



 AGENDA

I. PUBLIC HEARING:	Supplemental Budget.	6:25 - 6:35 p.m.	
II. CALL MEETING TO ORDER		6:35 p.m. - 6:45 p.m.	
	Becky Tymchuk		
	A. Pledge to Flag		
	B. Recognitions of Students, Staff & Community		3
	a. WE Expect Excellence: Flag of Learning and Liberty - Crisann Breed		
	b. WE Expect Excellence: Pacific University Music Hall of Fame - Bill James		
III. BOARD PROCEDURES		6:45 - 6:50 p.m.	
	Becky Tymchuk		
IV. PUBLIC PARTICIPATION		6:50 - 7:15 p.m.	
	Public Comments		
V. REPORTS		7:15 - 8:00 p.m.	
	A. Superintendent Comments		
	Don Grotting		
	B. School Reports		
	a. Ridgewood Elementary School		5
	Cary Meier		
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	Annie Pleau		
	C. 2018-2019 School Enrollment		11
	Steven Sparks & Robert McCracken		
	D. Financial Update		28
	Gayellyn Jacobson		
VI. BREAK		8:00 - 8:10 p.m.	
VII. DISCUSSION ITEMS		8:10 - 8:20 p.m.	
	A. Establishment of Sunset Date for Student Transportation between BSD and HSD		39
	Carl Mead		
VIII. ACTION ITEMS		8:20 - 8:30	
	A. Supplemental Budget Approval (18-1022)		41
	Gayellyn Jacobson		
	B. Resolution on Improving Attendance		43
	Becky Tymchuk		
	C. Consent Agenda		
	Becky Tymchuck		
	a. Personnel		
	b. Approval of School Board Meeting Minutes		44
	c. Grant Report		56
	d. Public Contracts		57
	e. 2019 - 2021 District Calendars		61
	f. Charter Schools Evaluation		
	Arco Iris		
	Hope Chinese		

g. Second Reading of School Board Policies		
ECACB - Unmanned Aircraft System (UAS) a.k.a. Drone		92
GBC - Staff Ethics		94
GBN/JBA - Sexual Harrassment		101
IGBA - Students with Disabilities - Child Identification Procedures		104
IGBAH - Special Education - Evaluation Procedures		106
IGBAJ - Special Education - Free Appropriate Public Education (FAPE)		108
IGBHE - Expanded Options Program		110
JBA/GBN - Sexual Harassment		114
IX. BOARD COMMUNICATION	8:30 - 8:45 p.m.	
Board Members		
X. CLOSING COMMENTS	8:45 - 8:50 p.m.	
Becky Tymchuk and Don Grotting		
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RECOGNITION OF STUDENTS, STAFF AND COMMUNITY

POLICY ISSUE/SITUATION

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

BACKGROUND INFORMATION:

WE Expect Excellence: Flag of Learning and Liberty – Crisann Breed

In honor of more than 38 years of dedication to the children of the Beaverton School District, Crisann Breed is being awarded the Flag of Learning and Liberty, which symbolizes the fundamental interdependency of public education and the democratic way of life enjoyed in the United States of America.

Crisann began her career in 1979 as an Intervention teacher, and has continued as a special education teacher, child development specialist, counseling psychologist and psychologist in several elementary schools in the District, including Cooper Mountain, Cedar Mill, Elmonica, Findley and Vose elementary schools. Crisann also worked with Bridges Academy as a home instructor.

“Crisann has spent her career dedicated to helping every kid she encounters. She loves the most complicated cases and never gives up until success is reached. She loves to research and doesn’t leave any stone unturned! Crisann believes in going to extreme measures to meet the needs of the most difficult. Her magic weapon is her pet snake she uses to build strong, trusting relationships with the students! She has a keen sense of humor that only adds to her likability,” states Kathleen Skidmore, Principal at Findley Elementary School.

“Crisann is a fierce advocate for students, particularly when it comes to inclusive practices. She often sees potential in students before it's recognized by others, and students meet those high expectations. Crisann brings creative ideas to the table when teachers feel they have exhausted their bag of tricks. She will be missed by our home instruction team here at Bridges, but I'm excited she will have the opportunity to enjoy her well-deserved retirement. She does so much to make the world a better place outside of work, I'm confident she'll stay plenty busy, congratulations, Crisann,” says Administrator for Bridges Academy, Ashlee Hudson.

“Crisann's only focus was the student she was working with at the time. She worked so hard to get to the root of a student's difficulty or disability and she will be missed,” says Lenore Johansen, Assistant Director of Special Education

The Flag of Liberty & Learning has become an important reminder to all communities that education serves as a driving force in advancing freedom and liberty in our democratic society.

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

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

Congratulations, Crisann!

WE Expect Excellence: Pacific University Music Hall of Fame – Bill James

Bill James, Music teacher at McKay Elementary School was recently inducted into the Pacific University Music Hall of Fame.

He's "Mr. James" to students where he teaches music, but you may know him as the guitarist and vocalist for the band [Sylvia's Ghost](#), whose new album, "Epoch" was released this month.

As a teacher, he encouraged students to play, forming after-school guitar clubs and other groups.

"I think the most admirable thing about him is that he is a humanist. Bill takes the time to think deeply about our community, and then takes action. He looks out for his colleagues and is an eloquent advocate for fair policies and good working conditions," states Jennifer Mohr Colett, Music teacher at Fir Grove Elementary School.

James plays the piano, the oboe, the guitar and other instruments — "none of them well," he says. Besides Sylvia's Ghost, James has played in Floating Pointe, Uncle-B & Auntie-E and J-Dog, Jesus Presley and Post Impression, the band he belonged to during his Pacific years.

Congratulations, Bill!

RECOMMENDATION:

It is recommended that the School Board recognize Crissan Breed and Bill James.



SCHOOL REPORT

School: **Ridgewood Elementary**

Principal: **Cary Meier**

Years as School Principal: **4**

Years in BSD: **12**

School Demographics 2017-18

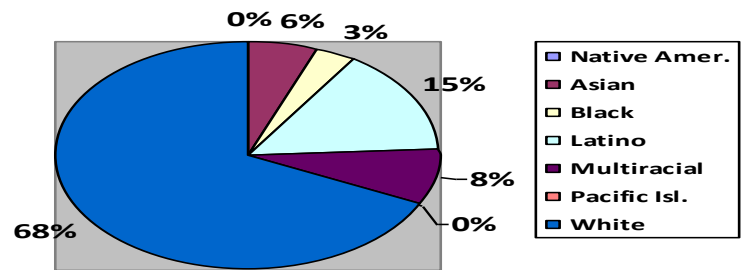
Enrollment: **430**

Economically Disadvantaged: **19%**

Students with Disabilities: **17%**

Ever English Language Learner: **7%**

Different Languages Spoken: **15**



School Metrics

Kindergarten Readiness

Letter Names*	15-16	16-17	17-18	Early Mathematics	15-16	16-17	17-18
All Students	26.5	34.9	32.0	All Students	9.7	9.6	11.6
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			
Letter Sounds	15-16	16-17	17-18	Approaches to Learning	15-16	16-17	17-18
All Students	12.9	11.7	10.4	All Students	3.6	3.5	3.5
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			

* Prior to 2016-17, letter names was a single timed test. Beginning in 2016-17, there are two untimed tests – one for uppercase and one for lowercase letters.

College Readiness

Grade 3 English Language Arts	15-16	16-17	17-18	Grade 3 Mathematics	15-16	16-17	17-18
All Students	83%	72%	79%	All Students	79%	78%	75%
Economically Disadvantaged	70%			Economically Disadvantaged	65%		
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino				Hispanic/Latino			
White	85%	71%	81%	White	83%	73%	77%
Multi-racial				Multi-racial			
Male	72%	60%	81%	Male	81%	71%	83%
Female	91%	86%	78%	Female	78%	86%	66%

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

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Grade 5 English Language Arts	15-16	16-17	17-18	Grade 5 Mathematics	15-16	16-17	17-18
All Students	82%	78%	80%	All Students	71%	60%	72%
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino				Hispanic/Latino			
White	86%	77%	84%	White	77%	66%	78%
Multi-racial				Multi-racial			
Male	75%	62%	75%	Male	72%	66%	75%
Female	92%	89%	85%	Female	71%	57%	70%
Growth English Language Arts	15-16	16-17	17-18	Growth Mathematics	15-16	16-17	17-18
All Students	55%	45%	62%	All Students	47%	48%	56%
Economically Disadvantaged		43%	60%	Economically Disadvantaged		54%	47%
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities			60%	Students with Disabilities			35%
Talented and Gifted		40%	59%	Talented and Gifted			
Asian				Asian			
Hispanic/Latino			74%	Hispanic/Latino			61%
White	56%	45%	60%	White	50%	45%	56%
Multi-racial				Multi-racial			
Male	57%	42%	65%	Male	46%	51%	55%
Female	53%	48%	58%	Female	48%	46%	57%

2017-18 Participation Rates

Smarter Balanced ELA: **>99%**

Smarter Balanced Math: **98%**

Student Survey: **45%**

	15-16	16-17	17-18		15-16	16-17	17-18
Students missing fewer than 10 days of school	69%	68%	64%	Students reporting that at least one adult cares about them	89%	91%	100%
Students missing class due to suspensions or expulsion				Parents reporting they feel informed and valued as active partners in their child's education			
	2	0	7		85%	94%	93%
Number of class days missed due to suspensions or expulsion				Teachers and staff reporting they contribute to school decision making			
	7	0	12		94%	83%	100%

Successes:

- Ridgewood is a welcoming community, held together by rich tradition and common Primary Years Programme goals, which support inquiry-based learning and workshop models of teaching.
- We see continued growth in 5th grade Math and ELA SBAC and are working to close the gap for underserved students.
- Students know that at least one adult cares for them and teachers report that they contribute to school decision making.
- We are grateful for our Student Success Coach this year and know that the extra support is already keeping more kids in classrooms.
- Collaboration time allows teachers to reflect, work together and implement curriculum together. They also use this time to look at student data and establish interventions for those in need.
- Our ELL students are making great strides through co-teaching and most of our ELLs exit before middle school.

Challenges:

- As with many schools, we have seen an uptick in unsafe student behaviors leading to more in and out of school suspensions.
- Our students with disabilities, African American students and those in poverty underperform those who are not, in all areas.
- Our overall attendance is below 90%.

Action Plan:

- We are focused on Social Emotional Learning by adding Community Circles, Calming Spaces and emphasizing our Common Expectations with students. Our Student Success Coach supports this work by working individually with students and teachers. Our expectation is that this will decrease our number of in and out of school suspensions.
- We are targeting families of students who are below 90% attendance so far this year with personal conversations, resources and support.
- We continue to improve our teaching of reading, writing and math workshop, while adding in the Phonics Units of study in the primary grades, and new health and Erin's Law lessons at all grades.
- We are entering a year of self-study on the PYP Standards and Practices as we prepare for a site visit and re-authorization next year.


SCHOOL REPORT
School: Sato Elementary

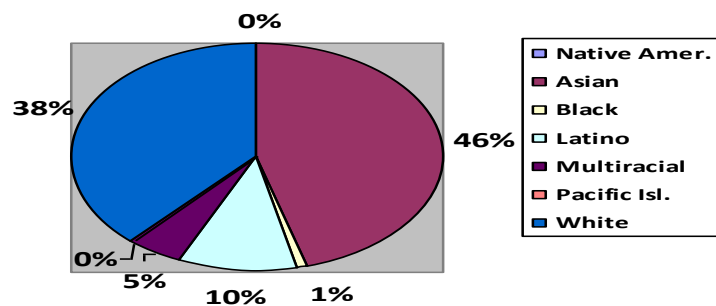
Principal: Annie Pleau

Years as School Principal: 10

Years in BSD: 13

School Demographics 2017-18

Enrollment: 542
Economically Disadvantaged: 13%
Students with Disabilities: 9%
Ever English Language Learner: 20%
Different Languages Spoken: 29


School Metrics
Kindergarten Readiness

Letter Names*	15-16	16-17	17-18	Early Mathematics	15-16	16-17	17-18
All Students			41.5	All Students			12.7
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			
Letter Sounds	15-16	16-17	17-18	Approaches to Learning	15-16	16-17	17-18
All Students			17.2	All Students			3.7
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			

* Prior to 2016-17, letter names was a single timed test. Beginning in 2016-17, there are two untimed tests – one for uppercase and one for lowercase letters.

College Readiness

Grade 3 English Language Arts	15-16	16-17	17-18	Grade 3 Mathematics	15-16	16-17	17-18
All Students			89%	All Students			82%
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian			89%	Asian			94%
Hispanic/Latino				Hispanic/Latino			
White			93%	White			79%
Multi-racial				Multi-racial			

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

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Male			87%	Male			82%
Female			90%	Female			83%
Grade 5 English Language Arts	15-16	16-17	17-18	Grade 5 Mathematics	15-16	16-17	17-18
All Students			83%	All Students			71%
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian			85%	Asian			82%
Hispanic/Latino				Hispanic/Latino			
White			81%	White			67%
Multi-racial				Multi-racial			
Male			81%	Male			74%
Female			85%	Female			69%
Growth English Language Arts	15-16	16-17	17-18	Growth Mathematics	15-16	16-17	17-18
All Students			61%	All Students			63%
Economically Disadvantaged			59%	Economically Disadvantaged			40%
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted			70%	Talented and Gifted			72%
Asian			61%	Asian			69%
Hispanic/Latino				Hispanic/Latino			
White			64%	White			62%
Multi-racial				Multi-racial			
Male			61%	Male			65%
Female			62%	Female			62%

2017-18 Participation Rates

Smarter Balanced ELA: **98%**

Smarter Balanced Math: **98%**

Student Survey: **83%**

	15-16	16-17	17-18		15-16	16-17	17-18
Students missing fewer than 10 days of school			69%	Students reporting that at least one adult cares about them			94%
Students missing class due to suspensions or expulsion			13	Parents reporting they feel informed and valued as active partners in their child's education			85%
Number of class days missed due to suspensions or expulsion			20.5	Teachers and staff reporting they contribute to school decision making			58%

Successes:

There are very many things represented in the metrics above for the Sato school community to be very, very proud of! In looking over the SBAC scores from last year, we are proud to be serving a high achieving student body on the whole. We have certainly set a high baseline bar when looking at the SBAC scores above! Although, I can't take credit for any of what is represented above, I have observed in my short amount of time here, that there was obviously a lot of thought and careful planning that went into the instructional program here – rigorous and integrated content with an emphasis on Science, Technology, Engineering, Arts and Math in every grade level.

Something that I am proud of is the fact that we had an extremely smooth and positive start to the school year. This is only year two for our school community and many of the systems and structures that established schools can do with their eyes closed, take a little more thought and planning for a school in its infancy! And we rocked it, if I do say so myself!! 😊 Teachers and staff brought so much energy, excitement

and fun to pre-service week that it was an absolute pleasure to get to know them and work together to open this school year. Students came and jumped right into the new year, with enthusiasm for learning and a burgeoning sense of school spirit. We have such a unique opportunity to truly craft the school culture we want and the students are a huge part of that! It is so fun to nurture it and watch it grow! WE are Sato!

I am also proud of the openness with which the school staff embraced me – a change in leadership can be challenging for a school community, especially one so young. This staff is amazing in what they bring to this endeavor, I sincerely look forward to continuing to develop our vision of shared leadership here at Sato.

Challenges:

At this early juncture in the school year and my tenure here, there are three areas of challenge that stand out to me:

1. The Growth Percentile for students with Economic Disadvantage in both areas, but Math in particular – 40% as compared to 63% for all students. This is the largest discrepancy of all the data above.
2. The 58% of staff who see themselves as contributing to school decision making. I find this to be a low percentage of staff.
3. The rapid growth of the community growing up around us. Many of the construction projects are not complete and we are already sitting at over 600 students. Kinder class size numbers are high right now, with 28 and 29 students in each of the classrooms. We believe that we will see a surge of enrollment every time one of the surrounding housing complexes are completed.

Action Plan:

Here are some of the action plans we have begun to work on to address the three concerns I listed above:

1. We have taken a deeper look at our intervention model to be more equity based. Looking across the building as a whole, where are the needs and what resources can we allocate, rather than looking at the possible resources to allocate and then simply distributing them equally across the building. Although this intervention support is specific to reading, that is the starting point for math improvement as well. Better readers can do better in math, especially in this day and age of the common core. Still very much in the planning stages at this time of the year, but we want to provide professional development in the area of math workshop and tap into the expertise being developed in our math studio classrooms. The long-range professional development plan includes strengthening the instructional core and teachers' knowledge and skill in their ability to differentiate within the classroom will support all students AND students who are struggling in math.
2. My plan to increase the percentage of staff feeling as if they have input into the decisions made here is to grow and support the belief that at Sato all teachers are teacher leaders, whether they sit on the official Leadership Team or not. We have so many natural leaders on our staff, as I mentioned before it is a pleasure to get to know them as such and do my part to grow individual and collective efficacy. I want to continue to support and develop a Leadership Team that capitalizes on the strengths of our entire staff as a whole and the individuals that make it up. As a Leadership Team we have begun to set up systems and structures to gather input, hear all voices and plan for professional development as well as other decisions that are important to the school community. Something that isn't included in the metrics above but I learned from the TELL survey as I was going through the interview process for Sato, is the fact that 100% of this staff believes ALL children can learn. That is powerful and by tapping into that belief, growing teacher voice and teacher leadership, I believe will increase the percentage of teachers seeing themselves as contributors to school decisions.
3. The growth of this neck of the woods is beyond our control and is going to happen therefore we will make every effort to foster a school environment that embraces and welcomes every new family that enrolls, no matter how full we feel. We also have a plan to partner with SECO our Parent/Community group to build a network of support both within the school but also out in the greater community.



2018-19 School Year Enrollment Report

POLICY ISSUE / SITUATION:

Each school year on the final school day of September the District tabulates the enrollment totals for each grade level and school. These figures represent the District's baseline enrollment for the school year. The attached memo and tables present the District's enrollment for the 2018-19 school year, as well as comparisons with the prior school year.

RECOMMENDATION:

It is recommended that the School Board receive the 2018-19 Enrollment Summary. Staff will be available to answer questions during the Board meeting or as a follow-up.

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

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

2018-19 School Year: Enrollment Summary

The following is a summary of the Beaverton School District’s enrollment for the 2018-19 school year. ¹ Detailed tables are provided in subsequent pages.

- Overall, District enrollment increased by 38 K-12 students from the previous year (0.1%), with a decline at the elementary level offset by a slight increase in the middle school grades and a larger increase in high school.

Figure 1: Districtwide Enrollment Change, 2017-18 to 2018-19

School / Program	Previous Year (SY 2017-18)	Current Year (SY 2018-19)	Actual Change #	Actual Change %
Elementary	17,802	17,672	(130)	-0.73%
Middle School	9,354	9,379	25	0.27%
High School	11,697	11,840	143	1.22%
K-12 General Education	38,853	38,891	38	0.10%
Early College (EC)	301	307	6	1.95%
Alternative Programs (AP)	159	129	(30)	-23.26%
Special Education Outside Placement (SP)	93	92	(1)	-1.09%
Self Contained Special Education (SPED)**	1,060	1,039	(21)	-2.02%
Charter Schools	550	643	93	14.46%
District Grand Total	41,016	41,101	85	0.21%

¹ The figures presented in this summary are limited to the K-12 General Education population. Enrollment figures for Early College, Special/Alternative Programs & Self Contained Specialized Programs and Charter Schools can be found in the tables following the summary.

Elementary School Level (K-5th)

- Elementary grades (K-5) experienced a decline of 130 students (-0.73%). This was the third year of decline at the elementary level, but at a lower rate. From 2016 to 2017 the decline was 271 students (-1.5%).
- This year's Kindergarten class was smaller than 2017-18, with 2,774 students, compared with 2,876 in SY 2017-18.
- The 1st grade class grew by 73 students (2.54%). This is in line with the smaller increase from Kindergarten to 1st grade since the initiation of districtwide full-day kindergarten in 2015.
- Sato ES marked the greatest numeric and percentage increase of 94 students (18.7%) from SY 2017-18.
- Beaver Acres ES marked the largest numeric decline (-79 students), while Fir Grove marked the steepest percentage decline (-62 students, -13.9%). Both are Title 1 schools.

Figure 2: Grades K-5 Cohorts, 2013 through 2018 (color-coded by cohort size)

School Year	Kinder	1st	2nd	3rd	4th	5th	K-5th	Change	% Change
2013-14	2,778	3,082	3,027	3,034	2,977	3,089	17,987		
2014-15	2,765	3,011	3,064	3,033	3,042	3,004	17,919	(68)	-0.38%
2015-16	2,965	3,019	3,096	3,079	3,062	3,124	18,345	426	2.38%
2016-17	2,751	3,020	3,045	3,079	3,098	3,080	18,073	(272)	-1.48%
2017-18	2,876	2,781	2,986	2,994	3,089	3,076	17,802	(271)	-1.50%
2018-19	2,774	2,949	2,839	2,987	3,023	3,100	17,672	(130)	-0.73%

Middle School Level (6-8th)

- Middle School grades (6-8th, including all Options and SUMMA programs) were relatively stable, with a net overall increase of 25 students.

Figure 3: Grades 6-8 Cohorts, 2013 through 2018

	6th	7th	8th	6-8th	Change	% Change
2013-14	2,954	2,962	2,954	8,870		
2014-15	3,109	3,005	2,953	9,067	197	2.22%
2015-16	3,066	3,136	2,998	9,200	133	1.47%
2016-17	3,150	3,121	3,085	9,356	156	1.70%
2017-18	3,134	3,142	3,078	9,354	(2)	-0.02%
2018-19	3,095	3,142	3,142	9,379	25	0.27%

- The 6-8th grade population in comprehensive middle school programs increased by 126 (+1.9%).
- Mountainview MS saw the largest increase in the comprehensive 6-8th grades, with an increase of 77 students (+9.5%).
- Stoller remains the district's largest middle school (1,162 comprehensive, 352 SUMMA). The comprehensive program at Stoller grew by 72 students (+6.6%), while SUMMA declined by 42 (-10.7%).
- 6-8th grade enrollment in the District's three K-8 Schools, Aloha-Huber Park, Raleigh Hills, and Springville, was steady with a slight decline of 3 students.
- Raleigh Hills again experienced the largest decline of 7 students in the 6-8th program (-4.2%), and currently has an enrollment of 160 students.

- Enrollment in the Rachel Carson program saw an increase of 4 students.
- For the second year in a row, the District’s SUMMA programs declined in enrollment, this year by 90 students (-11.2%). This was a steeper decline than the prior year.
- Options Middle School programs, including ACMA, HS2 and ISB, each experienced a decline in enrollment, with a total decrease of 12 (-1.0%). ACMA represented the bulk of this decline, with a reduction of 10 students (-2.9%).

High School Level (9-12th)

- High School grades (9-12th, including Options schools), again experienced the most growth of the three school levels with a net increase of 143 students (+1.2%). This continues recent trends of growth at the high school level, as larger cohorts matriculate into high school.

Figure 4: Grades 9-12 Cohorts, 2013 through 2018

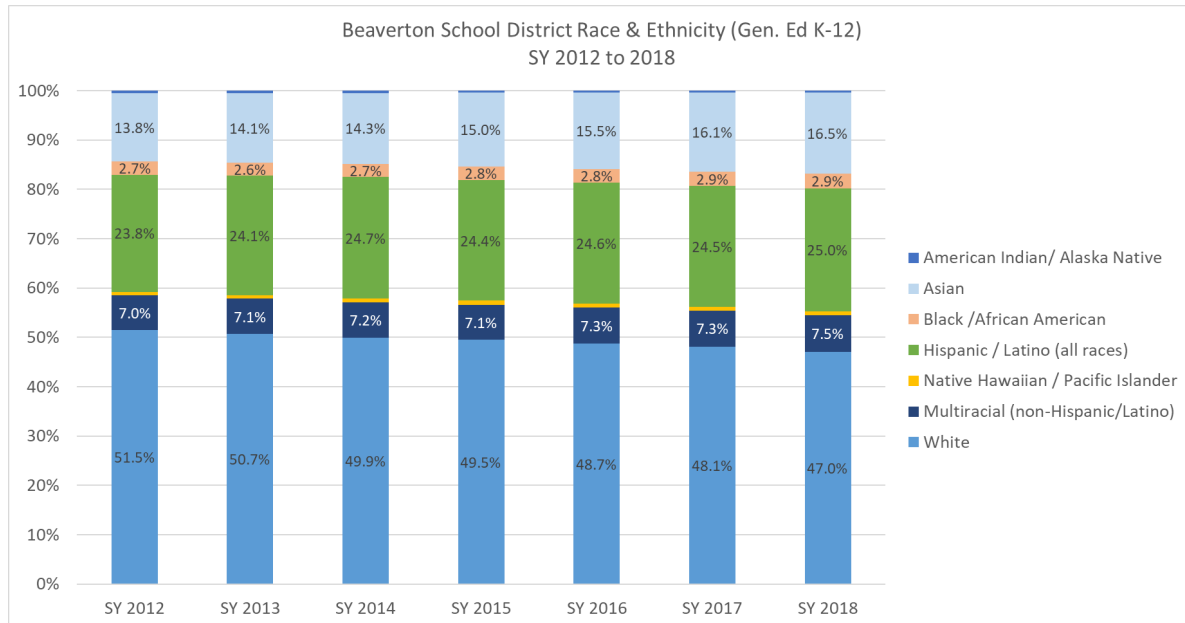
	9th	10th	11th	12th	9-12th	Change	% Change
2013-14	2,907	2,870	2,665	2,577	11,019		
2014-15	2,959	2,877	2,708	2,635	11,179	160	1.45%
2015-16	3,013	2,960	2,724	2,647	11,344	165	1.48%
2016-17	3,041	2,994	2,810	2,684	11,529	185	1.63%
2017-18	3,161	3,009	2,793	2,734	11,697	168	1.46%
2018-19	3,166	3,148	2,820	2,706	11,840	143	1.22%

- Most of the growth was in the comprehensive high schools, with a total increase of 137 students (+1.3%).
- Aloha, Beaverton, Southridge, Sunset and Westview each continued to experience a net decline in enrollment, following the implementation of new attendance boundaries and the opening of Mountainside HS in SY 2017-18. With the matriculation of larger upper classes, which were grandfathered to their original attendance boundary, each of the five original high schools should continue to experience a decline.
- This being Mountainside’s second year, it saw an increase of 477 students as last year’s 10th grade class matriculated to 11th, and a new 9th grade class enrolled. Mountainside now has grades 9-11, with a total enrollment of 1,350.
- The District’s five high school Options programs saw a slight net increase of 6 students (+0.4%), with wide variation by school.
- The largest increase was at ACMA, reversing last year’s decline, with an increase of 25 students (+7.4%). This was primarily due to a larger incoming 9th grade class. HS2 also saw an increase of 20 students (+5.8%).
- ISB experienced a decrease in enrollment of 19 students (-4.8%).

Racial & Ethnic Profile

- The District’s racial and ethnic make-up in 2018-19 is substantially the same as last year.
- Asian, Hispanic/Latino and students identifying as Multiracial continue to see above average increases in the student population, with a decline in the White population. Below is a chart showing overall shifts in race/ethnicity districtwide since 2012.

Figure 5: Racial & Ethnic Profile, 2012-13 to 2018-19



	SY 2012	SY 2013	SY 2014	SY 2015	SY 2016	SY 2017	SY 2018
American Indian/ Alaska Native	0.5%	0.5%	0.5%	0.4%	0.4%	0.4%	0.3%
Asian	13.8%	14.1%	14.3%	15.0%	15.5%	16.1%	16.5%
Black /African American	2.7%	2.6%	2.7%	2.8%	2.8%	2.9%	2.9%
Hispanic / Latino (all races)	23.8%	24.1%	24.7%	24.4%	24.6%	24.5%	25.0%
Native Hawaiian / Pacific Islander	0.7%	0.8%	0.7%	0.8%	0.8%	0.7%	0.8%
Multiracial (non-Hispanic/Latino)	7.0%	7.1%	7.2%	7.1%	7.3%	7.3%	7.5%
White	51.5%	50.7%	49.9%	49.5%	48.7%	48.1%	47.0%

Title 1 School Enrollment

- Title 1 schools (elementary schools with high levels of poverty) experienced a net decline of 165 students (-2.2%).²

Figure 5: K-5 Enrollment by Title I Status

	SY 2016-17 Enrollment	SY 2017-18 Enrollment	SY 2018-19 Enrollment (current year)	# Change (2016 to 2017)	# Change (2017 to 2018)	% Change (2016 to 2017)	% Change (2017 to 2018)
Title I Schools	7,730	7,487	7,322	(243)	(165)	-3.1%	-2.2%
Non-Title I Schools	10,343	10,315	10,350	(28)	35	-0.3%	0.3%
Total	18,073	17,802	17,672	(271)	(130)	-1.5%	-0.7%

² Title 1 elementary schools are: Aloha-Huber Park, Barnes, Beaver Acres, Chehalem, Elmonica, Fir Grove, Greenway, Hazeldale, Kinnaman, McKay, McKinley, Raleigh Hills, Vose and William Walker.

2018-19 School Year Enrollment Summary

School / Program	Previous Year (SY 2017-18)	Current Year (SY 2018-19)	Actual Change #	Actual Change %
Elementary	17,802	17,672	(130)	-0.73%
Middle School	9,354	9,379	25	0.27%
High School	11,697	11,840	143	1.22%
K-12 General Education	38,853	38,891	38	0.10%
Early College (EC)	301	307	6	1.95%
Alternative Programs (AP)	159	129	(30)	-23.26%
Special Education Outside Placement (SP)	93	92	(1)	-1.09%
Self Contained Special Education (SPED)**	1,060	1,039	(21)	-2.02%
Charter Schools	550	643	93	14.46%
District Grand Total	41,016	41,101	85	0.21%

Projection & Actuals

School / Program	Previous Year (SY 2017-18)	Projected Enrollment (SY 2018-19)	Projected Change #	Projected Change %	Actual Change #	2018 Projection Error #	2018 Projection Error %
Elementary	17,802	17,576	(226)	-1.27%	(130)	96	0.55%
Middle School	9,354	9,389	35	0.37%	25	(10)	-0.11%
High School	11,697	11,822	125	1.07%	143	18	0.15%
K-12 General Education	38,853	38,787	(66)	-0.17%	38	104	0.27%
Early College (EC)	301	300	(1)	-0.33%	6	7	2.33%
Alternative Programs (AP)	159	160	1	0.63%	(30)	(31)	-19.38%
Special Education Outside Placement (SP)	93	104	11	11.83%	(1)	(12)	-11.54%
Self Contained Special Education (SPED)**	1,060	1,135	75	7.08%	(21)	(96)	-8.46%
Charter Schools	550	590	40	7.27%	93	53	8.98%
District Grand Total	41,016	41,076	60	0.15%	85	25	0.06%

Notes:

Enrollment count is based on the Enrollment Summary Matrix (ESM) on the last school day of September (9/28/2018)

General Education programs include all K-5, K-8, SUMMA, and Rachel Carson programs, and Middle and High School Options programs (e.g. ACMA, CS, HS2, ISB, SST).

Pre-Kindergarten students are not included in the enrollment counts. Schools with Pre-K programs this year include: Aloha-Huber Park, Barnes, Bonny Slope, Greenway and Vose.

Enrollment by School Grade: September 28, 2018

(Self-Contained Specialized Education Students are not included)

Cost Center	Elementary School	Grade Level					1st - 5th Grade	K - 5th Grade (Total)	Share of K-5	
		Kinder	1st	2nd	3rd	4th				5th
113	Aloha Huber (K-5)	121	124	109	124	128	137	622	743	4.2%
116	Barnes	95	111	104	94	113	117	539	634	3.6%
119	Beaver Acres	88	106	105	112	104	108	535	623	3.5%
122	Bethany	76	99	86	91	93	89	458	534	3.0%
154	Bonny Slope	107	115	99	110	112	107	543	650	3.7%
131	Cedar Mill	61	68	75	79	72	73	367	428	2.4%
137	Chehalem	76	78	68	95	78	76	395	471	2.7%
141	Cooper Mountain	59	76	77	78	86	93	410	469	2.7%
143	Elmonica	146	135	127	124	115	110	611	757	4.3%
151	Errol Hassell	75	74	80	64	79	69	366	441	2.5%
144	Findley	81	93	113	118	137	143	604	685	3.9%
146	Fir Grove	60	64	66	63	61	71	325	385	2.2%
134	Greenway	49	56	60	58	55	54	283	332	1.9%
152	Hazeldale	90	75	56	79	71	69	350	440	2.5%
165	Hiteon	89	98	116	118	108	109	549	638	3.6%
127	Jacob Wismer	83	126	121	125	139	131	642	725	4.1%
186	Kinnaman	86	97	100	97	116	134	544	630	3.6%
157	McKay	59	35	30	58	40	61	224	283	1.6%
161	McKinley	107	109	81	87	91	100	468	575	3.3%
167	Montclair	49	51	46	61	47	53	258	307	1.7%
169	Nancy Ryles	102	114	110	91	116	109	540	642	3.6%
171	Oak Hills	103	88	91	93	86	91	449	552	3.1%
174	Raleigh Hills (K-5)	58	63	66	55	61	68	313	371	2.1%
176	Raleigh Park	57	59	46	64	66	61	296	353	2.0%
179	Ridgewood	57	69	62	55	75	81	342	399	2.3%
177	Rock Creek	79	103	97	103	93	103	499	578	3.3%
139	Sato	107	92	106	104	86	101	489	596	3.4%
164	Scholls Heights	81	82	83	89	85	101	440	521	2.9%
182	Sexton Mountain	92	85	76	91	90	92	434	526	3.0%
124	Springville (K-5)	97	101	111	103	113	118	546	643	3.6%
185	Terra Linda	58	52	53	63	59	47	274	332	1.9%
188	Vose	106	127	96	105	110	103	541	647	3.7%
191	West TV	48	54	52	57	70	50	283	331	1.9%
194	William Walker	72	70	71	79	68	71	359	431	2.4%
Elementary Total		2,774	2,949	2,839	2,987	3,023	3,100	14,898	17,672	100.0%

Enrollment by School Grade: September 28, 2018

(Self-Contained Specialized Education Students are not included)

Cost Center	Middle School	Grade Level			6th - 8th Total	Share of 6-8
		6th	7th	8th		
K-8 Schools						
113	Aloha Huber (6-8th graders)	65	63	55	183	2.0%
174	Raleigh Hills (6-8th graders)	62	53	45	160	1.7%
124	Springville (6-8th graders)	60	60	58	178	1.9%
	K-8 Schools Subtotal	187	176	158	521	5.6%
Comprehensive Middle Schools						
321	Cedar Park	328	311	292	931	9.9%
575	Cedar Park - SUMMA	-	29	36	65	0.7%
326	Conestoga	305	327	332	964	10.3%
357	Five Oaks	241	274	270	785	8.4%
555	Rachel Carson (Timberland)	60	62	60	182	1.9%
331	Highland Park	261	253	280	794	8.5%
580	Highland Park - SUMMA	-	26	28	54	0.6%
341	Meadow Park	223	205	240	668	7.1%
570	Meadow Park - SUMMA	56	30	40	126	1.3%
351	Mountain View	317	289	282	888	9.5%
346	Stoller	393	410	359	1,162	12.4%
565	Stoller - SUMMA	98	125	129	352	3.8%
361	Whitford	193	205	209	607	6.5%
560	Whitford - SUMMA	37	22	26	85	0.9%
	Rachel Carson	60	62	60	182	1.9%
	SUMMA Subtotal	191	232	259	682	7.3%
	Comprehensive Subtotal	2,261	2,274	2,264	6,799	72.5%
Options Middle Schools						
323	ACMA Middle	111	112	115	338	3.6%
372	HS2 Middle	125	126	125	376	4.0%
371	ISB Middle	160	160	161	481	5.1%
	Options Subtotal	396	398	401	1,195	12.7%
Middle School Total		3,095	3,142	3,142	9,379	100.0%

Cost Center	High School	Grade Level				9th - 12th Total	Share of 9-12
		9th	10th	11th	12th		
Comprehensive High Schools							
420	Aloha	448	434	445	446	1,773	15.0%
450	Beaverton	371	404	332	406	1,513	12.8%
440	Mountainside	485	483	382	-	1,350	11.4%
430	Southridge	367	345	285	404	1,401	11.8%
480	Sunset	517	521	456	525	2,019	17.1%
460	Westview	563	590	615	596	2,364	20.0%
	Comprehensive Subtotal	2,751	2,777	2,515	2,377	10,420	88.0%
Options High Schools							
423	ACMA High School	133	93	73	62	361	3.0%
422	Community School (Merlo)	5	30	42	74	151	1.3%
472	HS2 High School (Cap. Center)	113	89	85	77	364	3.1%
471	ISB High School	118	115	63	85	381	3.2%
453	SST (Cap. Center)	46	44	42	31	163	1.4%
	Options Subtotal	415	371	305	329	1,420	12.0%
High School Total		3,166	3,148	2,820	2,706	11,840	100.0%
Early College				134	173	307	

Enrollment by School Grade: September 28, 2018

(Self-Contained Specialized Education Students are not included)

Charter Schools	Grade Level						1st - 5th Grade	K - 5th Grade (Total)
	Kinder	1st	2nd	3rd	4th	5th		
Arco Iris	47	46	51	51	49	46	243	290
Hope Chinese	52	52	26	52	26	26	182	234

Charter Schools	Grade Level			6th-8th Grade
	6th	7th	8th	
Arco Iris	30	27	18	75
Hope Chinese	27	17	0	44

Charter School Total	643
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Enrollment Change by School and Program
(Self-Contained Specialized Education Students are not included)

Elementary School	SY 2016-17 Enrollment	SY 2017-18 Enrollment	SY 2018-19 Enrollment (current year)	# Change (2016 to 2017)	# Change (2017 to 2018)	% Change (2016 to 2017)	% Change (2017 to 2018)
Aloha Huber (K-5)	794	741	743	(53)	2	-6.7%	0.3%
Barnes	631	621	634	(10)	13	-1.6%	2.1%
Beaver Acres	743	702	623	(41)	(79)	-5.5%	-11.3%
Bethany	554	530	534	(24)	4	-4.3%	0.8%
Bonny Slope	622	638	650	16	12	2.6%	1.9%
Cedar Mill	408	418	428	10	10	2.5%	2.4%
Chehalem	494	476	471	(18)	(5)	-3.6%	-1.1%
Cooper Mountain	508	505	469	(3)	(36)	-0.6%	-7.1%
Elmonica	650	714	757	64	43	9.8%	6.0%
Errol Hassell	453	466	441	13	(25)	2.9%	-5.4%
Findley	778	726	685	(52)	(41)	-6.7%	-5.6%
Fir Grove	470	447	385	(23)	(62)	-4.9%	-13.9%
Greenway	380	353	332	(27)	(21)	-7.1%	-5.9%
Hazeldale	495	430	440	(65)	10	-13.1%	2.3%
Hiteon	657	646	638	(11)	(8)	-1.7%	-1.2%
Jacob Wismer	702	755	725	53	(30)	7.5%	-4.0%
Kinnaman	682	665	630	(17)	(35)	-2.5%	-5.3%
McKay	292	280	283	(12)	3	-4.1%	1.1%
McKinley	619	603	575	(16)	(28)	-2.6%	-4.6%
Montclair	366	331	307	(35)	(24)	-9.6%	-7.3%
Nancy Ryles	616	576	642	(40)	66	-6.5%	11.5%
Oak Hills	562	548	552	(14)	4	-2.5%	0.7%
Raleigh Hills (K-5)	397	383	371	(14)	(12)	-3.5%	-3.1%
Raleigh Park	354	369	353	15	(16)	4.2%	-4.3%
Ridgewood	448	414	399	(34)	(15)	-7.6%	-3.6%
Rock Creek	598	573	578	(25)	5	-4.2%	0.9%
Sato (<i>Opened 2017</i>)	-	502	596	502	94		18.7%
Scholls Heights	525	516	521	(9)	5	-1.7%	1.0%
Sexton Mountain	506	495	526	(11)	31	-2.2%	6.3%
Springville (K-5)	944	594	643	(350)	49	-37.1%	8.2%
Terra Linda	393	360	332	(33)	(28)	-8.4%	-7.8%
Vose	613	617	647	4	30	0.7%	4.9%
West TV	349	353	331	4	(22)	1.1%	-6.2%
William Walker	470	455	431	(15)	(24)	-3.2%	-5.3%
Elementary Total	18,073	17,802	17,672	(271)	(130)	-1.50%	-0.73%

Boundary change

Enrollment Change by School and Program

(Self-Contained Specialized Education Students are not included)

Middle School	SY 2016-17 Enrollment	SY 2017-18 Enrollment	SY 2018-19 Enrollment	# Change (2016 to 2017)	# Change (2017 to 2018)	% Change (2016 to 2017)	% Change (2017 to 2018)
K-8 Schools							
Aloha Huber (6-8)	182	180	183	(2)	3	-1.1%	1.7%
Raleigh Hills (6-8)	180	167	160	(13)	(7)	-7.2%	-4.2%
Springville (6-8)	169	177	178	8	1	4.7%	0.6%
K-8 Schools Subtotal	531	524	521	(7)	(3)	-1.3%	-0.6%
	SY 2016-17 Enrollment	SY 2017-18 Enrollment	SY 2018-19 Enrollment	# Change (2016 to 2017)	# Change (2017 to 2018)	% Change (2016 to 2017)	% Change (2017 to 2018)
Comprehensive Middle Schools							
Cedar Park	890	872	931	(18)	59	-2.0%	6.8%
Cedar Park - SUMMA	116	93	65	(23)	(28)	-19.8%	-30.1%
Conestoga	893	959	964	66	5	7.4%	0.5%
Five Oaks	818	831	785	13	(46)	1.6%	-5.5%
Rachel Carson	180	178	182	(2)	4	-1.1%	2.2%
Highland Park	781	820	794	39	(26)	5.0%	-3.2%
Highland Park - SUMMA	93	76	54	(17)	(22)	-18.3%	-28.9%
Meadow Park	698	682	668	(16)	(14)	-2.3%	-2.1%
Meadow Park - SUMMA	150	128	126	(22)	(2)	-14.7%	-1.6%
Mountain View	836	811	888	(25)	77	-3.0%	9.5%
Stoller	1,086	1,090	1,162	4	72	0.4%	6.6%
Stoller - SUMMA	404	394	352	(10)	(42)	-2.5%	-10.7%
Whitford	627	608	607	(19)	(1)	-3.0%	-0.2%
Whitford - SUMMA	88	81	85	(7)	4	-8.0%	4.9%
Rachel Carson	180	178	182	(2)	4	-1.1%	2.2%
SUMMA Subtotal	851	772	682	(79)	(90)	-9.3%	-11.7%
Comprehensive Subtotal	6,629	6,673	6,799	44	126	0.7%	1.9%
	SY 2016-17 Enrollment	SY 2017-18 Enrollment	SY 2018-19 Enrollment	# Change (2016 to 2017)	# Change (2017 to 2018)	% Change (2016 to 2017)	% Change (2017 to 2018)
Options Middle Schools							
ACMA Middle	344	348	338	4	(10)	1.2%	-2.9%
HS2 Middle (Cap. Center)	341	377	376	36	(1)	10.6%	-0.3%
ISB Middle	480	482	481	2	(1)	0.4%	-0.2%
Options Subtotal	1,165	1,207	1,195	42	(12)	3.6%	-1.0%
Middle School Total	9,356	9,354	9,379	(2)	25	-0.02%	0.3%

Enrollment Change by School and Program

(Self-Contained Specialized Education Students are not included)

High School	SY 2016-17 Enrollment	SY 2017-18 Enrollment	SY 2018-19 Enrollment	# Change (2016 to 2017)	# Change (2017 to 2018)	% Change (2016 to 2017)	% Change (2017 to 2018)
Comprehensive High Schools							
Aloha	1,899	1,774	1,773	(125)	(1)	-6.6%	-0.1%
Beaverton	1,773	1,644	1,513	(129)	(131)	-7.3%	-8.0%
Mountainside (added 11th grade in 20	-	873	1,350	873	477		54.6%
Southridge	1,598	1,440	1,401	(158)	(39)	-9.9%	-2.7%
Sunset	2,228	2,068	2,019	(160)	(49)	-7.2%	-2.4%
Westview	2,576	2,484	2,364	(92)	(120)	-3.6%	-4.8%
Comprehensive Subtotal	10,074	10,283	10,420	209	137	2.1%	1.3%

Boundary change

	SY 2016-17 Enrollment	SY 2017-18 Enrollment	SY 2018-19 Enrollment	# Change (2016 to 2017)	# Change (2017 to 2018)	% Change (2016 to 2017)	% Change (2017 to 2018)
Options High Schools							
ACMA High School	369	336	361	(33)	25	-8.9%	7.4%
Community School (Merlo)	164	161	151	(3)	(10)	-1.8%	-6.2%
HS2 High School (Cap. Center)	356	344	364	(12)	20	-3.4%	5.8%
ISB High School	390	400	381	10	(19)	2.6%	-4.8%
SST (Cap. Center)	176	173	163	(3)	(10)	-1.7%	-5.8%
Options Subtotal	1,455	1,414	1,420	(41)	6	-2.8%	0.4%
High School Total*	11,529	11,697	11,840	168	143	1.5%	1.2%

Locations with Multiple Schools / Options Programs	SY 2016-17 Enrollment	SY 2017-18 Enrollment	SY 2018-19 Enrollment	# Change (2016 to 2017)	# Change (2017 to 2018)	% Change (2016 to 2017)	% Change (2017 to 2018)
K-8 Schools							
Aloha-Huber Park K-8	976	921	926	(55)	5	-5.6%	0.5%
Raleigh Hills K-8	577	550	531	(27)	(19)	-4.7%	-3.5%
Springville K-8	1,113	771	821	(342)	50	-30.7%	6.5%
Middle Schools							
Cedar Park + SUMMA	1,006	965	996	(41)	31	-4.1%	3.2%
Five Oaks + Rachel Carson	998	1,009	967	11	(42)	1.1%	-4.2%
Highland Park + SUMMA	874	896	848	22	(48)	2.5%	-5.4%
Meadow Park + SUMMA	848	810	794	(38)	(16)	-4.5%	-2.0%
Stoller + SUMMA	1,490	1,484	1,514	(6)	30	-0.4%	2.0%
Whitford + SUMMA	715	689	692	(26)	3	-3.6%	0.4%
Middle & High Options Schools							
ACMA Middle + High	713	684	699	(29)	15	-4.1%	2.2%
Community School (Merlo)	164	161	151	(3)	(10)	-1.8%	-6.2%
HS2 Middle + High (Capital Center)	697	721	740	24	19	3.4%	2.6%
ISB Middle + High	870	882	862	12	(20)	1.4%	-2.3%
SST (Capital Center)	176	173	163	(3)	(10)	-1.7%	-5.8%

Options & Multiple Programs Total	11,217	10,716	10,704	(501)	(12)	-4.5%	-0.1%
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<i>Not incl. Springville</i>	<i>10,104</i>	<i>9,945</i>	<i>9,883</i>	<i>(159)</i>	<i>(62)</i>	<i>-1.6%</i>	<i>-0.6%</i>
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Boundary change

**Actual Enrollment: Self-Contained Specialized Education
by School and Grade: September 28, 2018**

Cost Center	Elementary School	Grade					K - 5th Grade (Total)	
		Kinder	1st	2nd	3rd	4th		5th
119	Beaver Acres							
	ISC	7	4	6	3	7	5	32
137	Chehalem							
	EGC	2	2	2	6	3	2	17
141	Cooper Mountain							
	SCC	3	1	8	2	3	3	20
151	Errol Hassell							
	SLC	3	5	2	6	2	6	24
134	Greenway							
	ELC	0	1	2	1	4	1	9
152	Hazeldale							
	SCC	1	3	7	4	3	5	23
165	Hiteon							
	EGC	1	3	4	1	7	2	18
186	Kinnaman							
	ISC	4	2	7	3	3	3	22
157	McKay							
	ALC	0	1	2	3	2	6	14
161	McKinley							
	SRC	6	7	1	1	3	3	21
171	Oak Hills							
	ALC	0	3	3	4	2	7	19
174	Raleigh Hills (K-5)							
	EGC	0	1	5	3	4	5	18
176	Raleigh Park							
	SRC	3	6	0	0	0	0	9
179	Ridgewood							
	ISC	5	3	3	3	4	2	20
139	Sato							
	EGC	2	1	1	1	0	7	12
164	Scholls Heights							
	ISC	4	2	5	6	5	3	25
182	Sexton Mountain							
	SRC	5	1	8	3	3	4	24
124	Springville (K-5)							
	EGC		2	3	3	5	6	19
185	Terra Linda							
	SRC	1	2	9	3	5	3	23
191	West TV							
	SCC	1	2	5	1	5	3	17
194	William Walker							
	SCSP	0	1	2	4	7	3	17
Elementary SCSP Total		48	53	85	61	77	79	403

Schools without SCSP Programs

- 113 Aloha Huber (K-5)
- 116 Barnes
- 122 Bethany
- 154 Bonny Slope
- 131 Cedar Mill
- 143 Elmonica
- 144 Findley
- 146 Fir Grove
- 127 Jacob Wismer
- 167 Montclair
- 169 Nancy Ryles
- 177 Rock Creek
- 188 Vose

**Actual Enrollment: Self-Contained Specialized Education
by School and Grade: September 28, 2018**

Cost Center	Middle School	Grade			6th - 8th Total
		6th	7th	8th	
321	Cedar Park				
	EGC	6	6	2	14
	SCC	4	6	4	14
	SRC	1	-	3	4
	Cedar Park SCSP Total	11	12	9	32
326	Conestoga				
	EGC	6	4	3	13
	SLC	4	1	4	9
	Conestoga SCSP Total	10	5	7	22
357	Five Oaks				
	ALC	5	3	9	17
	EGC	5	6	3	14
	ISC	5	4	2	11
	Five Oaks SCSP Total	15	13	14	42
331	Highland Park				
	ALC	7	4	5	16
	SCC	6	6	5	17
	Highland Park SCSP Total	13	10	10	33
341	Meadow Park				
	EGC	3	6	5	14
	ISC	3	-	8	11
	Meadow Park SCSP Total	6	6	13	25
351	Mountain View				
	ALC	5	5	7	17
	SRC	5	5	3	13
	Mountain View SCSP Total	10	10	10	30
346	Stoller				
	ALC	1	6	4	11
	SCC	8	4	6	18
	Stoller SCSP Total	9	10	10	29
361	Whitford				
	ISC	2	3	6	11
	SRC	6	3	2	11
	Whitford SCSP Total	8	6	8	22
	Middle School SCSP Total	82	72	81	235

**Actual Enrollment: Self-Contained Specialized Education
by School and Grade: September 28, 2018**

Cost Center	High School	Grade				9th - 12th Total
		9th	10th	11th	12th	
420	Aloha					
	ALC	4	5	8	6	23
	ISC	4	1	6	3	14
	SCC	7	4	3	4	18
	SRC	6	-	1	1	8
	Aloha SCSP Total	21	10	18	14	63
450	Beaverton					
	ALC	5	3	8	6	22
	ISC	3	1	-	5	9
	SRC	1	4	1	3	9
	Beaverton SCSP Total	9	8	9	14	40
440	Mountainside					
	ALC	2	11	1	-	14
	ISC	3	2	4	1	10
	SLC	3	3	2	2	10
	Mountainside SCSP Total	8	16	7	3	34
430	Southridge					
	ALC	1	4	6	2	13
	EGC	4	3	5	1	13
	Southridge SCSP Total	5	7	11	3	26
480	Sunset					
	ALC	3	4	8	8	23
	EGC	2	5	4	1	12
	SCC	4	4	4	5	17
	SRC	2	1	2	5	10
	Sunset SCSP Total	11	14	18	19	62
460	Westview					
	ALC	7	6	4	8	25
	EGC	3	2	2	2	9
	ISC	6	3	3	1	13
	SCC	4	5	3	6	18
	Westview SCSP Total	20	16	12	17	65
	High School SCSP Total	74	71	75	70	290

818		6th	7th	8th	9th	10th	11th	12th	Total
	Capital Center Programs								-
	ACE		1	1	2	-	2	-	6
	Community							105	105
	Community-ISC								-
	PTP								-
	Capital Center Programs Total	-	1	1	2	-	2	105	111

District Totals		Share of District SCSP
Elementary Total	403	39%
Middle School Total	235	23%
High School Total	290	28%
Capital Center Prog.Total	111	11%
District SCSP Total	1,039	100%

Beaverton School District: 2018-19 School Year Enrollment and Utilization of Capacity

Updated: 10/3/2018

Elementary School Locations	Capacity				Enrollment		Utilization of Capacity Current Year	
	Permanent Building Capacity (students)	Capacity Provided by Portables	Portable Classrooms Onsite	Total Available Capacity (Permanent + Portable)	Previous Year (9/30/2017)	Current Year (9/28/2018)	Permanent Capacity	Total Capacity (with portables)
	Aloha-Huber Park (includes K-8)	1,042	-	-	1,042	921	926	89%
Barnes	732	76	4	808	621	634	87%	78%
Beaver Acres	741	152	8	893	702	623	84%	70%
Bethany	481	57	3	538	530	534	111%	99%
Bonny Slope	786	-	-	786	638	650	83%	83%
Cedar Mill	384	19	1	403	418	428	111%	106%
Chehalem	480	76	4	556	476	471	98%	85%
Cooper Mountain	512	76	4	588	505	469	92%	80%
Elmonica	466	247	13	713	714	757	162%	106%
Errol Hassell	558	-	-	558	466	441	79%	79%
Findley	703	152	8	855	726	685	97%	80%
Fir Grove	555	38	2	593	447	385	69%	65%
Greenway	523	-	-	523	353	332	63%	63%
Hazeldale	750	-	-	750	430	440	59%	59%
Hiteon	736	-	-	736	646	638	87%	87%
Jacob Wismer	711	38	2	749	755	725	102%	97%
Kinnaman	781	38	2	819	665	630	81%	77%
McKay	415	-	-	415	280	283	68%	68%
McKinley	568	114	6	682	603	575	101%	84%
Montclair	367	57	3	424	331	307	84%	72%
Nancy Ryles	693	38	2	731	576	642	93%	88%
Oak Hills	463	152	8	615	548	552	119%	90%
Raleigh Hills (Includes K-8)	530	114	6	644	550	531	100%	82%
Raleigh Park	434	76	4	510	369	353	81%	69%
Ridgewood	461	38	2	499	414	399	87%	80%
Rock Creek	497	114	6	611	573	578	116%	95%
Sato Elementary	769	-	-	769	502	596	78%	78%
Scholls Heights	644	76	4	720	516	521	81%	72%
Sexton Mountain	637	114	6	751	496	526	83%	70%
Springville (includes K-8)	836	114	6	950	771	821	98%	86%
Terra Linda	480	-	-	480	360	332	69%	69%
Vose	750	-	-	750	617	647	86%	86%
West Tualatin View	398	-	-	398	353	331	83%	83%
William Walker (at Timberland)	750	-	-	750	455	431	57%	57%
Elementary Total	20,633	1,976	104	22,609	18,327	18,193	88%	80%
	91%	9%						

Elementary Schools by Subregion	Capacity				Enrollment		Utilization of Capacity Current Year	
	Permanent Building Capacity (students)	Capacity Provided by Portables	Portable Classrooms Onsite	Total Available Capacity (Permanent + Portable)	Previous Year (9/30/2017)	Current Year (9/28/2018)	Permanent Capacity	Total Capacity (with portables)
	NW BTH, JW, OH, RC, SATO, SPR	3,757	475	25	4,232	3,679	3,806	101%
NE BS, CM, FIND, TL, WTV	2,751	171	9	2,922	2,495	2,426	88%	83%
CW BAR, BA, ELM, MCKN	2,507	589	31	3,096	2,640	2,589	103%	84%
CE RPK, RDG, WW	1,645	114	6	1,759	1,238	1,183	72%	67%
SW AHP, CHE, EH, HAZ, KIN	3,611	114	6	3,725	2,958	2,908	81%	78%
S COOP, NR, SCHO, SXMT	2,486	304	16	2,790	2,093	2,158	87%	77%
SE FG, GRE, HIT, MKAY, MON, RH, VOS	3,876	209	11	4,085	3,224	3,123	81%	76%
Total	20,633	1,976	104	22,609	18,327	18,193	88%	80%
North of Highway 26	6,508	646	34	7,154	6,174	6,232	96%	87%
Central	5,975	741	39	6,716	5,464	5,328	89%	79%
South of Farmington / B-H Highway	8,150	589	31	8,739	6,689	6,633	81%	76%
Total	20,633	1,976	104	22,609	18,327	18,193	88%	80%

Notes:

Student enrollment figures do not include students in Special Education programs.

Space reserved for Special Education, English Language Learners and Head Start programs has been deducted from school capacity.

Space utilized for Pre-K programs is not accounted for in capacity calculations (Aloha-Huber Park, Barnes, Bonny Slope, Greenway and Vose).

Capacity	0-74%
Utilization Key:	75-89%
	90-105%
	> 105%

**Beaverton School District:
2018-19 School Year Enrollment and Utilization of Capacity**

	Capacity				Enrollment		Utilization of Capacity Current Year	
	Permanent Building Capacity (students)	Capacity Provided by Portables	Portable Classrooms Onsite	Total Available Capacity (Permanent + Portable)	Previous Year (9/30/2017)	Current Year (9/28/2018)	Permanent Capacity	Total Capacity (with portables)
Middle School Locations								
Cedar Park (includes SUMMA)	872	126	6	998	965	996	114%	100%
Conestoga	959	126	6	1,085	959	964	101%	89%
Five Oaks (Includes Rachel Carson)*	1,047	42	2	1,089	1,009	967	92%	89%
Highland Park (includes SUMMA)	871	84	4	955	896	848	97%	89%
Meadow Park (includes SUMMA)	848	84	4	932	810	794	94%	85%
Mountain View	990	84	4	1,074	811	888	90%	83%
Stoller (includes SUMMA)	1,081	294	14	1,375	1,484	1,514	140%	110%
Whitford (includes SUMMA)	858	-	-	858	689	692	81%	81%
Middle School Total	7,526	840	40	8,366	7,623	7,663	102%	92%
	90%	10%						

* Rachel Carson is located at Timberland for SY 2018-19

	Capacity				Enrollment		Utilization of Capacity Current Year	
	Permanent Building Capacity (students)	Capacity Provided by Portables	Portable Classrooms Onsite	Total Available Capacity (Permanent + Portable)	Previous Year (9/30/2017)	Current Year (9/28/2018)	Permanent Capacity	Total Capacity (with portables)
High School Locations								
Aloha	2,040	136	5	2,176	1,774	1,773	87%	81%
Beaverton	2,122	-	-	2,122	1,644	1,513	71%	71%
Mountainside	2,176	-	-	2,176	873	1,350	62%	62%
Southridge	1,850	-	-	1,850	1,440	1,401	76%	76%
Sunset	2,203	-	-	2,203	2,068	2,019	92%	92%
Westview	1,986	435	16	2,421	2,484	2,364	119%	98%
Comprehensive High School Subtotal	12,376	571	21	12,948	10,283	10,420	84%	80%
	96%	4%						

	Capacity				Enrollment		Utilization of Capacity Current Year	
	Permanent Building Capacity (students)	Capacity Provided by Portables	Portable Classrooms Onsite	Total Available Capacity (Permanent + Portable)	Previous Year (9/30/2017)	Current Year (9/28/2018)	Permanent Capacity	Total Capacity (with portables)
Option School Locations								
ACMA (Grades 6-12)	330	184	8	514	684	699	212%	136%
HS2 (Gr 6-12) @ Cap Center	731	-	-	731	721	740	101%	101%
SST @ Cap Center*	133	-	-	133	173	163	123%	123%
ISB (Grades 6-12)	530	276	12	806	882	862	163%	107%
Community School (Merlo Station)	330	46	2	376	161	151	46%	40%
Options School Subtotal	2,054	506	22	2,560	2,621	2,615	127%	102%
	80%	20%						

Capacity	0-74%
Utilization Key:	75-89%
	90-105%
	> 105%

Notes:

Student enrollment figures do not include students in Special Education programs

Space reserved for Special Education, English Language Learners and Head Start programs has been deducted from school capacity

**Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For the Period Ended September 30, 2018**

(\$ in millions)

	Budget		Activity			
	Adopted Budget 2018-19	Final Budget 2018-19	YTD Actuals Through Current Month	Encumbrances Through Current Month	Actuals Including Encumbrances	Forecast Through 6/30/2018
REVENUES:						
Beginning Fund Balance	\$ 33.0	\$ 33.0	\$ 29.6	\$ -	\$ 29.6	\$ 29.6
State School Fund:						
State School Fund	263.1	263.1	84.7	-	84.7	260.1
Property Taxes	136.1	136.1	3.2	-	3.2	139.1
Local Option Levy	32.5	32.5	0.4	-	0.4	32.9
Common School Fund	4.1	4.1	-	-	-	4.1
County School Fund	0.6	0.6	-	-	-	0.6
Investment earnings	1.0	1.0	-	-	-	1.5
Other	17.9	17.9	0.6	-	0.6	17.9
Total	\$ 488.3	\$ 488.3	\$ 118.5	\$ -	\$ 118.5	\$ 485.8
EXPENDITURES:						
Salaries	\$ 263.6	\$ 263.6	\$ 45.5	\$ -	\$ 45.5	\$ 264.0
Benefits	149.1	149.1	25.7	-	25.7	149.1
Purchased services	25.8	25.8	4.1	17.5	21.6	23.2
Supplies & materials	17.9	17.9	4.4	2.9	7.3	17.9
Capital outlay	1.0	1.0	0.3	0.3	0.6	1.0
Other	2.4	2.4	1.2	0.1	1.3	2.4
Transfers out	4.1	4.1	3.2	-	3.2	4.1
Subtotal	\$ 463.9	\$ 463.9	\$ 84.4	\$ 20.8	\$ 105.2	\$ 461.7
CONTINGENCY:	24.4	24.4	-	-	-	-
Total	\$ 488.3	\$ 488.3	\$ 84.4	\$ 20.8	\$ 105.2	\$ 461.7
Projected ending fund balance						24.1
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2018 *						5.0%

*Projected ending fund balance breakdown:	Projected EFB	
General Operating Fund	\$ 24.0	4.9%
Local Option Levy Fund	0.1	0.1%

Beaverton School District
Comparison of Year-To-Date Revenue and Expenditures to the Prior Year
General Fund
For the Period Ended September 30, 2018

	2017-18			2018-19			Variance	
	Unaudited Fiscal Year 2017-18	YTD Through 9/30/17	Percentage of Total Fiscal Year 2017-18	Budget Fiscal Year 2018-19	YTD Through 9/30/18	Percentage of Total Budget 2018-19	Increase (Decrease) From Prior Year	
							\$	%
REVENUES:								
Beginning fund balance	\$ 37,945,300	\$ 37,945,300	100.00%	\$ 33,000,000	\$ 29,617,787	89.75%	\$ (8,327,513)	-21.95%
Property taxes	130,772,599	135,854	0.10%	136,100,000	3,162,511	2.32%	3,026,658	2227.88%
Local Option Levy	31,005,163	28,930	0.09%	32,482,500	392,416	1.21%	363,486	1256.43%
State School Fund	258,157,569	86,249,995	33.41%	263,010,769	84,733,703	32.22%	(1,516,292)	-1.76%
Common School Fund	4,191,413	-	0.00%	4,098,000	-	0.00%	-	0.00%
County School Fund	750,902	-	0.00%	570,000	-	0.00%	-	0.00%
ESD apportionment	10,778,007	3,552,845	32.96%	11,885,000	-	0.00%	(3,552,845)	-100.00%
Charges for services	608,040	62,329	10.25%	800,000	51,316	6.41%	(11,014)	-17.67%
Investment earnings	1,455,919	-	0.00%	990,000	-	0.00%	-	0.00%
Rentals	909,628	84,953	9.34%	902,000	104,282	11.56%	19,330	22.75%
Fees charged to grants	497,184	75,429	15.17%	540,000	81,388	15.07%	5,960	7.90%
Extra Curricular Activities	1,873,740	294,306	15.71%	2,000,000	280,646	14.03%	(13,660)	-4.64%
Other	4,909,445	44,929	0.92%	1,950,000	98,447	5.05%	53,517	119.11%
Total	\$ 483,854,909	\$ 128,474,870	26.55%	\$ 488,328,269	\$ 118,522,497	24.27%	\$ (9,952,374)	-7.75%
EXPENDITURES:								
Salaries	\$ 262,041,509	\$ 43,087,580	16.44%	\$ 261,803,989	\$ 45,545,540	17.40%	\$ 2,457,960	5.70%
Benefits	145,552,031	24,661,507	16.94%	148,751,080	25,659,153	17.25%	997,646	4.05%
Purchased services	24,442,803	4,022,858	16.46%	29,230,000	4,052,338	13.86%	29,480	0.73%
Supplies & materials	17,034,425	5,509,026	32.34%	16,677,609	4,419,184	26.50%	(1,089,842)	-19.78%
Capital outlay	1,697,557	143,018	8.42%	1,049,259	257,566	24.55%	114,548	80.09%
Other	1,816,136	331,172	18.23%	2,319,226	1,208,454	52.11%	877,282	264.90%
Transfers out	2,088,979	1,239,833	59.35%	4,080,694	3,150,245	77.20%	1,910,412	154.09%
Contingency and budget savings	-	-	-	24,416,413	-	-	-	0.00%
Total	\$ 454,673,441	\$ 78,994,994	17.37%	\$ 488,328,269	\$ 84,292,480	17.26%	\$ 5,297,486	6.71%

Beaverton School District
Comparison of Year-To-Date Revenue and Expenditures to the Prior Year - Variance Analysis
General Fund
For the Period Ended September 30, 2018

	Variance		Explanation of Variance
	Increase (Decrease) From Prior Year		
	\$	%	
REVENUES:			
Beginning fund balance	(8,327,513)	-21.95%	Decrease is due to use of fund balance in 2017-18.
Property taxes *	3,026,658	2227.88%	Variance is due to property taxes received from settlement payment in 2018-19.
Local Option Levy *	363,486	1256.43%	Variance is due to local option taxes received from settlement payment in 2018-19.
State School Fund	(1,516,292)	-1.76%	Variance is due to higher initial payments in 2017-18.
ESD apportionment *	(3,552,845)	-100.00%	Variance is due to timing of ESD appointment payments.
Other	53,517	119.11%	Variance is due to timing of other additional revenues.
EXPENDITURES:			
Salaries *	2,457,960	5.70%	Increase is expected as budgeted for in 2018-19.
Benefits *	997,646	4.05%	Increase is expected as budgeted for in 2018-19.
Supplies & materials *	(1,089,842)	-19.78%	Variance is due to recognition timing of a lease payment initially treated a supplies & materials in 2017-18.
Capital outlay *	114,548	80.09%	Variance is due to timing of expenditures.
Other *	877,282	264.90%	Variance is due to recognition timing of a lease payment initially treated a supplies & materials in 2017-18.
Transfers out *	1,910,412	154.09%	Variance is due to increase in transfer for Sustainability Fund due to increase revenues in 2017-18.

* New variance explanation for current month

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
For the Period Ended September 30, 2018

Funds	Revenue				Expenditures						Fund Balance
	Final Budget <i>(Incl Beg Fund Bal)</i>	YTD Revenue <i>(Incl Beg Fund Bal)</i>	Budget Variance		Final Budget	YTD Expenditures <i>(Incl transfers out)</i>	Encumbrances	YTD Expenditures & Encumbrances	Budget Variance		
			\$	%					\$	%	
Student Body Fund	\$ 10,700,000	\$ 5,542,328	\$ (5,157,672)	51.80%	\$ 10,700,000	\$ 51,626	\$ 99,493	\$ 151,119	\$ (10,548,881)	1.41%	\$ 5,391,209
Special Purpose Fund	12,160,000	1,541,787	(10,618,213)	12.68%	12,160,000	376,593	314,103	690,696	(11,469,304)	5.68%	851,091
Categorical	6,525,000	2,650,102	(3,874,898)	40.61%	6,525,000	368,225	471,052	839,277	(5,685,723)	12.86%	1,810,825
Grant Fund	42,497,719	3,544,160	(38,953,559)	8.34%	42,497,719	3,633,268	2,222,052	5,855,320	(36,642,399)	13.78%	(2,311,160)
Equipment Replacement Fund	4,080,000	3,778,276	(301,724)	92.60%	4,080,000	338,896	1,309,023	1,647,919	(2,432,081)	40.39%	2,130,357
Sustainability Fund	22,201,279	20,501,279	(1,700,000)	92.34%	22,201,279	-	-	-	(22,201,279)	0.00%	20,501,279
Nutrition Services Fund	19,477,834	3,433,479	(16,044,355)	17.63%	19,477,834	2,315,255	3,023,522	5,338,777	(14,139,057)	27.41%	(1,905,298)
Debt Service Fund	82,899,491	8,152,291	(74,747,200)	9.83%	82,899,491	-	-	-	(82,899,491)	0.00%	8,152,291
Capital Projects Fund	316,314,000	300,520,003	(15,793,997)	95.01%	316,314,000	18,935,893	81,095,120	100,031,013	(216,282,987)	31.62%	200,488,990
Insurance Reserve Fund	6,362,430	3,929,543	(2,432,887)	61.76%	6,362,430	1,746,381	1,285,747	3,032,128	(3,330,302)	47.66%	897,415
Workers' Compensation Fund	3,786,436	3,234,535	(551,901)	85.42%	3,786,436	671,465	93,710	765,175	(3,021,261)	20.21%	2,469,360
Scholarship Fund (Expendable Trust)	400,000	350,115	(49,885)	87.53%	400,000	18,000	15,000	33,000	(367,000)	8.25%	317,115
Pension Fund	65,000	61,970	(3,030)	95.34%	65,000	61,970	-	61,970	(3,030)	95.34%	-
Total	\$ 527,469,189	\$ 357,239,868	\$ (170,229,321)		\$ 527,469,189	\$ 28,517,572	\$ 89,928,822	\$ 118,446,394	\$ (409,022,795)		\$ 238,793,474



BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2018-19
As of 9/30/18

School				Budget		Actual		Increase
	Budgeted Enrollment	9/30/18 Enrollment	Enrollment Change	Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
Aloha Huber (K-8)	891	926	35	34.0	39.0	34.0	39.0	
Barnes	617	634	17	26.0	30.0	25.0	29.0	
Beaver Acres	672	623	(49)	29.0	34.0	24.1	29.1	
Bethany	517	534	17	21.0	23.0	22.0	24.0	
Bonny Slope	646	650	4	25.0	29.0	25.0	29.0	
Cedar Mill	422	428	6	15.0	21.0	15.0	21.0	
Chehalem	454	471	17	19.0	24.0	19.0	24.0	
Cooper Mountain	503	469	(34)	22.0	25.0	22.0	25.0	
Elmonica	737	757	20	29.0	34.0	29.9	34.9	
Errol Hassell	462	441	(21)	19.0	22.0	19.0	22.0	
Findley	680	685	5	28.5	32.5	28.5	32.5	
Fir Grove	421	385	(36)	15.0	21.0	14.9	20.9	
Greenway	324	332	8	15.0	17.0	15.0	17.0	
Hazeldale	426	440	14	17.0	23.0	16.9	22.9	
Hiteon	650	638	(12)	25.0	31.0	25.7	32.0	
Jacob Wismer	763	725	(38)	29.0	35.0	28.0	34.0	
Kinnaman	640	630	(10)	25.0	31.0	25.0	31.0	
McKay	243	283	40	11.0	14.0	12.8	15.8	
McKinley	606	575	(31)	26.0	31.0	25.9	30.9	
Montclair	304	307	3	13.0	15.0	13.0	15.0	
Nancy Ryles	575	642	67	22.0	27.0	21.0	26.0	
Oak Hills	522	552	30	22.0	25.0	22.9	26.9	
Raleigh Hills (K-8)	559	532	(27)	23.0	30.0	21.9	28.9	
Raleigh Park	361	353	(8)	16.0	21.0	16.0	21.0	
Ridgewood	387	399	12	17.0	22.0	17.0	22.0	
Rock Creek	575	578	3	23.0	28.0	23.0	28.0	
Sato	555	596	41	23.0	28.0	23.0	28.0	
Scholls Heights	520	521	1	21.0	26.0	21.0	26.0	
Sexton Mountain	512	526	14	21.0	24.0	21.0	24.0	
Springville (K-8)	818	821	3	32.0	38.0	32.0	38.0	
Terra Linda	348	332	(16)	15.0	18.0	15.9	18.9	
Vose	622	647	25	33.5	39.5	24.0	30.0	
West TV	354	331	(23)	16.0	20.0	15.1	19.1	
William Walker	425	431	6	17.0	22.0	17.0	22.0	
Elementary School Total	18,111	18,194	83	745.0	900.0	731.5	887.9	156.3



BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2018-19
As of 9/30/18

School				Budget		Actual		Increase
	Budgeted Enrollment	9/30/18 Enrollment	Enrollment Change	Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
Cedar Park	979	996	17	33.1	39.6	33.0	39.5	
Conestoga	992	964	(28)	32.6	39.1	32.6	39.1	
Five Oaks	976	967	(9)	36.5	43.0	34.9	41.4	
Highland Park	838	848	10	27.1	33.6	27.0	33.5	
Meadow Park	826	794	(32)	32.6	38.6	32.6	38.6	
Mountain View	853	888	35	29.6	36.6	28.3	35.3	
Stoller	1,497	1,514	17	48.1	58.1	47.7	58.7	
Whitford	687	692	5	27.1	32.6	27.1	33.0	
Middle School Total	7,648	7,663	15	266.7	321.2	263.2	319.1	55.87
Aloha	1,701	1,773	72	65.0	75.4	62.7	74.3	
Beaverton	1,558	1,513	(45)	62.7	72.3	61.8	71.4	
Mountainside	1,285	1,350	65	44.1	52.1	43.9	52.4	
Southridge	1,405	1,401	(4)	50.8	59.4	49.8	58.4	
Sunset	2,038	2,019	(19)	69.3	82.1	69.3	82.1	
Westview	2,353	2,364	11	80.4	95.0	79.4	94.0	
High School Total	10,340	10,420	80	372.4	436.4	366.8	432.5	65.71
Arts & Communication Magnet Academy (ACMA)	736	699	(37)	28.4	32.8	27.7	32.1	
Community School	160	151	(9)	10.6	11.8	11.2	12.4	
Health & Science High School	726	740	14	27.5	32.2	27.0	31.7	
International School of Beaverton	887	862	(25)	34.8	40.4	33.6	39.2	
School of Science & Technology	179	163	(16)	7.6	8.6	7.8	8.8	
Options Schools Total	2,688	2,615	(73)	108.9	125.8	107.3	124.2	16.90
Address Extreme Class Size K-12	-	-	-	-	4.5	-	0.1	
District Total	38,787	38,892	105	1,493.0	1,787.9	1,468.9	1,763.7	294.9

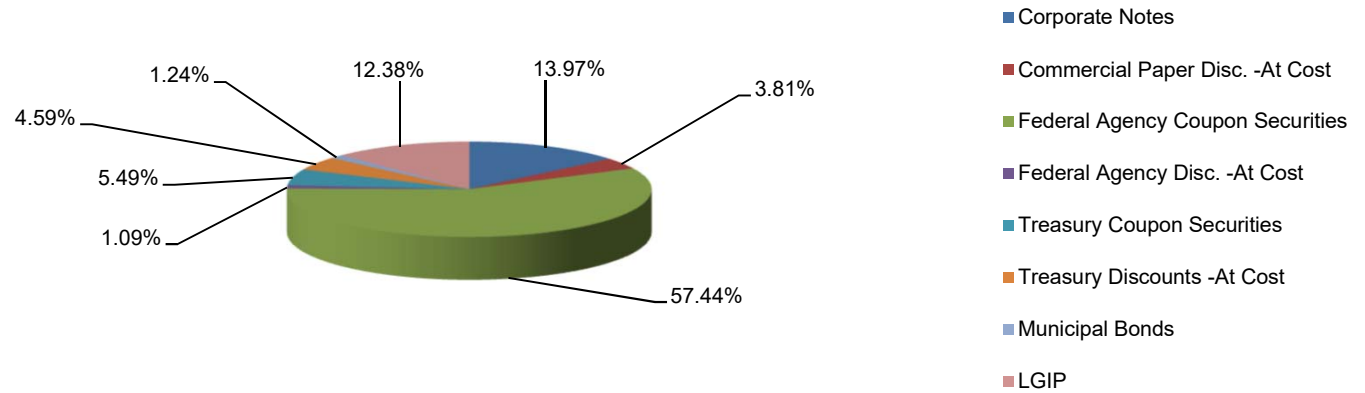
Beginning Fund Balance 7/1/18
 Projected Revenue:
 Projected Expense:
 Projected Fund Balance 6/30/19:

	Adopted Budget	Current Projection	Year-to-Date Actual
\$	-	\$ 121,798	\$ 121,798
	32,482,500	32,482,500	-
	32,482,500	32,482,500	5,549,040
\$	-	\$ 121,798	\$ (5,427,243)



**Beaverton School District
Portfolio Management
Portfolio Summary
30-Sep-18**

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	YTM	YTM 365 Equiv.	Maximum % of Portfolio allowed per Board policy
Corporate Notes	50,806,000.00	50,344,864.99	50,746,143.31	13.97%	659	2.023	2.023	35%
Commercial Paper Disc. -At Cost	14,000,000.00	13,828,150.00	13,828,150.00	3.81%	193	2.348	2.381	35%
Federal Agency Coupon Securities	208,000,000.00	206,120,691.00	208,706,282.74	57.44%	762	1.403	1.403	100%
Federal Agency Disc. -At Cost	4,200,000.00	3,978,450.00	3,964,968.00	1.09%	814	2.604	2.641	100%
Treasury Coupon Securities	20,000,000.00	19,909,370.00	19,958,071.88	5.49%	428	1.682	1.682	100%
Treasury Discounts -At Cost	17,073,000.00	16,746,757.53	16,673,081.87	4.59%	560	1.664	1.688	100%
Municipal Bonds	4,500,000.00	4,498,380.00	4,497,130.00	1.24%	328	2.420	2.420	30%
LGIP	44,970,626.56	44,970,626.56	44,970,626.56	12.38%	1	2.100	2.100	100%
	363,549,626.56	360,397,290.08	363,344,454.36	100.00%	599	1.665	1.668	
Accrued Interest at Purchase		15,750.00	15,750.00					
Total Cash and Investments	363,549,626.56	360,413,040.08	363,360,204.36		599	1.665	1.668	



**Beaverton School District
Portfolio Management
Portfolio Details - Investments
September 30, 2018**

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Term	YTM	YTM 365	Maturity Date
Corporate Notes												
037833CZ1	11054	Apple Corp		03/13/2018	2,000,000.00	1,975,160.00	1,976,580.00	1.500	548	2.300	2.300	09/12/2019
06367VHL2	11020	BANK OF MONTREAL		06/20/2017	5,000,000.00	4,993,680.00	5,057,725.60	2.375	584	1.639	1.639	01/25/2019
06416CAB4	11007	BANK OF NOVA SCOTIA		05/24/2017	5,000,000.00	4,910,070.00	5,006,950.00	1.850	1,056	1.800	1.800	04/14/2020
084664CK5	11055	BERKSHIRE HATHAWAY FIN		03/13/2018	1,500,000.00	1,477,429.50	1,479,075.00	1.300	520	2.302	2.302	08/15/2019
17275RAX0	11057	Cisco Corp		05/14/2018	5,000,000.00	4,968,790.00	4,973,250.00	2.450	763	2.715	2.715	06/15/2020
46625HJR2	11035	JP MORGAN CHASE		12/08/2017	6,500,000.00	6,489,704.00	6,536,400.00	2.350	416	1.850	1.850	01/28/2019
594918BV5	11056	Microsoft Corp		05/03/2018	6,026,000.00	5,948,999.77	5,954,290.60	1.850	644	2.545	2.545	02/06/2020
63254AAQ1	11015	National Australian Bank/NY		06/01/2017	4,780,000.00	4,709,131.72	4,738,022.11	1.375	771	1.800	1.800	07/12/2019
63254AAM0	11053	National Australian Bank/NY		02/01/2018	5,000,000.00	4,981,180.00	4,997,650.00	2.000	347	2.050	2.050	01/14/2019
89236TCF0	11008	Toyota Cap Corp		05/24/2017	5,000,000.00	4,939,800.00	5,054,350.00	2.150	1,023	1.750	1.750	03/12/2020
90331HMY6	11043	US BANK		12/18/2017	5,000,000.00	4,950,920.00	4,971,850.00	1.400	494	1.822	1.822	04/26/2019
Subtotal and Average			55,306,776.67		50,806,000.00	50,344,864.99	50,746,143.31		659	2.023	2.023	
Commercial Paper Disc. -At Cost												
36164KL66	11058	G E Cap Corp		05/14/2018	5,000,000.00	4,946,222.22	4,946,222.22	2.200	176	2.224	2.255	11/06/2018
46640QML2	11061	JP MORGAN CHASE		05/25/2018	4,000,000.00	3,944,266.68	3,944,266.68	2.400	209	2.481	2.515	12/20/2018
89233HLU6	11059	Toyota Cap Corp		05/16/2018	5,000,000.00	4,937,661.10	4,937,661.10	2.290	196	2.367	2.400	11/28/2018
Subtotal and Average			13,828,150.00		14,000,000.00	13,828,150.00	13,828,150.00		193	2.348	2.381	
Federal Agency Coupon Securities												
3133EG3X1	11000	Federal Farm Credit Bank		05/18/2017	10,000,000.00	9,949,010.00	9,995,032.74	1.250	609	1.280	1.280	01/17/2019
3130AAYV4	11002	Federal Home Loan Bank		05/19/2017	30,000,000.00	29,841,690.00	30,125,400.00	1.450	650	1.211	1.211	02/28/2019
3130ABAN6	11003	Federal Home Loan Bank		05/19/2017	20,000,000.00	19,835,220.00	20,000,000.00	1.300	705	1.300	1.300	04/24/2019
3130AAYV4	11012	Federal Home Loan Bank		05/30/2017	20,000,000.00	19,894,460.00	20,047,200.00	1.450	639	1.312	1.312	02/28/2019
313383HU8	11022	Federal Home Loan Bank		06/26/2017	18,000,000.00	17,707,086.00	18,125,820.00	1.750	1,082	1.508	1.508	06/12/2020
313379EE5	11023	Federal Home Loan Bank		06/26/2017	20,000,000.00	19,854,840.00	20,111,000.00	1.625	718	1.338	1.338	06/14/2019
3130ACZL1	11037	Federal Home Loan Bank		12/07/2017	5,000,000.00	4,988,930.00	5,000,000.00	1.625	365	1.625	1.625	12/07/2018
3130AAE46	11052	Federal Home Loan Bank		02/01/2018	10,000,000.00	9,947,940.00	9,945,200.00	1.250	349	1.829	1.829	01/16/2019
3134GBQZ8	11004	Federal Home Loan Mtg Corp		05/22/2017	20,000,000.00	19,660,100.00	20,000,000.00	1.550	1,096	1.550	1.550	05/22/2020
3134GBRN4	11005	Federal Home Loan Mtg Corp		05/25/2017	25,000,000.00	24,637,225.00	25,000,000.00	1.450	914	1.450	1.450	11/25/2019
3134GBRP9	11006	Federal Home Loan Mtg Corp		05/30/2017	25,000,000.00	24,671,075.00	25,000,000.00	1.375	820	1.375	1.375	08/28/2019
317705AH4	11033	Financing Corporation		12/05/2017	5,000,000.00	5,133,115.00	5,356,630.00	9.650	332	1.700	1.700	11/02/2018
Subtotal and Average			208,706,282.74		208,000,000.00	206,120,691.00	208,706,282.74		762	1.403	1.403	

**Beaverton School District
Portfolio Management
Portfolio Details - Investments
September 30, 2018**

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Term	YTM	YTM 365	Maturity Date
Federal Agency Disc. -At Cost												
912833LA6	11060	US TREASURY STRIPS		05/24/2018	4,200,000.00	3,978,450.00	3,964,968.00	2.475	814	2.604	2.641	08/15/2020
Subtotal and Average			3,964,968.00		4,200,000.00	3,978,450.00	3,964,968.00		814	2.604	2.641	
Treasury Coupon Securities												
912828C24	11041	U.S. Treasury		12/13/2017	10,000,000.00	9,951,170.00	9,981,900.00	1.500	442	1.651	1.651	02/28/2019
912828B33	11042	U.S. Treasury		12/13/2017	10,000,000.00	9,958,200.00	9,976,171.88	1.500	414	1.713	1.713	01/31/2019
Subtotal and Average			19,958,071.88		20,000,000.00	19,909,370.00	19,958,071.88		428	1.682	1.682	
Treasury Discounts -At Cost												
912833KW9	11011	U.S. Treasury		05/30/2017	7,073,000.00	6,882,467.53	6,873,081.87	1.261	807	1.302	1.320	08/15/2019
912833KU3	11050	U.S. Treasury		01/25/2018	10,000,000.00	9,864,290.00	9,800,000.00	1.865	386	1.919	1.945	02/15/2019
Subtotal and Average			20,832,363.69		17,073,000.00	16,746,757.53	16,673,081.87		560	1.664	1.688	
Municipal Bonds												
13063CKL3	11066	CALIFORNIA STATE		07/13/2018	3,500,000.00	3,497,130.00	3,497,130.00	2.250	292	2.352	2.352	05/01/2019
798189PB6	11065	San Jose Evergreen Cmty Clg D		06/05/2018	1,000,000.00	1,001,250.00	1,000,000.00	2.657	453	2.659	2.659	09/01/2019
Subtotal and Average			4,497,130.00		4,500,000.00	4,498,380.00	4,497,130.00		328	2.420	2.420	
LGIP												
LGIP 4010	LGIP4010	LGIP		07/01/2006	12,335,400.57	12,335,400.57	12,335,400.57	2.100	1	2.100	2.100	
LGIP 4966	LGIP4966	LGIP		05/11/2017	29,259,217.25	29,259,217.25	29,259,217.25	2.100	1	2.100	2.100	
LGIP 4972	LGIP4972	LGIP		05/11/2017	1,417,652.14	1,417,652.14	1,417,652.14	2.100	1	2.100	2.100	
LGIP 5173	LGIP5173	LGIP		06/30/2006	1,958,356.60	1,958,356.60	1,958,356.60	2.100	1	2.100	2.100	
Subtotal and Average			43,323,841.21		44,970,626.56	44,970,626.56	44,970,626.56		1	2.100	2.100	
Total and Average			370,417,584.18		363,549,626.56	360,397,290.08	363,344,454.36		599	1.665	1.668	

**Beaverton School District
Portfolio Management
Portfolio Details - Cash
September 30, 2018**

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Term	YTM	YTM 365
		Average Balance	0.00	Accrued Interest at Purchase		15,750.00	15,750.00		0		
				Subtotal		15,750.00	15,750.00				
		Total Cash and Investments	370,417,584.18		363,549,626.56	360,413,040.08	363,360,204.36		599	1.665	1.668

**BEAVERTON SCHOOL DISTRICT
CASH ACTIVITY REPORT FOR ALL FUNDS**

SEPTEMBER 2018

	ENDING BALANCE 8/31/2018	CASH RECEIPTS	CASH DISBURSEMENTS	NET INVESTMENT TRANSFERS	ENDING BALANCE 9/30/2018
CASH PER BOOKS					
US Bank Checking	\$ 5,750,684	\$ 2,207,221	\$ (50,327,223)	\$ 50,157,802	\$ 7,788,484
Wells Fargo Checking	1,033,313	847,607	(317,362)		1,563,558
TOTAL CASH PER BOOKS	\$ 6,783,997	\$ 3,054,828	\$ (50,644,585)	\$ 50,157,802	\$ 9,352,042

	ENDING BALANCE 8/31/2018	INVESTMENT RECEIPTS	INVESTMENT PURCHASES	INVESTMENT MATURITIES / SALES	ENDING BALANCE 9/30/2018
INVESTMENTS					
Castle Oak	\$ 101,640,633	\$ -	\$ -	\$ (20,116,606)	\$ 81,524,027
Wells Fargo	26,728,274	-	-	(5,067,811)	21,660,463
Piper Jaffray	230,162,723	-	-	(14,973,385)	215,189,338
Oregon State LGIP	30,143,363	24,827,263	-	(10,000,000)	44,970,626
TOTAL INVESTMENTS	\$ 388,674,993	\$ 24,827,263	\$ -	\$ (50,157,802)	\$ 363,344,454

TOTAL CASH & INVESTMENTS	<u>\$ 395,458,990</u>	<u>\$ 372,696,496</u>
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**ESTABLISHMENT OF SUNSET DATE FOR STUDENT TRANSPORTATION
BETWEEN BEAVERTON SCHOOL DISTRICT AND HILLSBORO SCHOOL DISTRICT**

POLICY ISSUE / SITUATION:

Board Resolution 15-614 regarding the boundary adjustment between Beaverton School District and Hillsboro School District did not address transportation services for existing BSD students living in the area annexed to Hillsboro School District at the time of adoption.

BACKGROUND INFORMATION:

Board Resolution 15-614 was adopted on December 14, 2015 by a 6-1 vote to approve of the land swap with Hillsboro School District in the Beaverton/Scholls and Hillsboro/Aloha areas which bordered each district. At the time of adoption, no provisions were made for establishing a transitional timeline for student transportation. There are 14 students eligible for transportation who live in the area formerly located in the Aloha/Mountain View/Hazeldale school boundaries ranging from grades 1 through 12. Transportation was provided for the 16/17 and 17/18 school years and is planned for the 18/19 year.

Due to the rural nature of this area, efficient road access is limited. 4 routes currently serve 8 students using bus services. Eliminating transportation eligibility at the end of the 18/19 year represents a \$20,700 annual savings in 19/20. A conservative estimate of \$60,000 - \$65,000 in total savings could be realized thereafter through 2025/2026.

RECOMMENDATION:

Establish a sunset date of June 14, 2019 for transportation services to students attending Beaverton School District schools who reside in the Hillsboro School District area formerly encompassed in the Aloha HS, Hazeldale ES, and Mountain View MS boundary prior to December 14, 2015.

Cost Savings Detail for Proposed Elimination

	AM					PM			
	Riders	Current 18/19 Miles	Est. 19/20 Miles	Diff	Svgs/Yr	Current 18/19 Miles	Est. 19/20 Miles	Diff	Svgs/Yr
AHS	6	8.43	8.18	0.25	\$256.10	3.09	2.55	0.54	\$553.17
HAZ	2	7.19	3.61	3.58	\$3,667.28	8.9	1.25	7.65	\$7,836.51
MV	1	8.68	6.07	2.61	\$2,673.63	11.27	7.57	3.7	\$3,790.21
MV	1	4.46	4.26	0.2	\$204.88	6.13	4.36	1.77	\$1,813.15
	8				\$6,801.88				\$13,993.03

Total Annual Savings	\$20,794.91
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Student Grade Assignment Detail

Grade	# Students
K	2
1	2
2	
3	
4	2
5	2
6	3
7	
8	
9	1
10	3
11	2
12	1
Total	18



SUPPLEMENTAL BUDGET APPROVAL

POLICY ISSUE / SITUATION:

The administration requests the Board transfer \$250,000 from Instruction to Facilities Acquisition & Construction in the General Fund in accordance with ORS 294.463(1).

BACKGROUND INFORMATION:

The Board appropriated the 2018-19 budget by functional groups within funds, in accordance with ORS 294.456. In each of the funds, the budgets for various functions were “best estimates” as of June 2018 when the Board adopted the budget. Actual needs in these functional categories are anticipated to vary from the original appropriation. Therefore, there is a need to transfer existing budget appropriations between functions to avoid any over-expenditure of appropriations. There is a need to transfer from Instruction to Facilities Acquisition & Construction in the General Fund for capital improvements at schools.

RECOMMENDATION:

It is recommended that the School Board approve the attached Resolution No. 18-1022 to adopt the Supplemental Budget and make appropriation transfers.

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

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

RESOLUTION NO. 18-1022

A RESOLUTION OF BEAVERTON SCHOOL DISTRICT NO. 48J, WASHINGTON AND MULTNOMAH COUNTIES, OREGON AUTHORIZING THE ADOPTION OF THE SUPPLEMENTAL BUDGET AND APPROPRIATION TRANSFERS.

BE IT RESOLVED that the School Board of Beaverton School District hereby adopts the supplemental budget for the 2018- fiscal year in the sum of \$1,015,797,458, now on file in the Office of the Chief Financial Officer.

BE IT FURTHER RESOLVED that the appropriations for the fiscal year beginning July 1, 2018, be amended within the following funds to include as follows:

GENERAL FUND

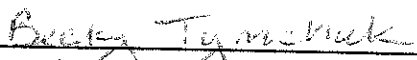
Requirements:

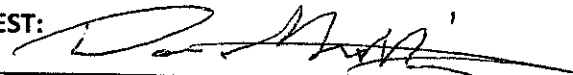
Instruction	\$	(250,000)
Facilities Acquisition & Construction	\$	250,000

Appropriation transfer for school capital improvements.

ADOPTED by the Board of Directors of the Beaverton School District No. 48J, Washington and Multnomah Counties, Oregon this 22nd day of October, 2018.

**Beaverton School District No. 48J
WASHINGTON AND MULTNOMAH COUNTIES, OREGON**

By: 
Chair

ATTEST:
By: 
Superintendent/District Clerk



**Beaverton School Board
Resolution on Improving Attendance**

The Beaverton School Board believes that regular student attendance is essential for ensuring our students are on-track to learn and succeed. We know students who routinely attend school are more likely to achieve academic success, graduate from high school, and be prepared for college and career.

On average, chronically absent students miss two or more days a month—the equivalent of 10 percent or more of the school year. Chronic absence is a leading, early warning indicator of academic trouble and later dropout. Children from low-income communities are more likely to face systemic barriers to getting to school and, starting as early as prekindergarten, have higher levels of absence. Improving attendance is essential to ensuring more equitable outcomes.

Beginning in 2012 attendance has been tracked for all schools and student groups and is a key element in the District Strategic Plan.

The Beaverton School Board supports a data-driven approach to attendance improvement. Data helps us determine where absenteeism is most concentrated (by school, grade, ethnicity, geography, income, etc.) and allows us to identify the causes of absenteeism. Through a strong analysis of attendance data, educators and administrators can identify barriers to attendance and provide students with targeted support.

The Beaverton School Board believes everyone has a role to play in ensuring that Beaverton students understand the importance of regular attendance. We encourage parents and family members to monitor student absences and have pro-active conversations about the importance of attendance. Trusting relationships—whether with teachers, mentors, coaches, or other caring adults—are critical to encouraging students to pay attention to multiple absences and to seek help to overcome barriers to attendance.

The Beaverton School Board acknowledges that improving attendance is critical to student success. As a whole community of students, parents, family members, mentors, coaches, educators, and administrators, we can set the expectation that attendance matters, every day.

Beaverton School Board


Becky Tymchuk, Board Chair


Eric Simpson, Board Vice Chair

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

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



APPROVAL OF SCHOOL BOARD MEETING MINUTES

POLICY ISSUE/SITUATION

Enclosed are the minutes for:

- September 24, 2018 School Board Business

BACKGROUND INFORMATION

Minutes of the School Board's Business Meetings, Work Sessions, Budget Meetings, Public Hearings and Special Sessions are presented to the Board for approval at School Board Business Meetings.

RECOMMENDATION:

BE IT RESOLVED that the minutes of the above School Board Business meeting be and hereby are approved.

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Board Members Present:

Becky Tymchuk, Board Chair
Eric Simpson, Vice Chair
Anne Bryan
Tom Colett
LeeAnn Larsen
Donna Tyner
Susan Greenberg

Staff Present:

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Gayellyn Jacobson	Chief Financial Officer
Steve Langford	Chief Information Officer
Sue Robertson	Chief Human Resource Officer
Maureen Wheeler	Public Communications Officer
David Williams	Administrator for Strategic Relations/Initiatives
Camellia Osterink	District Legal Counsel
Patrick Meigs	Executive Administrator for Elementary Schools
Kathleen Skidmore	Executive Administrator for Elementary Schools
John Peplinski	Administrator for Curriculum, Instruction & Assessment
Jon Bridges	Administrator for Accountability
Kristin LeMon	Principal of Cooper Mountain Elementary School
Cynthia Lam Moffett	Principal of Elmonica Elementary School
Malindi Zimmer	Assistant Principal of Elmonica Elementary School
Brandie Clark	CTE Coordinator
Janine Weir	High School Success Coordination & Development

Visitors: 27

Media: 0

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I. CALL MEETING TO ORDER – Board Chair Becky Tymchuk

School Board Chair Becky Tymchuk called the Business Meeting to order at 6:30 p.m.

Recognition of Students, Staff, and Community

The Board recognized Health & Science School students Sara Cho, Tara Martinez, Naomi Thomas, and Nova Leonard for winning first place in the SafeOregon PSA and #Hashtag Contest. Representatives from SafeOregon presented Health & Science School with their award.

II. BOARD PROCEDURES – Becky Tymchuk

There were no changes to the agenda.

III. PUBLIC PARTICIPATION

- Sara Schmitt, Beaverton Education Association (BEA) President, reported on the need for additional special education services for students.
- Lynne Mutrie from Safe Routes to School invited the Board to attend the Walk and Bike to School day on October 10, 2018.
- Kevin O'Donnell, a Sunset High School parent, commented on the need to expedite improvements on Sunset High School's mid-block crosswalk and additional transportation safety improvements in the District.
- Kathy Dimeo spoke to the Board on the benefits of allowing therapy dogs in schools.
- Stacey Wainwright, a Sunset High School Parent, asked the Board for their support for adding pedestrian-activated flashing lights to the mid-block crosswalk in front of Sunset High School.

IV. REPORTS

A. Superintendent's Comments – Don Grotting

- Supt. Grotting commented that Deputy Supt. Carl Mead has been working with the County on the Sunset mid-block crosswalk and they have procured funding. The District is waiting on the County to sign a memorandum of understanding.
- Revenue reform remains a priority for the District. The Board and Supt. Grotting are asking for significant revenue reform at the Legislative level. Part of the need for revenue reform has to do with the significant increase in PERS and other services that could impact District students.
- On September 25, 2018 Supt. Grotting will be testifying before the Joint Committee on Student Success where he will address some of the challenges being observed in the District's schools and ways to improve student success.
- At the District level, enrollment has been relatively flat. There has been a loss of students who are economically disadvantaged along with some English language learning students. This drop-in enrollment will result in a loss of federal funding that comes in to support those students.
- Board member LeeAnn Larsen, Administrator for Strategic Relations/Initiatives David Williams, and Supt. Grotting met with Portland Business Alliance along with several other business leaders to talk about revenue reform as well as cost containment issues.
- There will be a Disruptive Learning Forum held at Meadow Park Middle School on October 9, 2018 from 4:30-6:00 p.m.
- Supt. Grotting congratulated the Southridge Football Team, Sunset Softball Team, Beaverton

Softball Team, Aloha Softball Team, Westview Volleyball Team, and the Sunset Volleyball Team for their sportsmanship. The teams were recognized by OSAA for showing great character on the field.

- Supt. Grotting commented that the District had a great start to the school year. The District has been in contact with the County and the City to provide additional services to students who are economically disadvantaged and English language learning students.

B. School Reports

Cooper Mountain Elementary School – Kristin LeMon

- 90% of parents feel well informed and a high percentage of students feel cared for while at school.
- There has been growth in Cooper Mountain from 3rd to 5th grade in the area of English Language Arts.
- Cooper Mountain's Economically Advantaged students showed substantial growth in English Language Arts.
- Cooper Mountain created class lists for some of their challenged cohorts to try to minimize the destabilizing effects of trauma to the whole class.
- Cooper Mountain's Student Success Coach is also providing support to classrooms to help minimize behavioral interruptions to the learning environment.
- Staff at Cooper Mountain aligned the classroom schedules so that students who need extra support get double support – in the classroom and within their specially designed Instruction.
- Principal LeMon has reorganized the process for looking at student achievement and behavior data, intervening and supporting students and staff early in the year.
- Last year staff at Cooper Mountain invested heavily in understanding the curriculum and they are confident they can bring more students to proficiency with the learning targets. They are organizing professional development sessions around tasks that prepare students to demonstrate their learning within the SBAC.
- Principal LeMon commented that the pockets of growth that she has seen in the last year demonstrates that Cooper Mountain is making forward progress.

Questions/Comments from the Board:

- The Board liked that Principal LeMon's staff asked students where they think they are in their targeted learning. How are parents engaged in this process? *Students now have goals and can recognize if they are successful. This is going to become more transparent to parents.*
- How are you utilizing Student Success Coaches? *Cooper Mountain will have a new Student Success Coach. The new person in this intervention position is very proficient with data.*
- Is there a relation between the SBAC test scores and the low attendance rate? *Principal LeMon suspected that it was true. The 2017-2018 math curriculum adoption was also a factor.*
- What are the challenges that you face in attendance? *Some families take their children out for vacations while others attendance was due to illness. Principal LeMon is looking closely at what is going on and building relationships with parents so that they feel like a part of the community. They have adjusted the schedule so that there is less pull out. A successful example of this process is Cooper Mountain's reading workshop.*
- From the report, 90% parents feel involved. How have you reached these parents? *PTO at Cooper Mountain is strong and they have created a theme of community. Through events,*

proactive communication, and encouraging teachers to communicate frequently, parents feel valued.

- Board Chair Becky Tymchuk commended Principal LeMon in her efforts to communicate with the parents at Cooper Mountain.
- Supt. Grotting explained how Student Success Coaches are sometimes put in two different schools due to limited resources.

Elmonica Elementary School – Cynthia Lam Moffett and Malindi Zimmer

- Principal Moffett said that Elmonica prides themselves in diversity. Staff are on board with the new curriculum.
- Elmonica staff is caring and supportive of families and each other. On the first day of school, they hired an additional 6th grade teacher and their staff worked together to get her classroom ready in time.
- The PTO is on board with social justice and started a community resource fund. They have also partnered with a local church.
- Elmonica had a drop in SBAC scores in most categories. In 5th grade math, Elmonica’s Hispanic and Economically Disadvantaged scores plummeted.
- Assistant Principal Zimmer talked about the amount of time that staff put into SBAC and curriculum review to diagnose and develop an action plan for moving forward.
- Third grade IRLA scores didn’t necessarily match SBAC score. They found an enclosed classroom for third grade testing to reduce noise distractions.
- Many students dropped in achievement between one grade to the next; some students dropped from a 4 to a 1 in one year. When Principal Moffett and Assistant Principal Zimmer interviewed students, many said that they much prefer the constructivist academic tasks of school to testing. As a result, teachers are now more explicit about the importance of SBAC.

Questions/Comments from the Board:

- The Board congratulated Elmonica on the reduction of number of class days missed due to suspension and students missing class due to suspension or expulsion.
- Why was there a reduction in the percentage of students missing fewer than 10 days of school? *Airfare is cheaper during certain times of the year and there are students who travel for weeks at a time. If it’s not due to this, Principal Moffett is looking at attendance best practices and working with the students so they want to come to school.*
- The Board liked that the percentage of students, parents, and staff being overall satisfied with Elmonica has gone up. *Staff are meeting the challenges of student needs.*
- Has lower attendance rates have an impact on the SBAC test? *Yes. 98% of learning is done in the classroom.*
- If a parent/student plans a long-term absence, can they be provided a packet? *Principal Moffett is trying to move away from worksheets.*
- If there was space, would Elmonica welcome a Pre-K program? *Principal Moffett and her staff would like a pre-K program however there is not enough space. Instead, they are looking at what Pre-K lesson plans can be used in the Kindergarten classroom.*
- Have attendance habits changed at the start of a year? *Principal Moffett and her staff are looking at students that are already missing days and are trying to build relationships with those students.*

- In the cohort data regarding 3rd graders, the results were divergent. Have you spent time talking as a staff on how to implement changes? *Principal Moffett had a recent staff meeting to talk about this. Teachers struggled with the math adoption and they are offering more professional development in this area.*
- How are your teachers utilizing early release? *Almost all teachers were sent away for professional development at the beginning of the school year. The weeks after were focused on working in collaborative groups.*
- Board Chair Becky Tymchuk thanked Principal Moffett and Assistant Principal Zimmer for attending the Board Meeting.

C. Charter Reports

Arco Iris – Bob Kaminski

- Principal Kaminski thanked the District and Executive Administrator for Facilities, Paul Odenthal for working with Arco Iris to provide space at Whitford during Arco Iris’s remodel.
- Principal Kaminski presented his professional background to the Board and he explained that he is now the interim Principal at Arco Iris.
- Arco Iris began its ninth year of operation on August 27, 2018 and is submitting this Performance Report in accordance with the charter agreement between Arco Iris and Beaverton School District.
- Arco Iris currently employs 23 certified or charter registered teachers, 8 classified, 3 BSD staff members, and 3 subcontractors.
- In 2018, an average of 83.22% students passed English Language Arts in 2018 in comparison to 79.06% of students in 2017.
- The Math results have not significantly improved compared to 2017.
- Teachers working in teams will review data in math, Spanish, reading and writing throughout the 2018-2019 school year. This will be led by the SIS (School Improvement Specialists) team and principal. There will also be targeted professional development using TeacherSource.
- The school will also maintain a School Leadership Committee to address student achievement.
- Arco Iris has hired a full-time school counselor to provide social/emotional and academic support to students, families, and faculty. The counseling program for the current year will include various interventions such as guidance curriculum in the classroom.

Questions/Comments from the Board:

- The Board welcomed Principal Kaminski.
- Is attendance an issue at Arco Iris? *No. It’s tardiness. A newsletter was sent out to parents to address this.*
- Can you provide your school demographics, such as diversity? *This will be included in the School Improvement Plan to be released on October 15, 2018.*
- Why has your accounts receivable gone up since 2017? *This is due to Bond financing for new construction.*
- What is your greatest challenge? *Communication and building relationships is one of the largest challenges. Arco Iris has a diverse staff. This creates a challenge of common language. As a Board, Arco Iris is expanding their relationship with parents. On October 11, 2018 there will be a town hall meeting. The extended relationships will also apply to the student body.*
- Where will your new location be? *The new building will be located on Hall and Creekside.*

- How will you address the high turnover of principals? *Arco Iris's Board is working with OSBA to find a long-term solution for a principal.*
- Board Chair Becky Tymchuk complemented Arco Iris's Board Member Christa Billings on getting involved in OSBA.

Hope Chinese – Julie Rickman

- Hope Chinese has moved into their final phase of building with 4 more classrooms, offices and restrooms.
- In 2017 Hope Chinese launched their middle school program with 56 fifth and sixth grade students. They switched classes on a 75-minute block schedule among 4 subject teachers and provided middle school students with lockers. The feedback from parents was positive.
- 35% of the 5th grade class chose to attend another middle school for the 2018-2019 school year.
- In past years, Hope Chinese has struggled to maintain staff, both English and Chinese teachers at a rate of about 60%. Some of this is due to pay, benefits, broader opportunities and others because of VISA issues.
- Hope Chinese continues to benefit from their relationships with George Fox University in their active recruitment for Chinese teachers for the MAT program and the Confucius Institute at Portland State University.
- For the second year, Hope Chinese hosted 17 students from their sister school in Suzhou, China and 12 Hope Chinese students traveled to China in the spring.
- The school's chess team took first in state. Twenty-one 3rd-5th grade students participate in Hope Chinese's math club. Principal Rickman commented that through these participants and their accomplishments as well as their failures, all of her students have learned life-long skills.
- For the 2018-19 school year Hope Chinese is focusing on peer-to-peer relationships.

Questions/Comments from the Board:

- How is attendance at Hope Chinese? They have regular attendance. They also have families that travel. They try to provide supplemental work or find an alternative assignment. They build upon the reading and writing aspect of the curriculum while the student is traveling.
- How will you retain 5th graders? Principal Rickman recognized that middle school students appreciate a shift in being treated as young adults. They started an online avatar program that helps with behavior and motivation. Parents are looking for more support from a TAG program.

V. BREAK

REPORTS CONTINUED

D. Career Technical Education Report – John Peplinski

- BSD added 9 new CTE Programs of Study in 2017-18 and we are welcoming 6 new programs for 2018-19. The BSD now offers 32 programs – nearly double that of 2015-16.
- In 2017-18 Oregon established the High School Success Fund (Measure 98) and this summer the 2006 Carl D. Perkins Career and Technical Education Act was reauthorized. Both of these efforts will continue to provide new changes and opportunities around the implementation of

high quality CTE programs.

Questions/Comments from the Board:

- Why is ISB without a CTE program? *ISB is an option school. Unless a case was presented, option schools will not have CTE programs. It would be a challenge for Transportation and for scheduling. Online education might be an option. John confirmed that students are transported to and from schools to participate in CTE programs.*
- What would the program look like if it was fully funded by Measure 98? *The District would focus on existing programs. Aloha High School has had to get creative with automotive technology. The costs are inflated due to instability in the market. A service station could provide funding for training. The 9th grade on track program could also benefit from the service station.*
- How are we keeping up with the CTE demand? *The real focus is on what our region needs (technology, medical, etc.). Electives, like media, are offered to students. The question is should we have more CTE or electives? Overall, the CTE demands have been met.*
- How do we compare with other School Districts? *We are somewhere in the middle. Portland Public has almost double the amount of CTE programs.*
- Are we following a student from the CTE program to industry placement? *No. We are brainstorming ways to highlight the success of students.*
- Is the District having difficulty finding qualified teachers? *Technical staff is hard to find. Health is difficult. It's a state-wide issue. Industry Advisory Boards will help guide how the CTE program works in the District.*
- Does the data show the link between attendance and CTE students? *Yes. It is evaluated through basic metrics.*
- Supt. Grotting noted that Measure 98 allows for flexibility within the school district's plan. The law was amended by the 2017 Legislature to allow up to 15% of the total allocation to be spent on services to students during their 8th grade year. That's an additional \$7M for the District.

E. Financial Update – Gayellyn Jacobson

- Gayellyn presented to the Board the Year-To-Date Activity and Forecast General fund for the period ending in August 31, 2018. The September packet will include the entire District payroll.
- Enrollment estimates are fairly flat. The District is up by approximately 51 students net. The District will lose funding for 200 ELL students since ELL enrollment is down by 400 students. Class sizes are good due to the Local Option Levy allotment.
- Year-end salary and benefit expenditures were higher than expected in 2017-18. The District anticipated a little more revenue from the State in May, 2018.

F. Title IX Report – David Williams

- Beginning in early 2017 the District embarked on a self-evaluation of compliance with Title IX requirements in high school athletics. This was done with consultation and assistance from the Oregon School Activities Association (OSAA) and the Oregon Department of Education (ODE).
- Continuous monitoring work will be focused on two key analytic standards for Title IX compliance. The first is that both male and female students are provided with equal

participation opportunities and that the district will effectively accommodate student interests and abilities. The second analytic standard is to demonstrate equal treatment by making sure that the overall program at a school is providing male and female athletes with equal benefits and opportunities. One example is comparing softball to baseball at a school and looking at where those inequalities exist.

- A student survey of “interests and abilities” will be the primary method for reviewing compliance with the first analytic standard. It is key to look at this continually to make sure that the District is analyzing Title IX compliance.
- Using the ODE/OSAA Self-Evaluation worksheet samples as a guide, the District will be creating and implementing this year an online self-evaluation form that coaches will be asked to fill out at the completion of each season (Fall, Winter, Spring).
- Facilities monitoring is the area that has undergone the most rigorous review in the past by the District.
- The next component of the District’s continuous monitoring work will be to continue to respond to complaints of gender-based discrimination with diligence and fidelity.

Question/Comments from the Board:

- Can you define entirety? *Equal value and benefit. This is assessed through the “three-part test” and the “laundry test.”*
- When a community member chooses to donate money for a specific project, how would the District comply with Title IX? *Investment in a new stadium would be considered equal investment. A new baseball field and not softball field would fall short of Title IX compliance.*
- To reach Title IX compliance, do all schools have to have the same facilities? *It’s school specific. Surveying coaches and athletes is where you’ll get the important feedback.*
- What constitutes equal benefit? *It’s not the dollar amount. It is based on what is needed for the activity. It has to be the same benefit to the sport.*
- Supt. Grotting and David Williams meet with the Athletic Directors on a monthly basis. Fundraising is starting to be an issue in compliance at the high school level.
- Concerns when practices are being conducted. The district is responsible for hiring the coaches so the kids have equal access and opportunities.

VI. DISCUSSION ITEMS

A. First Reading of School Board Policies – Donna Tyner, Camellia Osterink, David Williams

- **ECACB** – Unmanned Aircraft System (UAS) a.k.a. Drone
- **GBC** – Staff Ethics
- **GBN/JBA** – Sexual Harassment
- **IGBA** – Students with Disabilities – Child Identification Procedures
- **IGBAH** – Special Education – Evaluation Procedures
- **IGBAJ** – Special Education – Free Appropriate Public Education (FAPE)
- **IGBHE** – Expanded Options Program
- **JBA/GBN** Sexual Harassment

All policies will move forward for a second reading on October 22, 2018.

VII. ACTION ITEMS

A. Real Estate Sale to Reach Community Corporation – Steven Sparks

BE IT RESOLVED that the Beaverton School District Board of Directors declares district property located at 12855 SW Second Street as surplus and authorizes the Superintendent or designee to execute appropriate documents to transfer ownership of the surplus property to REACH CDC.

LeeAnn Larsen made the motion to declare the district property located at 12855 SW Second Street as surplus and authorizes the Superintendent or designee to execute appropriate documents to transfer ownership of the surplus property to REACH CDC. Anne Bryan seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Eric Simpson, Anne Bryan, Tom Colett, Susan Greenberg, LeeAnn Larsen, and Donna Tyner.

B. Real Estate – Property Line Adjustment with THPRD – Steven Sparks

BE IT RESOLVED that the Beaverton School District Board of Directors declares district property located at 11775 NW McDaniel Road as surplus and authorizes the Superintendent or designee to execute appropriate documents to file a property line adjustment with Washington County and transfer ownership of the surplus property to THPRD.

LeeAnn Larsen made the motion to declare district property located at 11775 NW McDaniel Road as surplus and authorizes the Superintendent or designee to execute appropriate documents to file a property line adjustment with Washington County and transfer ownership of the surplus property to THPRD. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Eric Simpson, Anne Bryan, Tom Colett, Susan Greenberg, LeeAnn Larsen, and Donna Tyner.

C. Consent Agenda – Becky Tymchuk

1. Personnel

BE IT RESOLVED that the employee(s) who are recommended herein for administrator and teacher elections, leaves of absence, and resignations/terminations are accepted by the School Board as submitted at this meeting.

2. Approval of School Board Meeting Minutes

BE IT RESOLVED that the minutes of the following School Board meetings be and hereby are approved.

- August 27, 2018 Business Meeting

3. Grant Report

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

4. School Board/Superintendent Operating Agreements

BE IT RESOLVED that the School Board approve the School Board/Superintendent Operating Agreements for the 2018-2019 school year.

5. Approval of School Board Goals for 2018-2019 and Subcommittees

BE IT RESOLVED that the School Board approve the School Board goals for the 2018 – 2019 school year and subcommittees.

6. Brand Name Approvals for Facilities Projects

BE IT RESOLVED that the School Board approves an exemption to ORS 279C.345 and authorizes use of brand names in public improvement contract specifications for the items listed in Attachment (A) based upon the findings listed.

7. Appointment of Budget Officer

BE IT RESOLVED that Gayellyn Jacobson, Chief Financial Officer, is hereby designated the Budget Officer for Beaverton School District for the fiscal year 2018 – 2019.

8. Postpone Adoption of Social Studies Instructional Materials

BE IT RESOLVED that the School Board approve the District's request to ODE to delay adoption and implementation of social studies instructional materials for one year until August 27, 2020.

9. Approval of Alternate Construction Contracting Procedure, Design-Build, for Aloha and Beaverton HS Auditorium and Stage Lighting Upgrade Projects

BE IT RESOLVED that the School Board (i) adopts and approves the findings of Attachment A; (ii) grants a specific exemption from competitive bidding requirements of ORS 279C.335(1) and approves and directs the use of the Design-Build construction contract process for the Aloha and Beaverton High School Auditorium and Stage Lighting Upgrade Projects; and (iii) requires that the procurement be in accordance with the Attorney General Model Rules adopted under ORS 279A.065.

10. Approval of Second Reading of School Board Policy JC School Attendance Areas

BE IT RESOLVED that the School Board adopt School Board Policy JC School Attendance Areas.

11. Public Contracts

BE IT RESOLVED that the School Board authorizes the Superintendent or a designee to obligate the District for the public contract items as submitted at this meeting.

LeeAnn Larsen made the motion to adopt the Consent Agenda. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Eric Simpson, Anne Bryan, Tom Colett, Susan Greenberg, LeeAnn Larsen, and Donna Tyner.

VIII. BOARD COMMUNICATION – Board Members

- Susan Greenberg participated in Montclair's Peace Poll event celebrating International Peace Day. She also attended a discussion group at Southridge High School where feeder schools and community members were invited to attend.
- LeeAnn Larsen commented on the importance of committees for revenue reform and the need to call for more school funding and revenue reform at the State level.
- Anne Bryan thanked fellow Board members for the public work that they are doing in regards to revenue reform.
- Tom Collet reported on the first Community Engagement Subcommittee meeting that took place on September 24, 2018. He provided the Board with copies of *Leading with Race*, a report conducted by the Coalition of Communities of Color. Tom toured Virginia Garcia Memorial Health Center and commended the wellness center for the services that they provide for the Beaverton community.
- Donna Tyner noted the full report of *Leading with Race* could be found on the Coalition of Communities of Color's website.

IX. CLOSING COMMENTS – Becky Tymchuk & Don Grotting

- Board Chair Becky Tymchuk attended Hiteon Middle School where teacher Tom Steiwer was recognized as one of KATU Leaders in Learning. She also attended Mountainside’s first Principal Coffee. She noted that the annual memorial game will be held at Southridge this Friday where they will honor veterans. It’s a wonderful ceremony. They will be playing against Mountainside.

X. INFORMATION ITEMS

- Bond Program Status
- Policy Committee Notes – September

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 9:15 p.m.

The next scheduled School Board Business meeting will be a Work Session to be held on October 8, 2018 at 3:00 p.m. at Merlo Station High School.

Submitted by
Candice Hiatt

Becky Tymchuk, School Board Chair


GRANT REPORT AND PROPOSALS
POLICY ISSUE/SITUATION

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
State Personnel Development Grant	Oregon Dept. of Education	\$ 59,327 (total over 3 years)	1 Oct 2018	9 Nov 2018	Permission to apply
Funds support district coaching activities related to implementing a multi-tiered system of supports (ORIS). Coaching stipends and release time at four elementary schools will support coaching to ensure the classroom and school level interventions are within the BSD MTSS framework (in development).					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
Title IC Stride Academy	Oregon Dept of Education	\$13,364	30 May 2018	30 Jun 2018
ESEA Title Funds	Oregon Dept. of Education	\$9,123,867	1 Nov 2018	15 Dec 2018

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded

RECOMMENDATION:

It is recommended that the proposals be approved.

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

POLICY ISSUE/SITUATION

School Board action is required to authorize the Superintendent or a designee to obligate the District for the attached public contract items.

BACKGROUND INFORMATION

On May 15, 2017, the Board adopted current policy language regarding Authority to Obligate the District (Board Policy DJ), which updates the School District's Public Contracting Rules in accordance with State Recommended Model Rules. Appropriate bidding procedures and Public Contracting Rules have been complied with before recommending the attached contract for Board approval. The following authorization of contract, subject to available budget appropriations, is a routine Board action that appears under the consent grouping of the Board agenda.

RECOMMENDATION

BE IT RESOLVED that the School Board authorize the Superintendent or a designee to obligate the District for the public contract items listed in Attachment A.

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PUBLIC CONTRACTS
BOARD AUTHORIZATION OF SUPERINTENDENT TO
OBLIGATE THE DISTRICT
SUBMITTED FOR SCHOOL BOARD APPROVAL

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Construction Manager/ General Contractor (CM/GC) Aloha High School Seismic Upgrades and Roof Replacement	Sheri Stanley	Request for Proposal (RFP) 18-0036	Balfour Beatty Construction, LLC dba Howard S. Wright	\$70,249.00	10/2018	9/2020	Authorization to Award Contract
NW Regional ESD Early Intervention - Early Childhood Special Education (EI-ECSE)	Danielle Hudson	Intergovernmental Agreement	NW Regional ESD	\$200,000.00	9/2018	6/2019	Authorization to Award Contract



PROJECT NAME: Aloha High School Seismic Upgrades and Roof Replacement

PROJECT TIMELINE: 09/2018 – 09/2020

PROJECT BUDGET: \$12,201,642.00

PROJECT SCOPE: Seismic upgrades related to Oregon seismic grant, and roof replacement.

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) Aloha High School Seismic Upgrades and Roof Replacement

RECOMMENDED BY: Sheri D. Stanley

SOLICITATION METHOD: Request for Proposal (RFP) 18-0036

CONTRACT TIMELINE: 10/2018 – 09/2020

CONTRACT AMOUNT: \$70,249.00*

CONTRACT SCOPE: Provide contractor pre-construction services during the design phase of the project.

RECOMMENDATION: Authorization to Award Contract to Balfour Beatty Construction, LLC dba Howard S. Wright

FUNDING SOURCE: 2014 Bond; Modernization, Regulatory Compliance; Seismic Upgrades, and AHS Seismic Rehabilitation Grant (\$2.5M); Aloha High School Seismic Upgrades and Roof Replacement

* Though this amount is below \$150K and thus does not require Board approval, it is anticipated that the full CM/GC contract will be amended via change order once the GMP has been established, thus bringing the value substantially above the Board approval threshold. Therefore, Board approval is being requested at this stage in the process.



PROJECT NAME: NW Regional ESD Early Intervention - Early Childhood Special Education (EI-ECSE)

PROJECT TIMELINE: 9/2018 - 6/2019

PROJECT BUDGET: \$200,000.00

PROJECT SCOPE: NW Regional ESD will provide services (testing, evaluations, consultations, etc.) to students ages 0-5 that are not yet eligible for services through Beaverton School District programs.

CONTRACT NAME: NW Regional ESD EI-ECSE

RECOMMENDED BY: Danielle Hudson

SOLICITATION METHOD: Intergovernmental Agreement

CONTRACT TIMELINE: 9/2018 - 6/2019

CONTRACT AMOUNT: \$200,000.00

CONTRACT SCOPE: NW Regional ESD will provide services (testing, evaluations, consultations, etc.) to students ages 0-5 that are not yet eligible for services through Beaverton School District programs.

RECOMMENDATION: Authorization to Award Contract to NW Regional ESD

FUNDING SOURCE: General Funds



2019 - 2021 DISTRICT CALENDARS

POLICY ISSUE/SITUATION:

The results of the District calendar survey have been finalized. Two 2019-2020 and two 2020-2021 calendar options were posted on the Beaverton School District website for staff and community input from September 24, 2019 through October 14, 2019. The English and Spanish information was communicated in school and District publications to staff and community, on email, OregonLive, Facebook and Twitter. The majority of staff and community preferred the 2019-2020 Option 1 and the 2020-2021 Option 1.

BACKGROUND INFORMATION:

The calendar committee, comprised of parents, association leadership, school administrators and central administrators, considered the following factors when developing the various calendar options:

Contractual requirements: District calendars must include 184 student days, 198 licensed employee days, 5 paid holidays (Labor Day, Veterans Day, Thanksgiving Day, Presidents Day and Memorial Day), 3 August pre-service days, 2 August professional development days and 4 grading days.

Instructional and historical considerations: Calendar committees typically try to distribute semesters as evenly as possible, place grading days on Mondays or Fridays for parent convenience and provide as many full weeks of school as possible. Winter break has historically been ten days and spring break follows the Oregon University System (OUS) calendar.

Starting before/after Labor Day: Over the past three years, an additional nine instructional days have been added to the calendar. Adding these days to the beginning of the year are considered more instructionally consequential for students, prompting school to begin before Labor Day in 2018 rather than going later in June.

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

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

2019-20 Key Differences:

	<u>Option 1</u>	<u>Option 2</u>
Winter break	December 23 – January 3 (10 days)	December 20 – January 1 (9 days)
Last student day	Friday, June 12	Thursday, June 11
Last licensed staff day	Monday, June 15	Friday, June 12

2020-21 Key Differences:

	<u>Option 1</u>	<u>Option 2</u>
Winter break	December 21 – January 1 (10 days)	December 23 – January 1 (8 days)
Last student day	Friday, June 18	Wednesday, June 16
Last licensed staff day	Monday, June 21	Thursday, June 17

SURVEY RESULTS:

2019-2020

Option 1: Preferred by 810 staff members and 2,329 community members (3,139 total)

Option 2: Preferred by 725 staff members and 1,222 community members (1,947 total)

2020-2021

Option 1: Preferred by 850 staff members and 2,308 community members (3,158 total)

Option 2: Preferred by 683 staff members and 1,250 community members (1,933 total)

RECOMMENDATION:

BE IT RESOLVED the Beaverton School Board accept as submitted at this School Board meeting the 2019-2020 District Calendar Option 1 and the 2020-2021 District Calendar Option 1. This is with the understanding budgetary and contractual decisions may impact the implementation of final calendars.

2019-2020 BEAVERTON SCHOOL DISTRICT CALENDAR

Calendar is subject to change based on resource availability.

After the first 2 days of Inclement weather/emergency closure, each subsequent day thereafter will be restored in June.

JULY 2019				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST 2019				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
PS	PS	SD	SD	PS
F/L	27	28	29	30

(5)

SEPTEMBER 2019				
M	T	W	T	F
SC	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

(20)

OCTOBER 2019				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

(23)

NOVEMBER 2019				
M	T	W	T	F
				1
4	5	6	7	8
SC	G	13	14	15
18	19	20	21	22
25	26	SC	SC	SC

(16)

DECEMBER 2019				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
SC	SC	SC	SC	SC
SC	SC			

(15)

JANUARY 2020				
M	T	W	T	F
		SC	SC	SC
6	7	8	9	10
13	14	15	16	17
SC	21	22	23	24
G	28	29	30	31

(18)

FEBRUARY 2020				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
SC	18	19	20	21
24	25	26	27	28

(19)

MARCH 2020				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
SC	SC	SC	SC	SC
30	31			

(17)

APRIL 2020				
M	T	W	T	F
		1	2	G
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

(21)

MAY 2020				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
SC	26	27	28	29

(20)

JUNE 2020				
M	T	W	T	F
1	2	3	SLD	5
8	9	10	11	F/L
G	16	17	18	19
22	23	24	25	26
29	30			

(10)

- G** Grading all schools/no students (4)
- SC** Schools closed due to holiday or break periods (23)
- F/L** First/last day for students. Note: First day dates may be modified for some grade levels (2)
- SLD** Seniors' last day (1)
- SD** Staff dev/workday/no students (2)
- PS** Pre-service/no students (3)
- ()** Total student contact days per month

Student days: Semester 1 = 93; Semester 2 = 91

2020-2021 BEAVERTON SCHOOL DISTRICT CALENDAR

Calendar is subject to change based on resource availability.

After the first 2 days of inclement weather/emergency closure, each subsequent day thereafter will be restored in June.

JULY 2020				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST 2020				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
PS	PS	SD	SD	PS
F/L				(1)

SEPTEMBER 2020				
M	T	W	T	F
	1	2	3	4
SC	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
				(21)

OCTOBER 2020				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
				(22)

NOVEMBER 2020				
M	T	W	T	F
2	3	4	5	6
9	10	SC	12	13
G	17	18	19	20
23	24	SC	SC	SC
30				(16)

DECEMBER 2020				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
SC	SC	SC	SC	SC
SC	SC	SC	SC	
				(14)

JANUARY 2021				
M	T	W	T	F
				SC
4	5	6	7	8
11	12	13	14	15
SC	19	20	21	22
25	26	27	28	29
				(19)

FEBRUARY 2021				
M	T	W	T	F
G	2	3	4	5
8	9	10	11	12
SC	16	17	18	19
22	23	24	25	26
				(18)

MARCH 2021				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
SC	SC	SC	SC	SC
29	30	31		
				(18)

APRIL 2021				
M	T	W	T	F
			1	G
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
				(21)

MAY 2021				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
SC	25	26	27	28
31				(20)

JUNE 2021				
M	T	W	T	F
	1	2	SLD	4
7	8	9	10	11
14	15	16	17	F/L
G	22	23	24	25
28	29	30		
				(14)

- G** Grading all schools/no students (4)
- SC** Schools closed due to holiday or break periods (23)
- F/L** First/last day for students. Note: First day dates may be modified for some grade levels (2)
- SLD** Seniors' last day (1)
- SD** Staff dev/workday/no students (2)
- PS** Pre-service/no students (3)
- ()** Total student contact days per month

Student days: Semester 1 = 93; Semester 2 = 91

Arco Iris Spanish Immersion School Annual Evaluation Beaverton School District October 22, 2018



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*School Board Goal: **WE** empower all students to achieve post-high school success.*

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

Evaluation Overview

Purpose

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

The Board may terminate the charter of a district-sponsored charter school for failure to:

1. Meet the terms of the approved charter or any provision of the law;
2. Meet the requirements of student performance in the charter;
3. Correct a violation of federal or state law;
4. Maintain insurance as described in the charter;
5. Maintain financial stability; and
6. Maintain the health and safety of the students.

Design

By examining a variety of data, this charter school evaluation is designed to assess four key questions:

- How well has the school delivered its intended instructional program?
- How well are students learning?
- Are staff qualified to deliver the program and ensure student learning?
- Is the school on sound financial footing?

Desired outcomes: A quality charter school has a strong instructional program delivered with fidelity by qualified, skilled staff. Students demonstrate mastery in core content areas and show progress in learning during the year. A quality charter school maintains a sound financial foundation to ensure sustainability.

School Mission

Arco Iris's mission is "to offer a solid education that includes Spanish immersion and a rigorous mathematical curriculum that will prepare students to be responsible citizens and lifelong learners with strong values".

Site Visit

The prescribed site visit was conducted by two Teaching and Learning staff on February 13, 2018. During the visit, math instruction was observed in grades 1-8, English language arts in grades 1-8, and other subjects, including P.E., Spanish language arts, in grades 1-6.

Highlights of Findings

Indicator	Key Question and Findings
1	<p data-bbox="329 275 1292 310">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="329 317 1495 604" style="list-style-type: none"> <li data-bbox="329 317 1495 457">• Students in grade 1- 5 receive 75% of their instruction in Spanish and 25% in English. Students in grades 6-8 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by staff members who are fully licensed and proficient in English. <li data-bbox="329 464 1495 533">• BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. <li data-bbox="329 539 1495 604">• The majority of classroom observations featured large group instruction with relatively low levels of cognitive demand and limited differentiation.
2	<p data-bbox="329 617 743 653">How well are students learning?</p> <ul data-bbox="329 659 1513 1129" style="list-style-type: none"> <li data-bbox="329 659 1513 728">• The school monitors student progress using a variety of assessments that also inform instructional decisions. <li data-bbox="329 735 1513 875">• The percentages of Arco Iris students exceeding and meeting standard on the Smarter Balanced English Language Arts and Mathematics tests are substantially greater than their elementary Dual Language peers in the District. Differences in performance narrow greatly when comparing only non-poverty or non-ELL students. <li data-bbox="329 882 1513 1022">• Median growth percentiles for Smarter Balanced English Language Arts (ELA) for both Arco Iris and BSD students in TWI are at the state average (50th percentile). The median growth percentile for Arco iris students was higher than in the prior two years in both ELA and math. <li data-bbox="329 1029 1513 1098">• Arco Iris students continue to outperform their Dual Language peers on the OAKS Science Assessment. <li data-bbox="329 1104 1513 1129">• Arco Iris met the student achievement requirements under the current charter.
3	<p data-bbox="329 1142 1422 1178">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="329 1184 1513 1507" style="list-style-type: none"> <li data-bbox="329 1184 1513 1253">• All classes at Arco Iris are taught by licensed or registered teachers, although one teacher does not meet the federal definition of “highly qualified” for her assignment. <li data-bbox="329 1260 1513 1329">• ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement. <li data-bbox="329 1335 1513 1360">• Teachers participate in a significant number of hours of professional development. <li data-bbox="329 1367 1513 1507">• In 2018, 9 in 10 parents gave the school an overall letter grade of A or B, similar to the results for prior years. The percentage of parents agreeing they felt included and welcome in the school has increased over the past four years while the percentage agreeing that Arco Iris meets the individual academic needs of their child has decreased.
4	<p data-bbox="329 1520 1049 1556">To what extent is the school on sound financial footing?</p> <ul data-bbox="329 1562 1513 1885" style="list-style-type: none"> <li data-bbox="329 1562 1513 1631">• A copy of the annual audit for 2016-17, conducted by a licensed auditor, was submitted to the District on December 15. <li data-bbox="329 1638 1513 1707">• Arco Iris ended the eighth year of operation with a net income of \$316,477; 14% of total income for the year. <li data-bbox="329 1713 1513 1814">• Net income for the school tripled from the prior year. The ending fund balance for the school after the eighth year of operation is just over one million dollars; 30% of the budgeted expenditures in 2018-19. <li data-bbox="329 1820 1513 1885">• The return rate for students in grades 1-7 enrolled at the end of June 2018 was 78%, down from 90% in the prior two years.

Indicator	Key Question and Findings
1	<p data-bbox="331 216 1292 247">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="331 254 1495 535" style="list-style-type: none"> <li data-bbox="331 254 1495 394">• Students in grade 1- 5 receive 75% of their instruction in Spanish and 25% in English. Students in grades 6-8 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by staff members who are fully licensed and proficient in English. <li data-bbox="331 401 1495 470">• BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. <li data-bbox="331 476 1495 535">• The majority of classroom observations featured large group instruction with relatively low levels of cognitive demand and limited differentiation.

Charter Requirements

5.1 Overview. AISICS agrees to design and implement the educational program described to the Board and in the Application, as amended by this Charter. The educational program must include the following:

- 5.1.1 All English Language Arts classes must be taught in English by a person proficient in the English language;
- 5.1.2 In Kindergarten and first through fifth grades, approximately 75 percent of daily instruction will be given in Spanish and 25 percent in English;
- 5.1.3 In sixth, seventh and eighth grades, approximately 50 percent of daily instruction will be given in Spanish and 50 percent in English
- 5.1.4 Differentiated instruction in all classes;
- 5.1.5 Immersion teaching techniques will be incorporated in classes instructed in Spanish to ensure student success in Spanish learning acquisition;
- 5.1.6 The curriculum will be fully aligned with Oregon curriculum state standards, and the District's learning targets will serve as a guide for curriculum unit development and assessment;
- 5.1.7 The educational program implemented must meet the requirements of state and federal law, including, without limitation, Oregon content standards described in ORS 329.045, and other requirements concerning subjects of instruction and content standards;
- 5.1.8 Instructional materials will align with applicable Oregon State Standards, ORS 329.045, and Arco Iris's education program set forth in the Application. Arco Iris will notify the District in writing of its intent to use instructional materials 60 days in advance of its use; and
- 5.1.9 Alignment with the District's goal for all students to show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and to be prepared for post-secondary education and career success.

Findings

- English Language Arts classes are taught by fully licensed staff proficient in English.
- Students in grade 1- 5 receive 75% of their instruction in Spanish and 25% in English. Students in grades 6 - 8 receive 50% of their instruction in Spanish and 50% in English.
- Differentiation was observed in three language arts classrooms, primarily in the form of book choices for reading.
- During the site visit, teachers primarily conducted large group instruction with some individual learning time. Partner or small group work was also frequently employed. In 29 observations, 86% of students were assessed as engaged in the lesson or instructional task at

the time of the observation. Student engagement was consistently high across all but two classrooms. Teacher-student interactions were genial and respectful. Students were provided opportunities to demonstrate their understanding of lessons to their classmates or individually to the teacher. In multiple classrooms, teachers re-taught or reinforced behavior expectations with their students.

- During the course of observations, students were asked to copy information from the board, complete worksheets, read grade appropriate texts and answer comprehension questions, produce writing, practice counting, conduct experiments, and solve math problems. Overall, most assignments and learning targets would be classified as Depth of Knowledge Level 1 or 2.
- BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. Learning targets were either posted or explicitly stated in the majority of classrooms observed during the site visit. Learning targets addressed in observed instruction include:

Math

- Divide unit fractions by whole numbers
- Add and subtract fractions and mixed numbers
- Tell time to the nearest 5 minutes
- Compare two-digit numbers
- Divide within 100
- Understand and apply the Pythagorean Theorem
- Define and use linear functions to model relationships
- Count to 120.

Language Arts

- Understand and explain the meaning of common idioms
- Determine the central idea of a text and analyze its development
- Retell stories and demonstrate understanding of the central message
- Provide details to describe actions, thoughts, and feelings
- Read grade-level texts with purpose

Physical Education, Science, Social Studies, Spanish Language Arts

- Identify and describe significant events and cultures within geographic regions
- Recognize predicates and compare characteristics of predicate-verbs and predicate-nouns
- Determine the pH of unknown solutions
- Use correct capitalization and punctuation

- Immersion techniques observed during the site visit included frequent use of visual supports and comprehension checks, establishment of classroom routines, and effective teacher talk (clear and accurate use of language, repeating as needed, scaffolding in first language, etc.).
- Instructional materials employed during the 2017-18 school year included *Singapore Math* in grades 1-5, *Santillana Descubre* for Spanish Language Arts in 1st through 3rd grade, *Santillana Yabisi* in 4th through 8th grade, *Fusion Ciencias* for Science, and *Historia Y Ciencias Sociales* for Social Studies. *Story Town* is used for English Language Arts for grades 1-4 while for grades 5-8 grade ELA, a selection of short stories, poetry, novels, Notice & Note for literature analysis, and Lucy Calkin’s “Units of Study” for writing.

Indicator	Key Question and Findings
2	<p data-bbox="331 254 743 289">How well are students learning?</p> <ul data-bbox="331 296 1468 947" style="list-style-type: none"> <li data-bbox="331 296 1468 363">• The school monitors student progress using a variety of assessments that also inform instructional decisions. <li data-bbox="331 369 1468 548">• The percentages of Arco Iris students exceeding and meeting standard on the Smarter Balanced English Language Arts and Mathematics tests are substantially greater than their elementary Dual Language peers in the District. As in previous years, the differences in performance narrow greatly when comparing only non-poverty or non-ELL students. <li data-bbox="331 554 1468 695">• Median growth percentiles for Smarter Balanced English Language Arts (ELA) for both Arco Iris and BSD students in TWI are at the state average (50th percentile). The median growth percentile for Arco iris students was higher than in the prior two years in both ELA and math. <li data-bbox="331 701 1468 768">• Arco Iris students continue to outperform their Dual Language peers on the OAKS Science Assessment. <li data-bbox="331 774 1468 947">• Arco Iris met the student achievement requirements under the current charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s dual language programs.

Charter Requirements

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

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

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

5.6.3 Administering to each ELL Student each school year the English Language Proficiency Assessment.

5.7 Student Achievement. All Arco Iris students must meet the District's learning targets for each grade level for each subject. Arco Iris will be deemed to have met the student achievement requirements of this Charter if, on a subject-by-subject basis, the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in English language arts, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.

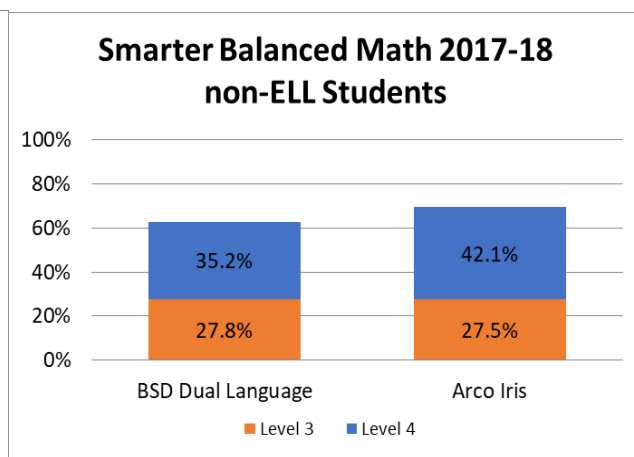
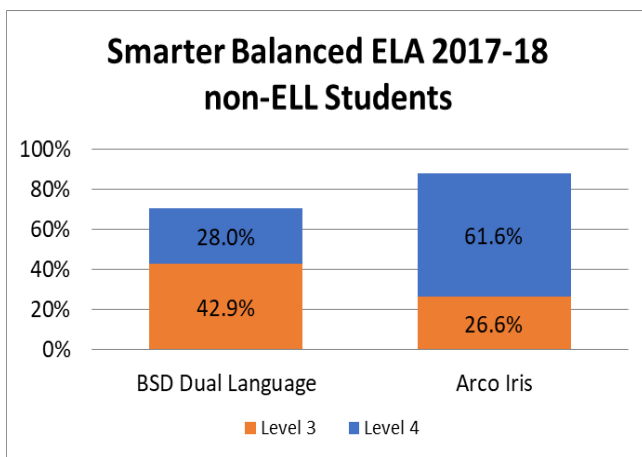
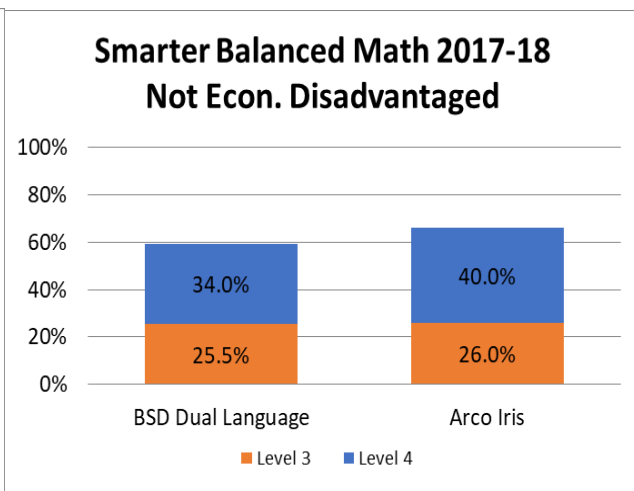
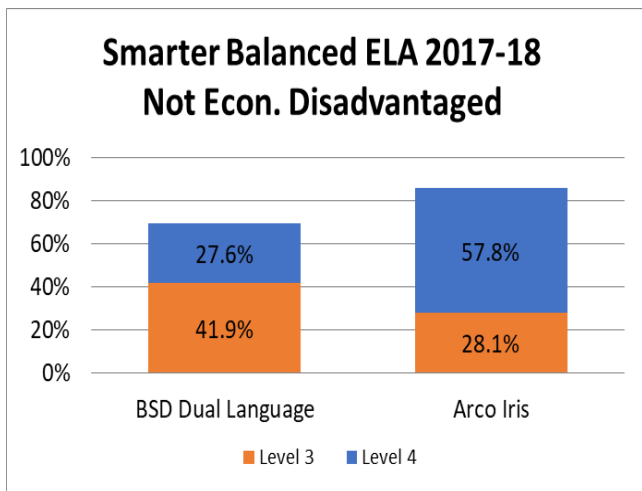
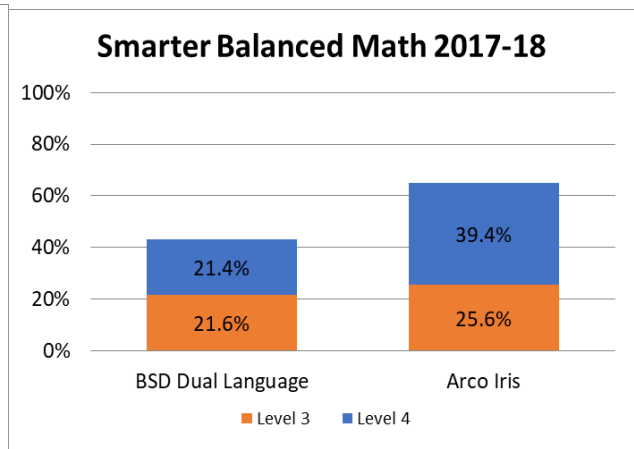
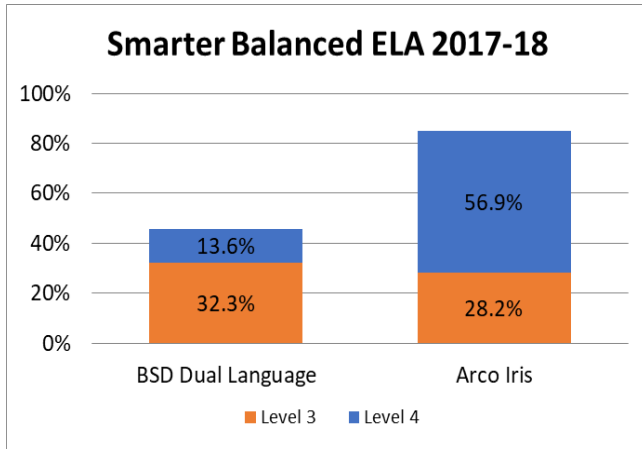
Findings

- The school monitors student progress using a variety of assessments that also inform instructional decisions.

Assessment	Purpose	Use	Frequency
ELPA21 (English Language Proficiency Assessment)	Assesses language acquisition of identified ELL students	Used in the monitoring of progress of identified ELL students.	Annually
IRLA(English)	Assesses student reading abilities and comprehension.	Progress monitoring and leveling for students	Twice a year for 1 st /2 nd grade. Twice a year for 3 rd through 8 th grade.
ENIL(Spanish)	Assesses student reading abilities and comprehension.	Progress monitoring and leveling for students	New students get tested at the beginning of the year (all grades). Twice a year for all grades 1 st through 8 th .
Easy CBM	Assesses early reading skills (grade 1) as well word fluency, vocabulary, comprehension (grade 2-8). Assesses numbers and operations skills in math, as well as algebra, geometry, and measurement skills.	Progress monitoring and leveling for students	Weekly for intervention students. Three times a year (beginning, middle, and end).
Singapore Math Assessments	Assess and tracks progress in math concepts for grades 1-5.	Guides teaching strategies for daily learning at an individual level.	Weekly and end of unit assessments – reported in the trimester progress reports.
Smarter Balanced English Language Arts and Mathematics, OAKS Science	Assesses students’ mastery of Oregon content standards	Informs how Arco Iris students compare to the rest of the state. Used as a baseline measure of student progress.	Annually.

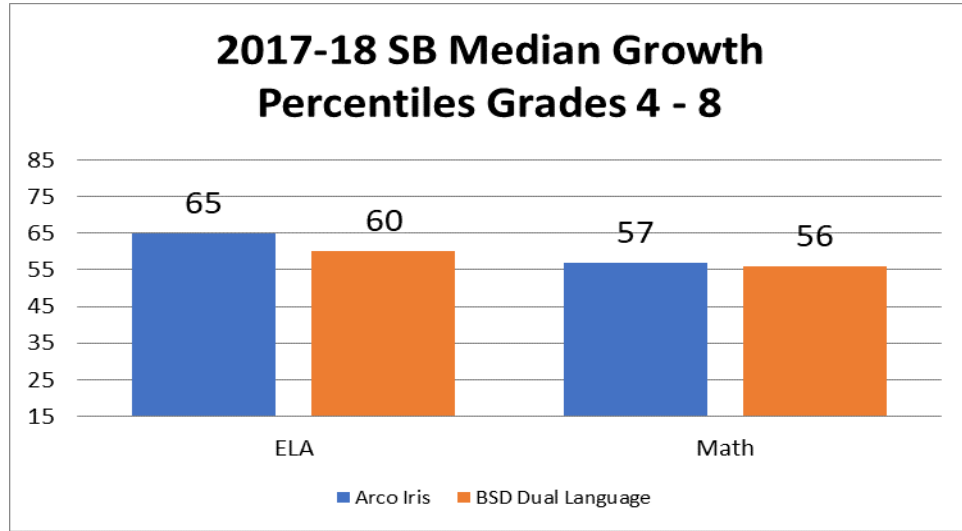
- The State’s English Language Proficiency Assessment (ELPA21) was administered to all twenty students enrolled in 2017-18 receiving or eligible for ELD services.
- As shown in the graphs below, the percentages of Arco Iris students exceeding and meeting standard on the Smarter Balanced English Language Arts and Mathematics tests are

substantially greater than their Dual Language peers in the District. As in previous years, the differences in performance narrow greatly when only non-poverty students or non-ELL students are compared.

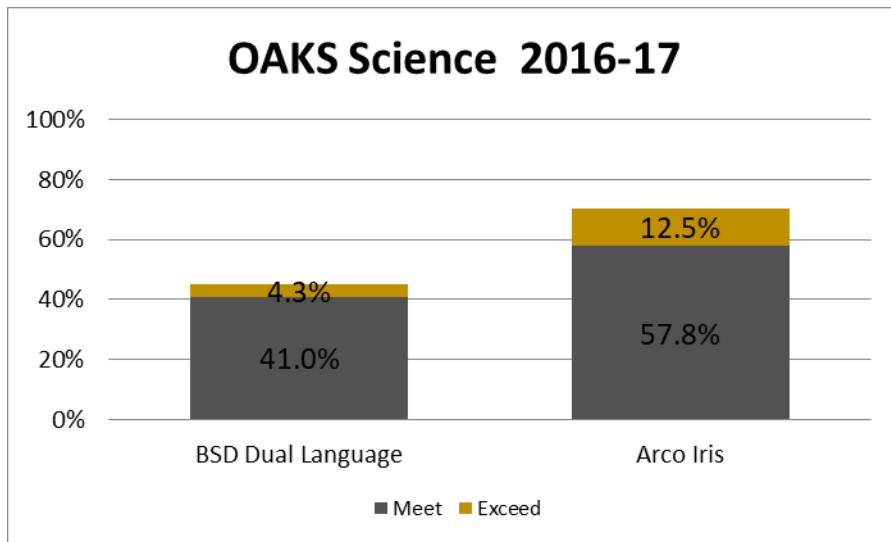


- Median growth percentiles for Smarter Balanced English Language Arts (ELA) for both Arco Iris and BSD students in Dual language programs are above the state average (50th percentile). The median growth percentile in math for Arco Iris students rose from 31 in 2015-16 to 19 in 2016-17 to 57 in 2017-18. During the same three year period, the median

growth percentile for Arco Iris students in English Language Arts rose from 50 in 2015-16 to 65 this year.



- Arco Iris students continue to outperform their Dual Language peers on the OAKS Science Assessment.



- Arco Iris met the student achievement requirements under the current six-year Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.

Indicator	Key Question and Findings
3	<p data-bbox="331 254 1422 289">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="331 296 1469 615" style="list-style-type: none"> <li data-bbox="331 296 1243 331">• All classes at Arco Iris are taught by licensed or registered teachers. <li data-bbox="331 331 1341 401">• ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement. <li data-bbox="331 401 1435 436">• Teachers participate in a significant number of hours of professional development. <li data-bbox="331 436 1469 615">• In 2018, 9 in 10 parents gave the school an overall letter grade of A or B, similar to the results for prior years. The percentage of parents agreeing they felt included and welcome in the school community has increased over the past four years while the percentage of parents agreeing that Arco Iris meets the individual academic needs of their child has decreased.

Charter requirements

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

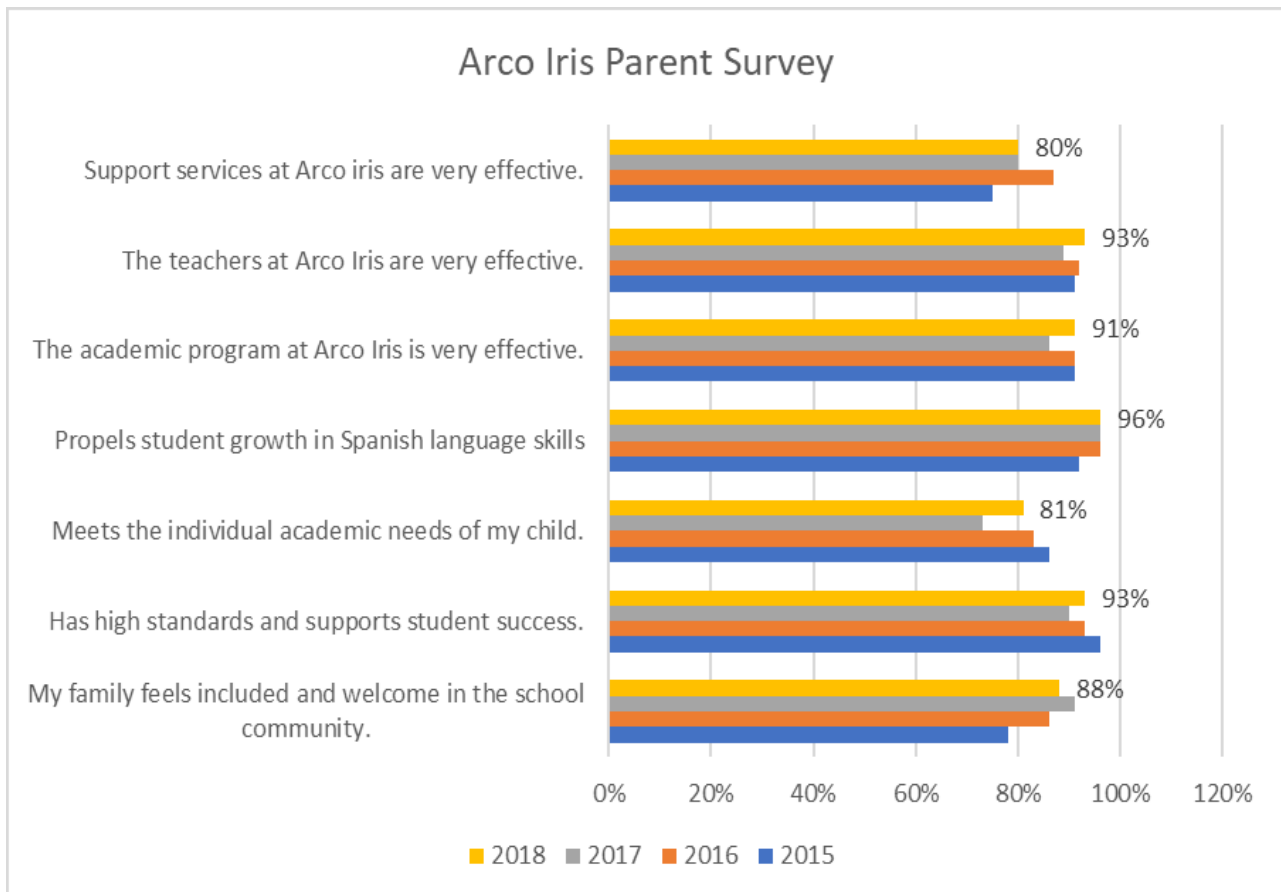
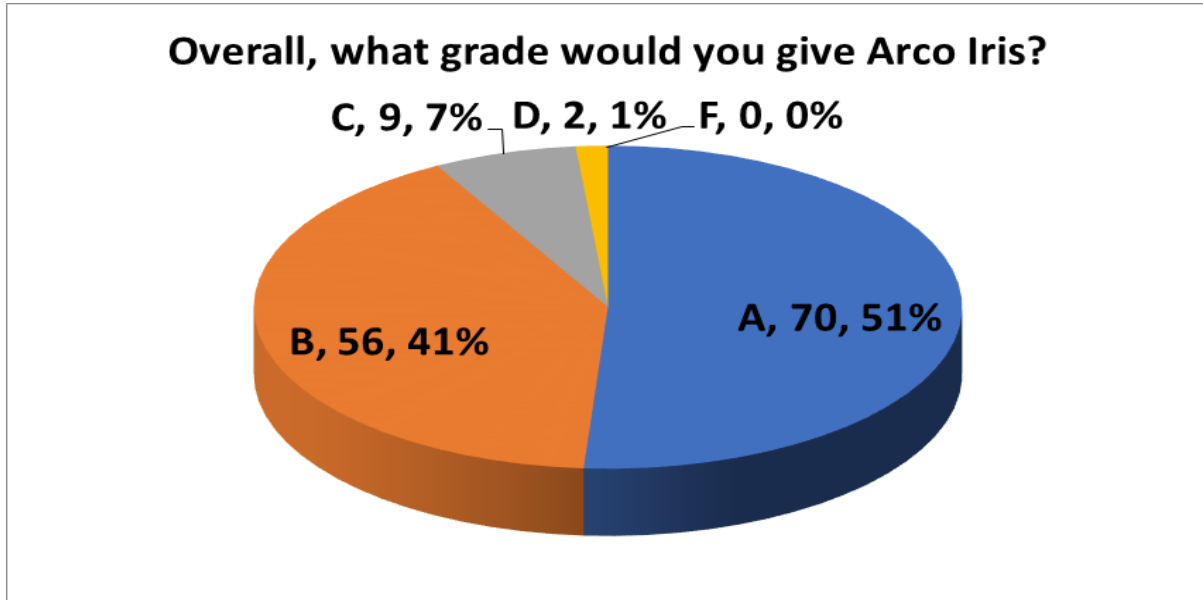
18.2 Classes Taught in Spanish. All classes at Arco Iris taught in Spanish will be taught by a bilingual Spanish/English teacher with native or near-native proficiency in Spanish.

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

Findings

- English Language Arts classes are taught by staff who are proficient in English and appropriately certified.
- Spanish classes are taught by bilingual Spanish/English teachers with native or near-native proficiency in Spanish.
- All Arco Iris teachers are appropriately licensed or on the charter school registry maintained by TSPC.
- ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.
- Teachers participated in multi-day professional development in 2017-18 on Singapore Math, continuing professional development from prior years in this area. In addition, teachers engaged in activities to improve their skills in Spanish language assessments, monitoring student progress and differentiation strategies. Teachers also participated in BSD professional development during early release Wednesdays, however the school's later end time on Wednesdays compared to BSD elementary schools made this difficult. In addition, teachers engaged in activities to improve their skills in Spanish language assessments, monitoring student progress and differentiation strategies.

- In 2018, 9 in 10 parents gave the school an overall letter grade of A or B, similar to the results for prior years. The percentage of parents agreeing they felt included and welcome in the school community has increased 10 percentage points from 2015 to 88%. In contrast, the percentage of parents agreeing that Arco Iris meets the individual academic needs of their child decreased by 5 percentage points over the same period to 81%.



Indicator	Key Question and Findings
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> • A copy of the annual audit for 2016-17, conducted by a licensed auditor, was submitted to the District on December 15. • Arco Iris ended the eighth year of operation with a net income of \$316,477; 14% of total income for the year. • Net income for the school tripled from the prior year. The ending fund balance for the school after the eighth year of operation is just over one million dollars; 30% of the budgeted expenditures in 2018-19. • The return rate for students in grades 1-7 enrolled at the end of June 2018 was 78%, down from 90% in the prior two years.

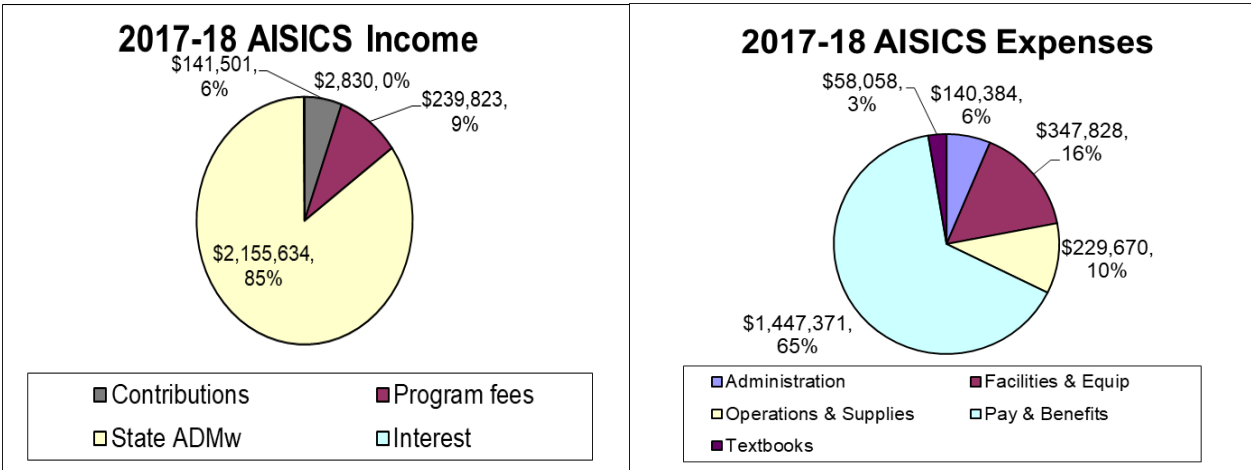
Charter Requirements

13.4 Arco Iris will retain an auditor to conduct an audit of the accounts of Arco Iris as required by ORS 338.095(2) and in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990, as it may be amended from time to time. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. Arco Iris will deliver a copy of the final audit to the District, the Oregon Department of Education, and the State Board of Education no later than each September 15 during the term of this Charter.

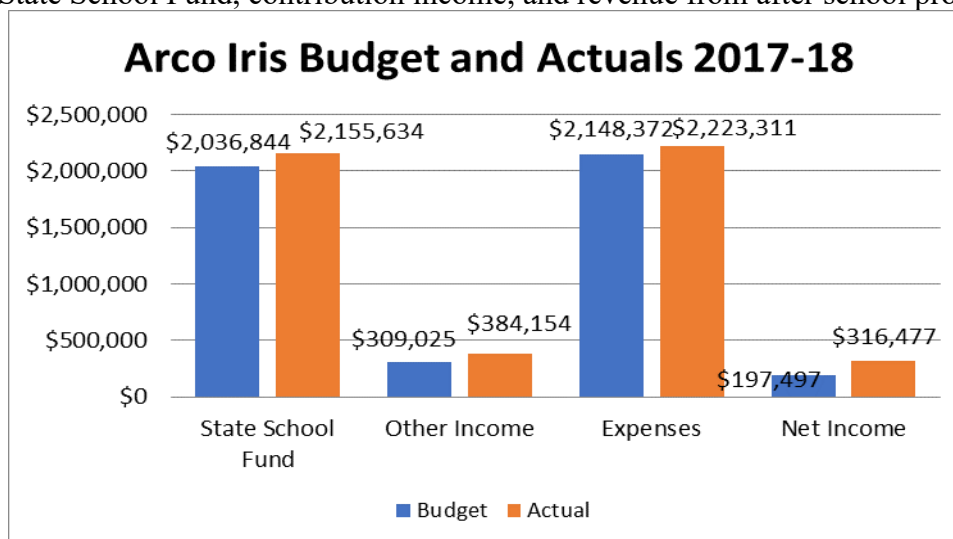
13.1 Annual Budget. On or before April 15 of each year, AISICS will submit to the District Arco Iris's proposed budget for the next fiscal year.

Findings

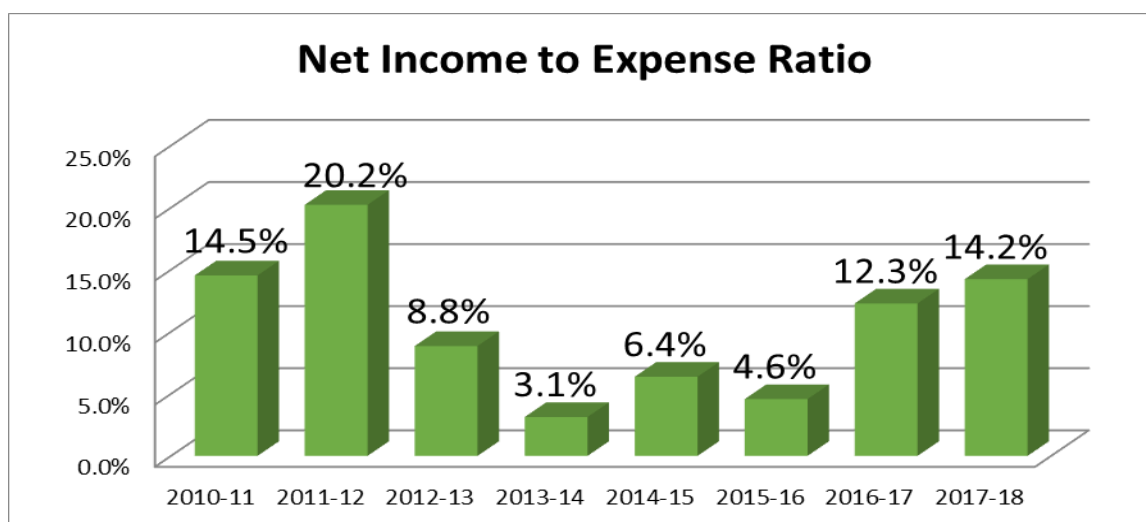
- The annual audit for 2016-17, conducted by a licensed auditor, and the 2018-19 budget were submitted to the District in a timely manner. The audit found that the school’s financial statements accurately reflect the school’s financial position after the seventh year of operation.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Arco Iris ended the eighth year of operation with net income of \$316,477 on total revenues of \$2,539,789 and \$2,223,311 total expenses. State School fund accounts for 85% of the school’s income, approximately the same percentage as the last two year. Contributions account for 6% of total income, the same percentage as in 2014-15. Income and expenses are summarized below:



- Compared to the 2017-18 budget, actual net income was 60% higher than anticipated due to increased State School Fund, contribution income, and revenue from after school programs.



- Net income for the school surpassed the prior two years combined. The ending fund balance for the school after the eighth year of operation is just over one million dollars; 30% of the budgeted expenditures in 2018-19.



- The 2017-18 budget was provided to the District in June.
- The return rate for students in grades 1-7 enrolled at the end of June 2018 was 78%, down from 90% in the prior two years.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	MS	Total
Active students at end of year	52	54	50	51	50	50	307
Returned to Arco Iris	47	44	45	39	25	40	240
Returned to BSD school	3	6	2	8	18	6	43
Enrolled in another district	2	4	3	4	7	4	24
Home school or private school	1	1			3	1	6
Return rate	90%	96%	98%	94%	69%	87%	90%

Hope Chinese Charter School Annual Evaluation Beaverton School District October 22, 2018



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*School Board Goal: **WE** empower all students to achieve post-high school success.*

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

Evaluation Overview

Purpose

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

The Board may terminate the charter of a district-sponsored charter school for failure to:

1. Meet the terms of the approved charter or any provision of the law;
2. Meet the requirements of student performance in the charter;
3. Correct a violation of federal or state law;
4. Maintain insurance as described in the charter; or
5. Maintain financial stability.

Design

By examining a variety of data, this charter school evaluation is designed to assess four key questions:

- How well has the school delivered its intended instructional program?
- How well are students learning?
- Are staff qualified to deliver the program and ensure student learning?
- Is the school on sound financial footing?

Desired outcomes: A quality charter school has a strong instructional program delivered with fidelity by qualified, skilled staff. Students demonstrate mastery in core content areas and show progress in learning during the year. A quality charter school maintains a sound financial foundation to ensure sustainability.

Highlights of Findings

Indicator	Key Question and Findings
1	<p>To what extent has the school delivered its intended instructional program?</p> <ul style="list-style-type: none"> • Students in grades K - 2 receive 65% of their instruction in Chinese and 35% in English. Instruction for grades 3 - 5 students is 50% in each language while grade 6 is 35% in Chinese and 65% in English. At all grade levels, English language arts instruction is provided by staff members who are proficient in English. • BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning. • Students engage in a variety of modes of instruction including large group, small group, pairs, and individual learning. 95% of students were assessed as engaged in the lesson or instructional task during the site visit.
2	<p>How well are students learning?</p> <ul style="list-style-type: none"> • Teachers use a variety of common assessments to monitor student progress, inform instructional decisions, and document student learning. • HCCS met the student achievement requirements under the current Charter: the average achievement of the Charter School students exceeds the average academic achievement for students in District dual language programs as measured by the state assessments in English Language Arts, mathematics, and science. • The median growth percentiles for HCCS students is above the state (50th percentile) in ELA but below the state in math. The median growth percentile for math has dropped from 80.8 in 2015-16 to 46 in 2017-18 which is below the growth median growth percentile of students in District elementary dual language programs.
3	<p>To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul style="list-style-type: none"> • All Hope Chinese teachers are appropriately licensed or on the charter school registry maintained by TSPC. Licensed teachers are 65% of FTE. • English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified. • Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese. • Teachers participate in a significant number of hours of professional development to improve instruction and the classroom and school environment. • In 2018, 93% of parents awarded an A or B grade to HCCS. 87% of parents believe the school's program is aligned with its mission.
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> • The 2018-19 budget has been provided to the District. • Net income for the sixth year of operation was \$84,466, less than 4% of total income for the year. • After the sixth year of operation, Hope Chinese's ending fund balance is \$1,023,154 or 36% of the expenditures budgeted for 2018-19. • The return rate for students enrolled at the end of the prior school year continues to be above 90%.

Indicator	Key Question and Findings
1	<p data-bbox="313 218 1273 254">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="313 275 1438 602" style="list-style-type: none"> <li data-bbox="313 275 1438 422">• Students in grades K - 2 receive 65% of their instruction in Chinese and 35% in English. Instruction for grades 3 - 5 students is 50% in each language while grade 6 is 35% in Chinese and 65% in English. At all grade levels, English language arts instruction is provided by staff members who are proficient in English. <li data-bbox="313 422 1438 495">• BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning. <li data-bbox="313 495 1438 602">• Students engage in a variety of modes of instruction including large group, small group, pairs, and individual learning. 95% of students were assessed as engaged in the lesson or instructional task during the site visit.

Charter Requirements

5.1 Overview. Applicant agrees to design and implement the educational program described to the Board and in the Application, as amended by this Charter. The educational program must include the following:

- 5.1.1 All English Language Arts classes must be taught in English by a person proficient in the English language;
- 5.1.2 In kindergarten, first and second grades, 65% of daily instruction will be in Chinese and 35% in English;
- 5.1.3 In third, fourth and fifth grades, 50% of daily instruction will be in Chinese and 50% in English;
- 5.1.4 In sixth, seventh and eighth grades, 35% of daily instruction will be in Chinese and 65% in English;
- 5.1.5 Differentiated instruction in all classes;
- 5.1.6 Immersion teaching techniques will be incorporated in classes instructed in Chinese to ensure student success in Chinese learning acquisition;
- 5.1.7 The curriculum will be fully aligned with Oregon curriculum state standards, and the District's learning targets will serve as a guide for curriculum unit development and assessment;
- 5.1.8 The educational program implemented must meet the requirements of state and federal law, including, without limitation, Oregon content standards described in ORS 329.045, and other requirements concerning subjects of instruction and content standards;
- 5.1.9 Instructional materials will include the Primary Math (also known as Singapore Math), Harcourt *Story Town*, Zaner-Bloser handwriting materials, and other materials that align with the District's Learning Targets, applicable Oregon State Standards, and Charter School's education program set forth in the Application, so long as Hope Chinese notifies the District in writing of its intent to utilize such a curriculum 60 days in advance of its use.

School Mission

Educating for Global Fluency by developing Chinese & English dual-language skills, nurturing cultural adaptability and inspiring excellence in our students for a positive impact in our world.

Site Visit

The prescribed site visit was conducted by two Teaching and Learning staff on March 13, 2018. During the visit, all teachers of Chinese language arts, English language arts, math, and PE instruction in grades kindergarten through 6 were observed.

Findings

- At all grade levels, English language arts instruction is provided by staff members who are proficient in English.
- Students in grades K - 2 receive 65% of their instruction in Chinese and 35% in English. Instruction for grades 3 - 5 students is 50% in each language while grade 6 is 35% in Chinese and 65% in English.
- Students receive differentiated instruction through grouping based on achievement as well as through differentiated materials, including individual reading books. *Singapore Math* materials provide students with exercises based on the student's achievement and accuracy. Teachers provide individual help and additional challenging work for those who need it.
- During the site visit, students were observed engaging in a variety of modes of instruction including large group, small group, pairs, and individual learning time. A variety of methods were used to engage students -- random calling, cold calling, choral reading, physical response, individual and full class responses, and turn and talk. Methods to refocus student attention or transition students from one activity to the next varied across classrooms, but were highly effective overall. Classroom routines were efficient and known by students. In 34 observations across 19 classrooms, 95% of students were assessed as engaged in the lesson or instructional task at the time of the observation.
- Immersion techniques observed during the site visit included frequent use of comprehension checks (including student responses on white boards), use of physical gestures and prompts, and effective teacher talk (clear and accurate use of language, repeating as needed, etc.).
- During the course of the visit, students were asked to recall information, support opinions with evidence, develop conceptual understanding of math concepts and fluency with math procedures, acquire and use correct vocabulary and pronunciation, and write and speak accurately.
- BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. Observed instruction aligned with District learning targets as detailed here:

Math

- Use facts about supplementary, complementary, vertical, and adjacent angles to solve for unknown angles in a figure.
- Interpret division problems as grouping or sharing
- Interpret improper fractions
- Draw and identify points, lines, line segments and rays
- Tell and write time to the nearest five minutes

ELA

- Tell about events in order.
- Using temporal words (i.e. before, during, after), to tell how things change over time.
- Introduce a topic clearly, state an opinion, and create an organizational structure grouping related ideas that supports the purpose.
- Provide reasons for an opinion that are supported by facts and details.
- Provide a concluding statement related to an opinion.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Count, pronounce, blend and segment syllables in spoken words.
- Demonstrate understanding of the organization and basic features of print.

Social Studies/Science

- demonstrate an understanding of historical and current events, people, religions, and cultures.
- Identify different ways of looking at an event, issue, or problem.
- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

PE

- Perform locomotor skills while maintaining balance (walk, run, gallop, hop, slide, jump).

Language Development

- Construct meaning from and create clear and coherent grade-appropriate speech
- Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses
- Determine the meaning of words and phrases in oral presentations and literary and informational text

- Instructional materials used during the 2017-18 school year included *Singapore Math*, *Lucy Calkin's Units of Study* for writing, *Better Chinese* and *Happy Chinese* for Chinese Language Arts, and *FOSS Science*.

Indicator	Key Question and Findings
2	<p data-bbox="313 249 727 281">How well are students learning?</p> <ul data-bbox="313 291 1459 657" style="list-style-type: none"> <li data-bbox="313 291 1459 359">• Teachers use a variety of common assessments to monitor student progress, inform instructional decisions, and document student learning. <li data-bbox="313 369 1459 510">• HCCS met the student achievement requirements under the current Charter: the average achievement of the Charter School students exceeds the average academic achievement for students in District dual language programs as measured by the state assessments in English Language Arts, mathematics, and science. <li data-bbox="313 520 1459 657">• The median growth percentiles for HCCS students is above the state (50th percentile) in ELA but below the state in math. The median growth percentile for math has dropped from 80.8 in 2015-16 to 46 in 2017-18 which is below the growth median growth percentile of students in District elementary dual language programs.

Charter Requirements

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

5.6.1 Administering to each student each school year the required State assessments to the extent the District requires its students to take such assessment;

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

5.6.3 Administering to each second-, third-, and fourth-grade student in the spring of each school year, the Chinese version of the Student Oral Proficiency Assessment (SOPA) or such other assessment as may be approved in writing by the District;

5.6.4 Administering to each fifth-grade student in the spring of each school year, the Chinese version of the Standards-based Measurement of Proficiency (STAMP 4se) to assess all four skills (Chinese listening, speaking, reading, and writing); and

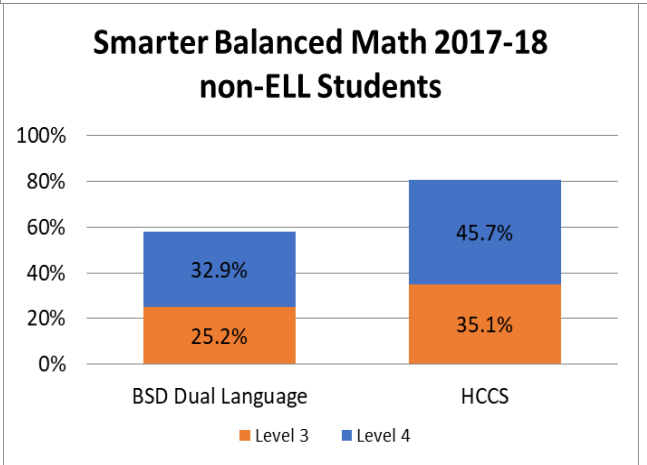
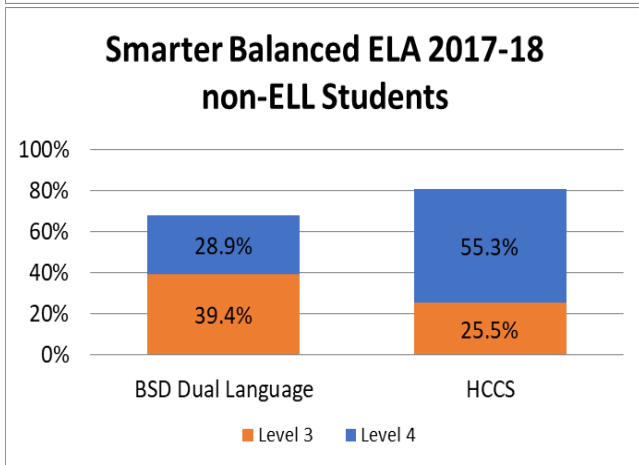
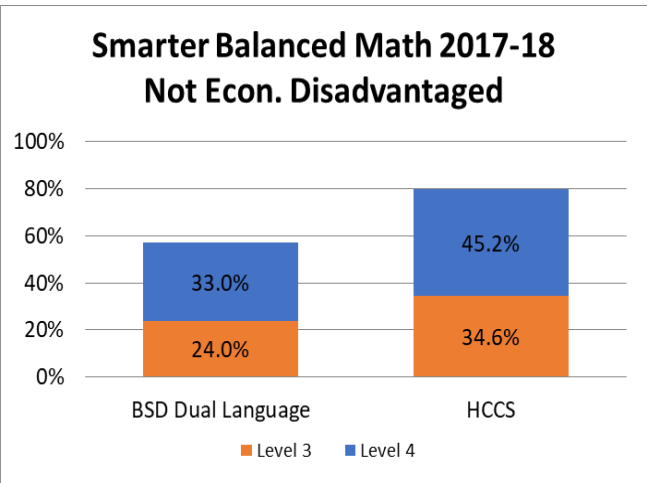
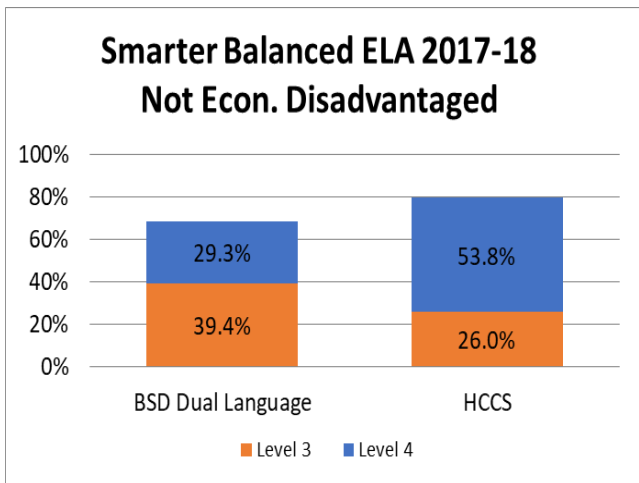
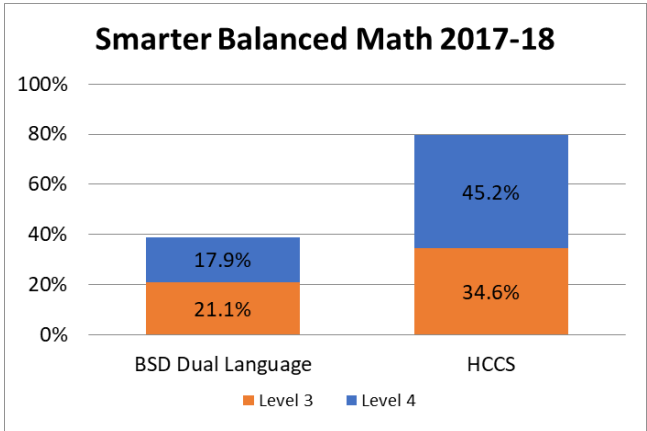
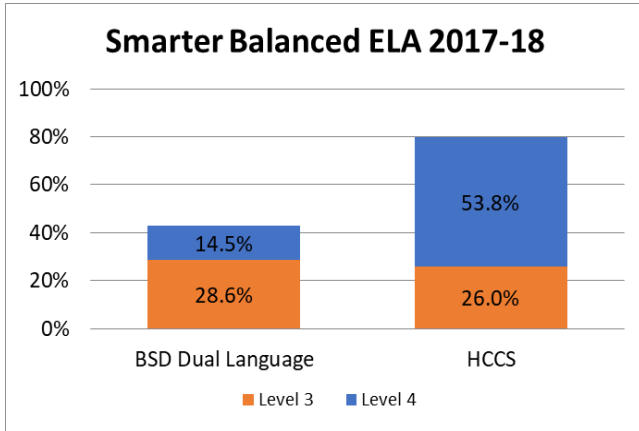
5.7 Student Achievement. All of the Charter School students must meet the District's learning targets for each grade level for each subject. The Charter School will be deemed to have met the student achievement requirements of this Charter if, on a subject-by-subject basis, the percentage of Charter School students meeting or exceeding achievement standards on State assessments in English language arts, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District's two-way immersion programs.

Findings

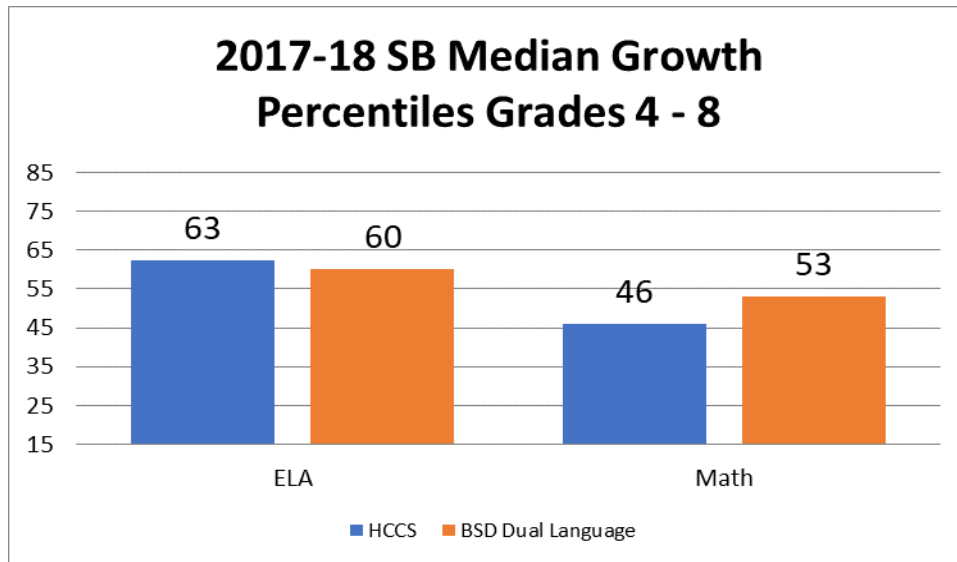
- The school monitors student progress using a variety of assessments that also inform instructional decisions.

Assessment	Purpose	Use	Frequency
Chinese Language Reading and Writing Assessments	Assesses Chinese reading fluency and comprehension; character writing ability and understanding	Informs teacher of characters mastered and tracks progress throughout the year.	Beginning, middle and end of the year
Student Oral Proficiency Assessment (SOPA)	Assesses students' level of oral proficiency with Chinese language	Tracks students' progress from year to year (2 nd – 4 th grade)	End of the year
STAMP4se (STAndards-based Measurement of Proficiency)	Assess middle school students' proficiency with spoken and written Chinese language	Track student progress	End of the year
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Assesses English reading fluency and comprehension (grades K-3)	Tracks students' progress throughout the year and assists teachers in identifying students requiring additional intervention in reading	Beginning, middle and end of the year
Development Reading Assessments (DRAs) and Qualitative Reading Inventory (QRI)	Assesses English reading fluency and comprehension.	Informs teacher and student of appropriate reading level for guided reading groups and student's self-selection; tracks progress throughout the year.	Beginning, middle and end of the year
English Writing Assessments (Lucy Calkins Units of Study)	Assesses students' writing achievement	Informs teacher of students' achievement with writing skills	Beginning, middle and end of year
English Language Proficiency Assessment (ELPA21)	Assesses ELL students' proficiency levels in English	Informs teacher of students' English proficiency level	End of year
ESL Assessments	Assesses ELL students in a variety of English language objectives	Informs teacher of students' English level and assists in setting learning goals for the student.	Beginning and end of year
Singapore Math Assessments	Assess and tracks ongoing progress of math skills according to the Singapore Math curriculum.	Guides teaching strategies for daily learning at an individual/group level	Bi-weekly.
Smarter Balanced English Language Arts and Math	Assesses student achievement of state standards	Measures student progress toward career- and college-readiness	End of year

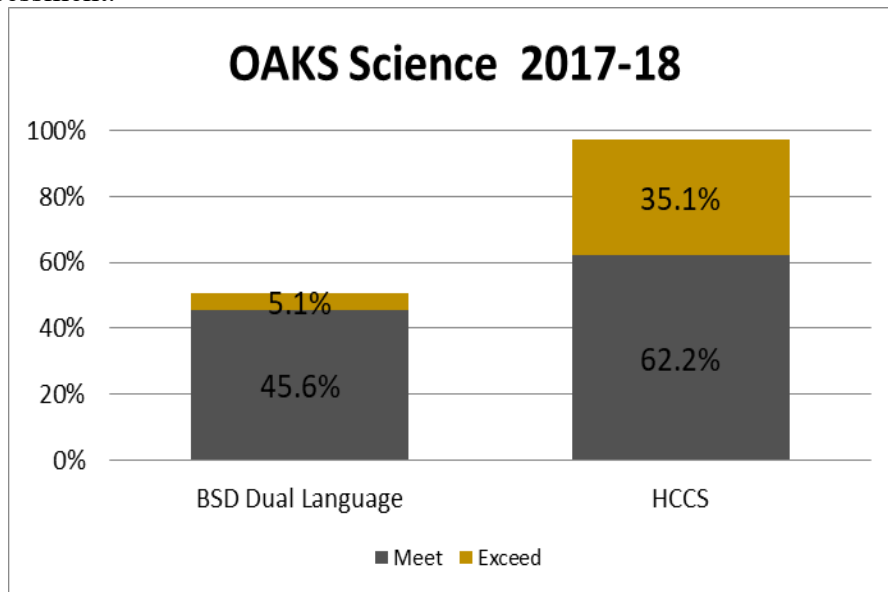
- The State’s English Language Proficiency Assessment (ELPA21) was administered to six of ten students enrolled in 2017-18 receiving or eligible for ELD services.
- The average achievement of the Charter School students exceeds the average academic achievement for students in District two-way immersion programs as measured by the Smarter Balanced assessments in English Language Arts and mathematics, thereby meeting the student achievement requirement under the school’s Charter. The differences in performance narrow when only students who are not economically advantaged or are not ELL are compared.



- The median growth percentiles for HCCS students is above the state (50th percentile) in ELA but below the state in math. The median growth percentile for math has dropped from 80.8 in 2015-16 to 61.5 in 2016-17 to 46 in 2017-18.



- HCCS 5th graders continue to significantly outperform their Dual Language peers on the OAKS Science Assessment.



Indicator	Key Question and Findings
3	<p data-bbox="313 254 1403 289">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="313 296 1459 661" style="list-style-type: none"> <li data-bbox="313 296 1349 363">• All Hope Chinese teachers are appropriately licensed or on the charter school registry maintained by TSPC. Licensed teachers are 65% of FTE. <li data-bbox="313 369 1386 436">• English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified. <li data-bbox="313 443 1365 510">• Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese. <li data-bbox="313 516 1442 583">• Teachers participate in a significant number of hours of professional development to improve instruction and the classroom and school environment. <li data-bbox="313 590 1442 657">• In 2018, 93% of parents awarded an A or B grade to HCCS. 87% of parents believe the school’s program is aligned with its mission.

Charter requirements

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

18.2 Classes Taught in Chinese. All classes at the Charter School taught in Chinese will be taught by a bilingual Chinese/English teacher fluent in Chinese.

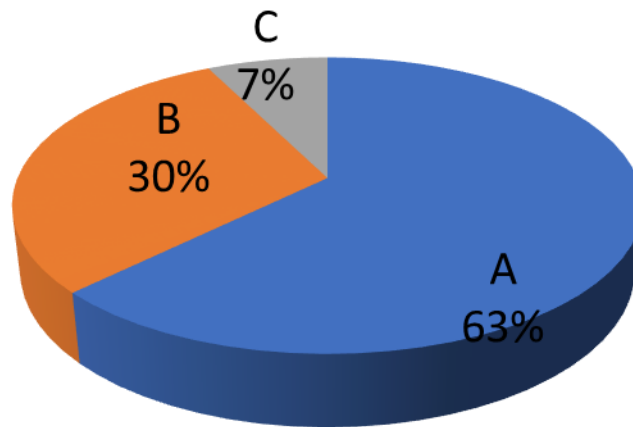
18.3 ELL Classes. All teachers providing programs specialized for ELL Students will be taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.

18.4 Licensure. Classroom instruction will only occur in the presence of a teacher with a valid Oregon license or charter school registry.

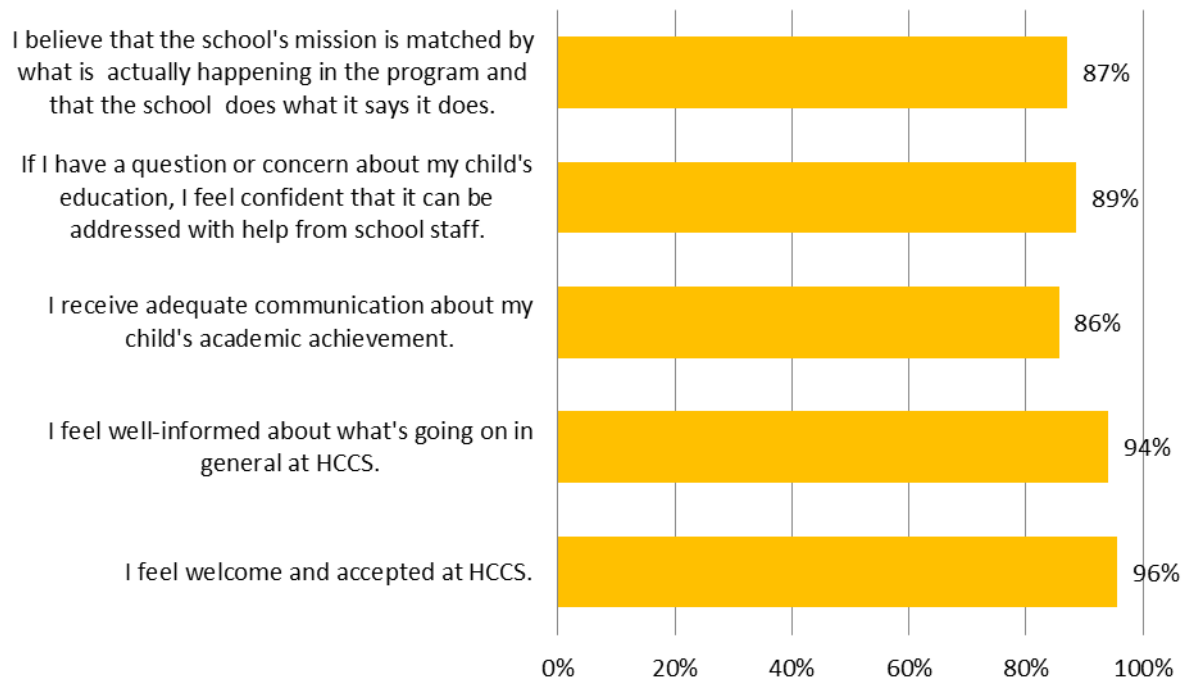
Findings

- English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified.
- Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese.
- All Hope Chinese teachers are appropriately licensed or on the charter school registry maintained by TSPC.
- ELL students were taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.
- In 2017-18, teachers participated in professional development on Chinese immersion instructional practices, Singapore math, Daily 5/CAFE, and FOSS science. Teachers also participated in professional development on ELA instruction, dyslexia screening, and positive behavior interventions and supports (PBIS).
- A web-based survey of 2017-18 charter school parents was conducted by the school in the spring. A total of 72 parents participated. Parent satisfaction with the school remains strong across measures. 93% of parents awarded an A or B grade to HCCS. 87% of parents believe the school’s program is aligned with its mission.

Overall, what grade would you give HCCS?



HCCS Parents Survey Results:



Indicator	Key Question and Findings
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> The 2018-19 budget has been provided to the District. Net income for the sixth year of operation was \$84,466, less than 4% of total income for the year. After the sixth year of operation, Hope Chinese’s ending fund balance is \$1,023,154 or 36% of the expenditures budgeted for 2018-19. The return rate for students enrolled at the end of the prior school year continues to be above 90%.

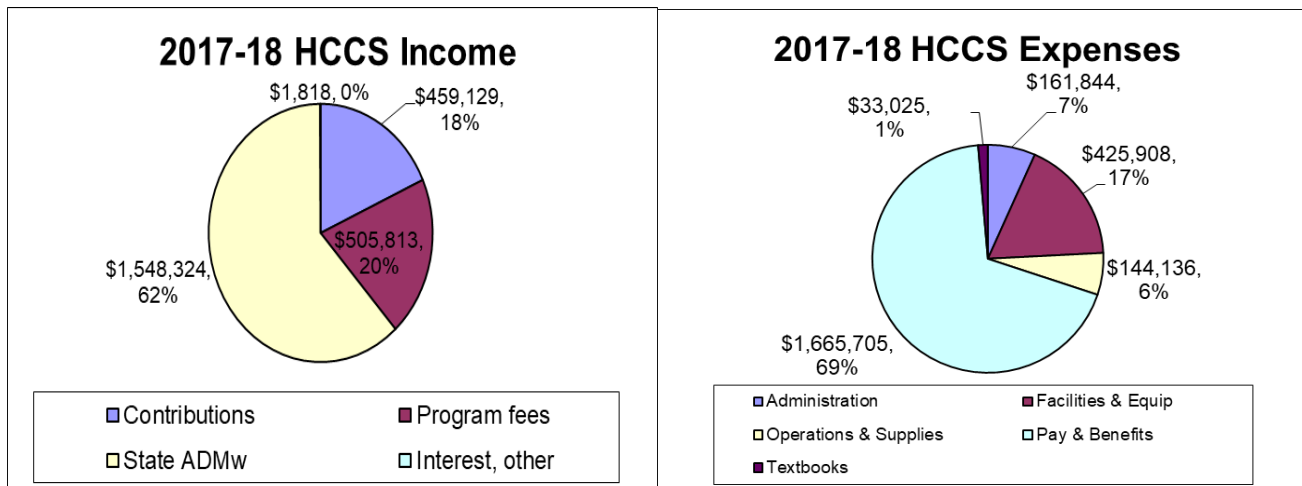
Charter Requirements

13.4 Annual Audit. HCCS will retain an auditor to conduct an audit of the accounts of the Charter School as required by ORS 338.095(2) and in accordance with the Municipal Audit Law. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. Applicant will deliver a copy of the final audit to the District no later than December 1.

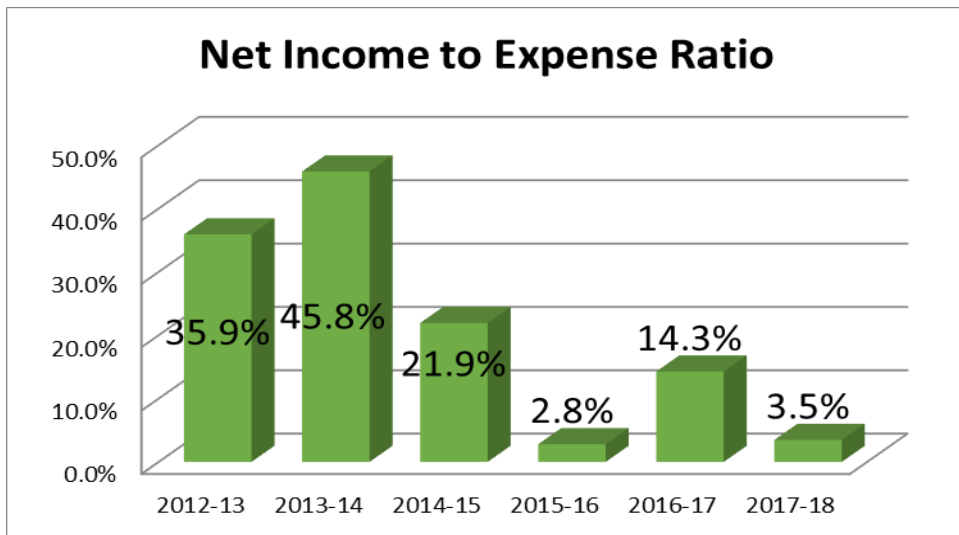
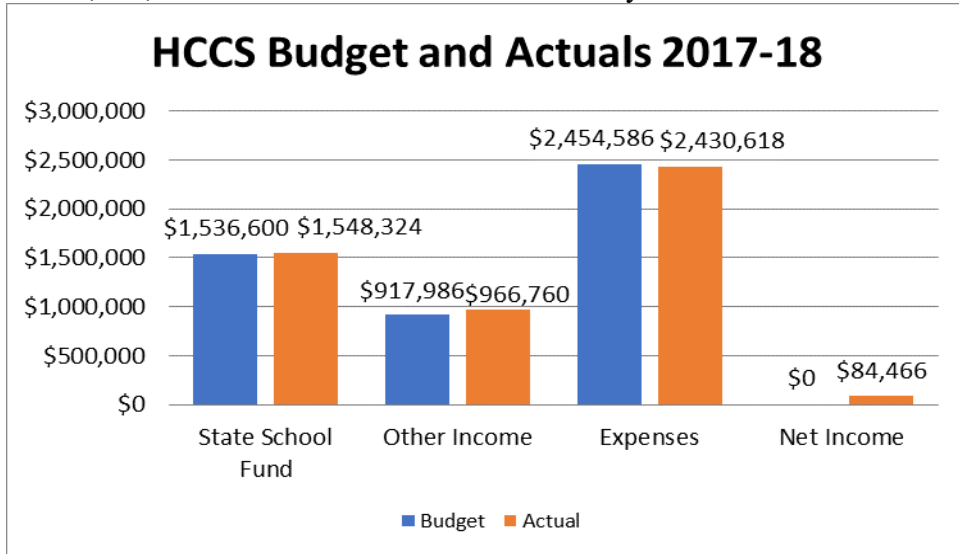
13.1 Annual Budget. On or before April 15 of each year, Applicant will submit to the District the Charter School's proposed budget for the next fiscal year.

Findings

- The annual audit of the fifth year of operation was received in November 29, 2017. The audit did not find any evidence of non-compliance with state standards with one exception: “The School is holding an investment in corporate stock which is not an approved depository for public funds as described in ORS Chapter 295.” (p. 25). In addition, the audit’s Management Letter cited two significant deficiencies in internal controls related to bank reconciliations and journal entries.
- The 2018-19 budget has been provided to the District.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Hope Chinese ended the sixth year of operation with net income of \$84,466 on total revenues of \$2,515,084 and \$2,430,618 total expenses. State School fund accounts for 62% of the school’s income. Income and expenses are summarized in the charts below:



- Compared to the 2017-18 budget, income was higher than anticipated due primarily to greater than anticipated income from sources other than the State School Fund. As a result, HCCS had net income of \$84,466, less than 4% of total income for the year.



- After the sixth year of operation, Hope Chinese’s ending fund balance is \$1,023,154 or 36% of the expenditures budgeted for 2018-19.
- The return rate for students enrolled at the end of the prior school year continues to be above 90%.

2017-18 Return Rate	Total
Active students at end of 2017-18	236
Returned to Hope Chinese	216
Not in BSD	8
In BSD School	12
Return rate	92%

Unmanned Aircraft System (UAS) a.k.a. Drone

Any employee or representative of the district operating a district unmanned aircraft system shall do so in accordance with this policy and all applicable Federal Aviation Administration (FAA) regulations.

An “unmanned aircraft system” (UAS) means an unmanned flying machine, commonly known as a drone, and its associated elements, including communication links and the components that control the machine.

The district recognizes the academic value of student operation of a UAS as one component of curricula pertaining to principles of flight, aerodynamics and airplane design and construction, which can also serve as an academic tool in other areas such as television, film production or the arts in general. Therefore, in compliance with the Federal Aviation Administration Modernization and Reform Act of 2012, Section 336, students may operate a UAS as part of a course requirement, as long as that student does not receive compensation directly or incidentally from such operation. District staff teaching a class that allows use of a UAS may assist a student in their operation of the UAS, provided the assistance is needed as part of the curriculum and assistance is to a student enrolled in the course. The staff member’s participation must be limited to the student’s operation of the UAS.

District employees shall work with administrators to ensure that proper insurance, registration and authorization are in place prior to adoption of curriculum that allows operation of a UAS as part of the curriculum.

A UAS shall be operated in accordance with the policies of the Oregon School Activities Association (OSAA)¹ at OSAA sanctioned events. Use of a UAS at other district-sponsored athletics or activities is prohibited.

A student in violation of this policy may be subject to disciplinary action, up to and including suspension and/or expulsion.

A staff member in violation of this policy may be subject to disciplinary action, up to and including dismissal.

All data gathered by the district as part of a UAS operation will belong to the district. The data gathering by the district will follow appropriate state and federal laws. Retention of such data will follow state and federal laws.

The superintendent shall develop procedures for the implementation of this policy.

The district shall post a copy of this policy, associated procedures and a copy of Oregon Revised Statute (ORS) 192.504 ~~345~~ on the district’s website.

Third Party Use

¹<http://www.osaa.org/governance/handbooks/osaa> #85

Third party use of a UAS on district property or at district-sponsored events for any purpose is prohibited, unless granted permission from the superintendent or designee.

If permission is granted by the superintendent or designee, the third party operating a UAS will comply with all FAA regulations and shall provide the following to the district:

1. Proof of insurance that meets the liability limits established by the district;
2. Appropriate registration and authorization issued by the FAA and the Oregon Department of Aviation when required; and
3. A signed agreement holding the district harmless from any claims of harm to individuals or damage to property.

END OF POLICY

Legal Reference(s):

[ORS 164.885](#)

[ORS 174.109](#)

[ORS 192.501](#) ~~345~~

[ORS 837.300](#) - [837.390](#)

[ORS 837.995](#)

[OAR 738-080-0015](#) - 0045

Federal Aviation Administration Modernization and Reform Act of 2012, P.L. 112-95, § 336 (2012).

Federal Aviation Administration, Educational Use of Unmanned Aircraft Systems (UAS) Memorandum, May 4, 2016.

Family Educational Rights and Privacy Act, [20 U.S.C. § 1232g](#) (2012)

OREGON SCHOOL ACTIVITIES ASSOCIATION HANDBOOK #85 (~~2015-2016~~).

Beaverton School District 48J

Code: **GBC**
Adopted: 2/24/14
Revised/Readopted: 9/25/17
Orig. Code(s): GBC

Staff Ethics

I. Conflict of Interest

No district employee will attempt to use their his/her district position to obtain personal financial gain benefit or avoidance of financial detriment or financial gain or avoidance of financial detriment for themselves, relatives, household members of household or for any business with which the employee, a household member or relative is associated, if the financial gain or avoidance of financial detriment would not otherwise be available but for the district employee's employment with the district.

"Business" means any corporation, partnership, proprietorship, firm, enterprise, franchise, association, organization, self-employed individual, or any other legal entity operated for economic gain. "Business with which the employee or a relative is associated" means: (1) any private business or closely held corporation of which an employee or relative is a director, officer, owner, employee, or agent; (2) any private business or closely held corporation in which an employee or relative owns or has owned stock, another form of equity interest, stock options, or debt instruments worth \$1,000 or more at any point in the preceding year; (3) any publicly held corporation in which an employee or relative owns or has owned \$100,000 or more in stock or another form of equity interest, stock options, or debt instruments at any point in the preceding calendar year; and (4) any publicly held corporation of which an employee or relative is a director or officer.

This prohibition does not apply to any part of an official compensation package as approved by the Board, honorarium allowed by Oregon Revised Statute (ORS) 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the \$50 gift limit for one who has a legislative or administrative interest in any matter subject to the decision or vote of the district employee.

The employee may receive district or school logo apparel as part of the employee's official compensation package.

District employees will not engage in, or have a personal financial interest in, any activity that raises a reasonable question regarding use of their official position in regards to of conflict of interest with their duties and responsibilities as district employees staff members. This would also apply to any personal financial benefit for the district employee's relative or member of household of the employee, or any business with which the district employee or a relative or member of the household of the district employee is associated.

This means that:

1. Employees, relatives or members of the district employee's household will not use their the employee's position to obtain financial gain or avoidance of financial detriment from students, parents or staff;

2. Any device, publication or any other item developed during the employee's paid time shall be district property;
3. Employees will not further personal gain through the use of confidential information gained in the course of or by reason of position or activities in any way;
4. No district employee may serve on the district Board or district budget committee;
5. An employee will not perform any duties related to an outside job during his/her regular working hours or during the additional time that he/she needs to fulfill the position's responsibilities; nor will an employee use any district facilities, equipment or materials in performing outside work unless such employee has utilized the district process for obtaining public building use.
6. If an employee authorizes a public contract, the employee may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

If a district employee has a potential or actual conflict of interest, the district employee must notify his/her supervisor in writing of the nature of the conflict and request that the supervisor dispose of the matter giving rise to the conflict. This must be done on each occasion the district employee is met with a conflict of interest.

"Potential conflict" of interest means any action, decision, or recommendation by a district employee that could result in the private monetary benefit or detriment to the employee, to relatives, or to a business with which the employee or relatives are associated, unless otherwise provided by law.

"Actual conflict" of interest means any action, decision, or recommendation taken by a district employee that would result in a private monetary benefit or detriment to the employee, to relatives, or to any business with which the employee or relatives are associated, unless otherwise provided by law.

In order to avoid violation of nepotism provisions and district policy, ~~both potential and actual conflicts of interests~~, district employees must abide by the following rules when an employee's relative or member of the household of the district employee is seeking and/or holds a position with the district:

1. A district employee may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative or a member of the household, unless he/she complies with the conflict of interest requirements of Oregon Revised Statute (ORS) Chapter 244. This rule does not apply to employment decisions regarding unpaid volunteer position, unless it is a Board-related position;
2. A district employee may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or a member of the household. An employee may still serve as a reference, provide a recommendation, or perform other acts that are part of the normal job functions of the employee;
3. More than one member of an employee's family may be hired as a regular district employee. In accordance with Oregon law, however, the district may refuse to hire individuals, or may transfer current employees, in situations where an appointment would place one family member in a position

of exercising supervisory, appointment or grievance adjustment authority over another member of the same family.

~~In the conflict of interest context:~~

“Member of household” means any person who resides with the employee.

“Relative” means: the spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the employee; or the parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits² to the employee, or who receives any benefit from the employee’s public employment.

II. Gifts

District employees must comply with the following rules involving gifts:

Employees are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the district employee. All gift related provisions apply to the employee, their relatives, and members of their household. The \$50 gift limit applies separately to the employee, and to the employee’s relatives or members of household, meaning that the employee and each member of their household and relative can accept up to \$50 each from the same source/gift giver. A gift may be received by the district employee from, but not limited to, another district employee, a student or parent of a student or a vendor within the \$50 gift limit. Except for exclusions in ORS 244.040(2), an item received by an employee from the district is prohibited.

“Gift” means something of economic value given to an employee without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

“Relative” means: the spouse³, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the employee; or the parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits⁴ to the employee, or who receives any benefit from the employee’s public employment.

“Member of the household” means any person who resides with the employee.

III. Determining the Source of Gifts

Employees, the employee’s relatives or members of the employee’s household should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the employee’s personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter

¹The term spouse includes domestic partner.

²Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

³Ibid. p. 3 2

⁴Ibid. p. 3 2

subject to the decision or vote of the district employee. If the giver does not have a legislative/administrative interest, ~~the ethics rules on gifts~~ the \$50 limit does not apply and the employee need not keep track of it, although they are advised to do so anyway in case of a later dispute.

IV. Determining Legislative and Administrative Interest

A “legislative or administrative interest” means an economic interest distinct from that of the general public, in any action subject to the official decision of an employee.

A “decision” means an act that commits the district to a particular course of action within the employee’s scope of authority and that is connected to the source of the gift’s economic interest. A decision is not a recommendation or work performed in an advisory capacity. If a supervisor delegates the decision to a subordinate but retains responsibility as the final decision maker, both the subordinate and supervisor’s actions would be considered a “decision.”

V. Determining the Value of Gifts

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

“Fair market value” is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the employee does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payer of the employee’s admission or meal will include all costs other than any amount donated to a charity.

For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25 and the amount donated to charity was \$75, the benefit conferred on the employee is \$25. This example requires that the employee does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the employee’s meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
 - a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payer reasonably expects to attend the reception or dinner;
 - b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
 - c. The source calculates the actual amount spent on the employee.
3. Upon request by the employee, the source will give notice of the value of the merchandise, goods, or services received.
4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

VI. Value of Unsolicited Tokens or Awards: Resale Value

Employees may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

VII. Entertainment

Employees may not accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision of the employee unless:

1. The entertainment is incidental to the main purpose of another event (i.e. a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or
2. The employee is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when an employee appears at an entertainment event for a “ceremonial purpose” at the invitation of the source of the entertainment who requests the presence of the employee at a special occasion associated with the entertainment. Examples of an appearance by an employee at an entertainment event for a ceremonial purpose include: throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

VIII. Exceptions

The following are exceptions to the ethics rules on gifts that apply to employees.

1. Gifts from “relatives” and “members of the household” to the employee are permitted in an unlimited amount; they are not considered gifts under the ethics rules.
2. Informational or program material, publications, or subscriptions related to the recipient’s performance of official duties.
3. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative/administrative interest, with the following exceptions:

a. Organized Planned Events. Employees are permitted to accept payment for travel conducted in the employee’s official capacity, for certain limited purposes:

- a. Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:
 - 1) The employee is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND
 - a) The giver is a unit of a:
 - a)(1) Federal, state, or local government;

- b)(ii) An Oregon or federally recognized Native American Tribe; OR
- e)(iii) Nonprofit corporation.

2) The employee is representing the district:

- a) On an officially sanctioned trade-promotion or fact-finding mission; OR
- b) Officially designated negotiations or economic development activities *where receipt of the expenses is approved in advance by the superintendent.*

b. The purpose of ~~the this~~ exception in ‘a’ above is to allow employees to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion

4. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the employee is representing the district.

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal.

5. Food or beverage consumed by employee acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(6)(b)(I)(i).

6. Waiver or discount of registration expenses or materials provided to employee at a continuing education event that the employee may attend to satisfy a professional licensing requirement.

7. ~~A gift~~ ~~An item~~ received by the ~~employee~~ ~~Board member~~ as part of the usual or customary practice of the ~~Board member’s~~ ~~employee’s~~ private business, employment or position as a volunteer that bears no relationship to the ~~Board member’s~~ ~~employee’s~~ holding of ~~district employment~~ ~~public office~~.

8. Reasonable expenses paid to employee for accompanying students on an educational trip.

IX. Honoraria

An employee may not solicit or receive, whether directly or indirectly, honoraria for the employee or any relative or member of the household of the employee if the honoraria are solicited or received in connection with the official duties of the employee.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation or expertise of the employee.

END OF POLICY

Legal Reference(s):
[ORS 244.010 - 244.400](#)
[ORS 332.016](#)

[ORS 659A.309](#)

[OAR 199-005-0001 - 199-020-0020](#)

[OAR 584-020-0040](#)

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

Cross Reference(s):

GCQA/GDQA - Nonschool Employment

GCQAB - Tutoring for Pay

Beaverton School District 48J

Code: **GBN/JBA**
Adopted: 3/16/15
Readopted: 9/25/17; 5/14/18
Orig. Code(s): GBN/JBA

Sexual Harassment

The Board is committed to the elimination of sexual harassment in district schools and activities. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment of students, third parties or staff members on or immediately adjacent to district property, at any district-sponsored activity, on any district-provided transportation or at any official district bus stop by other students, staff members, Board members or third parties.

“Third parties” include, but are not limited to, school volunteers, parents, school visitors, service contractors, vendors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events. “District” includes district facilities, district premises and nondistrict property if the student or staff member employee is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events where students are under the jurisdiction control of the district or where the employee staff member is engaged in district business.

This policy is in effect while on district-owned and/or district-operated buses, vehicles or chartered buses while attending or engaged in district activities. This prohibition also includes off duty conduct of staff which is incompatible with district job responsibilities.

Sexual harassment of students, staff members or third parties shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff members;
3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student’s educational performance, a district staff member’s employee’s, contractor or third party’s ability to perform his/her job responsibilities; or creates an intimidating, offensive or hostile environment. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students, ~~or~~ staff members, or third parties.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature, displaying or distributing of sexually explicit drawings, pictures and written materials, sexual gestures or obscene jokes, touching oneself sexually or talking about one's sexuality in front of others or spreading rumors about or rating other students or making accusations regarding sexual orientation as to appearance, sexual activity or performance.

All complaints about behavior that may violate this policy shall be promptly investigated. Any students, employee staff members or third parties party who has have knowledge of conduct in violation of this policy or feels they he/she is are a victim of sexual harassment must immediately report his/her their concerns to the building principal, compliance officer or superintendent, who has overall responsibility for all investigations. A student Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Upon receipt of a complaint by a student, student's parents, staff member or a third-party alleging behavior that may violate this policy, the district shall provide written notice as required by Oregon Revised Statute (ORS) 342.704(4) to the complainant.

The student and/or the student's parents, or staff member or third party who initiated the complaint shall be notified that the investigation has been concluded and as to whether a violation of this policy was found to have occurred to the extent allowable under state and federal confidentiality laws. of the findings of the investigation and, if appropriate, that remedial action has been taken.

The initiation of a complaint in good faith about behavior that may violate this policy may shall not adversely affect the educational assignments or educational study environment of a student complainant or any terms or conditions of employment or work environment of the staff member complainant or any terms or conditions of employment or of the work or educational environment of a third-party complainant. There shall not be retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participated in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Staff members Employees in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent/designee or the Board.

Additionally, the district may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff members and students and that annually, the name and position of

district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available upon request to all students, parents of students, and staff members and third parties, posted on the district's website, and published in the student/parent and staff handbooks. The district's policy shall be posted on a sign in all grades 6 through 12 schools. Posted signs Such posting shall be by a sign of at least 8 1/2 inches by 11 inches in size.

The superintendent will establish a process of reporting incidents of sexual harassment.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)

[ORS 342.700](#)

[ORS 342.704](#)

[ORS 342.708](#)

[ORS 342.850](#)

[ORS 342.865](#)

[ORS 659.850](#)

[ORS 659A.006](#)

[ORS 659A.029](#)

[ORS 659A.030](#)

[OAR 581-021-0038](#)

[OAR 584-020-0040](#)

[OAR 584-020-0041](#)

HB 4150 (2018)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2014).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Cross Reference(s):

GBNA - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff

JBA/GBN - Sexual Harassment

JFCF - Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence and Domestic Violence – Student

Students with Disabilities - Child Identification Procedures

The district implements an ongoing system to locate, identify and evaluate all children birth to age 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services (EI/ECSE). For preschool children the district is responsible for the evaluation(s) used to determine eligibility; the designated referral and evaluation agency, Northwest Regional Education Service District, is responsible for determining the eligibility of children for EI/ECSE services in accordance with Oregon Administrative Rule (OAR) 581-015-2100. The district identifies all children with disabilities, regardless of the severity of their disabilities, including those who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Indian preschool children living on reservations;
4. Suspected of having a disability even though they advance from grade-to-grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending a private school (religious or secular) located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance; or
9. Above the age of compulsory school attendance who have not graduated from high school with a regular **high school** ~~or modified~~ diploma and have not completed the school year in which they reach their 21st birthday.

The district determines residency in accordance with Oregon Revised Statutes (ORS) Chapter 339 and, for the purposes of **public** charter school students with disabilities, in accordance with ORS Chapter 338 and ORS Chapter 339. The district enrolls all students who are five **on or before** ~~by~~ September 1 of the **current** school year. Students with disabilities are eligible to enroll in the district through the school year in which they reach the age of 21 if they have not graduated with a regular **high school** ~~or modified~~ diploma.

The district shall annually submit data to the Oregon Department of Education (ODE) regarding the number of resident students with disabilities who have been identified, located and evaluated and are receiving special education and related services. The district conducts an annual count of the total number of private school children attending private schools located within the boundaries of the district, and a count of all children with disabilities attending private schools located within the boundaries of the district, in accordance with OAR 581-015-2465. The district reports any additional data to ODE as required by the ODE to meet the requirements of federal or state law and the applicable reporting dates.

END OF POLICY

Legal Reference(s):

[ORS 332.075](#)
[ORS 338.165](#)
[ORS 339.115 to -137](#)
[ORS 343.151](#)
[ORS 343.157](#)
[ORS 343.193](#)
[ORS 343.221](#)
[ORS 343.517](#)
[ORS 343.533](#)

[OAR 581-015-2040](#)
[OAR 581-015-2045](#)
[OAR 581-015-2080](#)
[OAR 581-015-2085](#)
[OAR 581-015-2190](#)
[OAR 581-015-2195](#)
[OAR 581-015-2315](#)
[OAR 581-015-2480](#)
[OAR 581-021-0029](#)
[OAR 581-022-2315](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1412 (a)(3) (2012).
Early Intervention Program for Infants and Toddlers with Disabilities, 34 C.F.R. Part 303 (2017).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.111 (2017).

Special Education - Evaluation Procedures**

Consistent with its child find and parent/guardian or adult student consent obligations, the district responds promptly to requests initiated by a parent/guardian, adult student or public agency for an initial evaluation to determine if a child is a child with a disability.

A full and individual evaluation of a student's educational needs that meets the criteria established in the Oregon Administrative Rules will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. The district implements an ongoing system to locate, identify and evaluate all children birth to 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education (EI/ECSE) or special education services.

The district identifies all children with disabilities, regardless of the severity of their disabilities, including children who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Indian preschool children living on reservations;
4. Suspected of having a disability even though they advance from grade to grade;
5. Home schooled;
6. Resident and nonresident student, including residents of other states, attending a private school (religious or secular) located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance; and ~~or~~
9. Above the age of compulsory school attendance who have not graduated from high school with a regular **high school** or ~~modified~~ diploma and have not completed the school year in which they reach their 21st birthday.

The district is responsible for evaluating and determining eligibility for special education services for school-age children. The district is responsible for evaluating children who may be eligible for EI/ECSE services. The district's designated referral and evaluation agency, Northwest Regional ESD, is responsible for determining eligibility.

Before conducting any evaluation or re-evaluation, the district:

1. Plans the evaluation with a group that includes the parent(s)/guardian(s) or adult student;
2. Provides prior written notice to the parent(s)/guardian(s) or adult student that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and
3. Obtains informed written consent for evaluation.

The district conducts a comprehensive evaluation or re-evaluation before:

1. Determining that a child has a disability;
2. Determining that a child continues to have a disability;
3. Changing the child's eligibility;

4. Providing special education and related services;
5. Terminating the child's eligibility for special education, unless the termination is due to graduation from high school with a regular ~~high school or modified~~ diploma, exceeding the age of eligibility for a free appropriate public education or parent/guardian or adult student request to terminate services.

Upon completion of the evaluation, the district provides the parent/guardian or adult student a copy of the evaluation report at no cost. The evaluation report describes and explains the results of the evaluation. Upon completion of the eligibility determination, the district provides the parent/guardian or adult student documentation of eligibility determination at no cost.

The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of education need, used to assess a child:

1. Are selected and administered so as not to be racially or culturally discriminatory;
2. Are provided and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally unless it is clearly not feasible to do so;
3. Are used for purposes for which assessments or measures are valid and reliable;
4. Are administered by trained and knowledgeable personnel; and
5. Are administered in accordance with any instructions provided by the producer of each assessment.

Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

A student must meet the eligibility criteria established in the Oregon Administrative Rules.

The district conducts re-evaluations:

1. When the educational or related services needs, including improved academic achievement and functional performance of the children warrant a re-evaluation;
2. When the child's parents/guardians, the adult student or teacher requests a re-evaluation; and
3. At least every three years, unless that parent/guardian or the adult student and the district agree that a re-evaluation is unnecessary.

The district does not conduct re-evaluation more than once each year, unless the parent/guardian or adult student and district agree otherwise.

If a parent/guardian or adult student has previously revoked consent for special education and related services and subsequently requests special education and related services, the district will conduct an initial evaluation of the student to determine eligibility for special education.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)

[ORS 343.157](#)

[ORS 343.164](#)

[OAR 581-015-2000](#)

[OAR 581-015-2095](#)

[OAR 581-015-2105 – 2190](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.530-300.534, 300.540-300.543, 300.7 (2017).

Beaverton School District 48J

Code: IGBAJ
Adopted: 3/17/14
Revised/Readopted: 2/26/28
Orig. Code(s): IGBAJ

Special Education - Free Appropriate Public Education (FAPE)**

The district admits all resident school age children with disabilities and makes special education and related services available at no cost to those:

1. Who have reached five years of age but have not yet reached 21 years of age on or before September 1 of the current school year, even if they have not failed or have not been retained in a course or grade or are advancing from grade to grade;
2. Who have not graduated with a regular **high school** ~~or modified~~ diploma;
3. Who have been suspended or expelled in accordance with special education discipline provisions;
or
4. Who reach age 21 before the end of the school year. These students remain eligible until the end of the school year in which they reach 21.

The district determines residency in accordance with Oregon law.

The district takes steps to ensure that its children with disabilities have available to them the variety of educational programs and services available to non-disabled children in the area served by the district and provides a continuum of services to meet the individual special education needs of all resident children with disabilities, and children with disabilities who are enrolled in public charter schools located in the district.

State law prohibits the district from recommending to parents, or requiring a child to obtain, a prescription for medication to affect or alter thought processes, mood or behavior as a condition of attending school, receiving an evaluation to determine eligibility for early childhood special education or special education or receiving special education services.

If the individualized education program (IEP) team determines that placement in a public or private residential program is necessary to provide FAPE, the program, including nonmedical care and room and board, must be at no cost to the parents of the child.

If a parent/guardian or adult student revokes consent for a student receiving special education and related services, the district will not be considered to be in violation of the requirement to make free appropriate public education (FAPE) available to the student because of the failure to provide the student with further special education and related services.

END OF POLICY

Legal Reference(s):

[ORS 338.165](#)
[ORS 339.115](#)
[ORS 343.085](#)
[ORS 343.224](#)

[OAR 581-015-2020](#)
[OAR 581-015-2035](#)
[OAR 581-015-2040 - 2065](#)
[OAR 581-015-2050](#)
[OAR 581-015-2075](#)
[OAR 581-015-2530](#)
[OAR 581-015-2600](#)
[OAR 581-015-2605](#)
[OAR 581-021-0029](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.17, 300.101-110, 300.113, 300.300 (2017).

EXPANDED OPTIONS PROGRAM

The Board is committed to providing additional options to students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law and give priority to at-risk students.

Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the EOP if he/she:

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;
2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;
3. Has developed an educational learning plan; and
4. Has not successfully completed the requirements for a high school diploma. ~~or a modified diploma.~~
A student who has graduated from high school may not participate; and
5. Is not a foreign exchange student enrolled in a school under a cultural exchange program.

Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the parent or guardian of students of the EOP for the following school year. The district will notify a transfer high school student, or a returning dropout, of the EOP if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the EOP to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. Financial arrangements for tuition, textbooks, equipment and materials;
2. Available transportation services;
3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;
4. The consequences of failing or not completing a post-secondary course;
5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution;
6. District timelines affecting eligibility and duplicate course determinations;
7. Exclusion of duplicate courses as determined by the district;
8. The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the superintendent's designee under ORS 343.030;
9. Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident high school.

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the district of his/her intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or returning dropout has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and
2. The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

A student who enrolls in the EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the EOP in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian, of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the deputy superintendent for teaching and learning based on evidence of the scope of the course. The Board will issue a decision on the appeal within five business days of receipt of the appeal. If the appeal is denied by the Board, the student may

appeal to the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

Expanded Options Program Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 ($450 \times 0.33 = 148.5$).

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district chooses not to exceed the cap it will establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." An "at-risk student" means (1) a student who qualifies for a free or reduced price lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at-risk student.

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the EOP and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning an eligible post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and the student regarding the number or type of credits that the district will or has granted to a student for a particular course, the district's decision may be appealed to the Board.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the district with a copy of the student's grade in each course taken for credit under the EOP. The student's education record shall indicate that the credits were earned at an eligible post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of instructional costs associated with the student's enrollment, including tuition, costs of textbooks, equipment and materials.

Waiver

A district may request a waiver from the Superintendent of Public Instruction if:

1. Compliance would adversely impact the finances of the school district; or
2. Accelerated programs are offered by the district (i.e., Dual Credit, Sponsored-Based Dual Credit, Assessment-Based Dual Credit, Articulated Career Technical Education (CTE) courses, two-plus-two programs, Advanced Placement (AP), International Baccalaureate Programs or other locally developed program that offers accelerated college credit to their respective high school student).

Student Reimbursement

Students are not eligible for any state student financial aid for college course work, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

Transportation Services

The district may provide transportation services to eligible students who attend post-secondary institutions within the education service district boundaries.

Special Education Services

The district of an eligible student participating in the EOP shall be responsible for providing any required special education and related services to the student. If a post-secondary institution intends to provide special education and related services to an EOP participant, the institution shall enter into a written contract with the district of the student. The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parent or guardian and district agree otherwise;
2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;
3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and
4. Immediate notification to the district of any complaint made by the parent or guardian of the student regarding the student's participation in the program at the institution.

District Alternative Programs

Any new program, agreement or plan that is developed after January 1, 2006 may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)

[ORS 332.072](#)

[ORS 336.615 to -336.665](#)

[ORS Chapter 340](#)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (2012).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2012).

Beaverton School District 48J

Code: **JBA/GBN**
Adopted: 3/16/15
Readopted: 9/25/17; 5/14/18
Orig. Code(s): JBA/GBN

Sexual Harassment

The Board is committed to the elimination of sexual harassment in district schools and activities. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment of students, third parties or staff members on or immediately adjacent to district property, at any district-sponsored activity, on any district-provided transportation or at any official district bus stop by other students, staff members, Board members or third parties.

“Third parties” include, but are not limited to, school volunteers, parents, school visitors, service contractors, vendors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events. “District” includes district facilities, district premises and nondistrict property if the student or staff member employee is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events where students are under the jurisdiction control of the district or where the employee staff member is engaged in district business.

This policy is in effect while on district-owned and/or district-operated buses, vehicles or chartered buses while attending or engaged in district activities. This prohibition also includes off duty conduct of staff which is incompatible with district job responsibilities.

Sexual harassment of students, staff members or third parties shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff members;
3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student’s educational performance, a district staff member’s employee’s, contractor or third party’s ability to perform his/her job responsibilities; or creates an intimidating, offensive or hostile environment. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students, ~~or~~ staff members, or third parties.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature, displaying or distributing of sexually explicit drawings, pictures and written materials, sexual gestures or obscene jokes, touching oneself sexually or talking about one's sexuality in front of others or spreading rumors about or rating other students or making accusations regarding sexual orientation as to appearance, sexual activity or performance.

All complaints about behavior that may violate this policy shall be promptly investigated. Any students, employee staff members or third parties party who has have knowledge of conduct in violation of this policy or feels they he/she is are a victim of sexual harassment must immediately report his/her their concerns to the building principal, compliance officer or superintendent, who has overall responsibility for all investigations. A student Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Upon receipt of a complaint by a student, student's parents, staff member or a third-party alleging behavior that may violate this policy, the district shall provide written notice as required by Oregon Revised Statute (ORS) 342.704(4) to the complainant.

The student and/or the student's parents, or staff member or third party who initiated the complaint shall be notified that the investigation has been concluded and as to whether a violation of this policy was found to have occurred to the extent allowable under state and federal confidentiality laws. of the findings of the investigation and, if appropriate, that remedial action has been taken.

The initiation of a complaint in good faith about behavior that may violate this policy may shall not adversely affect the educational assignments or educational study environment of a student complainant or any terms or conditions of employment or work environment of the staff member complainant or any terms or conditions of employment or of the work or educational environment of a third-party complainant. There shall not be retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participated in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Staff members Employees in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent/designee or the Board.

Additionally, the district may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff members and students and that annually, the name and position of

district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available upon request to all students, parents of students, and staff members and third parties, posted on the district's website, and published in the student/parent and staff handbooks. The district's policy shall be posted on a sign in all grades 6 through 12 schools. Posted signs Such posting shall be by a sign of at least 8 1/2 inches by 11 inches in size.

The superintendent will establish a process of reporting incidents of sexual harassment.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)
[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)
[ORS 659A.030](#)

[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

HB 4150 (2018)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2014).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Cross Reference(s):

GBNA - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff

GBN/JBA - Sexual Harassment

JFCF - Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence and Domestic Violence – Student

Community Engagement Board Sub-Committee

September 24, 2018

4:30 p.m.

Central Admin Offices

Attendees: Board Members: Tom Colett, Donna Tyner and LeeAnn Larsen. Staff: Don Grotting, Maureen Wheeler and David Williams.

Goals

- Outreach to Underrepresented Communities
 - People of Color
 - Poverty
 - Immigrant Populations
- Incorporate the voices of underrepresented communities in the work of the Board.

Work Plan

- Utilize/Learn from CCC Leading with Race report
- Find Existing Meetings & Events for targeted communities
 - POC based
 - Padres Unidos, Adelante Mujeres, Latino Network
 - REAP, NAACP
 - IRCO, CCC
 - Disability Based?
 - Poverty Based?
 - Toshiko, Lydia, Sho, etc. (information harvesting) (STAFF to initiate contact)
 - What is the lay of the land?
 - What groups exist that we can reach out to?
 - What community meetings are already happening that Board members could attend?
 - **Questions to Ask**
 - How can we get your feedback on Board work?
 - How can we better represent all voices/students/families?
 - Introductory Email, Query/Agenda for Meeting, 2x Board Members,
- Creation of a “How to Engage the District” Worksheet? Ombudsman style. “How to be an advocate for your student.” Glossary of Terms. FAQ.
 - Check with Community Liaisons for work already done. (STAFF to initiate contact)

Measurement

- # of Advocacy Group Meetings
- # of Community Group Meetings

Future Meetings:

Monday, October 22 @ 4:30 pm

Wednesday, November 7 @ 3:00 pm

Tuesday, December 4 @ 3:00 pm

School Board Planning SubCommittee Meeting
September 24, 2018
7:30 a.m.
Central Administration

Attendees: Eric Simpson, Susan Greenberg, Anne Bryan, Don Grotting, Maureen Wheeler, Sue Robertson, Gayellyn Jacobson and Ginny Hansmann.

1. Budget Transparency
 - Common Middle School Experience (all schools)
 - Staff will complete an inventory of what each school contains - Ginny
 - For overall budget show what is core/fixed and what can (variable) be changes - Gayellyn
 - Ideally this will be a 1-pager that can be shared with community/website, etc.
 - Efforts to develop Academic Return on Investment (AROI) to justify budget moves
2. Contract Negotiation(s)
 - Is the Planning Committee the correct purview for working on this item (Open)
 - Benchmark data of BSD vs. other districts - specifically on staffing models and workloads - Ginny
 - Length of the school day in BSD vs. others districts (opportunity for more instruction time?)
 - Instructional time teachers in adjacent districts or benchmark teach
 - Forecast5 & ESSA financials - How do metrics of BSD compare vs. benchmark districts – Gayellyn
3. How to do more with Less (Maintain services vs. resource cuts)
 - Possible legislation of class size limits at the state level may dictate changes
 - Possible move to 6 of 8 teaching schedule - a 1/5 = 20% increase in instructional time per teacher - this needs exploration from T&L & HR etc...
 - Inventory of how instruction time is utilized per employee - Ginny (Jon)
 - Standard experience from school to school in peer group is desired - can that be mapped?
4. Indicator Package
 - Ginny & T&L looking into how the information gathered can be utilized for enhanced results
 - School reports - bundled into peer groups (Title-1 / Blended / Affluent)
 - School report outs - Starting in January 2019 they will present out at Board meetings with peer group
5. AROI - Planning subcommittee and Board interested to see how IBT calculates these – Gayellyn

Next Meeting: October 22, 2018 7:30 a.m.