica)
- Orange – Aloha-Huber Park Hub (Chehalem, Errol Hassell)
- Red – Hazeldale Hub (Kinnaman)

- Black – Dual language elementary schools that serve their own boundary (McKinley, Vose, William Walker)



NEXT STEPS

- Outreach/publicity for families
- Professional development for Office Assistants
 - Dual language is an option for ALL incoming kindergartners
 - Receiving schools will manage numbers/program priorities
 - Families should determine if they are interested in dual language
 - Schools play a key role in promoting the program
- Recruiting and retaining multilingual staff
 - District priority – not just for dual language schools

What questions do you have?

ITEM FOR INFORMATION
SUPERINTENDENT'S MID-YEAR REPORT

SUMMARY

Superintendent Dr. Gustavo Balderas will recap the mid-year update presented in the board work session, focusing on areas of work to meet established goals.

RECOMMENDATION

The superintendent will present a mid-year update. No action is needed.

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ITEM FOR INFORMATION**TRANSPORTATION DEPARTMENT ANNUAL REPORT 2024-25****SUMMARY**

The Transportation Department updates the school board annually regarding its activities and accomplishments and its upcoming goals.

BACKGROUND

The Transportation Department is responsible for the daily transportation of approximately 25,000 students to and from school, as well as for curricular, extracurricular and athletic trips. The department consists of approximately 305 employees, including 260 drivers, 15 repair technicians and 30 other staff.

Operating on a \$29 million budget, the department manages 320 school buses that collectively travel over 3 million miles each year. The State School Fund reimburses the district for 70% of all education-related transportation costs, including depreciation on school buses and other vehicles operated by the department.

RECOMMENDATION

Staff will present information on the Transportation Department. No action is needed.

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Transportation Department

2024-2025: Year of Implementation in the Transportation Department

We are focused on implementing and improving the following areas:

- New Bell Schedule
- Electric School Buses & Infrastructure
- Partnerships & Grant Funding
- Staffing

New Bell Schedule

The revised bell schedule for elementary, options, and high schools began this year. We faced two significant challenges:

- Overestimating the importance to CTE students of driving to classes outside their home school. This was resolved by adding CTE bus stops at each high school, enabling students to park at their home school and ride the bus to CTE classes.
- Late buses to Tier 2 elementary schools and succeeding middle and high schools due to tight route schedules. Reducing the time between 1st and 2nd tier elementary schools to 30 minutes did not allow for student management or rider issues to be addressed. Delays to Tier 1 buses caused cascading delays at remaining schools on the route. These issues were addressed by adding bus routes and re-routing stops. The department is working with principals and executives to adjust bell schedules for 2025-26 to avoid future issues.

Electric School Buses & Infrastructure

- This is the largest part of our implementation plan. We started the school year with 8 electric buses (ESBs) and now have 43 in service, all serving Title I schools and 80% of ESBs serving special needs students. We expect 17 large ESBs by March 31 and 10 special needs ESBs by 9/1/25. By June 2026, we will operate 86 ESBs, placing Beaverton among the top 5 largest electric school bus operators in the nation.
- Transportation is on track to have all diesel-powered special needs buses eliminated by fall 2027 and replaced with electric and propane-powered buses.
- We are increasing our charging capacity at TSC from 31 to 67 chargers effective February 28 and have partnered with Portland General Electric (PGE) to add 30 chargers to the 5th Street North lot (est. December 1, 2025). This will give BSD over 100 total charging stations and greater flexibility to serve schools in the southern third of the district.

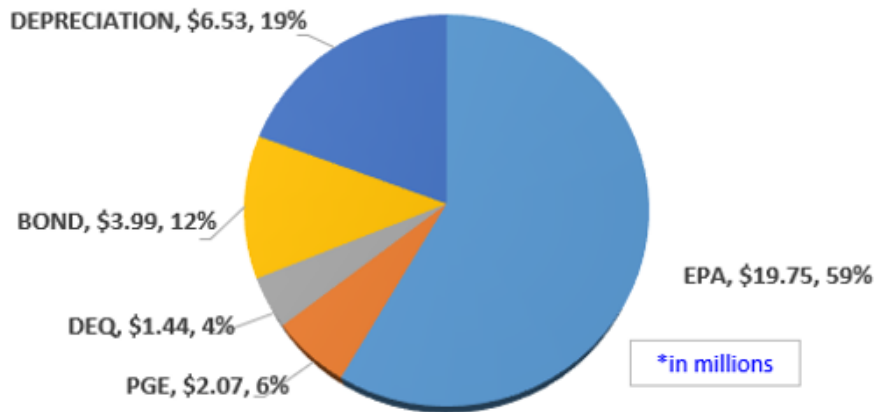
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Partnerships

- Transportation partnered with the National Renewable Energy Laboratory (NREL) to study the feasibility, cost, and electric savings of implementing solar charging at TSC, indicating potential savings of \$5–8 million over 25 years. We are evaluating these returns in light of power purchase commitments currently in place with PGE.
- We are working with PGE on a 6-month Vehicle-to-Grid (V2G) charging project, where BSD supplies 2 buses to send electricity back into the power grid.
- The department is also performing a Managed Charging Project with PGE to test the feasibility of charging buses during off-peak hours only.

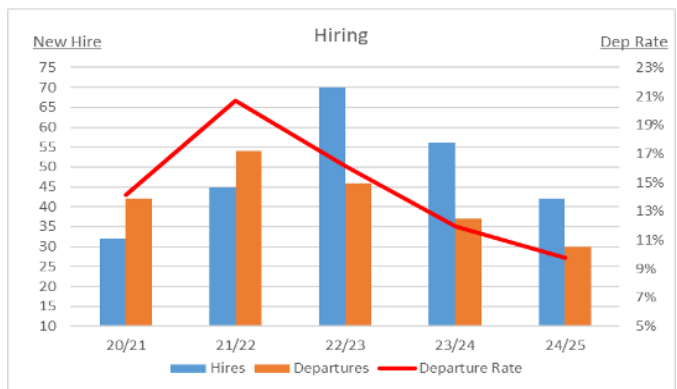
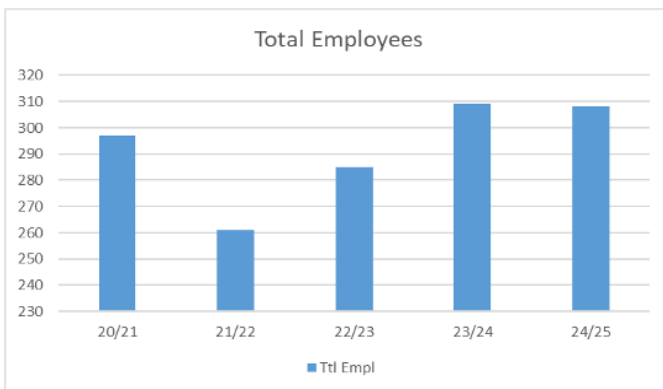
Grant Funding

- \$33.8 million is committed to bus electrification at BSD. 69% of funding has been provided by EPA, PGE, and DEQ grants; the district has funded 19% from depreciation and 12% from bond funds.



Staffing

- Staffing remains our highest priority. As of 1/28/25, we have 308 employees, including 244 drivers, the highest driver number in three decades. Driver applicant flows are robust with hires exceeding departures the past 3 years.
- Cab use to transport students has been cut by 85% by incorporating more students into bus routes, representing a \$146,000 savings versus 2023-24.
- Charter buses used for activity trips have been reduced by 78% by using the increased driver positions. This is a \$48,500 cost reduction vs. the same period last year.
- Interviewing and job offers continue weekly to meet expanding service needs, planned departures, and to continue to provide maximum school bus coverage for activity trips.



The department looks forward to supplying additional resources for the expanding dual language, career technical education, and other programs in 2025-26.

ITEM FOR INFORMATION
MONTHLY FINANCIAL UPDATE

SUMMARY

The financial update is provided monthly and includes the general fund activity and forecast; a summary of revenues, expenditures and encumbrances for all other funds; a report on classroom teacher staffing by school; and information on investment activity as required by policy.

BACKGROUND

Attached is the financial report for January 2025:

- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- 2024-25 classroom teacher staffing by school as of January 27, 2025
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer – grouped by fund

NOTES:

- No change to the forecast for this month. Numbers will be updated after ratification and approval of contract agreement with Beaverton Education Association.

RECOMMENDATION

Staff will present the monthly financial update for the board to receive and discuss. No action is needed.

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Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For January 2025
(\$ in millions)

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
REVENUES:						
Beginning Fund Balance	\$ 160.4	\$ 160.4	\$ 164.4	\$ -	\$ 164.4	\$ 164.4
State School Fund:						
State School Fund	326.0	326.0	215.8	-	215.8	327.6
Property Taxes	173.0	173.0	164.0	-	164.0	175.3
Common School Fund	5.2	5.2	-	-	-	5.2
County School Fund	1.0	1.0	0.7	-	0.7	1.0
Local Option Levy	43.0	43.0	39.3	-	39.3	42.0
Investment Earnings	8.0	8.0	-	-	-	10.7
NWRESD Appointment	13.3	13.3	-	-	-	13.3
Other	10.9	10.9	3.2	-	3.2	9.0
Total	\$ 740.8	\$ 740.8	\$ 587.4	\$ -	\$ 587.4	\$ 748.5
EXPENDITURES:						
Salaries	\$ 330.0	\$ 330.0	\$ 159.5	\$ -	\$ 159.5	\$ 332.0
Benefits	198.7	198.7	94.7	-	94.7	198.3
Purchased services	40.6	40.6	20.2	6.5	26.7	39.6
Supplies & materials	18.7	18.7	8.6	1.9	10.5	16.7
Capital outlay	0.9	0.9	0.1	0.1	0.2	0.9
Other	2.7	2.7	2.0	0.1	2.1	2.7
Transfers out	6.1	6.1	6.1	-	6.1	6.1
Contingency	143.1	143.1	-	-	-	143.1
Total	\$ 740.8	\$ 740.8	\$ 291.2	\$ 8.6	\$ 299.8	\$ 739.4

Projected Surplus / (Deficit) from Operations	\$ (12.2)
Excludes beginning fund balance and contingency	
Projected Ending Fund Balance	\$ 152.2
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2025 *	
	20.3%

*Projected ending fund balance breakdown:		Projected EFB
General Operating Fund	\$ 151.7	20.2%
Local Option Levy Fund	0.5	0.1%

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:						
Instruction	\$ 364.8	\$ 364.8	\$ 169.2	\$ 3.3	\$ 172.5	\$ 364.1
Support Services	225.1	225.1	114.5	5.3	119.8	224.4
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	7.5	7.5	7.5	-	7.5	7.5
Contingencies	143.0	143.0	-	-	-	143.0
Total	\$ 740.8	\$ 740.8	\$ 291.2	\$ 8.6	\$ 299.8	\$ 739.4

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
For January 2025

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	\$ 13,819,000	\$ 9,155,111	\$ 2,825,882	\$ 457,792	\$ 3,283,674	23.76%	\$ 5,871,437
Categorical	12,520,485	10,479,273	1,401,117	1,820,535	3,221,652	25.73%	7,257,621
Scholarship Fund	555,000	499,495	59,200	18,500	77,700	14.00%	421,795
Grant Fund	137,085,010	48,476,683	58,870,326	19,384,104	78,254,430	57.08%	(29,777,747)
Sustainability Fund	31,600,000	28,248,790	-	-	-	0.00%	28,248,790
Nutrition Services Fund	20,526,581	14,090,442	8,493,215	3,132,629	11,625,844	56.64%	2,464,598
Debt Service Fund	114,938,154	103,812,842	14,356,029	-	14,356,029	12.49%	89,456,813
Capital Projects Fund	719,690,000	264,273,222	110,808,495	259,830,540	370,639,035	51.50%	(106,365,813)
Insurance Reserve Fund	15,805,797	13,085,365	4,343,011	1,794,405	6,137,416	38.83%	6,947,949
Workers' Compensation Fund	6,345,109	4,725,065	1,410,378	65,181	1,475,559	23.26%	3,249,506
Total	\$ 1,072,885,136	\$ 496,846,288	\$ 202,567,653	\$ 286,503,686	\$ 489,071,339		\$ 7,774,949

Beaverton School District

Grant Report as of 12/31/24

	2024-25 Award Amount	2024-25 Budget	Actual Expenditures through 12/31/24
Federal			
21st Century Community Learning	\$ 425,000.00	\$ 604,942.69	\$ 127,210.34
ARP HCY I	-	9,845.50	9,845.50
ARP HCY II	-	23,255.96	23,255.96
ARP BHS	-	48,541.05	12,144.55
CSI/TSI	367,258.63	367,258.63	9,867.27
EPA Clean School Bus	-	19,721,420.00	5,792,741.00
ESSER III	-	7,936,307.79	7,936,307.79
ESSER III Title VI Native Education	-	24,269.33	24,269.33
Fresh Fruits & Vegetables	122,060.00	133,110.30	46,271.80
IDEA	34,520.78	6,384,442.02	1,266,401.31
ESSER III Jumpstart Kindergarten	-	626,065.97	626,065.97
McKinney Vento	51,249.00	99,440.07	9,639.54
ODOT SRTS	49,995.72	60,332.33	10,336.61
ODOT TOS	5,000.00	5,000.00	400.00
Oregon Department of Human Services Child Care Development	287,568.00	-	18,325.01
Perkins	372,914.00	516,200.86	194,918.65
Metro SRTS	-	105,078.73	29,039.31
Title IA	7,794,975.00	10,150,981.39	3,825,718.74
Title IC Migrant	607,901.00	739,843.12	244,847.92
Title IC Preschool	35,971.00	47,313.84	3,946.51
Title IC Summer School	-	88,761.47	46,817.01
Title IIA	1,098,986.00	1,396,783.00	505,896.97
Title III*	726,794.00	1,277,796.65	500,951.15
Title III Immigrant	367,600.00	98,834.40	50,516.62
Title IVA	627,644.00	896,432.94	375,526.99
Title VI Indian Education	41,950.00	41,950.00	12,785.09
	13,017,387.13	51,404,208.04	21,704,046.94
State			
Student Investment Account 2023-24	-	\$ 1,440,015.90	\$ 1,440,015.90
Student Investment Account 2024-25	36,875,458.43	38,411,834.30	14,538,073.32
State Summer School grant	-	760,329.50	760,329.50
High School Success 2023-24	-	1,668,632.25	549,982.46
High School Success 2024-25	9,981,095.22	10,649,310.22	3,611,075.55
Career Pathways	-	60,719.67	13,238.17
Breakfast After the Bell	-	7,917.06	-
DEQ Oregon Zero Emissions Fueling Infrastructure	-	943,958.20	151,958.00
Early Indicator and Intervention System	110,748.27	110,748.27	52,000.41
Early Literacy Success	2,964,008.25	3,743,292.09	1,364,252.12
Latinx Student Success Grant	-	115,245.27	115,245.27
Farm to Child Nutrition	150,000.00	248,039.23	105,609.66
HB 3294 Menstrual Dignity Act	-	168,448.77	-
Interim/Formative Assessment	-	61,432.65	61,432.65
Safe School Culture grant	-	281,637.47	13,626.14
Vision Screening Program	-	31,108.00	-
OSCIM	-	8,000,000.00	4,354,604.10
Outdoor School	2,647,784.00	2,670,707.13	602,996.97
Preschool Promise	110,748.27	642,089.54	209,104.56
	52,877,289.44	70,052,912.52	27,946,695.78

Beaverton School District

Grant Report as of 12/31/24

	2024-25 Award Amount	2024-25 Budget	Actual Expenditures through 12/31/24
Local			
City of Beaverton Safe Routes to School	-	\$ 3,212.91	\$ 3,253.72
Washington County Early Learning & Youth Development	185,000.00	185,000.00	91,555.75
	185,000.00	188,212.91	94,809.47
Private			
Beaverton Education Foundation Grants	\$ 131,728.00	\$ 303,491.83	\$ 54,998.38
Children's Institute	-	62,979.49	19,911.49
SHS Oregon Child & Family Center	44,658.00	44,658.00	9,174.92
Meyer Memorial Trust Native Learning Garden	-	16,159.52	-
PGE Electric Buses	-	1,338,903.99	130,305.90
Tualatin Soil and Water Conservation District Fir Grove Garden	-	4,998.00	3,642.66
Worksystems	20,000.00	20,017.85	19,781.89
	196,386.00	1,791,208.68	237,815.24
Grand Total	\$ 66,276,063	\$ 123,436,542	\$ 49,983,367

* Award amounts include estimates for the current year if grant agreement has not yet been received.

Note: Current year budget may be higher than current year award due to carryover allowances in certain grants.

2024-25 Classroom Teacher Staffing By School
As of 1/24/25

School	Budgeted Enrollment	1/24/25 Enrollment	Enrollment Change	Budgeted FTE				Actual FTE			
				General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	918	907	(11)	29.0	8.0	3.0	40.0	28.0	8.0	3.0	39.0
Barnes	433	441	8	13.0	4.0	2.0	19.0	14.0	4.0	2.0	20.0
Beaver Acres	790	764	(26)	24.0	7.0	3.0	34.0	24.0	7.0	3.0	34.0
Bethany	414	408	(6)	12.0	3.0	2.0	17.0	12.0	3.0	2.0	17.0
Bonny Slope	578	605	27	17.0	4.0	2.0	23.0	17.0	6.0	2.0	25.0
Cedar Mill	317	352	35	9.0	3.0	1.0	13.0	9.0	5.0	2.0	16.0
Chehalem	387	402	15	12.0	3.0	2.0	17.0	12.0	4.0	2.0	18.0
Cooper Mountain	368	376	8	11.0	3.0	1.0	15.0	11.0	3.0	1.0	15.0
Elmonica	391	432	41	11.0	3.0	2.0	16.0	12.0	4.0	3.0	19.0
Errol Hassell	317	328	11	9.0	3.0	2.0	14.0	9.0	3.0	2.0	14.0
Findley	557	550	(7)	16.0	4.0	2.0	22.0	16.0	4.0	2.0	22.0
Fir Grove	320	336	16	8.0	3.0	2.0	13.0	9.0	4.0	3.0	16.0
FLEX (K-5)	69	72	3	3.0	-	-	3.0	3.0			3.0
Greenway	265	276	11	8.0	3.0	1.0	12.0	8.0	3.0	1.0	12.0
Hazeldale	440	493	53	13.0	3.0	3.0	19.0	14.0	3.0	3.0	20.0
Hiteon	482	491	9	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Jacob Wismer	580	589	9	17.0	4.0	2.0	23.0	17.0	5.0	2.0	24.0
Kinnaman	483	470	(13)	13.0	5.0	3.0	21.0	13.0	5.0	3.0	21.0
McKay	244	246	2	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
McKinley	691	670	(21)	21.0	6.0	3.0	30.0	21.0	6.0	3.0	30.0
Montclair	268	285	17	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Nancy Ryles	445	446	1	12.0	4.0	2.0	18.0	12.0	4.0	2.0	18.0
Oak Hills	471	481	10	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Raleigh Hills	260	258	(2)	9.0	2.0	1.0	12.0	8.0	2.0	1.0	11.0
Raleigh Park	295	305	10	8.0	3.0	1.0	12.0	8.0	3.0	1.0	12.0
Ridgewood	358	333	(25)	10.0	3.0	2.0	15.0	10.0	4.0	2.0	16.0
Rock Creek	405	392	(13)	12.0	3.0	1.0	16.0	12.0	4.0	1.0	17.0
Sato	877	851	(26)	23.0	7.0	4.0	34.0	22.0	7.0	6.0	35.0
Scholls Heights	616	609	(7)	18.0	5.0	2.0	25.0	17.0	5.0	2.0	24.0
Sexton Mountain	420	432	12	11.0	4.0	1.0	16.0	12.0	5.0	1.0	18.0
Springville	727	742	15	21.0	6.0	2.0	29.0	21.0	7.0	2.0	30.0
Terra Linda	269	271	2	8.0	2.0	2.0	12.0	8.0	2.0	2.0	12.0
Vose	697	674	(23)	21.0	6.0	3.0	30.0	21.0	6.0	3.0	30.0
West TV	286	307	21	8.0	3.0	1.0	12.0	8.0	4.0	1.0	13.0
William Walker	527	508	(19)	17.0	5.0	2.0	24.0	16.0	5.0	2.0	23.0
Elementary School Total	15,965	16,102	137	469.0	134.0	66.0	669.0	469.0	147.0	71.0	687.0
Average Elementary School Staffing Ratio				34.0	26.5	23.9		34.3	26.1	23.4	

2024-25 Classroom Teacher Staffing By School

As of 1/24/25

School	Budgeted Enrollment	1/24/25 Enrollment	Enrollment Change	Budgeted FTE				Actual FTE			
				General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	646	634	(12)	22.4	5.8	0.6	28.8	22.2	5.8	0.6	28.6
Conestoga	817	817	-	29.0	7.4	0.8	37.2	28.8	7.4	0.8	37.0
Five Oaks	746	785	39	27.6	6.8	0.8	35.2	27.0	6.8	0.8	34.6
Highland Park	621	596	(25)	21.4	5.4	0.6	27.4	21.3	5.4	0.6	27.3
Meadow Park	683	651	(32)	26.6	6.6	0.6	33.8	25.8	6.6	0.6	33.0
Mountain View	758	771	13	28.8	7.2	0.8	36.8	26.7	7.2	0.8	34.7
Stoller	1,077	1,064	(13)	35.0	9.0	1.0	45.0	34.0	9.0	1.0	44.0
Tumwater	977	980	3	31.2	7.8	0.8	39.8	30.4	7.8	0.8	39.0
Whitford	760	757	(3)	27.8	7.0	0.8	35.6	27.0	7.0	0.8	34.8
Middle School Total	7,085	7,055	(30)	249.8	63.0	6.8	319.6	243.2	63.0	6.8	313.0
Average Middle School Staffing Ratio				28.4	22.7	22.2		29.0	23.0	22.5	
Aloha	1,594	1,549	(45)	61.2	13.8	2.2	77.2	58.6	13.8	2.2	74.6
Beaverton	1,320	1,345	25	52.0	11.0	1.4	64.4	51.9	11.0	1.4	64.3
Mountainside	1,696	1,673	(23)	54.6	12.8	1.6	69.0	54.5	12.8	1.6	68.9
Southridge	1,410	1,370	(40)	49.6	11.6	1.6	62.8	49.4	11.6	1.6	62.6
Sunset	1,753	1,748	(5)	55.2	12.8	1.8	69.8	56.6	12.8	1.8	71.2
Westview	2,419	2,330	(89)	80.4	18.8	2.4	101.6	79.8	18.8	2.4	101.0
High School Total	10,192	10,015	(177)	353.0	80.8	11.0	444.8	350.7	80.8	11.0	442.5
Average High School Staffing Ratio				28.9	23.5	22.9		28.6	23.2	22.6	
Arts & Communication Magnet Academy (6-12)	666	672	6	23.8	5.6	0.8	30.2	22.9	5.6	0.8	29.3
Beaverton Academy of Science and Engineering (6-12)	863	839	(24)	31.2	7.4	1.0	39.6	31.0	7.4	1.0	39.4
Community School (9-12)	150	125	(25)	7.0	1.4	-	8.4	5.9	1.4	-	7.3
FLEX Online School (6-12)	600	361	(239)	18.6	2.0	1.2	21.8	18.3	2.0	1.2	21.5
International School of Beaverton (6-12)	862	861	(1)	30.6	7.0	0.8	38.4	31.6	7.0	0.8	39.4
Options Schools Total	3,141	2,858	(283)	111.2	23.4	3.8	138.4	109.7	23.4	3.8	136.9
Average Options Staffing Ratio				28.2	23.3	22.7		26.1	21.5	20.9	
Address Extreme Class Size K-12	-	-	-	19.4	-	-	19.4	-	-	-	-
District Total	36,383	36,030	(353)	1,202.4	301.2	87.6	1,591.2	1,172.6	314.2	92.6	1,579.4

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 198-222 in the 2024-25 Adopted Budget Document. Elementary music and PE specialists are not included in the classroom teacher allocations. Secondary AVID, CTE, Dual Language & Specialized Program Elective teachers not allocated by the classroom teacher ratio are included.

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

Beaverton School District
Portfolio Management
Portfolio Summary
January 27, 2025

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	5,000,000.00	4,995,950.00	4,867,450.00	0.83	15	2.700
Commercial Paper Disc. -At Cost	79,000,000.00	77,449,193.56	77,104,700.55	13.07	160	4.466
Federal Agency Disc. -At Cost	156,500,000.00	154,236,555.00	153,290,793.06	25.99	125	4.252
Treasury Coupon Securities	76,000,000.00	75,545,450.00	72,903,957.50	12.36	125	8.346
Treasury Discounts -At Cost	237,700,000.00	234,888,003.00	233,020,479.25	39.50	103	4.267
LGIP	48,699,568.18	48,699,568.18	48,699,568.18	8.26	1	5.300
Investments	602,899,568.18	595,814,719.74	589,886,948.54	100.00%	110	4.866

Total Earnings	January 27	Month Ending
Current Year	4,432,346.35	
Average Daily Balance	596,098,123.36	
Effective Rate of Return	10.05%	

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
January 27, 2025

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Agricultural Mortgage								
31315LFQ6	11517	Federal Agricultural Mtg Corp	05/15/2025	16,500,000.00	16,217,025.00	16,294,575.00		2.74
			Subtotal	16,500,000.00	16,217,025.00	16,294,575.00	35.00	2.75
Federal Home Loan Bank								
313385KD7	11501	Federal Home Loan Bank	08/08/2025	12,000,000.00	11,633,636.67	11,738,520.00		1.97
313385FJ0	11502	Federal Home Loan Bank	05/09/2025	20,000,000.00	19,609,422.22	19,764,800.00		3.32
313385KD7	11503	Federal Home Loan Bank	08/08/2025	20,000,000.00	19,415,000.00	19,564,200.00		3.29
313385DH6	11510	Federal Home Loan Bank	03/21/2025	10,000,000.00	9,872,800.00	9,938,200.00		1.67
313385GY6	11511	Federal Home Loan Bank	06/16/2025	35,000,000.00	34,217,866.67	34,439,300.00		5.80
313385FQ4	11514	Federal Home Loan Bank	05/15/2025	30,000,000.00	29,470,125.00	29,626,500.00		4.99
313385DH6	11524	Federal Home Loan Bank	03/21/2025	5,000,000.00	4,963,337.50	4,969,100.00		0.84
313385FP6	11526	Federal Home Loan Bank	05/14/2025	8,000,000.00	7,891,580.00	7,901,360.00		1.33
			Subtotal	140,000,000.00	137,073,768.06	137,941,980.00	35.00	23.24
			Total	156,500,000.00	153,290,793.06	154,236,555.00	100.00	25.99
Corporate Indebtedness								
Credit Agricole CIB NY								
22533TQB5	11495	Credit Agricole CIB NY	03/11/2025	10,000,000.00	9,816,333.33	9,947,683.30		1.66
22533TS80	11504	Credit Agricole CIB NY	05/08/2025	8,000,000.00	7,848,444.44	7,901,468.88		1.33
22533TWC6	11521	Credit Agricole CIB NY	09/12/2025	8,000,000.00	7,751,986.67	7,778,080.00		1.31
			Subtotal	26,000,000.00	25,416,764.44	25,627,232.18	5.00	4.31
Microsoft Corp								
594918BB9	11388	Microsoft Corp	02/12/2025	5,000,000.00	4,867,450.00	4,995,950.00		0.82
			Subtotal	5,000,000.00	4,867,450.00	4,995,950.00	5.00	0.83
MUFG Bank								
62479LRG2	11506	MUFG Bank LTD/NY	04/16/2025	5,000,000.00	4,920,250.00	4,951,722.20		0.83
62479LUJ2	11527	MUFG Bank LTD/NY	07/18/2025	15,000,000.00	14,673,916.67	14,684,666.55		2.48
62479LSF3	11531	MUFG Bank LTD/NY	05/15/2025	1,500,000.00	1,481,325.00	1,480,245.00		0.25
62479LUJ2	11532	MUFG Bank LTD/NY	07/18/2025	3,500,000.00	3,430,770.00	3,426,422.20		0.58
			Subtotal	25,000,000.00	24,506,261.67	24,543,055.95	5.00	4.15
Natixis NY								
63873JVF4	11500	Natixis NY	08/15/2025	8,000,000.00	7,733,391.11	7,805,333.28		1.31
63873JXG0	11528	Natixis NY	10/16/2025	15,000,000.00	14,528,400.00	14,521,849.95		2.46
			Subtotal	23,000,000.00	22,261,791.11	22,327,183.23	5.00	3.77

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 %
Corporate Indebtedness								
Toyota Cap Corp								
89233GRG3	11505	Toyota Cap Corp	04/16/2025	5,000,000.00	4,919,883.33	4,951,722.20		0.83
			Subtotal	5,000,000.00	4,919,883.33	4,951,722.20	5.00	0.83
			Total	84,000,000.00	81,972,150.55	82,445,143.56	35.00	13.90
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		34,492,653.89	34,492,653.89	34,492,653.89		5.84
LGIP 5173	FUND 300	LGIP		796,108.14	796,108.14	796,108.14		0.13
LGIP 4972	FUND 417	LGIP		3,729,645.94	3,729,645.94	3,729,645.94		0.63
LGIP 6440	FUND 418	LGIP		9,681,160.21	9,681,160.21	9,681,160.21		1.64
			Subtotal	48,699,568.18	48,699,568.18	48,699,568.18	100.00	8.26
			Total	48,699,568.18	48,699,568.18	48,699,568.18	100.00	8.26
US Treasuries								
US Treasuries								
912828ZW3	11286	U.S. Treasury	06/30/2025	20,000,000.00	18,410,937.50	19,667,000.00		3.12
91282CEH0	11366	U.S. Treasury	04/15/2025	5,000,000.00	4,813,950.00	4,981,800.00		0.81
912828J27	11390	U.S. Treasury	02/15/2025	15,000,000.00	14,462,550.00	14,982,750.00		2.45
91282CDZ1	11391	U.S. Treasury	02/15/2025	15,000,000.00	14,375,700.00	14,979,150.00		2.43
912828XB1	11472	U.S. Treasury	05/15/2025	5,000,000.00	4,901,100.00	4,967,500.00		0.83
912828XB1	11492	U.S. Treasury	05/15/2025	1,000,000.00	988,320.00	993,500.00		0.16
91282CGA3	11523	U.S. Treasury	12/15/2025	15,000,000.00	14,951,400.00	14,973,750.00		2.53
912797LB1	11463	U.S. Treasury	05/15/2025	2,200,000.00	2,104,956.33	2,172,698.00		0.35
912797LB1	11480	U.S. Treasury	05/15/2025	8,000,000.00	7,743,111.11	7,900,720.00		1.31
912797KA4	11482	U.S. Treasury	02/20/2025	2,000,000.00	1,954,728.89	1,994,600.00		0.33
912797KJ5	11483	U.S. Treasury	03/20/2025	2,000,000.00	1,951,040.00	1,988,000.00		0.33
912797MK0	11488	U.S. Treasury	02/13/2025	17,000,000.00	16,666,233.33	16,967,870.00		2.82
912797MJ3	11493	U.S. Treasury	02/06/2025	20,000,000.00	19,689,666.67	19,978,800.00		3.33
912797MM6	11494	U.S. Treasury	03/06/2025	2,500,000.00	2,454,495.14	2,489,075.00		0.41
912797MT1	11496	U.S. Treasury	03/13/2025	15,000,000.00	14,760,045.83	14,922,150.00		2.50
912797KS5	11507	U.S. Treasury	04/17/2025	20,000,000.00	19,688,927.78	19,815,800.00		3.33
912797LB1	11508	U.S. Treasury	05/15/2025	25,000,000.00	24,532,652.78	24,689,750.00		4.15
912797KA4	11509	U.S. Treasury	02/20/2025	5,000,000.00	4,954,227.78	4,986,500.00		0.84
912797NP8	11512	U.S. Treasury	06/05/2025	15,000,000.00	14,682,495.83	14,778,450.00		2.48
912797MH7	11513	U.S. Treasury	09/04/2025	5,000,000.00	4,845,488.89	4,876,300.00		0.82
912797LB1	11515	U.S. Treasury	05/15/2025	14,000,000.00	13,753,335.56	13,826,260.00		2.33
912797LW5	11516	U.S. Treasury	07/10/2025	35,000,000.00	34,167,311.11	34,345,150.00		5.79
912797NZ6	11519	U.S. Treasury	04/15/2025	3,000,000.00	2,960,805.00	2,973,090.00		0.50
912797KJ5	11520	U.S. Treasury	03/20/2025	5,000,000.00	4,948,938.89	4,970,000.00		0.83
912821JS5	11522	U.S. Treasury	09/15/2025	12,000,000.00	11,648,160.00	11,689,200.00		1.97

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
US Treasuries								
912797KS5	11525	U.S. Treasury	04/17/2025	17,000,000.00	16,824,050.00	16,843,430.00		2.85
912821JS5	11529	U.S. Treasury	09/15/2025	10,000,000.00	9,748,400.00	9,741,000.00		1.65
912797PF8	11530	U.S. Treasury	07/24/2025	3,000,000.00	2,941,408.33	2,939,160.00		0.49
			Subtotal	313,700,000.00	305,924,436.75	310,433,453.00	100.00	51.86
			Total	313,700,000.00	305,924,436.75	310,433,453.00	100.00	51.86
Grand Total				602,899,568.18	589,886,948.54	595,814,719.74		

Beaverton School District
Summary by Issuer
January 27, 2025
Grouped by Fund

Issuer		Number of Investments	Par Value	Book Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Pooled Cash							
	Subtotal	25	384,492,653.89	376,408,011.67	63.81	5.310	120
Fund: 300 Debt Service							
	Subtotal	8	73,996,108.14	72,659,639.47	12.32	4.266	105
Fund: 417 Capital Projects Taxable							
	Subtotal	5	14,229,645.94	14,026,989.83	2.37	4.634	69
Fund: 418 Bond Issue Fund							
	Subtotal	14	130,181,160.21	126,792,307.57	21.49	4.133	87
	Total and Average	52	602,899,568.18	589,886,948.54	100.00	4.913	110

CONSENT AGENDA — ITEM FOR ACTION**PERSONNEL ACTIONS****SUMMARY**

A list of employees is being recommended by the superintendent for approval of routine personnel actions, including employment, leaves of absence, and resignation/retirement of teachers and administrators.

RECOMMENDATION

The superintendent recommends the board approve the personnel actions as submitted in board materials.

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MEETING MINUTES – BOARD WORK SESSION JANUARY 14, 2025**Board Members Present:**

Dr. Karen Pérez, Chair
Justice Rajee, Vice Chair
Susan Greenberg
Dr. Melissa Potter
Sunita Garg
Ugonna Enyinnaya (virtual)
Dr. Tammy Carpenter

Board Members Absent:**Staff Present:**

Dr. Gustavo Balderas
Dr. Heather Cordie
Michael Schofield
Casey Waletich
Kerry Delf
Steve Langford
Susan Rodriguez
Shellie Bailey-Shah
Camellia Osterink
Dr. Shelly Reggiani
Robin Kobrowski
Dr. Perla Rodriguez
Dr. Toshiko Maurizio
Jennifer DeMartino
Marcela Ullibarry Cabrera
Chrissy Lawrence
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Associate Superintendent for Business Services
Associate Superintendent for Operations & Support Services
Chief of Staff
Chief Information Officer
Chief Human Resources Officer
Public Communications Officer
General Counsel
Executive Administrator for Equity & Inclusion
Executive Administrator for PreK-8 Schools
Executive Administrator for PreK-8 Schools
Multilingual Department Administrator
Principal, Raleigh Hills Elementary
Teacher on Special Assignment
Teacher on Special Assignment
Board Secretary & Executive Assistant

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

I. OPEN MEETING

Board Chair Karen Pérez called the work session to order at 6:18 p.m. She noted that all seven board members were present with Ugonna Enyinnaya joining virtually.

II. LITERACY UPDATE

Staff presented information on the district's current work in curriculum, instruction and assessment of literacy in grades K–12, including information about the science of reading. Beaverton School District is implementing a new elementary language arts and English language proficiency curriculum adoption for grades K–5, Houghton Mifflin Harcourt Into Reading and Arriba la Lectura! The adoption was approved by the board in May 2024, and all 34 elementary schools are currently in Year 1 of implementation.

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Implementation efforts are focused on evidence-based instructional practices, high-quality materials, and professional learning for educators.

Additionally, the adoption committee to consider secondary language arts and English language proficiency curriculum options for grades 6–12 was formed in fall 2024 and will make a recommendation to the board for adoption in April 2025. The presenting staff team will provide more information about literacy instruction at the middle and high school level in a future meeting.

III. CLOSE MEETING

Chair Pérez adjourned the work session at 7:01 p.m.

draft

DRAFT MEETING MINUTES – BOARD BUSINESS MEETING JANUARY 14, 2025**Board Members Present:**

Dr. Karen Pérez, Chair
Justice Rajee, Vice Chair
Susan Greenberg
Dr. Melissa Potter
Sunita Garg
Ugonna Enyinnaya (virtually)
Dr. Tammy Carpenter

Board Members Absent:**Student Representatives:**

Tasiyah Ahmed
Saahas Koganti
Safa Zainab Syeda
Eric Vargas

Staff Present:

Dr. Gustavo Balderas
Dr. Heather Cordie
Michael Schofield
Casey Waletich
Kerry Delf
Steve Langford
Susan Rodriguez
Shellie Bailey-Shah
Camellia Osterink
Dr. Shelly Reggiani
Alfonso Giardiello
Curtis Semana
Erica Marson
Janine Mobley
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Associate Superintendent for Business Services
Associate Superintendent for Operations & Support Services
Chief of Staff
Chief Information Officer
Chief Human Resources Officer
Public Communications Officer
General Counsel
Executive Administrator for Equity & Inclusion
Executive Administrator for Talent Acquisition
Executive Administrator for Human Resources
Executive Administrator for Human Resources
Executive Administrator for Human Resources
Board Secretary & Executive Assistant

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

I. OPEN MEETING

Chair Karen Pérez called the meeting to order at 7:04 p.m. She noted that all seven board members were present with Ugonna Enyinnaya joining virtually. All four student representatives were present.

Dr. Pérez noted that the board has traditionally shared a land acknowledgement at this time; however, they are now working on a different approach to acknowledging the Kalapuya lands that the Beaverton community rests on. The board would work with the American Indian/Alaska Native education program and plan for future acknowledgements to be made starting at the beginning of the next school year, focused on specific actions that will help our American Indian/Alaska Native students and families belong, believe and achieve in our district.

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Use the following links to access board meeting information:

Video Livestream: youtube.com/BeavertonSchools • Meeting Materials: beavertonsd.org/boardmeetings

The board reviewed the agenda and did not request any changes.

II. RECOGNITIONS

A. Beaverton Education Foundation Leadership

The board honored Kristine Baggett as she retires from her role as Executive Director of the Beaverton Education Foundation after 19 years of leadership.

III. SUPERINTENDENT'S REPORT

Superintendent Balderas started his remarks by noting that January was School Board Appreciation Month and thanking the school board for their volunteer work and leadership. Dr. Balderas spoke about the governor's recommended budget that included \$11.36 billion for the State School Fund, which is closer to what is needed to maintain current service levels. Beaverton is still operating at a deficit and facing the need to make budget cuts, although stewardship by the school board and district leadership in past years have provided the safety net of financial reserves that will prevent a funding cliff and allow those cuts to be made over time. Financial reserves also have allowed the district to recently invest \$12 million in special programs and special education supports, although this investment may not be sustainable long-term. Dr. Balderas expressed concerns about potential federal policy changes including federal vouchers, cuts to Medicaid and Title funds, and the elimination of birthright citizenship and sanctuary status for schools. Dr. Balderas reiterated that schools are the safest place for children. Lastly, Dr. Balderas commented on progress in union negotiations and support for California fire victims.

IV. PUBLIC COMMENTS

A. Comments by Employee Groups

BEA President Lindsay Ray and OSEA President Kyrsti Sackman commented to the board.

B. Comments by Community Members

The board heard public comment from 3 speakers. The board also received 11 written comments.

V. ITEMS FOR INFORMATION

A. Department Report: Communications

The Communications & Community Involvement team lists among its accomplishments during the past school year the "Belonging Begins Here" attendance campaign and the "Escape the Vape" educational campaign in addition to its social media and video storytelling. CCI facilitated the re-registration of 15,000 volunteers this year and has seen an increase in volunteerism with the expanded use of ParentSquare for volunteer management. CCI secured more than \$1.1 million in donated goods and services, including increased giving to the Clothes for Kids program which served a record number of students. Initiatives for the remaining school year include community engagement around the district's cell phone policy, the Aloha High School mascot change and long-range facility planning. In cooperation with Human Resources, CCI is also launching a new employee recognition program.

B. Financial Update

Associate Superintendent Michael Schofield presented the monthly financial report, including general fund activity and forecast, a summary of revenues, expenditures and encumbrance, a report on classroom teacher staffing by school, and information on investment activity.

VI. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. School Board Executive Session, December 10, 2024
- ii. School Board Work Session, December 10, 2024

iii. School Board Business Meeting, December 10, 2024

C. Public Contracts

D. Bond Sale Resolution

Susan Greenberg moved to approve the consent agenda as submitted. Justice Rajee seconded. The motion passed unanimously 7:0.

VII. ITEMS FOR ACTION

A. Board Policy Revisions

- a. GBEB – Communicable Diseases in Schools (revise)
- b. JHCC & JHCC-AR - Communicable Diseases - Students (delete)
- c. GBEB - HIV, AIDS & HBV - Staff (delete)
- d. JHCCA - HIV, AIDS & HBV - Students (delete)

General Counsel Camellia Osterink and Chief of Staff Kerry Delf had presented proposed policy updates in the previous meeting and were available for questions.

Susan Greenberg moved to approve the policy revisions as submitted, and Justice Rajee seconded. The motion passed 7:0.

C. Resolution Supporting All Students & Families

The board considered a resolution affirming the board's commitment to supporting all students and families regardless of national origin, citizenship or immigration documentation status and directing the district to maintain and reemphasize its practices consistent with law and policy to safeguard the rights of all students, regardless of national origin, citizenship or immigration documentation status.

Susan Greenberg moved to approve the resolution as submitted, and Justice Rajee seconded. The motion passed 7:0.

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

A. NWRESD Local Service Plan

Education service districts provide services to school districts in their local area. Oregon requires its 19 education service districts to submit a local service plan each year, which must be approved by its component districts. By state law, ESD local service plans must address special education services, technology support, school improvement services, and administrative services.

NWRESD Superintendent Dan Goldman presented and answered questions about Northwest Regional ESD's local service plan for 2025–26, the framework for how the ESD serves its 20 partner school districts in Washington, Columbia, Tillamook and Clatsop counties, including Beaverton. The plan has been approved by the NWRESD board and must be approved by March 1 by the boards of at least two-thirds of the ESD's component districts, representing a majority of the total number of students enrolled in the service area. The local service plan will come before the board for approval at its next meeting.

B. Board Policy Revisions

- a. EFA - Local Wellness Program
- b. JHCCF - Pediculosis
- c. JHCD/JHCDA & JHCD-AR - Medications

General Counsel Camellia Osterink and Chief of Staff Kerry Delf presented and answered questions from the board on recommended revisions to board policies for consideration for approval at a future meeting.

IX. BOARD COMMUNICATION

Student representatives shared comments on Early College, the kindness campaign, the importance of school clubs (including those outside of school hours) and the challenge of funding and transportation, and lastly how the relationship with the Chamber of Commerce benefits Beaverton students.

Board members commented on a variety of items including advocacy in Washington D.C., wildfires and preparedness, the importance of Martin Luther King Jr. Day, the Beaverton Education Fund, safety in schools, after-school clubs and programs, legislative outreach and the importance of staying connected and responsive.

X. CLOSE MEETING

Chair Karen Pérez adjourned the meeting at 9:04 p.m.

draft

CONSENT AGENDA – ITEM FOR ACTION**PUBLIC CONTRACTS AUTHORIZATION****SUMMARY**

School board action is required to authorize the attached public contract items. The authorization of contracts for expenditures above the threshold of delegated authority is a routine board action that appears under the consent grouping of the board agenda.

BACKGROUND

Board action is required to authorize the superintendent or a designee to obligate the district for the attached public contract items. The table contains summary information and the following sheets provide additional details about each of the contracts for which authorization is sought.

Board policies DJ District Purchasing, DJCA Personal Services Contracts and DJC Bidding Requirements, and administrative regulations DJ-AR, DJCA-AR, and DJC-AR articulate the school district's public contracting rules in accordance with state recommended model rules.

Appropriate public contracting rules and bidding procedures have been complied with before recommending the attached contracts for board approval.

RECOMMENDATION

The superintendent recommends the board authorize the superintendent or a designee to obligate the district for the public contract items listed herein.

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Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Early Equipment Procurement for West Tualatin View Elementary School HVAC Installation	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #22-0027	Buildskape LLC	\$671,490	02/2025	08/2025	Authorization to Award Early Work Amendment
Meadow Park Roofing Materials	Aaron Boyle, Administrator for Facilities Development	King County Directors' Association Cooperative Contract AEPA 021-D	Weatherproofing Technologies, Inc.	\$1,783,752	02/2025	09/2026	Authorization to Award Contract
Meadow Park Seismic Guaranteed Maximum Price (GMP) Amendment	Aaron Boyle, Administrator for Facilities Development	Request for Proposals (RFP) 22-0011 & Salem-Keizer Cooperative Agreement PA 2021-274	Pence Contractors, LLC	\$20,073,267	02/2025	11/2026	Authorization to Award Contract
Aloha High School Gymnasium Bleachers	Aaron Boyle, Administrator for Facilities Development	King County Directors' Association (KCDA) Cooperative Contract #22-374	Northwest School Equipment, Inc.	Not-to-exceed \$380,000	03/2025	09/2025	Authorization to Award Contract
Aloha High School Gymnasium Floor	Aaron Boyle, Administrator for Facilities Development	Sourcewell Cooperative Contract 031022-RBI	Robbins, Inc. DBA Robbins Sports Surfaces	Not-to-exceed \$470,000	03/2025	09/2025	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Early Equipment Procurement for West Tualatin View Elementary School HVAC Installation

- **Contract Scope:** Early equipment procurement for Construction Manager/General Contractor (CM/GC)
- **Contract Timeline:** 02/2025 – 08/2025
- **Contract Amount:** \$671,490
- **Contractor/Vendor:** Buildskape LLC
- **Funding Source:** 2022 Bond; Deferred Maintenance
- **Solicitation Method:** Request for Proposal (RFP) #22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: West TV HVAC

- **Project Scope:** Provide air conditioning to the classrooms, main office and principal's office
- **Project Budget:** \$3,100,000
- **Project Timeline:** 12/2024 – 08/2025

BACKGROUND: The 2022 bond measure approved by voters included funds for deferred maintenance of existing mechanical systems. West Tualatin View Elementary School is the only remaining Beaverton School District school without air conditioning. A CM/GC pre-construction contract was previously authorized by the board and executed for this project. This early work amendment to that contract will allow the CM/GC to procure equipment necessary to complete the project prior to executing a Guaranteed Maximum Price Amendment for the entire project cost. Procuring long lead time equipment early in the process will allow the district to complete the project in a timely manner.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the early work amendment described herein with Buildskape LLC, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Meadow Park Roofing Materials

- **Contract Scope:** Procurement of the Tremco roof products for the reroofing of Meadow Park
- **Contract Timeline:** 02/2025 – 9/2026
- **Contract Amount:** \$1,783,752
- **Contractor/Vendor:** Weatherproofing Technologies, Inc.
- **Funding Source:** 2022 Bond
- **Solicitation Method:** King County Directors' Association Cooperative Contract AEPA 021-D
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Meadow Park Seismic

- **Project Scope:** Seismic renovation, roofing, modernization and deferred maintenance
- **Project Budget:** \$25,700,000
- **Project Timeline:** 02/2025 – 11/2026

BACKGROUND: The 2022 bond measure included funds for seismic renovations. This contract approval provides the roofing materials for the Meadow Park Seismic Project, the full scope of which includes seismic upgrades, reroofing, lighting, electrical panels, mechanical replacements and modernization. A CM/GC contract has been executed for this project, under which a roofing contractor will install these roofing materials.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Weatherproofing Technologies, Inc., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Meadow Park Seismic Guaranteed Maximum Price (GMP) Amendment

- **Contract Scope:** GMP amendment to the CM/GC contract for the Meadow Park Seismic upgrade. The scope of this GMP includes deferred maintenance items including roofing, seismic upgrades, lighting, electrical panels and mechanical equipment. The scope also includes modernization work to replace folding walls, flooring and two new offices in the library.
- **Contract Timeline:** 02/2025 – 11/2026
- **Contract Amount:** \$20,073,267
- **Contractor/Vendor:** Pence Contractors, LLC
- **Funding Source:** 2022 Bond
- **Solicitation Method:** Request for Proposal (RFP) 22-0020
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Meadow Park Seismic

- **Project Scope:** Seismic renovation, roofing, modernization and deferred maintenance
- **Project Budget:** \$25,700,000
- **Project Timeline:** 02/2025 – 11/2026

BACKGROUND: The 2022 bond measure included funds for seismic renovations. A CM/GC pre-construction contract was previously approved by the board and executed for this contract. This GMP amendment to that contract provides the full funding to proceed with seismic, reroof, lighting, electrical panels, mechanical replacements and modernization.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Pence Contractors, LLC, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Aloha High School Gymnasium Bleachers

- **Contract Scope:** Demolish/salvage existing bleachers. Furnish and install new bleachers.
- **Contract Timeline:** 03/2025 – 9/2025
- **Contract Amount:** Not-to-exceed \$380,000
- **Contractor/Vendor:** Northwest School Equipment, Inc.
- **Funding Source:** Construction Excise Tax (CET)
- **Solicitation Method:** King County Directors' Association (KCDA) Cooperative Contract #22-374
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Aloha HS Gym Renovations

- **Project Scope:** Deferred maintenance
- **Project Budget:** \$1,200,000
- **Project Timeline:** 02/2025 – 11/2026

BACKGROUND: The existing main gymnasium bleachers and wood floors are at the end of their functional life. This contract is to replace the existing bleachers during the summer of 2025. The pricing is not yet fully determined because we are looking at a few different design options, but will not exceed the amount stated within this authorization.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Northwest School Equipment, Inc., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Aloha High School Gymnasium Floor

- **Contract Scope:** Demolish existing wood floor. Furnish and install new wood flooring and striping.
- **Contract Timeline:** 03/2025 – 9/2025
- **Contract Amount:** Not-to-exceed \$470,000
- **Contractor/Vendor:** Robbins, Inc. DBA Robbins Sports Surfaces
- **Funding Source:** Construction Excise Tax (CET)
- **Solicitation Method:** Sourcewell Cooperative Contract 031022-RBI
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Aloha HS Gym Renovations

- **Project Scope:** Deferred maintenance
- **Project Budget:** \$1,200,000
- **Project Timeline:** 02/2025 – 11/2026

BACKGROUND: The existing main gymnasium bleachers and wood floors are at the end of their functional life and will be replaced during the summer of 2025. The pricing is not yet fully determined because we are looking at a few different design options, but will not exceed the amounts listed.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Robbins, Inc. DBA Robbins Sports Surfaces, subject to obtaining terms acceptable to district administration.

CONSENT AGENDA — ITEM FOR ACTION**INTERDISTRICT TRANSFERS FOR 2025–26****SUMMARY**

The board annually authorizes the district to grant interdistrict transfers for the coming school year.

BACKGROUND

Residents of other districts may request to enroll in Beaverton schools under the “interdistrict transfer” process established in state law. State school funding follows the student to the district in which they enroll. Both BSD and the student's home district must consent to the transfer. The board has established standards for such transfers in board policy JECB – Admission of Nonresident Students.

It is proposed that the board authorize the district to approve the following interdistrict transfers for the 2025–26 school year:

- Transfers of seniors into and out of the Beaverton School District
- Hardship requests into and out of the Beaverton School District as defined by Senate Bill 709 (2015) for student health and/or safety interests
- Seats will be open to interdistrict transfers for unfilled open enrollment slots at the following schools and/or as authorized by the superintendent:

Cooper Mountain Elementary School

Any Grade — 10 open slots for students

Errol Hassell Elementary School

Any Grade — 9 open slots for students

Fir Grove Elementary School

Grades 1-5 only — 19 open slots for students

Five Oaks Middle School

Any Grade — 17 open slots for students

Hiteon Elementary School

Any Grade — 16 open slots for students

Kinnaman Elementary School

Grade 1 — 10 open slots for students

Grade 2 — 3 open slots for students

Grade 5 — 3 open slots for students

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McKay Elementary School

Grade K — 1 open slot for a student
Grade 1 — 5 open slots for students
Grade 2 — 8 open slots for students
Grade 3 — 10 open slots for students

Nancy Ryles Elementary School

Grade 3 — 4 open slots for students
Grade 5 — 11 open slots for students

Ridgewood Elementary School

Grade 2 — 1 open slot for a student
Grade 3 — 2 open slots for students

Rock Creek Elementary School

Grade K — 13 open slots for students
Grade 1 — 15 open slots for students

Terra Linda Elementary School

Grade 1 — 3 open slots for students
Grade 2 — 1 open slot for a student
Grade 3 — 1 open slot for a student
Grade 4 — 2 open slots for students
Grade 5 — 5 open slots for students

Southridge High School

Any Grade — 9 open slots for students

FLEX Online School*

Grades K-5 — 40 open slots for students
Grades 6-12 — 100 open slots for students

**An interdistrict transfer to Flex Online School entitles students to attend Flex Online School only. They may not transfer to another Beaverton School District school or program.*

RECOMMENDATION

The superintendent recommends that the school board authorize interdistrict transfers as proposed for the 2025-26 school year.

** Corrected 2/10/25*

ITEM FOR ACTION**APPROVAL OF COLLECTIVE BARGAINING AGREEMENT
WITH THE BEAVERTON EDUCATION ASSOCIATION****SUMMARY**

Beaverton School District and the Beaverton Education Association (BEA) have completed negotiations and reached a tentative agreement on a three-year contract, effective July 1, 2024–June 30, 2027.

BACKGROUND

The district and BEA, the union representing teachers and licensed specialists, have negotiated a successor contract to the 2021–2024 collective bargaining agreement.

The district and BEA engaged in negotiations from February 15, 2024, until January 29, 2025, when agreement was reached by the parties. Key features of the agreement include:

- Raising pay by 14.75% over three years for all licensed staff with cost-of-living adjustments of 5% in 2024–25 retroactive to July 1, 4.75% in 2025–26, and 5% in 2026–27, in addition to the step increases eligible employees receive each year.
- Covering insurance by \$75 more per month for the remainder of 2024–25, \$130 in 2025–26, and \$100 in 2026–27, raising the district’s contribution for licensed employees’ health insurance premiums to \$2,131 per month.
- Language changes to specific provisions in more than 20 articles and appendices. The tentative agreements on each section are published on the [district website](#).
- The previous collective bargaining agreement expired June 30, 2024, and licensed staff have continued working under the terms of that contract while a successor contract was negotiated. The new agreement will be in effect through June 30, 2027.

The BEA bargaining unit membership voted on ratification of the agreement February 3–6, 2025. The agreement was approved by 94% of voting members.

RECOMMENDATION

It is recommended that the board approve the terms of the agreement between the district and the Beaverton Education Association.

SUGGESTED MOTION

I move to approve the terms of the collective bargaining agreement with BEA.

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ITEM FOR ACTION**APPROVE NORTHWEST REGIONAL ESD LOCAL SERVICE PLAN FOR 2025-26****SUMMARY**

Education service districts provide services to school districts in their local area. The ESD's annual local service plan must be approved by its component districts.

BACKGROUND

Oregon requires its 19 education service districts to submit a local service plan each year reflecting their state-mandated mission "to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level." By state law, ESD local service plans must address special education services, technology support, school improvement services, and administrative services.

Northwest Regional ESD's local service plan is the framework for how the ESD serves its 20 partner school districts in Washington, Columbia, Tillamook and Clatsop counties, including Beaverton. The NWRESD local service plan for 2025-26 has been approved by the NWRESD board and must be approved by March 1 by the boards of at least two-thirds of the ESD's component districts, representing at least 50% of the total number of students enrolled in the service area.

RECOMMENDATION

It is recommended that the board approve the following resolution to approve Northwest Regional Educational Services District's Local Service Plan for the 2025–26 school year. It is further recommended that the board authorize the superintendent or designee to execute the agreements with NWRESD necessary for delivery of the services found in the plan.

Resolution Authorizing NWRESD Local Service Plan for 2025-26

BE IT RESOLVED by the Board of Directors of the Beaverton School District in Washington County, Oregon, that for the nature and extent of Core Services, Service Credits, and the Student Success Act technical assistance plan described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2025-26 school year.

SUGGESTED MOTION

I move to approve the Northwest Regional Education Service District's Local Service Plan and agreements for services as recommended.

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January 8, 2025

TO: Beaverton Board of Directors
FR: Dan Goldman, Superintendent of Northwest Regional Education Service District
RE: The 2025-26 Local Service Plan

Colleagues:

It's my pleasure to present the 2025-26 Local Service Plan. As your education service district partner, our goal is to promote equity in education throughout the region. Our shared vision is that every student is educated, equipped and inspired to achieve their full potential and enrich their communities.

Toward that end, we convene educators so they can engage in professional learning, push their practice and contribute to culturally sustaining learning environments. We strengthen and align systems, like school technology infrastructure or our community preschool and child care systems. We provide access to services and resources that might otherwise be out of reach or unaffordable for many school districts.

In the pages that follow, I hope you can get a sense of our existing and potential partnership opportunities to support your school district's students. Through our special educators, technology staff, early learning educators, professional learning team, and many more specialists throughout our organization, we humbly offer our services in pursuit of student success.

It's a pleasure to work alongside you and your educational staff.

In partnership,

A handwritten signature in blue ink, consisting of two circular loops connected by a wavy line.

Dan Goldman, Superintendent

Supplementary Materials: Attached to this cover letter you'll find the 1) Proposed resolution 2) Primer on NWRESA and our leadership 3) Highlights of current services with which your district has engaged 4) proposed 2025-26 Local Service Plan 5) Summary of other grant and value-add services

Proposed Motion: BE IT Resolved, the Board of Directors adopt the 2025-26 Local Service Plan as presented.

Resolution Authorizing NWRESD Local Service Plan for 2025-26

BE IT RESOLVED by the Board of Directors of _____ School District in _____ County, Oregon, that for the nature and extent of Core Services, Service Credits, and the Student Success Act technical assistance plan described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2025-26 school year.

ADOPTED this _____ day of _____ 2025.

ATTEST:

Board Chair

Superintendent

Please email or mail the signed document by March 1, 2025 to:

Valerie White
vwhite@nwresd.k12.or.us
Northwest Regional Education Service District
5825 NE Ray Circle
Hillsboro, Oregon, 97124

A group of four students are sitting on a sandy beach, building a sandcastle. One student is standing on the left, wearing a dark jacket and a name tag. Three other students are sitting on the sand, also wearing name tags. One student is wearing a blue hoodie and a white Nike cap, another is wearing a blue and white baseball cap, and the third is wearing a dark jacket and a blue and white baseball cap. They are all smiling and looking at the camera. The background shows a beach with waves and a forested hillside under a cloudy sky.

About Northwest Regional Education Service District

Our Service Area



Clatsop County

Astoria
Jewell
Knappa
Seaside
Warrenton-Hammond



Columbia County

Clatskanie
Rainier
Scappoose
St. Helens
Vernonia



Tillamook County

Neah-Kah-Nie
Nestucca Valley
Tillamook



Washington County

Banks	Hillsboro
Beaverton	Sherwood
Forest Grove	Tigard-Tualatin
Gaston	

Our Leadership



Dan Goldman,
Superintendent



Becky Tymchuk, Chair
Zone 5



Maureen Wolf,
Vice Chair, Board
Member At-Large



Christine Riley
Zone 1



Doug Dougherty
Zone 2



Dorian Russell
Zone 3



Michelle Graham
Zone 4



Paul Jarrell
Higher Education



Miriam Meneses-Rios
Social Services



Ernest Stephens
Business



How We're Working Together to Support Beaverton Kids

At the CAFE Summit in Spring 2024, Rikki, 8th Grader at Whitford Middle School, co-facilitated a session on equity professional development to give educators a chance to work through specific race-related scenarios:

"I hope that they take it back to their school and they can kind of present this in their way, where they can do their own research on it and talk to their school boards about it."

[Video: How Students are Shaping the Future of Educational Equity at NWRES](#)

Spotlight on Data: Beaverton by the Numbers

Student Counts



2,352 6th graders and **598** high school student leaders attended Outdoor Science School (2023-24).



1,014 kids served through EI/ECSE (May 2024).



72 students attended a social emotional learning school and **4** students attended the Groner Deaf/Hard of Hearing program (2023-24).

Special ed. staff supporting the district



18 staff support the district in specialty areas (as of fall 2024).

Notable participation in professional learning and systems support

- 9th Grade Success Network
- Attendance Services
- Career and College Readiness
- Early Literacy Supports
- Regional Mentoring Network
- School Safety and Prevention
- Willamette Promise



2025-26 Local Service Plan

The Scope of the **Local Service Plan**

- A. **Core services**, i.e. shared services, available to all component school districts
- B. **Menu of services** available by district request
- C. **Integrated Guidance Technical Assistance Plan**

Note: While the Local Service Plan does not include grant and other value added services for the purpose of board approval, we cover that information in jobalike conversations for the purpose of evaluation and submit in board packets to provide context of the full scope of services provided.



Role of the School Board

ORS 334.175

Each year an Education Service District's Local Service Plan must be:

1. adopted by the board of the education service district
2. approved on or before March 1 by resolution of two-thirds of the component school districts that have at least a majority of the pupils



Breakdown of a Dollar: How Local Service Plan Revenue Flows

75% of school district allocations go to individual school district accounts

25% of school district allocations are spent on core services*, i.e. shared services

10% of SSF formula for ESDs funds operations

**(4% for BSD and HSD)*



Core Services

According to ORS 334.15, the goal of our core services are to:

- a) Assist component school districts in meeting the requirements of state and federal law;
- b) Improve student learning;
- c) Enhance the quality of instruction provided to students;
- d) Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
- e) Maximize operational and fiscal efficiencies for component school districts.



Local Service Plan Development Timeline

April-October

Jobalike feedback
& plan co-creation

November

Supers agree
on plan

December

NWRESD board
adopts plan

January

Plan & resolution
distributed to
school boards

February

NWRESD/school
districts discuss prelim.
services costs

March 1

Deadline for
school board
resolution

March to April

LSP online
opens for district
selections

April 15

Deadline for
districts to make
prelim. selections

County Allocations

Technology

- Cybersecurity Services
- Emergency Closure Network (FlashAlert)
- Forecast 5
- Help Desk
- Library Services (Follett Destiny Library, Resource Manager and Textbook)
- Network Services
- Restraint and Seclusion App
- Technical Engineering Cooperative
- SchoolLinks

Instructional Services

- 9th Grade Success Network
- Behavior Attendance and Social Emotional Supports (BASES)
 - Attendance Services
 - Social Emotional Learning
 - School Safety & Prevention
- Career & College Readiness
- Early Literacy
- Grant Writing
- MTSS Coaching

Miscellaneous

- Regional Compensation Analysis
- FlashAlert



Pacific Academy Graduation

Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.



Administration

- Communication Services
- Diverse Educator Pathways
- Executive Coaching
- Fiscal Services
- Human Resources (Investigations, Civil Rights and Title IX)
- Medicaid Reimbursements
- Spanish Language Interpretation and Translation



Instruction

- Attendance Services and Re-engagement Services
- Cascade Education Corps
- Junior Achievement: Biztown and Finance Park
- Oregon Virtual Education (ORVED)
- Dual Credit Programming - Willamette Promise
- MTSS Software & Technical Support
- Northwest Outdoor Science School (NOSS)



K-12 Special Education

- Audiology
- Augmentative and Alternative Communication and Assistive Technology
- Autism Spectrum Disorder (ASD) Services
- Behavioral Support Consultation
- Blind Visually Impaired (BVI) Student Services
- Deaf and Hard-of-Hearing Services and Classrooms
- FM Rentals
- Learning Specialists
- Nursing Services
- Occupational Therapy (OT) Services
- Physical Therapy (PT) Services
- School Psychology Services
- Speech-Language Pathology Services
- Youth Transition Program (YTP)
- Social Emotional Learning Schools
 - Cascade Academy
 - Cascade/Pacific Intensive
 - Columbia Academy K-8
 - Levi Anderson Learning Center
 - Meadowlark Academy
 - Pacific Academy



Technology

- Attendance Reconnection System
- Canvas Learning Management System
- Criminal Background Check System
- District Technology Purchasing
- Help Desk
- Learn360 Streaming Video
- Oregon Data Suite
- Public School Works
- Restraint and Seclusion
- School ERP Pro
- Synergy Student Information System
- Technical Engineering Cooperative



Early Learning

- Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations



Student Success Act/ Integrated Guidance Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts to make progress toward the goals of the Student Success Act.



Student Success Act/Integrated Guidance Technical Assistance Plan

- Early Literacy Network
- 9th Grade Success Network
- Behavior Attendance and Emotional Supports (BASES)
 - Attendance Services
 - Social Emotional Learning
 - School Safety & Prevention
- Multi-tiered Systems of Support (MTSS) Technical Support and Data System Implementation Technical Assistance
- Instructional Rounds
- Career and College Readiness & CTE
- Communications Technical Assistance
- Community Engagement and Family Partnerships Technical Assistance
- Small/Rural Grant Support
- TSI/CSI Support





Tillamook EI/ECSE Classroom

Grant-Funded and Value-Add Services

Through federal, state and private grants, NWRES D provides certain services at no cost to school districts. *(Not part of the Local Service Plan.)*



- Attendance Services
- Child Care Resource and Referral (Clatsop, Columbia, Tillamook)
- Courier
- Early Intervention/Early Childhood Special Education (EI/ECSE)
- Early Learning Hub (Clatsop, Columbia, Tillamook)
- English Language Learner Consortium (Title III)
- Health Education Training Application
- Instructional Technology Professional Learning
- Grow Your Own
- Migrant Education Program
- Oregon Digital Learning/Digital Literacy (EdTech Cadre)
- Math Grant through the STEM HUB
- Outdoor Science School
- Oregon Response to Instruction and Intervention (ORTIi)
- NW Regional Educator Network (nREN)
 - Projected Programs (not yet approved by nREN Coordinating Body):
 - Aspiring Administrators
 - Cascade Alliance for Equity
 - Instructional Coaching Network
 - Mentoring
 - Grow Your Own
 - Early Literacy Supports (e.g., LETRS)
 - Early Learning (Birth - 5)
- Regional Inclusive Services
 - Autism Spectrum Disorder Services
 - Blind Visually Impaired (BVI) Student Services
 - Deaf and Hard-of-Hearing Services
 - Deafblind Services
 - Regional Equipment Center
 - Traumatic Brain Injury Team
- School Safety and Prevention System
- SPED Regional Technical Assistance Program (RTAP)
- Spot Vision Screener
- STEM Hub (Clatsop, Columbia, Tillamook)
- Youth Transition Program (YTP)

Proposed Motion

*I move to approve the 2025-26
Local Service Plan as presented.*

ITEM FOR ACTION**BUDGET COMMITTEE MEMBER SELECTION****SUMMARY**

The budget committee has three vacancies, in Zones 3, 5 and 6. The school board will appoint community representatives from these zones to serve three-year terms on the committee.

BACKGROUND

The BSD budget committee is composed of the seven school board members and seven appointed community members, one from each board electoral zone. Budget committee members serve three-year terms, staggered so that two or three committee members' terms expire each year. Members who previously served on the budget committee are not excluded from appointment.

Candidates for the openings were solicited, reviewed and recommended following the process established by the board:

- Applications were accepted between September 18, 2024, and February 3, 2025. Openings were publicized using the district's communication channels.
- Candidates were requested to submit a letter of interest and résumé through an online application form.
- The board member from each zone with an open position (Dr. Melissa Potter in Zone 3, Ugonna Enyinnaya in Zone 5 and Justice Rajee in Zone 6) reviewed applications submitted for their zone and recommended a candidate for appointment.
- Recommended appointees are presented for board approval in the business meeting on February 11, 2025.

RECOMMENDATION

It is recommended that the school board approve appointing three applicants to fill the vacant budget committee positions with terms ending June 30, 2027. The applicants recommended by the board member in each zone are:

- Zone 3: Dr. Jasmine Sears
- Zone 5: Rekha Sridhar
- Zone 6: Amy Webb

SUGGESTED MOTION

I move to approve appointing the three budget committee members as recommended.

Belong. Believe. Achieve.

ITEM FOR ACTION**APPROVE REVISIONS TO BOARD POLICIES EFA, JHCCF & JHCD/JHCDA & JHCD-AR****SUMMARY**

Revisions are recommended to update school board policies EFA, JHCCF & JHCD/JHCDA & JHCD-AR. 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, and integrated and recommended by staff.

POLICY DRAFT KEY

<u>Blue Underlined</u>	Recommended language additions or changes
Red Strikethrough	Removed outdated language
<i>Black Italicized</i>	Existing language moved within policy

BACKGROUND

As a result of changes in state law, OSBA recommends the revision, replacement and/or deletion of several health-related policies. These policy changes have been presented over multiple board meetings. The policy revisions for action in this meeting are focused on health services programs and procedures.

EFA – Local Wellness (revised)

This update includes language on establishing a Wellness Advisory Committee to review and update this policy and administrative regulation.

JHCCF – Pediculosis (Head Lice) (revised)

Updates in this policy include cleaned up language to align with Oregon law.

JHCD/JHCDA – Medications (delete)**JHCD – Medications (new)****JHCD-AR – Medications (new)**

OSBA recommends deleting the current policy and replacing it with the new version that reflects changes in Oregon law regarding the administration of medication to students in the school setting. Administrative regulations normally are approved by the superintendent; JHCD-AR is one of a small number of ARs that are required to be approved by the school board.

RECOMMENDATION

The proposed revisions to these policies are presented for approval:

- Revisions to board policy EFA
- Revisions to board policy JHCCF
- Deletion of existing policy JHCD/JHCDA and adoption of new policy JHCD
- Adoption of new board-approved administrative rule JHCD-AR

SUGGESTED MOTION

I move to approve the policy revisions as submitted.

Belong. Believe. Achieve.

Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy. The superintendent or designee will develop guidelines as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.

[The district superintendent or designee shall establish a Wellness Advisory Committee to advise the district in the development, review and update of the local wellness policy.](#)

END OF POLICY

Legal Reference(s):

[ORS 327.531](#)

[ORS 327.537](#)

[ORS 329.496](#)

[ORS 332.107](#)

[ORS 336.423](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0306](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

~~SB-4 (2017)~~

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b.
National School Lunch Program, 7 C.F.R. Part 210.
School Breakfast Program, 7 C.F.R. Part 220.

Cross Reference(s):

EFAA - District Nutrition and Food Services

Pediculosis (Head Lice)

~~(A student with nits and/or infested with live lice will be allowed to remain in school.)~~

A student with a suspected case of head lice may be referred to designated trained staff for a screening. The screening will be done in a confidential manner by trained personnel.

School personnel will notify the parent or guardian of a student found with head lice and may provide information on appropriate treatment. The student will be allowed to remain in school.

~~The~~ Suggested school measures for head lice ~~control, as~~ provided in [Communicable Disease Guidance for Schools Head Lice Guidance](#) ~~published~~ issued by the Oregon Department of Education and the Oregon Health Authority, ~~Public Health Division¹~~ will be consulted ~~considered~~.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

~~National Association of School Nurses, *Pediculosis Management in the School Setting*, (Position Statement Revised 2016):~~

~~The American Academy of Pediatrics, *Head Lice*, (May, 2015):~~

~~Centers for Disease Control and Prevention, *Head Lice Information for Schools* (2015):~~

~~Oregon Department of Education, *Head Lice Guidance* (2017):~~

¹~~<http://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Student-Health-Conditions.aspx>~~

Medications**/*

Students may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated district personnel, or may be permitted to administer prescription or nonprescription medication to themselves.

1. Definitions¹

- a. “Adrenal crisis” means a sudden, severe worsening of symptoms associated with adrenal insufficiency, such as severe pain in the lower back, abdomen or legs, vomiting, diarrhea, dehydration, low blood pressure or loss of consciousness. (ORS 433.800)
- c. “Adrenal insufficiency” means a hormonal disorder that occurs when the adrenal glands do not produce enough adrenal hormones. (ORS 433.800)
- d. “Asthma” means a chronic inflammatory disorder of the airways that requires ongoing medical intervention. (ORS 339.866)
- e. “Delegation” means a formal delegation of a nursing procedure by a registered nurse to district personnel in accordance with the Oregon Nurse Practice Act. (OAR Chapter 851)
- f. “Designated personnel” means the school personnel designated and trained to administer medication pursuant to district policy and procedure.
- g. “Medication” means medication that is not injected; premeasured doses of epinephrine that are injected; medication that is available for treating adrenal insufficiency; and Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug. “Medication” also means any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student’s Oregon licensed health care professional for asthma or severe allergies. “Medication” does not include nonprescription sunscreen. (ORS 339.866; ORS 339.867)
- h. “Nonprescription medication” means nonprescription drugs as defined in ORS 689.005, which means drugs that may be sold without prescription and that are prepackaged for use by the consumer and labeled in accordance with the requirements of the statutes and regulations of this state and the federal government. (OAR 581-021-0037)
- i. “Notice of a diagnosis of adrenal insufficiency” means written notice to the district from the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student’s primary care provider that includes the student’s diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis, and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered. (OAR 581-021-0037)
- j. “Opioid overdose” means a medical condition that causes depressed consciousness, depressed respiratory function or the impairment of vital bodily functions as a result of ingesting opioids. (ORS 689.800)

¹ There are several laws that apply to medications in schools. Some of these laws have unique definitions that may apply in specific situations. If the applicable law uses a definition that varies from the definition here, use the definition in the law.

- k. “Prescriber²” means a “practitioner” as defined in ORS 689.005, which means a person licensed and operating within the scope of such license to prescribe, dispense, conduct research with respect to or administer drugs in the course of professional practice or research: (a) in this state; or (b) in another state or territory of the U.S. if the person does not reside in Oregon and is registered under the federal Controlled Substances Act. (OAR 581-021-0037)
- l. “Prescription medication” means a “prescription drug” as defined in ORS 689.005, which means a drug that is: required by federal law, prior to being dispensed or delivered, to be labeled with “Caution: Federal law prohibited dispensing without prescription” or “Caution: Federal law restricts this drug to use by or on the order of a licensed veterinarian”; or required by any applicable federal or state law or regulation to be dispensed on prescription only or is restricted to use by practitioners only.
- m. “Severe allergy” means a life-threatening hypersensitivity to a specific substance such as food, pollen, or dust. (ORS 339.866)
- n. “Short-acting opioid antagonist” means any short-acting drug approved by the U.S. Food and Drug Administration for the complete or partial reversal of an opioid overdose. (ORS 689.800)

2. Designated Staff/Training

- a. Medications, including injectable medications, may be administered by trained personnel as part of a formal training or delegation by a registered nurse.
- b. The principal, in consultation with the district nurse, will designate district personnel authorized to administer prescription or nonprescription medication to a student which takes into account when the student is in school, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school-or district-sponsored activities, and may include when a student is in a before-school or after-school care program on school-owned property when required by law. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules, policy and this administrative regulation.
- c. The district will provide staff who are designated personnel to administer prescription or nonprescription medication access to a registered nurse practicing in a school setting.
- d. The principal will ensure the annual non-injectable medication training required by Oregon law is provided to designated district personnel. Training must be conducted by a qualified trainer, which is a person who is familiar with the delivery of health services in a school setting and who is either a registered nurse licensed by the Oregon State Board of Nursing or a prescriber. The first training and every third training thereafter shall be provided in-person³. During subsequent years, designated district personnel may complete an online training so long as a trainer is available following the training to answer questions and provide clarification.
- e. District personnel designated to administer epinephrine, glucagon, and medication to treat adrenal insufficiency shall be trained using related training developed by the Oregon Health Authority (OHA).
- f. The training for district personnel will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, discussion of the following: safe storage, administration, handling and disposing of medications; accessibility of medication during an emergency; record keeping; whether response to medication should be monitored by designated personnel and the role of designated personnel

² A registered nurse who is employed by a district or local public health authority to provide nursing services at a district may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the district for not more than 90 days.

³ An online training may qualify as “in-person” when these measures are met: content is provided via synchronous, interactive online sessions with a trainer and learners visible on screen; trainers must be licensed and work within their scope of practice; and include in-person, skills demonstration for training developed by the Oregon Health Authority for epinephrine, glucagon, and for medication to treat adrenal insufficiency.

in such monitoring; emergency medical response procedures following administration of the medication; confidentiality of health information; and assessment of gained knowledge.

- g. The district shall maintain documentation of district personnel's completion of training in accordance with OAR 166-400-0010.

3. Administering Premeasured Doses of Epinephrine to a Student or Other Individual

A premeasured dose of epinephrine may be administered by trained district personnel to any student or other individual on district premises who the person believes in good faith is experiencing a severe allergic response, regardless of whether the student or individual has a prescription for epinephrine.

4. Administering Short-Acting Opioid Antagonists

A short-acting opioid antagonist may be administered by any district personnel⁴ to any student or other individual on school premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an overdose of an opioid drug.

The principal or designee shall immediately notify the parent or guardian of a minor student enrolled in a school within the district when a short-acting opioid antagonist is administered to the student while at school, on school property under the jurisdiction of the district or at any activity under the jurisdiction of the district.

The district shall provide to the parent or legal guardian of each minor student enrolled in a school in the district information regarding short-acting opioid antagonists. The information will include at least:

- a. A description of short-acting opioid antagonists and their purpose;
- b. A statement regarding, in an emergency situation, the risks of administering to an individual a short-acting opioid antagonist and the risks of not administering to an individual a short-acting opioid antagonist;
- c. A statement identifying which schools in the district, if any, have short-acting opioid antagonists, and the necessary medical supplies to administer short-acting opioid antagonists, onsite and available for emergency situations; and
- d. A statement that a representative of the district may administer a short-acting opioid antagonist to a student in an emergency if the student appears to be unconscious and experiencing an opioid overdose.

5. Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis

A student experiencing symptoms of adrenal crisis while the student is in school, at a district-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and/or in transit to or from a school or a district-sponsored activity, may be treated by designated personnel and shall be subject to the following:

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal of the school the student attends will designate one or more district personnel to receive training and be responsible for administering the medication to treat adrenal insufficiency to a student in the event the student exhibits symptoms the district personnel believe in good faith indicate the student is experiencing symptoms of adrenal crisis;
- b. The designated personnel will successfully complete required training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis;

⁴ Including district personnel who have not received medication administration training.

- c. The student’s parent or guardian must provide adequate supply of the student’s prescribed medication to the district;
- d. The district will develop an individualized health care plan for the student;
- e. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available district staff member will immediately call 911 and the student’s parent or guardian.

6. Administering Medication to a Student

- a. A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:

- (1) A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:

- (a) The written permission of the student’s parent or guardian; and
- (b) The written instruction from the prescriber for the administration of the medication to the student that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration;
 - (vi) Other special instructions from the prescriber, if any; and
 - (vii) Signature of the prescriber.
- (c) The prescription medication is provided in the original prescription packaging by the student’s parent or guardian. The prescription label prepared by a pharmacist at the direction of the prescriber, will be sufficient to meet this requirement if it contains the information listed in (i)-(vi) above.

- (2) A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:

- (a) The nonprescription medication is necessary for the student to remain in school
- (b) The nonprescription medication is provided in the original manufacturer’s container by the student’s parent or guardian;
- (c) The written instruction and permission from the student’s parent or guardian for the administration of the nonprescription medication⁵ includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration;
 - (vi) Other special instructions, if any; and
 - (vii) Signature of the student’s parent or guardian.

⁵ For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 6.a.(2)(d).

If the written instruction is not consistent with the manufacturer's guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.

(d) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:

- (i) Name of the student;
- (ii) Name of the medication;
- (iii) Dosage;
- (iv) Method of administration;
- (v) Frequency of administration;
- (vi) A statement that the medication must be administered while the student is in school;
- (vii) Other special instructions, if any; and
- (viii) Signature of the prescriber.

- b. A student being administered a medication may be monitored by designated personnel to monitor the student's response to the medication;
- c. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- d. It is the student's parent or guardian's responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;
- e. It is the student's parent or guardian's responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- f. In the event a student refuses medication, the parent or guardian will be notified immediately. No attempt will be made to administer medication to a student who refuses a medication;
- g. Any error in administration of a medication will be reported to the parent or guardian immediately and documented on a medication administration record. Errors include, but are not limited to, administering medication to the wrong student, or administering the wrong medication, dose, frequency of administration or method of administration;
- h. Medication shall not be administered until the necessary permission form and written instructions have been submitted and received as required by the district.
- i. District personnel shall not recommend to a parent or legal guardian that the student seek a prescription for a medication that is prescribed with the intent of affecting or altering the thought process, mood, or behavior of the student.
- j. District personnel shall not require a child to obtain a prescription for a substance covered by the Controlled Substances Act, 21 U.S.C. 801 et seq., as a condition of attending school, receiving an evaluation to determine eligibility for Section 504 of the Rehabilitation Act of 1973, early childhood education, or special education under ORS chapter 343 or receiving special education services.

7. Administration of Medication by a Student to Themselves

- a. A student in grade K-12, including a student with asthma or severe allergies, may be permitted to administer prescription or nonprescription medication to themselves without assistance from designated personnel, subject to the following:
 - (1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
 - (a) The written permission from a parent or guardian and other documentation requested by the district must be submitted for self-medication of all prescription medications;

- (b) If the student has asthma or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for managing of the student’s asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;
 - (c) The permission to self-administer the medication from a building administrator and a prescriber or registered nurse practicing in a district setting.
- (2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication⁶ and must have:
- (a) The written permission of the student’s parent or guardian; and
 - (c) The permission of the building administrator and a prescriber or a registered nurse practicing in the school setting to self-administer medication.
- (3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
- (a) The written permission of the student’s parent or guardian; and
 - (b) A written order from the student’s prescriber that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;
 - (vi) A statement that the medication must be administered while the student is in school, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school or district-sponsored activities;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.
- b. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
 - c. A student may have in their possession only the amount of medication needed for that school day, except for manufacturer’s packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, autoinjectable epinephrine;
 - d. The sharing and/or borrowing by a student of any medication with another student is strictly prohibited⁷;
 - e. Backup medication, if provided by a student’s parent or guardian, will be kept at the student’s school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
 - f. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;

⁶ For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 7.a.(3).

⁷ Except for short-acting opioid antagonists.

- g. The permission for a student to administer medication to themselves may be revoked if the student does not responsibly self-administer the medication or abuses the use of the medication as determined by district personnel;
- h. A student may be subject to discipline, up to and including expulsion, as appropriate for violations of these procedures;
- i. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication;
- j. The district allows the application of and use by students of nonprescription sunscreen, including sunscreen that contains para-aminobenzoic acid, without any required documentation from a licensed health care professional per ORS 339.874.

8. Handling, Monitoring and Safe Storage of Medication Supplies for Administration of Medication

- a. Any medication must be delivered to the school in its original manufacturer's or current prescription container, accompanied by the permission form and written instructions, as required above.
- b. Prescription medication must always be the most current prescription and kept in the original, labeled container.
- c. Nonprescription medication must be kept in original manufacturer's bottle or box.
- d. Never administer medication sent to school in unlabeled containers.
- e. Never repackage medication into a plastic bag or other container for any reason.
- f. Medication in any form categorized as a sedative, stimulant, anti-convulsive, narcotic analgesic or psychotropic medication will be counted or measured by designated personnel or parent or guardian in the presence of another district employee upon receipt, documented in the student's medication administration record (MAR) and routinely monitored during storage and administration. Any discrepancies will be reported to the district nurse or principal immediately and documented in the student's MAR. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
- g. Designated personnel will follow the written instructions of the prescriber and the student's parent or guardian, and training elements as required by OAR 581-021-0037.
- h. Medication will be accessible during emergency evacuations.
- i. Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering, and the medication container is properly sealed and returned to storage.
- j. When medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian.

9. Emergency Response

- a. Designated personnel will immediately call 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects and allergic reactions, including the administration of epinephrine. The parent or guardian, district nurse and principal will be notified immediately.
- b. Adverse reactions which result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately.
- c. Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.
- d. Any available staff will immediately call 911 when a short-acting opioid antagonist is administered to any student or other individual on district premises.
- e. Any available staff will immediately call 911 for any potentially life-threatening event, including if emergency medication or staff who are trained to administer emergency medication are not accessible.

10. Disposal of Medications

- a. Medication not picked up by the student's parent or guardian at the end of the school year will be disposed of by designated personnel.

11. Transcribing, Recording and Record Keeping

- a. A medication administration record (MAR) will be maintained for each student administered medication by the district.
- b. All records relating to administration of medications, including permissions and written instructions, will be maintained. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- c. All records relating to the training of designated district personnel will be maintained by the district in accordance with applicable provisions of OAR 166-400-0010.
- d. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and their parent or guardian. Information may be shared with school personnel with a legitimate educational interest in the student or others authorized by the parent or guardian in writing or others as allowed under state and federal law.

Non-Liability Provisions for Administration of Prescription and Nonprescription Medications and Short-Acting Opioid Antagonists

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of nonprescription medication, if the school administrator, teacher or other school employee in good faith administers nonprescription medication to a student pursuant to written permission and instructions of the student's parents or guardian.

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription medication, if the school administrator, teacher or other school employee in compliance with the instructions of a physician, physician assistant, nurse practitioner, naturopathic physician or clinical nurse specialist, in good faith administers prescription medication to a student pursuant to written permission and instructions of the student's parents or guardian.

A person may not maintain an action for injury, death or loss that results from acts or omissions of a school administrator, teacher or other school employee during the administration of a short-acting opioid antagonist unless it is alleged and proved by the complaining party that the school administrator, teacher or other school employee was grossly negligent in administering the short-acting opioid antagonist unless other conditions exist and which are outlined in Oregon law in ORS 339.870.

The civil and criminal immunities provided for above do not apply to an act or omission accounting to gross negligence or willful and wanton misconduct.

Non-Liability Provisions for Self-Administration and Autoinjectable Epinephrine

A school administrator, nurse practicing in the school setting, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, as described in ORS 339.866, if they, in compliance with the instructions of the student's Oregon licensed health care professional, in good faith assist the student's self-administration of the medication, if the medication is available to the student pursuant to written permission and instructions of the student's parent, guardian or Oregon licensed health care professional.

A school administrator, nurse practicing in the school setting, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the use of medication if they in good faith administer autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication regardless of whether the student or individual has a prescription for epinephrine.

The district and the members of the school board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine; and the person administered the autoinjectable epinephrine on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district.

The civil and criminal immunities described above, which are identified in ORS 339.871, do not apply to an act or omission to gross negligence or willful and wanton misconduct.

Medications**/*

The district recognizes administering a medication to a student and/or permitting a student to administer a medication to themselves may be necessary to allow the student to attend school. Therefore, the district allows medication, including injectable medications, to be administered to a student by designated personnel and the administration of medication by a student to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law.

The district shall designate personnel authorized to administer medications to students. Medications, including injectable medications, may be administered by designated district personnel as part of a formal training or delegation by a registered nurse. Training shall be provided to designated personnel in accordance with law. The training will include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation JHCD-AR – Medications.

When a licensed nurse practicing in the school setting is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon, treatment for adrenal insufficiency, or another medication to a student as prescribed and/or as otherwise allowed by Oregon law.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

Medications will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures governing the administration of prescription or nonprescription medications to students.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on district premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

A non-injectable short-acting opioid antagonist, if available, may be administered by any district personnel (whether or not they have received training on administering medications) to any student or other individual on district premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an opioid overdose. A short-acting opioid antagonist may be administered to a student who experienced or is experiencing an opioid overdose without written permission and instructions of the student's parents or guardian.

The superintendent shall develop administrative regulations to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal Reference(s):

ORS 332.107

ORS 339.866 - 339.871

ORS 433.800 - 433.830

ORS 689.800

OAR 166-400-0010(17)

OAR 166-400-0060(29)

OAR 333-055-0000 - 0035

OAR 581-021-0037

OAR 581-022-2220

OAR 851-047-0000 - 0030

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, Medication Administration: A Manual for School Personnel.

House Bill 1552 (2024).

Medications**/*

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to them self, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer to them self prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. Annual training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE). When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

Current first-aid and CPR cards are strongly encouraged for designated personnel.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy or a need to manage asthma, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication. A request to the district to administer or allow a student to self-administer prescription medication shall include a signed prescription and treatment plan from a prescriber.

A request to the district to administer or allow a student to self-administer nonprescription that is not approved by the Food and Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law, is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district administrative regulations governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a backup prescribed autoinjectable epinephrine is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration, in good faith and pursuant to state law, of prescription and/or nonprescription medication.

A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, as described in Oregon Revised Statute (ORS) 339.866, if that person in good faith and pursuant to state law, assisted the student in self-administration of the medication.

A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages as a result of the use of medication if that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine[, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who that person believes in good faith is experiencing an overdose of an opioid drug.

The district and the members of the Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith, on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district, administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who the person believes in good faith is experiencing an overdose of an opioid drug.

The superintendent shall develop administrative regulations as needed to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal Reference(s):

ORS 109.610

ORS 109.640

ORS 109.675

ORS 332.107

ORS 339.866 - 339.871

ORS 433.800 - 433.830

ORS 475.005 - 475.285

OAR 166-400-0010(17)

OAR 166-400-0060(29)

OAR 333-055-0000 -055-0115

OAR 581-021-0037

OAR 581-022-2220

OAR 851-047-0030

OAR 851-047-0040

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, Medication Administration: A Manual for School Personnel.

DELETED

ITEM FOR ACTION AT A FUTURE MEETING**CONSIDER PROPOSED REVISIONS TO BOARD POLICIES GBNAA/JHFF, GBNAB/JHFE****SUMMARY**

Revisions are recommended to update school board policies GBNAA/JHFF and GBNAB/JHFE. 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, and integrated and recommended by staff. Most of the proposed changes are necessary to align district policy to changes in the law.

POLICY DRAFT KEY

<u>Blue Underlined</u>	Recommended language additions or changes
Red Strikethrough	Removed outdated language
<i>Black Italicized</i>	Existing language moved within policy

BACKGROUND**GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements - REVISED**

Language in this policy has been changed to reflect a change in state law establishing a longer period under which sexual conduct with former students is prohibited.

GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements - REVISED

The policy language has been changed to reflect changes in state law requiring child abuse reports to DHS be made via a newly established centralized child abuse reporting system.

RECOMMENDATION

The proposed revisions to these policies are presented for initial consideration and will come before the board for approval at its next meeting:

- Revisions to board policy GBNAA/JHFF
- Revisions to board policy GBNAB/JHFE

Belong. Believe. Achieve.

Suspected Sexual Conduct with Students and Reporting Requirements*

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, and volunteers are subject to this policy. Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.

“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within [one calendar year](#) ~~90 days~~ prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Chief Human Resources Officer who shall report the suspected sexual conduct to the Board chair.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact⁹⁸ with students.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee may be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

[The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:](#)

- [1. A description of conduct that may constitute sexual conduct;](#)
- [2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and](#)
- [3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378\(2\).](#)

[All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.](#)

[Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.](#)

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370](#) - 339.400

[ORS 419B.005](#) - 419B.045

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

House Bill 2136 (2021).

Senate Bill 51 (2021).

Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that any child with whom the employee has come in contact has suffered abuse¹ shall ~~orally report or cause an oral report~~ immediately [make a report to by telephone or otherwise to the local office of](#) the Oregon Department of Human Services (DHS) ~~or its designee~~ [through the centralized child abuse reporting system^{\[2\]}](#) or to ~~the a~~ law enforcement agency within the county where the person making the report is located at the time of the contact ~~pursuant to Oregon Revised Statute (ORS) 419B.010~~. Any district employee who has reasonable cause to believe that any person³ with whom the employee is in contact has abused a child shall immediately report ~~or cause a report to be made~~ in the same manner [as described above](#) ~~to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010~~.

~~if known, t~~The report shall [must](#) contain, [if known](#), the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors⁴, agents⁵, volunteers⁶, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to ~~the Oregon Department of Human Services (DHS) or its designee~~ [through its centralized child abuse reporting system](#) or [to a the local](#) law enforcement agency ~~pursuant to ORS 419B.015~~, and to ~~the a~~ designated licensed administrator.

The district will designate a licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² [How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE \(7233\)](#).

³ "Person" could include adult, student or other child.

⁴ "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

⁵ "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁶ "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students. 101

If the superintendent is the alleged perpetrator the report shall be submitted to the Chief Human Resources Officer who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for ~~local~~ [making a report to](#) law enforcement ~~or and~~ the [centralized child abuse reporting system of](#) ~~local~~ DHS ~~office or its designee~~, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation GBNAB/JHFE-AR - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of the abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 339.370 to -339.400](#)

[ORS 418.257 to -418.259](#)

[ORS 419B.005 to -419B.050](#)

[OAR 581-022-2205](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

Cross Reference(s):

JHFF - Reporting Requirements Regarding Sexual Conduct with Students

KN - Relations with Law Enforcement and the Department of Human Services (DHS)

ITEM FOR ACTION AT A FUTURE MEETING**TRANSPORTATION SUPPLEMENTAL PLAN FOR 2025-26****SUMMARY**

Oregon school districts provide daily round-trip home-to-school transportation for elementary and secondary students living more than a certain distance from school, and for selected areas within these zones where needed for student safety. To qualify for state reimbursement of 70% of approved transportation costs, routes servicing areas within these zones must be approved annually by the State Board of Education as local district Transportation Supplemental Plans. These plans are revised as transportation needs and circumstances change.

BACKGROUND

Oregon Revised Statute (ORS 327.006) establishes the criteria for reimbursement of approved transportation costs by the state at 70%. The primary component of the reimbursement is daily round-trip home-to-school transportation for elementary and secondary students living outside transportation zones established by statute (1.0 and 1.5 miles respectively). The statute also includes provisions for reimbursing transportation costs for students living within these zones if it is required for "health or safety reasons." To qualify for reimbursement, routes servicing areas within these zones must be approved annually by the Oregon State Board of Education as local district Transportation Supplemental Plans. The primary reason for providing transportation for students within the non-transportation zone is lack of sufficient infrastructure for a safe walkway (e.g., sidewalks, walkways, road crossings, etc.)

A committee composed of BSD Transportation, Public Safety and Risk Management staff along with representatives from the City of Beaverton Traffic Department, Washington County Land Use, Washington County Safe Routes to School and the THPRD Planning Department evaluate planned and completed road and pedestrian access improvements within our boundaries and determine their effect on BSD student transportation. In many cases, road and sidewalk improvements have a positive effect on school accessibility by creating safe walking routes for students living nearby who are presently transported by school buses.

RECOMMENDATION

The proposed Transportation Supplemental Plan revisions are presented for initial consideration and will come before the board for approval at its next meeting.

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Transportation Department

2025/2026: Transportation Supplemental Plan

Oregon Revised Statute (ORS 327.006) establishes the criteria for reimbursement of approved transportation costs by the State at 70%. The primary component of the reimbursement is daily round-trip home-to-school transportation for elementary and secondary students living outside transportation zones established by statute (1.0 and 1.5 miles respectively).

The statute includes provisions for reimbursing transportation costs for students living within these zones (non-transportation zones) if it is required for "health or safety reasons." To qualify for reimbursement, routes servicing non-transportation zones must be approved annually the local school district as a Transportation Supplemental Plan.

The primary reason for providing transportation within non-transportation zones is lack of sufficient infrastructure for a safe walkway (sidewalks, walkways, road crossings, etc.) A committee comprised of BSD Transportation, Public Safety, and Risk Management staff along with representatives from the City of Beaverton Traffic Department, Washington County Land Use, Washington County Safe Routes to School, and the THPRD Planning Department evaluate planned & completed road and pedestrian access improvements within our boundaries and determine their effect on BSD student transportation. In many cases, road and sidewalk improvements have a positive effect on school accessibility by creating safe walking routes for students living nearby who are presently transported by school buses.

The statute also includes a provision for reimbursement of Active Transportation Costs related to crossing guards and staff time required for the coordination of active transportation for students living less than 3.0 miles from school, a result of the passage of HB 3014 in 2023. Crossing guards are required when a safe walk path for students residing within the non-transportation zone exists but necessitates crossing a street which exceeds the minimum speed and vehicles per hour limits established for the associated grade levels.

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Summary

Schools	Area Name and link	Area Description	Students	Stops	Buses	Specific Hazard	What Changed	Action
<u>Westview HS</u>	<i>WHS PROP NTZ 2025</i>	The Courtyard at Springville Apartments. NW Springville Road between NW Concoria and NW 173rd (South side)	11	1	0.15	Lack of sidewalks	Sidewalks added Feb 2025 as part of Springville Road Project Phase 4.	Remove Transportation
<u>Mountainside HS</u>	<i>MHS Prop NTZ 2025</i>	Neighborhood west of the school, north of Scholls Ferry, South of SW Barrows	21		0.3	Lack of sidewalks	Sidewalks added on the North Side of SW Scholls Ferry between SW Strobel and SW Mountainside Way in 2024.	Remove Transportation
<u>Hazeldale</u>	Hazeldale Prop NTZ 2025	SW Miller Hill Road, from SW Georgene Ct south to border of new development	0	0	0	Lack of Sidewalks on SW Miller Hill Road between SW Georgene Ct and SW Wagner Lane	New Development. Sidewalks added as part of county "half street improvements" prior to residents moving in.	Remove Transportation.

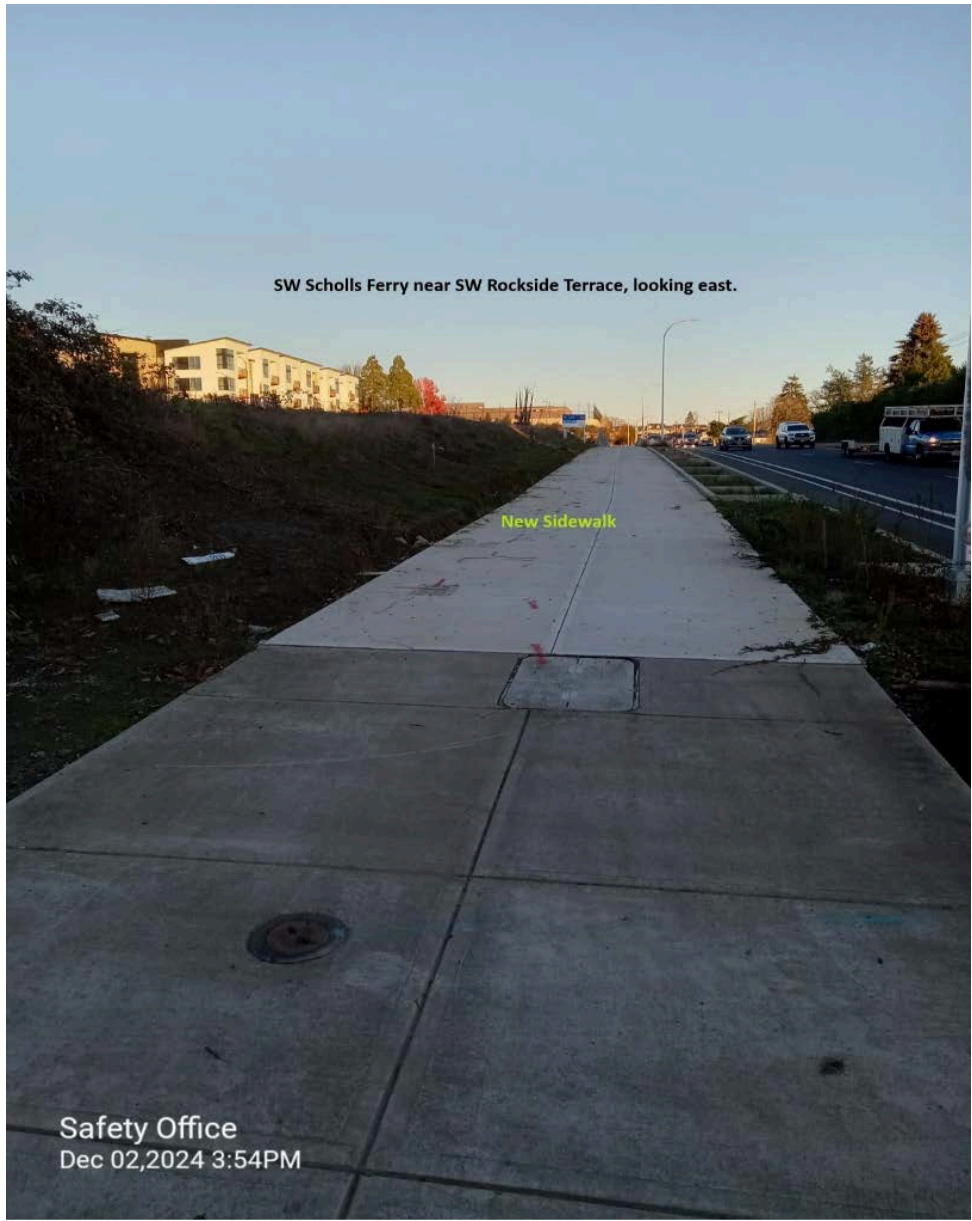
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SW Scholls Ferry near SW Rockside Terrace, looking east.

New Sidewalk

Safety Office
Dec 02, 2024 3:54PM

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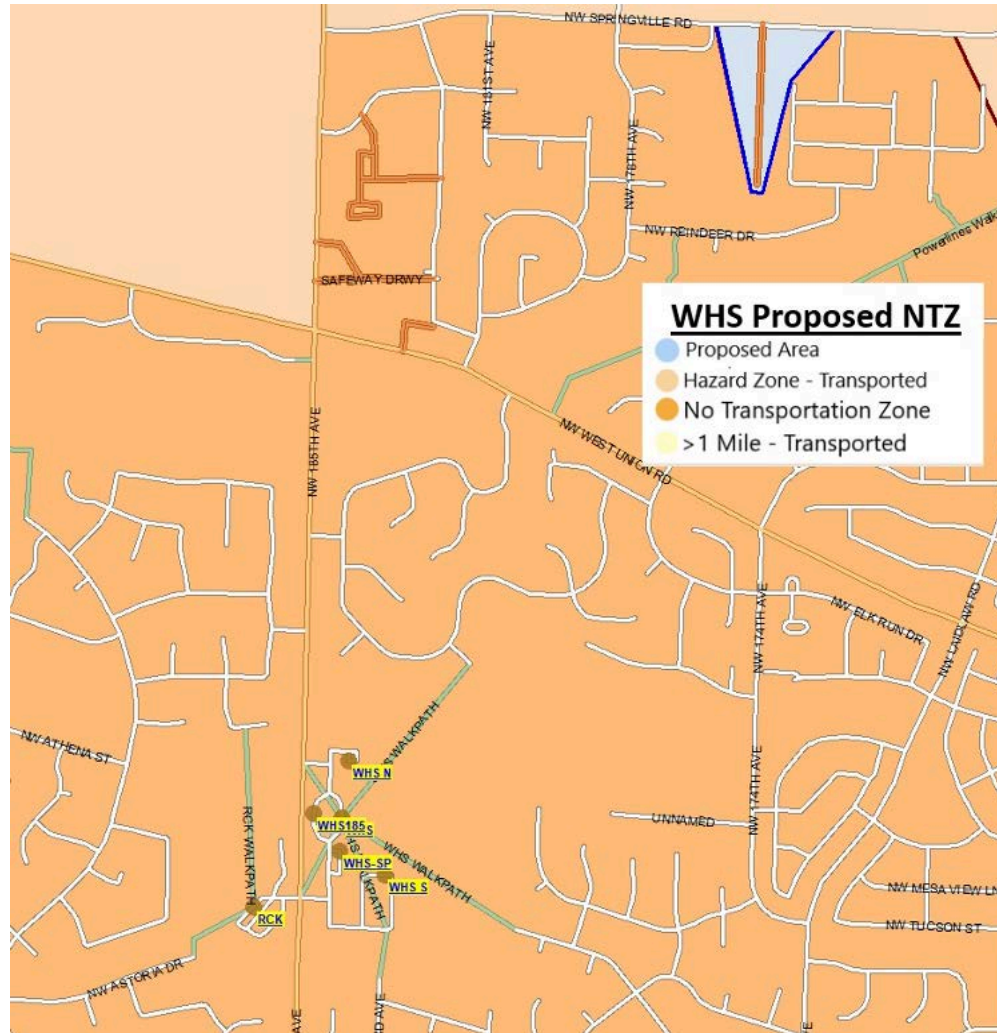


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Westview High School

The proposed area currently receives supplemental transportation service due to the lack of sidewalks on NW Springville Road between and NW Concordia and the Courtyard Apartments. In the Fall of 2024, Washington County made improvements to NW Springville Road (Springville Road Phase 4 (Joss Avenue to PCC Rock Creek) | Washington County, OR) that included sidewalks for this segment.



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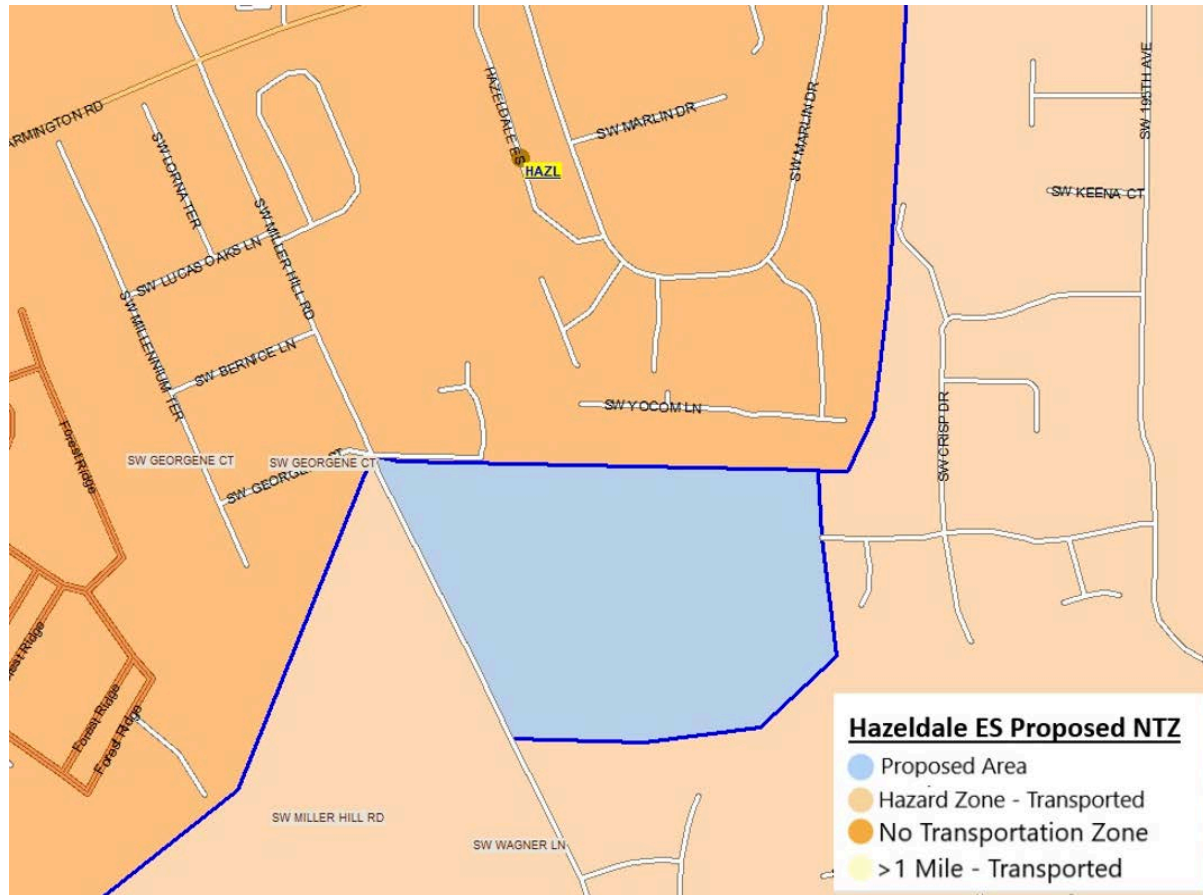


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Hazeldale Elementary School

This area is a new residential development approximately 0.2 miles south of Hazeldale Elementary School along SW Miller Hill Road. This stretch of SW Miller Hill Road did not have sidewalks. As part of the development process, sidewalks will be added along SW Miller Hill road for this development connecting to the existing sidewalks between SW Farmington and SW Georgene Ct. The county has released a sidewalk connectivity map for the area here: [Miller Hill Road Pedestrian Improvement | Washington County, OR](#). This year's supplemental plan only affects the new development, however additional sidewalks are scheduled to be added connecting this stretch of SW Miller Hill to neighboring areas in Fall 2025, and will be revisited in the 2026-2027 supplemental plan.



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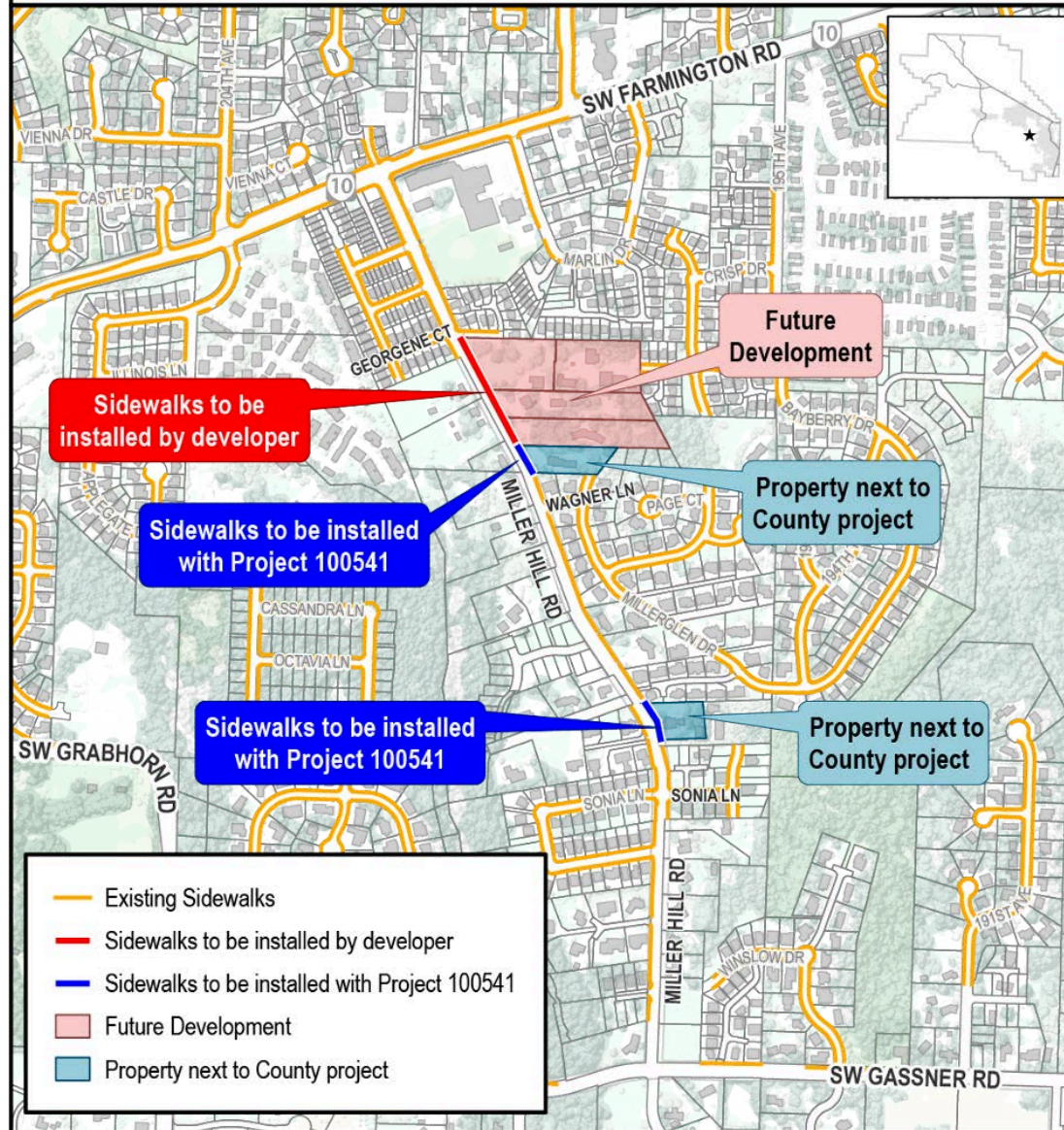
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Miller Hill Road - Sidewalk Inventory



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