



AGENDA

I. CALL MEETING TO ORDER	6:30 - 6:45 p.m.	
Becky Tymchuk		
A. Pledge to Flag		
B. Recognitions of Students, Staff and Community		3
a. WE Innovate: Discovery 3M Young Scientist Challenge Winner - Rishab Jain		
b. WE Expect Excellence: 2018 Oregon SHAPE Elementary Teacher of the Year - Christy Wilson		
c. WE Expect Excellence: COSA Assistant Principal of the Year - Thao Do Gwilliam		
d. WE Expect Excellence: Oregon School Board Member of the Year - Anne Bryan		
II. BOARD PROCEDURES	6:45 - 6:50 p.m.	
Becky Tymchuk		
III. PUBLIC PARTICIPATION	6:50 - 7:15 p.m.	
Public		
IV. REPORTS	7:15 - 8:15 p.m.	
A. Superintendent Comments		
Don Grotting		
B. Beaverton Student Advisory Committee Update		
Committee Members		
C. School Reports		
a. Errol Hassell Elementary School		5
Scarlet Valentine		
b. Hiteon Elementary School		8
Meghan Warren		
D. Early Learning		11
Jared Cordon		
E. Strategic Plan Report: Technology		27
Steve Langford		
F. Financial Update		34
Gayellyn Jacobson		
G. Elmonica Elementary Boundary Adjustment		45
Steven Sparks		
V. BREAK	8:15 - 8:25 p.m.	
VI. DISCUSSION ITEMS	8:25 - 8:35 p.m.	
A. Raleigh Hills K-8 Construction		52
Carl Mead & Paul Odenthal		
VII. ACTION ITEMS	8:35 - 8:50 p.m.	
A. Appoint Budget Committee Members to Fill Vacancies		61
Becky Tymchuk		
B. Election of OSBA Board of Director Position #20		
LeeAnn Larsen		
C. Approval of OSBA Resolutions		75

LeeAnn Larsen

a. Consent Agenda

Becky Tymchuk

Personnel

Approval of School Board Meeting Minutes

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Grant Report

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VIII. BOARD COMMUNICATION 8:50 - 8:55 p.m.

Board Members

A. Individual School Board Member Comments

Board Members

IX. CLOSING COMMENTS 8:55 - 9:00 p.m.

Becky Tymchuk & Don Grotting

X. INFORMATION ITEMS

A. School Board Community Engagement SubCommittee Notes

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B. School Board Planning SubCommittee Notes

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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 Pillars of Innovation and Excellence.

BACKGROUND INFORMATION:

WE Innovate: Discovery 3M Young Scientist Challenge Winner – Rishab Jain

Rishab Jain, an eighth grader at Stoller Middle School was recently named the winner of the 2018 Discovery 3M Young Scientist Challenge for his project: Pancreatic Cancer Deep Learning System: A Novel Tool for Improved Image-Guided Radiotherapy (IGRT) through Automated Pancreas Segmentation.

Rishab created a method that uses artificial intelligence to help accurately locate the pancreas during MRI radiotherapy and make cancer treatment more effective. [Watch his video here.](#)

The Discovery Education 3M Young Scientist Challenge is the nation’s premier science competition for grades 5-8. This one-of-a-kind video competition has sparked a sense of wonder and discovery in hundreds of thousands of students and enhanced science, innovation and communication across the United States.

Rishab hopes to become a biomedical engineer or a doctor to keep developing technology to find a cure for cancer and improving people’s lives.

He has won \$25,000, and a once-in-a-lifetime opportunity to attend a taping of a Discovery Network show Title of “America’s Top Young Scientist.” Congratulations, Rishab and good luck in all of your future endeavors!

WE Expect Excellence: 2018 Oregon SHAPE Elementary Teacher of the Year – Christy Wilson

Christy Wilson, Physical Education teacher at Raleigh Park Elementary School was recently named an Elementary Teacher of the Year by the Oregon Society of Health and Physical Educators (SHAPE).

Christy’s learning environment fosters inquiry and a joy of movement, two things Christy models daily. She is involved at her school on the leadership committee, at the District level as a member of the active student’s cadre developing classroom physical activity and spends time collaborating with PE colleagues around the nation researching best practice and new ways to engage her students. Her love of teaching is evident daily and her relationships with her students is number one. Christy is in her 17th year of teaching Physical Education.

“First and foremost, Christy has a love for teaching and her craft. It is the medium from which she is able to bring a love and enthusiasm for health, wellness and movement into the lives of her

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students. This is certainly well-deserved recognition for an individual who has embraced leadership responsibilities within our building and District, and I'm thankful Oregon SHAPE has provided the platform and opportunity to learn more about what makes Christy a gift to the Raleigh Park community and Beaverton School District," says Brian Curl, Principal at Raleigh Park Elementary School.

"Christy Wilson models a joy of movement and learning to her students that is catching. All students experience success in her class. She has been a leader developing Brain Boosts for classroom teachers across the District and is also active in collaborating best practices with PE teachers around the nation," says Cheryl Wardell, TOSA K-12 Physical Education.

The Teacher of the Year awards are given in recognition of outstanding teaching performance and the ability to motivate today's youth to participate in a lifetime of physical activity. These individuals were honored during the 2018 Oregon SHAPE Conference in Bend, Oregon.

Congratulations, Christy!

WE Expect Excellence: COSA Assistant Principal of the Year – Thao Do Gwilliam

Thao Do-Gwilliam, Assistant Principal at Stoller Middle School has been named the 2019 Assistant Principal of the Year by the Confederation of School Administrators (COSA).

Thao has been an Assistant Principal at Highland Park Middle School since 2014, and this year supports teachers and students at Stoller Middle School. Thao is a champion for student achievement and teacher development. She worked with District administrators to implement a three-year writing sequence for all students grades 6-8 at Highland Park. Thao fully immersed herself in professional development to become a subject matter expert to fully support teachers in the building. She also supported the collaborative co-teaching model for English Language Development (ELD) and Humanities teachers that has led to increased academic performance for students and worked to bring AVID strategies school-wide.

"As an educational leader, I feel one of Thao's greatest strengths is her ability to lead by example. When she asks staff to engage in professional learning, she becomes an expert. Thao's work ethic and strong commitment to staff and students results in a high degree of trust. This trust is an essential foundation for staff to be willing to take risks and try new things in their classrooms," says Curtis Semana, Principal at Highland Park Middle School.

Congratulations, Thao!

WE Expect Excellence: Oregon School Board Member of the Year – Anne Bryan

Beaverton School Board Member Anne Bryan was awarded the first Oregon School Board Member of the Year Award by the Oregon School Boards Association (OSBA).

Congratulations, Anne!

RECOMMENDATION:

It is recommended that the School Board recognize Rishab Jain, Christy Wilson, Thao Do-Gwilliam and Anne Bryan.


SCHOOL REPORT
School: Errol Hassell

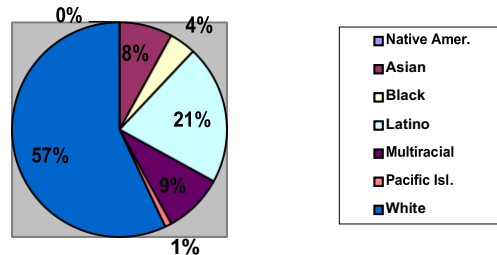
Principal: Scarlet Valentine

Years as School Principal: 8

Years in BSD: 12

School Demographics 2017-18

Enrollment: 485
Economically Disadvantaged: 37%
Students with Disabilities: 15%
Ever English Language Learner: 20%
Different Languages Spoken: 16


School Metrics
Kindergarten Readiness

Letter Names*	15-16	16-17	17-18	Early Mathematics	15-16	16-17	17-18
All Students	28.7	29.5	29.2	All Students	9.7	9.5	11.3
Economically Disadvantaged	22.5	20.1	19.7	Economically Disadvantaged	8.6	7.7	10.4
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	10.5	10.3	8.6	All Students	3.8	3.8	4
Economically Disadvantaged	6.2	5.6	5.8	Economically Disadvantaged	3.5	3.4	3.7
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	62%	57%	54%	All Students	61%	58%	65%
Economically Disadvantaged	48%	58%	35%	Economically Disadvantaged	48%	67%	50%
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	67%	66%	72%	White	69%	64%	70%
Multi-racial				Multi-racial			
Male	65%	63%	58%	Male	58%	57%	72%
Female	58%	51%	51%	Female	64%	60%	57%

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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	72%	71%	62%	All Students	56%	56%	56%	
Economically Disadvantaged	56%		54%	Economically Disadvantaged	38%		49%	
English Language Learners				English Language Learners				
Ever English Language Learners	50%			Ever English Language Learners	32%			
Students with Disabilities				Students with Disabilities				
Talented and Gifted				Talented and Gifted				
Asian				Asian				
Hispanic/Latino				Hispanic/Latino				
White	77%	79%	67%	White	60%	62%	64%	
Multi-racial				Multi-racial				
Male	67%	88%	58%	Male	49%	76%	58%	
Female	77%	57%	68%	Female	62%	38%	54%	
Growth English Language Arts	15-16	16-17	17-18	Growth Mathematics	15-16	16-17	17-18	
All Students	45%	62%	54%	All Students	58%	59%	51%	
Economically Disadvantaged	43%	68%	44%	Economically Disadvantaged	50%	58%	52%	
English Language Learners				English Language Learners				
Ever English Language Learners				Ever English Language Learners				
Students with Disabilities		58%	70%	Students with Disabilities		48%		
Talented and Gifted				Talented and Gifted				
Asian				Asian				
Hispanic/Latino	32%	54%	52%	Hispanic/Latino	47%	42%	48%	
White	48%	63%	56%	White	64%	64%	51%	
Multi-racial				Multi-racial				
Male	43%	66%	52%	Male	60%	57%	55%	
Female	46%	59%	56%	Female	56%	61%	47%	

2017-18 Participation Rates

Smarter Balanced ELA: **>99%**

Smarter Balanced Math: **>99%**

Student Survey: **90%**

	15-16	16-17	17-18		15-16	16-17	17-18
Students missing fewer than 10 days of school	68%	64%	68%	Students reporting that at least one adult cares about them	87%	86%	79%
Students missing class due to suspensions or expulsion				Parents reporting they feel informed and valued as active partners in their child's education			
	6	1	5		87%	88%	84%
Number of class days missed due to suspensions or expulsion				Teachers and staff reporting they contribute to school decision making			
	6	2	12		60%	56%	

Successes:

I am proud of the growth made in English Language Arts by our Students with Disabilities. I attribute this growth to the use of a research-based Intervention Program - the Fountas & Pinnell Leveled Literacy Intervention Program. This program consists of daily, intensive, small-group instruction with engaging leveled books and fast-paced systematically designed lessons. Last year 12 of our 59 ELL students were able to exit out of ELL services. I attribute this to the close teaming of the ELL teacher, ELL aide and classroom teachers to ensure the curriculum is aligned throughout the school year. Our overall attendance has increased to 88%. I attribute the high rate of attendance to students feeling connected to our school and being recognized for having good attendance.

We have strong parent involvement with volunteers running our Art Literacy and Passport Club programs. We have an active PTO that organizes family nights each month, including a Science Fair, Dance, Bingo Night and Carnival. Our school participates in the Oregon Battle of the Books every year and this year we will also participate in One School One Book. We offer students a variety of after school activities, the most popular being the Robotics Club. We are a PBIS school and have all-school assemblies each month to help students feel connected to the school and to build school spirit – at each assembly we say our EH

Community Pledge, sing our school song, recognize students for perfect and almost perfect attendance and enjoy musical performances by students and staff.

At Errol Hassell approximately 1 out of 3 students live in poverty (37%). Many of our students are homeless, come to school tired, hungry and are not ready to learn. This year we've started a new program for breakfast called the 'grab 'n go breakfast' and we've doubled the number of students eating breakfast at school.

Challenges:

I am most concerned about the decrease in both our English Language Arts and Math scores. I attribute this decline to the adoption of the new ELA curriculum and the new Math curriculum. Teachers are learning the reading, writing and math workshop models and working toward mastery of the new curriculum materials. Our school also experienced a dramatic increase in the number of students with challenging behaviors that impacted learning in classrooms. Last year we had an increase of students with mental health and behavioral needs and that number continues to rise each year.

Action Plan:

This year we are continuing our professional development focus in ELA and Math. Teachers are becoming expert with the reading, writing and math workshop models during collaboration on Early Release Wednesdays. We are addressing the challenging student behavior by adopting Social Emotional Learning (SEL) programs schoolwide to help students stay regulated throughout the school day. We also have a half time Student Success Coach this year that works alongside classroom teachers to assist them in implementing SEL programs with students - programs such as Collaborative Problem Solving, Zones of Regulation, Universal Non-Verbal Signals, Universal Voice Level System, Structured Morning Routine, Calming Spaces, Relaxing Music, and Community Building (Community Circles & students being greeted at the door by name when they enter the school each morning).



SCHOOL REPORT

School: Hiteon Elementary

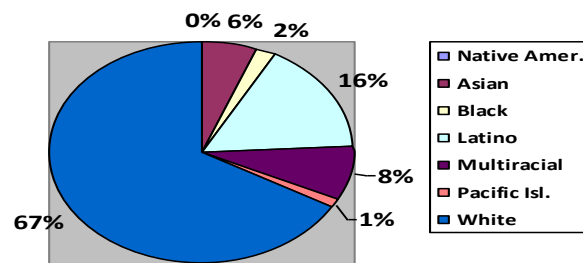
Principal: Meghan Warren

Years as School Principal: 5

Years in BSD: 16

School Demographics 2017-18

Enrollment: 664
Economically Disadvantaged: 28%
Students with Disabilities: 16%
Ever English Language Learner: 13%
Different Languages Spoken: 19



School Metrics

Kindergarten Readiness

Letter Names*	15-16	16-17	17-18	Early Mathematics	15-16	16-17	17-18
All Students	27.3	35.9	33	All Students	11.6	13.1	11.6
Economically Disadvantaged	20	26.4	22.1	Economically Disadvantaged	8.4	7.8	6.8
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	9.4	9.2	11.8	All Students	3.6	3.7	3.5
Economically Disadvantaged	8.2	8	10.3	Economically Disadvantaged	3.5	3.6	3.2
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	75%	75%	77%	All Students	66%	80%	80%
Economically Disadvantaged	68%	44%	58%	Economically Disadvantaged	54%	56%	62%
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	79%	84%	75%	White	68%	86%	78%
Multi-racial				Multi-racial			
Male	75%	68%	69%	Male	74%	85%	78%
Female	74%	80%	85%	Female	60%	77%	81%

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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	76%	70%	72%	All Students	61%	57%	50%
Economically Disadvantaged	60%	54%	57%	Economically Disadvantaged	37%	42%	32%
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	>95%	>95%	
Asian				Asian			
Hispanic/Latino				Hispanic/Latino			
White	79%	72%	76%	White	64%	60%	48%
Multi-racial				Multi-racial			
Male	70%	56%	66%	Male	57%	52%	54%
Female	83%	86%	77%	Female	65%	62%	46%
Growth English Language Arts	15-16	16-17	17-18	Growth Mathematics	15-16	16-17	17-18
All Students	52%	53%	48%	All Students	54%	52%	46%
Economically Disadvantaged	41%	61%	37%	Economically Disadvantaged	47%	43%	33%
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	47%	44%	42%	Students with Disabilities	35%	40%	42%
Talented and Gifted	65%	52%	67%	Talented and Gifted	65%	67%	71%
Asian		61%		Asian		64%	
Hispanic/Latino	40%	48%	48%	Hispanic/Latino	53%	36%	27%
White	56%	52%	46%	White	56%	55%	51%
Multi-racial		71%		Multi-racial		48%	
Male	52%	48%	44%	Male	55%	49%	52%
Female	53%	59%	51%	Female	53%	56%	42%

2017-18 Participation Rates

Smarter Balanced ELA: **98%**

Smarter Balanced Math: **98%**

Student Survey: **92%**

	15-16	16-17	17-18		15-16	16-17	17-18
Students missing fewer than 10 days of school	71%	75%	68%	Students reporting that at least one adult cares about them	87%	91%	92%
Students missing class due to suspensions or expulsion				Parents reporting they feel informed and valued as active partners in their child's education			
	14	26	23		89%	93%	85%
Number of class days missed due to suspensions or expulsion				Teachers and staff reporting they contribute to school decision making			
	28.5	46	39.5		76%	76%	62%

Successes:

Three years ago, we chose to target our Hispanic/Latino, Economically Disadvantaged, and English Language Learners as they were significantly underachieving in comparison to the rest of Hiteon's student population. We're making progress, the achievement of Hispanic/Latino, Economically Disadvantaged, and English Language Learners is increasing. We charted a course, are seeing growth, and are staying that course.

Challenges:

The plates of our teachers are full. In the juggling act of teaching the whole child and navigating standards and curriculum, our strategic plan at Hiteon has been to de-clutter our plates by collaboratively prioritizing a few, high leverage best practices aligned to Beaverton's curricular intentions and embed them in our daily practice kindergarten through fifth grade to increase student achievement for our targeted sub-groups, make the work palatable for our professionals, and ultimately serve as best practices to support the learning of all our students.

Action Plan:

Three years ago, we built and engaged supportive school-wide structures for our students (Examples include: Data Teams Meetings, Healthy Snacks Initiative, Attendance Procedures & Monitoring). We focused on learning more about how to support our students in these three sub-groups, growing our mindset around a “whatever it takes approach” for students.

Two years ago, we targeted reading and collectively identified two fundamental action items aligned to Beaverton’s curricular intentions that we felt were best practices to support our kindergarten through fifth grade readers, particularly those falling within our Hispanic/Latino, Economically Disadvantaged, and English Language Learner sub-groups.

Hiteon Reading Fundamentals

1. All students articulate their reading goals.
2. Teachers meet with striving readers daily.

We’re stronger in reading than in math. Achievement in math hinges on reading comprehension. This year, we’re continuing our focus on Hiteon’s Reading Fundamentals while determining similar best practices in math to implement kindergarten through fifth grade.



EARLY LEARNING REPORT

POLICY ISSUE/SITUATION:

The Beaverton School District is building a powerful, coherent, and consistent early learning system. We currently have 10 Pre-K classrooms located in 5 Beaverton elementary schools; Aloha-Huber Park, Barnes, Bonny Slope, Greenway, and Vose. Beaverton's focus for the remainder of the school year is to support the families, students, and staff in our current Pre-K classrooms, ensure Kindergarten readiness for our current Pre-K students, and expand our early learning opportunities beyond these ten classrooms.

RECOMMENDATION:

It is recommended that the School Board receive the Early Learning report and provide comments and feedback to staff.

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BSD EARLY LEARNING



Early Learning Rationale

A large body of evidence indicates that early childhood education provides a lifelong foundation for learning and development. In the period between birth and age 8 our brains develop more rapidly than at any other point in our lives, and what happens during this sensitive period shapes the way we learn and interact with the environment around us for the rest of our lives. Access to high quality, enriching environments early in life provides children with the opportunity to enter kindergarten with the skills they need to succeed in elementary school and beyond.

Unfortunately, many children – especially low-income children and children of color – do not have access to such opportunities. We see the impact of this lack of access reflected in student outcomes – for example, many of our marginalized children are not reaching the critical benchmark of reading on grade level by the end of third grade. We know that our children are bright and capable learners; these outcomes do not reflect their potential, but rather uneven access to meaningful and enriching learning opportunities.

The Current Status of Early Learning in Beaverton

With the support of the Beaverton School Board and Superintendent Grotting, the Beaverton School District has developed an early learning system that is providing life-changing opportunities for our students and families. This Early Learning system is built on the foundation of instructional coherence, high-quality learning environments, engaged families, leadership development, and cross-sector collaboration. As a result of your support, we currently have:

- Ten Beaverton School District-funded and supported Pre-K classrooms supporting over 160 four-year old students and their families. These 10 Pre-K classrooms are housed at 5 elementary schools; Aloha Huber Park, Barnes, Bonny Slope, Greenway and Vose. Each school offers a morning and an afternoon Pre-K class.

- Pre-K classrooms that consist of 3 BSD employees; 1 certified classroom teacher and 2 classified Early Childhood Care Providers. Each Pre-K classroom also benefits from access to Social Work/Mental Health consultancy provided through the Morrison Center.
- Pre-K classrooms serving our most historically underserved students, including students with disabilities, students who speak languages other than English, and students whose families are experiencing poverty.
- Staff who have benefited from over 100 hours of relevant professional development on best practices for supporting our youngest learners.
- Staff who are supported with weekly professional development.
- Staff who are provided regular in-classroom coaching.

Supporting our Pre-K Staff

Beaverton School District has built an Early Learning program that is consistent from school to school, where children are supported to enter kindergarten with a strong foundation for lifetime learning.

Our program is grounded in current research about learning and the young child’s brain, our lived experience as educators, and what we know about the experiences of our children and their families.

We are committed to building culturally responsive, nurturing environments that are inclusive of all children, particularly children with developmental delays or disabilities, who speak languages other than English, children of color, and children living in poverty.

The Status of our Preschool Classrooms

All ten of our preschool classrooms are fully-inclusive and each classroom consists of our most vulnerable and historically underserved students and families. The learning in each of these classrooms is centered around inquiry and the wonderment of children within a responsive, developmental experience. An integral part of this preschool experience has been an intentional partnership with families through consistent home visits. These partnerships have helped us better understand and celebrate the strengths and capacities of our young children and their families and have inspired us to build a preschool program worthy of their capabilities.

Return on Investment Outcomes

Our goal is to improve outcomes for marginalized students and families, and so our framework for action places children of color, English language learners, children with learning delays or disabilities, and children experiencing poverty and trauma at its center.

The following outcomes will measure our success for students who participate in the district's early learning program:

Academic:

- An increase in early literacy and math skills as measured by the Kindergarten Assessment (KA).
- An increase in Third Grade ELA proficiency.

Social-emotional:

- An increase in social emotional/approaches to learning skills as measured by the KA.
- A decrease in chronic absenteeism.
- A decrease in behavior referrals.

Future Plans

We hope to expand equitable access to high-quality preschool opportunities to our Beaverton students and families within the BSD Early Learning framework.

BSD EARLY LEARNING

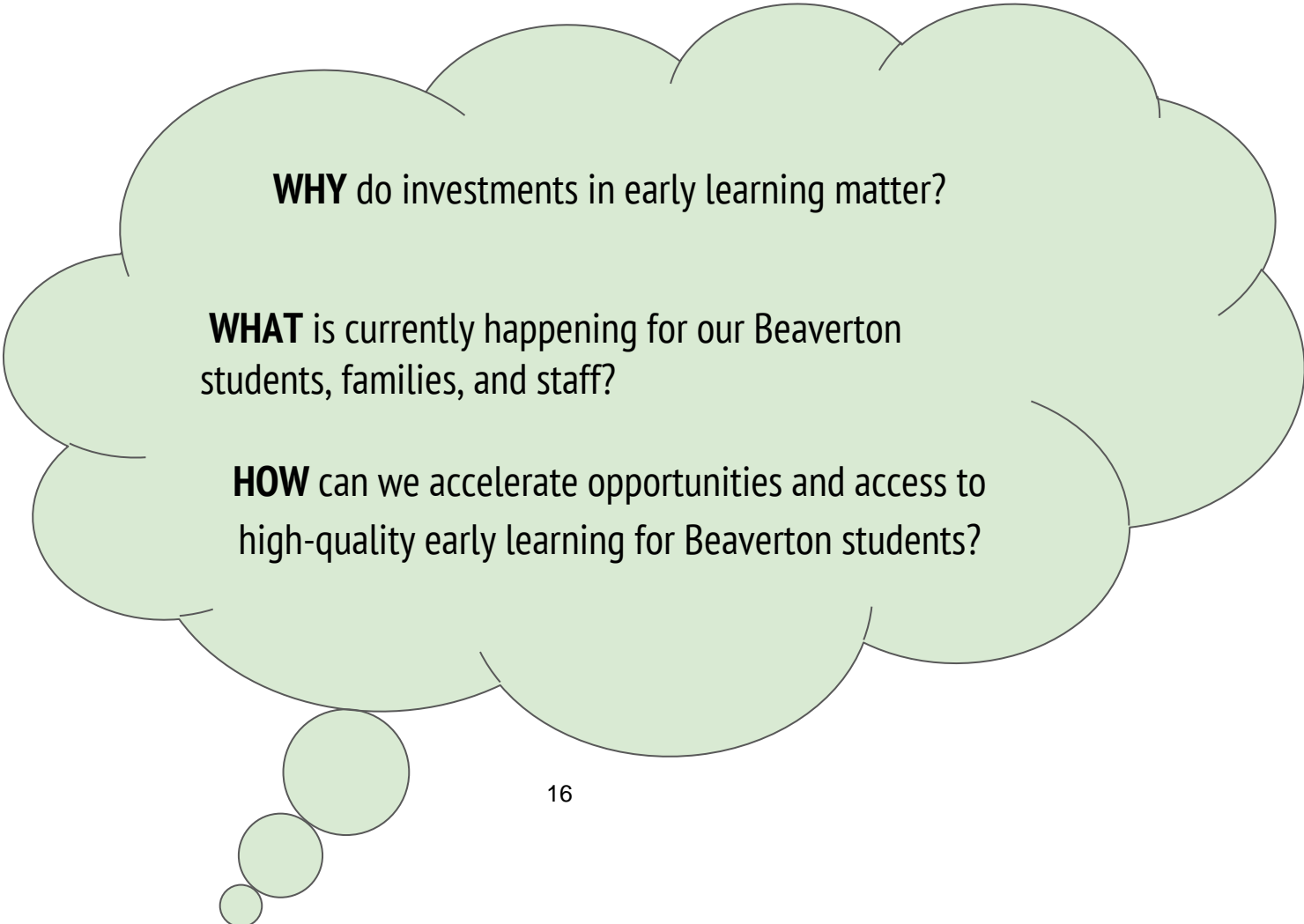


INCLUDE • INQUIRE • INSPIRE

Beaverton School District Early Learning Update

Developing the habits and skills for success in school, home, and life.

Jared Cordon, Administrator for Early Learning & Elementary Curriculum, Instruction, and Assessment



WHY do investments in early learning matter?

WHAT is currently happening for our Beaverton students, families, and staff?

HOW can we accelerate opportunities and access to high-quality early learning for Beaverton students?

EARLY LEARNING EXPERIENCES MATTER

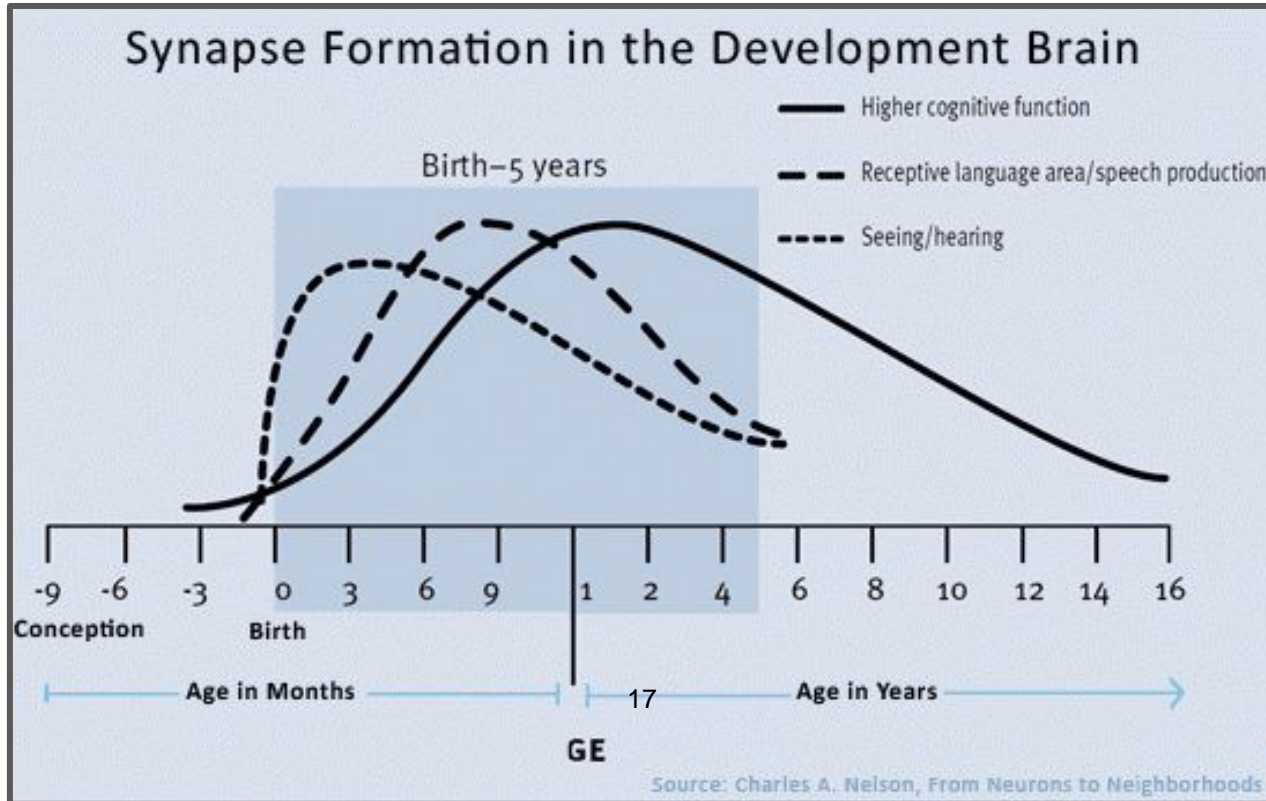
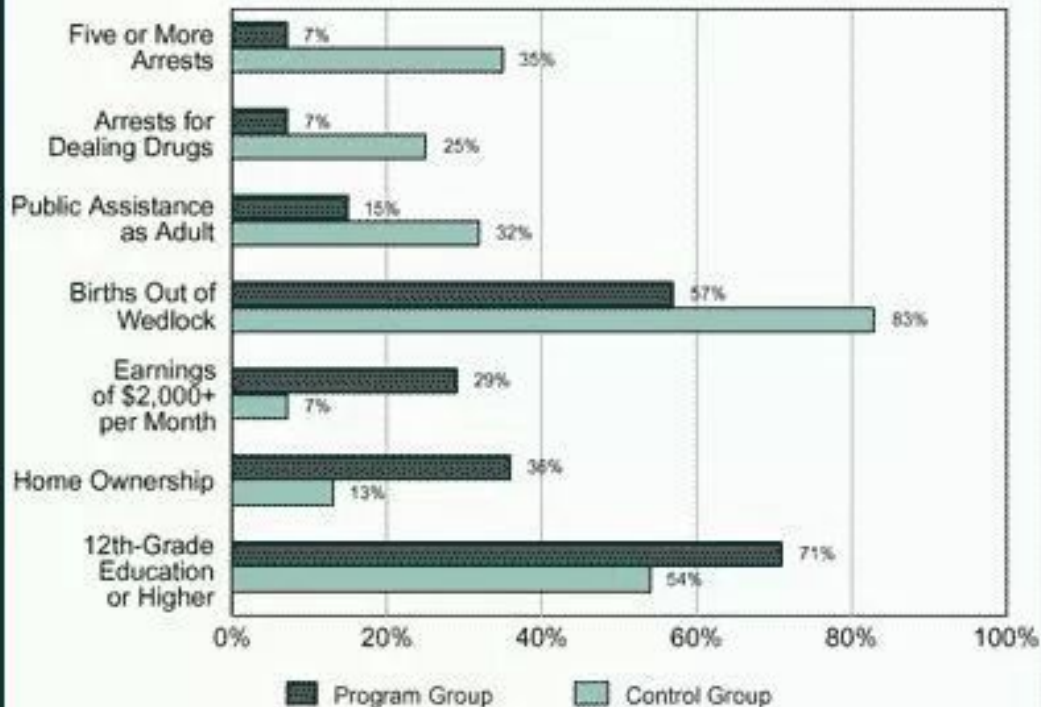


Figure 1: Major Findings of the High/Scope Perry Preschool Project for Participants Followed Up at Age 27



Source: High/Scope Educational Research Foundation. 1999. *High-Quality Preschool Program Found To Improve Adult Status*. Ypsilanti, MI: High/Scope Educational Research Foundation. Retrieved March 13, 2000, from the World Wide Web: <http://www.highscope.org/research/Perry%20fact%20sheet.htm>. Reprinted with the permission of the High/Scope Educational Research Foundation.

AS A RESULT OF YOUR SUPPORT, WE ARE PROVIDING LIFE-CHANGING OPPORTUNITIES!

Ten Beaverton School District-funded and supported Pre-K classrooms supporting over 160 four-year old students and their families.

Pre-K classrooms that consist of 3 BSD employees; 1 certified classroom teacher and 2 classified Early Childhood Care Providers. Each Pre-K classroom also benefits from access to Social Work/Mental Health consultancy provided through the Morrison Center.

Pre-K classrooms serving our most historically underserved students, including students with disabilities, students who speak languages other than English, and students whose families are experiencing poverty.

Staff who have benefited from over 100 hours of relevant professional development on best practices for supporting our youngest learners.

Staff who are supported with weekly professional development.

19

Staff who are conducting regular home visits.

A SNAPSHOT OF BEAVERTON

Less than 1 in 5 children in Beaverton have access to high-quality, publicly-funded learning opportunities.

Approximately 300 homeless children between the ages of 0-5.

Over 1,000 children between the ages of 0-5 in early intervention/early childhood special education.

Approximately 4,000 babies born in Beaverton a year. We welcome about 65% of these children into our kindergarten classrooms.

Only 11 five star rated child care programs in our District.

Only 290 BSD Children served in Head Start.

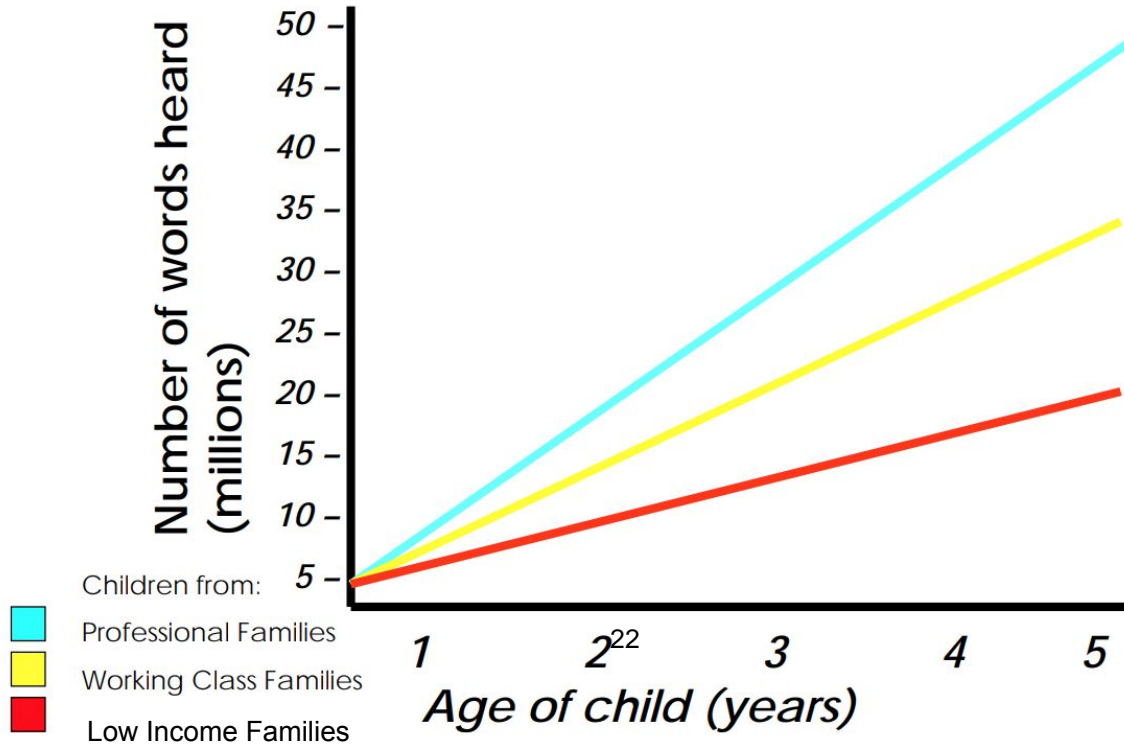
AN EXAMPLE OF WHY AND HOW OPPORTUNITY AND ACCESS MATTER

TIME SPENT READING EACH DAY

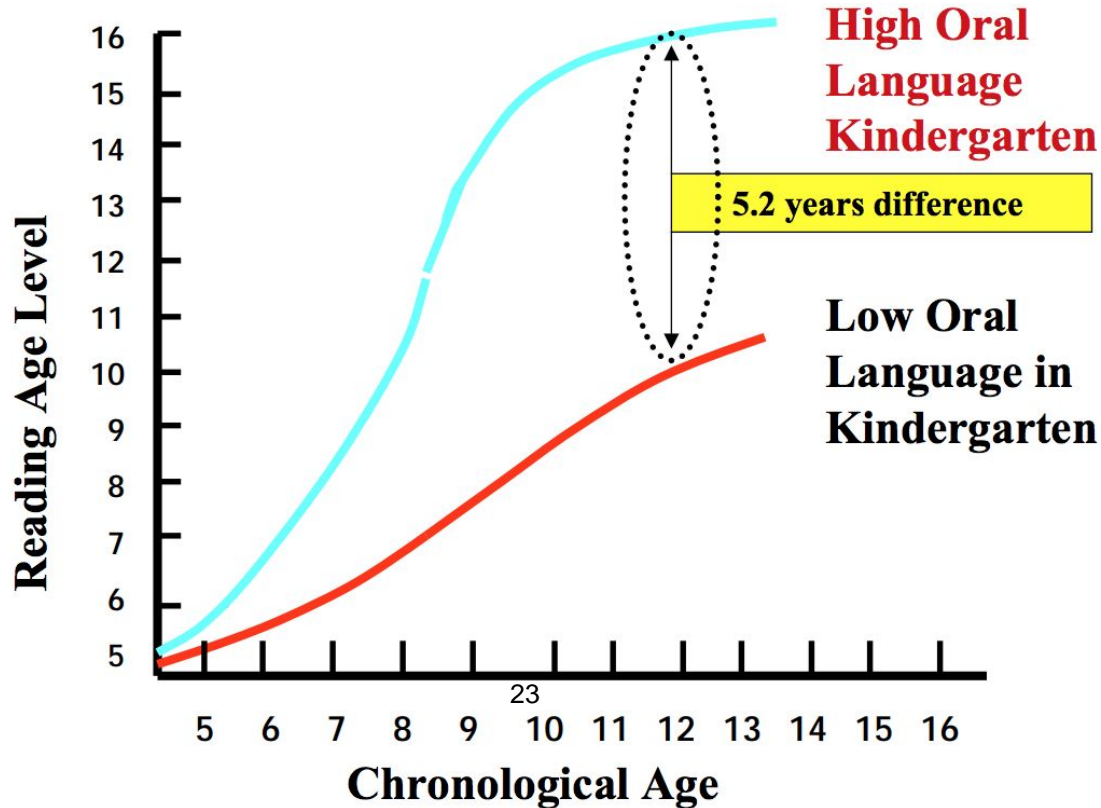


Statistics derived from Shaywitz, S. (2003). *Overcoming dyslexia*. New York: Alfred, A.

CUMULATIVE LANGUAGE EXPERIENCES - 30 MILLION WORD DIFFERENCE



The Effects of Weaknesses in Oral Language on Reading Growth



“The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences.”

-Louis Malaguzzi, founder of Reggio Emilia

ANTICIPATED RETURN ON EARLY LEARNING INVESTMENTS

ACADEMIC

- Increased early literacy and math skills at Kindergarten entry
- Increased 3rd Grade ELA and Math proficiency

SOCIAL EMOTIONAL

- Increased social emotional/approaches to learning skills at Kindergarten entry.
- Decreased chronic absenteeism
- Decreased number of behavior referrals

2018-2019 Timeline

Milestone	Timeline
<p>Support current children, families, and schools in delivering high-quality instruction and meeting the academic and social emotional needs of each student and their family.</p>	<p>8/18 - 6/19</p>
<p>2019-20 and 2020-21 Pre-K Schools Selected: high need catchments, assure principal and community support, and space.</p>	<p>12/18</p>
<p>Operations/logistics details: space, food, transportation, IT impacts, facilities,(licensing, hiring/HR, enrollment process.</p>	<p>12/18 - 4/19</p>
<p>School teams onboarded: community needs assessments, training, summer institute, fall pre-service.</p>	<p>1/19 - 8/19</p>
<p>Budget/funding: funding sources identified: (general fund, Title I, Title III, Title IIA, Head Start, ECSE).</p>	<p>12/18 - 2/19</p>
<p>Enrollment: recruitment, Pre-K Round-ups, community outreach.</p>	<p>2/19 - 8/19</p>

Title: Technology Report

Objective: The objective of this document is to report the state of technology systems functionality and on strategic key measurements of student and staff technology experience.

Data: Data on percentage of staff and students reporting adequate access to technology is provided through the 2017-18 staff and student surveys. Additional data sources for this report include the Help Desk System, Asset Management System, server and networking systems log files.

Measurements 1 and 2: Staff and student reporting access to technology

Measurement	2013/14	2014/15	2015/16	2016/17	2017/18
% teachers reporting adequate access to technology to support their instruction	46.5%	49.5%	66.6%	83.5%	86.5%
% students reporting adequate access to technology to support their learning	83.7%	85.4%	91.1%	92.8%	94.5%

Successes:

- Staff and student feedback regarding access to technology continues to remain high.
- Staff survey customer service results showed a 15% increase in BSD staff ranking IT customer service as high, up to 81% from 66% in the prior year.

Issues:

- Cybersecurity threats continue to increase in frequency and sophistication. The IT Department is working through a year-long staff awareness campaign in addition to systems improvements and procedural changes to protect student and staff data and information.

Action Plan:

- Work to increase technology support for students and staff continues through bond and general fund investments and is summarized in this report. While not inclusive of all projects within IT, the projects below represent work aligned to increasing staff and student satisfaction of how technology supports their work.

Technology Systems – 2018/19 School Year

Infrastructure Improvements

Technology plays a vital role in student learning and the support of instruction relies upon a robust and reliable technology infrastructure. We are entering our fifth year of bond-funded, system-wide infrastructure improvements supporting student and staff use of technology for learning.

Data Centers

The 2014 Bond funded the construction of a district data center. Our existing facility lacked a number of security and physical requirements needed to adequately house and protect mission-critical servers, telecommunications, and networking equipment. The new data center contains redundant power, cooling and back-up generator systems to provide an environment designed to eliminate single points of failure.

With the new data center functional, IT staff began designing a “High Availability” data center, using both the new data center and the existing facility. The concept splits our virtual server and data storage infrastructure across both facilities and has them act as one “stretched” data center.

In the event of a failure that would completely disable one location, the other facility will take over sole support of the district in a matter of minutes, ensuring access to the student information system, the HR/Finance system, and other applications.



Figure 1: Capital Center Data Center

Business Continuity and Disaster Recovery

IT staff are evaluating solutions to quickly recover and continue to provide systems access should a natural disaster occur and are planning on using either a co-location of servers in another geographic region or using cloud infrastructure to provide access in the event of a natural disaster.

All schools and departments have documented business continuity plans and IT is working with the Safety and Security Department on the 2018-19 update to the plans.

Cyber Security

The securing of BSD networks, systems and data is a critical area of focus for the IT Department. Since January 2016, there have been 384 cyber security breaches reported by school districts in

the United States, ranging from account compromise, ransomware attacks, to unauthorized access and disclosure of personal data¹.

As the frequency and sophistication of cyber security attacks increases, the BSD IT Department continues efforts to proactively defend against threats. IT staff are implementing new security systems and procedures to protect BSD resources and data. A combination of these systems improvements, procedural changes, and staff training are required to best protect the organization.

“Phishing” is one of the most popular and widespread methods cyber criminals employ to gain unauthorized entry into computer systems. Attackers send messages to large groups of users pretending to be either another BSD employee or a vendor. This is designed to entice staff to provide their username and password, often through the attacker’s fraudulent web site. “Spear phishing” is another popular attack where specific BSD staff are targeted with a sophisticated fake message containing additional information designed to obtain username and password. The staff targeted in spear phishes usually have higher levels of access to confidential systems.

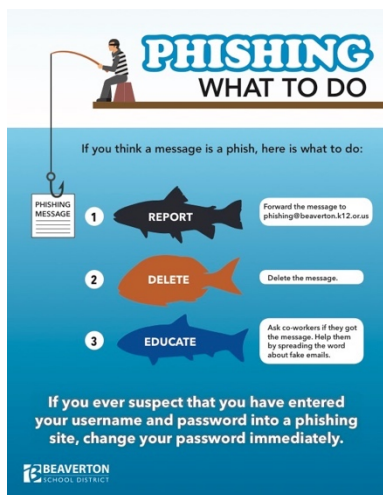


Figure 2: BSD Phishing Poster

In February of 2018, the IT department contracted with a security firm to assess the threat of phishing. The first phish was conducted in February 2018 and 983 staff members across the district provided their BSD usernames and passwords. The IT department then launched a staff awareness campaign with newsletter articles, a poster, and resources on the staff intranet. Additionally, IT created a specific email address where staff could forward any suspect email for evaluation. If a phishing email was submitted to our BSD phishing address, IT staff could scan emails across the system and proactively remove phishing emails before large numbers of staff could interact with the phish.

In June of 2018, we launched our second phish to assess progress. The number of staff members who provided both a username and password dropped to 604. Additionally, there were almost 1,000 submissions of the phishing email to the BSD phishing address. The number and speed with which staff submitted the phish to the phishing address would have alerted IT staff so they could respond quickly, had this been a real incident.

Staff education and training will continue throughout the 2018-19 school year to reduce the threat of username and password compromise through phishing. IT staff are currently evaluating software applications designed to monitor, detect and report suspicious activity from applications and network access.

¹ “The K-12 Cyber Incident Map.” K12 Cyber Incident Map, K12 Cybersecurity Resource Center, 5 Nov. 2018, k12cybersecure.com/map/.

Data Privacy

The Beaverton School District, like all school systems across the country, holds a wide range of data about students and families. This data is necessary for instruction, administration of the school district, and for state and federal reporting purposes.

With the addition of digital instructional resources, student data might also be held by third party applications and vendors. For example, there are a number of online resources used in the classroom for instruction and evaluation. The increased use of digital resources can make it more difficult for parents to know what information on their student is held by the District and if additional personally identifiable information is also contained in third party vendor systems.

The IT department is implementing two improvements on how the District provides student data privacy information to families and staff, and also creating common expectations for vendors working with student data.

The Beaverton School District is a member of the [Student Data Privacy Consortium](#) (SDPC). The SDPC is a national consortium of school districts that share information and best practices for providing parents with student data privacy information. Through the consortium, we recently created a [public web portal](#) listing Beaverton School District digital applications and the data fields they create and store. Staff, parents and community members will access the portal to view applications used in the district, vendor information, and the data collected and stored by vendors.

As part of our work with SDPC, we created a standard data privacy agreement for Oregon which is now part of our procurement process. This agreement requires the vendor to disclose exactly the types of student data used and stored by their application and details requirements such as their level of data security and notifications required if they experience a security breach. The agreement has been vetted for compliance with Oregon statutes and procurement processes, resulting in the ability for other school districts in Oregon to use. This will help drive adoption by vendors and provide a valuable resource for smaller districts without the ability to create a privacy agreement.

Enterprise Applications

Public Web Site Replacement

In the winter of 2017, the Beaverton School District received a complaint from the Office of Civil Rights regarding web accessibility for people with disabilities. Rather than trying to engineer accessibility features into the existing web sites, we are replacing the district and school public web sites with a new platform. The new web platform, FinalSite, was selected for accessibility compliance and ease of use for school and district content managers. The new district and school web sites are under construction and are expected to launch in summer of 2019.

Digital Equity

The Sprint 1Million Project is in the second year. Last year, we received 400 hotspots with free connectivity for high school students having limited or no internet access at home. In the summer of 2018, we were notified by Sprint that the Beaverton School District was one of three districts nationally that were exemplary in ensuring all devices were distributed quickly to students. As a result, while other districts experienced a decrease in the number of hotspots in year 2, the Beaverton School District will receive additional hotspots for students and we have been asked to lead a series of webinars around our model for hotspot distribution.

The 1Million Project is for students in high school who do not have internet access at home. We also have middle school students in the same situation and to support our middle school students, we were able to extend the Kajeet Closing the Homework Gap grant. This allowed purchase of 154 hotspot devices for middle school students lacking home internet access.

FutureReady Year 5 Planning

The 2014 bond provided student devices to support our digital transformation of teaching and learning. As a result of our infrastructure improvements, we were able to provide the devices ahead of schedule. We will soon be selecting the replacement of the first-round student devices. The FutureReady Advisory Team is evaluating needs and will be recommending replacement student devices in the coming months. Student devices will begin to be replaced in the 2019-20 school year.

Our web filters and other systems provide information on how students are using their devices and the results are encouraging. The top applications used by students on their devices are consistently applications associated with learning. Students visit millions of web sites each school day and only a very small fraction of those visits are to sites blocked by our filters. Finally, student access shows usage after-school and into the evening hours. This means that student learning, assisted by the devices, is beyond the walls of a classroom and the hours in a school day.

A DAY IN THE LIFE OF A

BEAVERTON SCHOOL DISTRICT

STUDENT *and their* chromebook

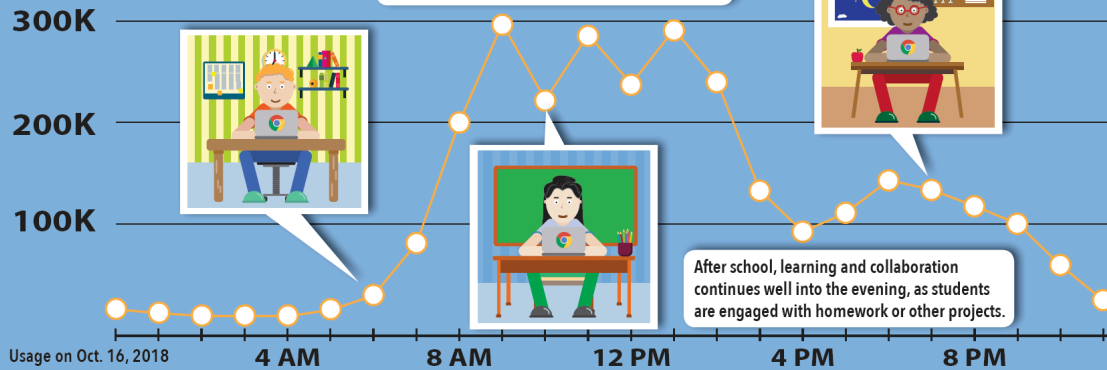
How BSD Students use Devices for Learning

In 2014, the Beaverton community approved a bond allowing the purchase of student devices. Four years later, our digital transformation is complete and Beaverton students use their devices every day in and out of the classroom. BSD student devices allow learning to continue outside of the school day and classroom.

PRODUCTIVITY

ALL DAY LONG

Number of websites BSD students visit each day

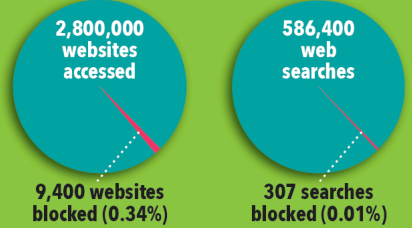


FOCUSED ON LEARNING

Every day, students are accessing millions of web resources for their learning. Websites and searches that are blocked are less than 1%, meaning Beaverton students are using their devices appropriately.



ACCESSED vs BLOCKED



EDUCATION **1st**

Beaverton students are using their devices for educational purposes. Here are the top websites and applications used by BSD students.

- Google Apps for Education
- Canvas
- YouTube
- Kahoot!
- Dreambox
- CPM Math
- Epic!
- StudentVUE/ParentVUE
- NoRedInk
- Cool Math Games
- Kahn Academy
- Seesaw



Figure 3: Student Chromebook Use

Customer Service

During the 2017-18 school year, the IT Department developed a Standard of Customer Service, which outlined expectations for how IT staff will provide support to our users. Data from the 2016-17 staff survey showed that 66% of district staff rated the IT Department as 'High' in terms of customer service. IT staff developed a BSD IT Standard of Service, which articulates what staff and students can expect from IT in terms of support. Staff development then focused upon strategies to implement our BSD IT Standard of Service. Data from the 2017-18 staff survey showed the percentage of staff rating the IT Department as 'High' increased to 81%, a 15 percentage point gain from the prior year.



Figure 4: BD IT Standard of Service

**Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For the Period Ended October 31, 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	105.9	-	105.9	260.1
Property Taxes	136.1	136.1	3.3	-	3.3	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	0.2	-	0.2	0.6
Investment earnings	1.0	1.0	-	-	-	1.5
Other	17.9	17.9	1.0	-	1.0	17.9
Total	\$ 488.3	\$ 488.3	\$ 140.4	\$ -	\$ 140.4	\$ 485.8
EXPENDITURES:						
Salaries	\$ 263.6	\$ 263.6	\$ 68.2	\$ -	\$ 68.2	\$ 267.0
Benefits	149.1	149.1	38.6	-	38.6	150.1
Purchased services	25.8	25.8	6.9	15.5	22.4	23.2
Supplies & materials	17.9	17.9	5.7	2.4	8.1	16.9
Capital outlay	1.0	1.0	0.3	0.2	0.5	1.0
Other	2.4	2.4	1.3	0.1	1.4	2.4
Transfers out	4.1	4.1	3.2	-	3.2	4.1
Subtotal	\$ 463.9	\$ 463.9	\$ 124.2	\$ 18.2	\$ 142.4	\$ 464.7
CONTINGENCY:	24.4	24.4	-	-	-	-
Total	\$ 488.3	\$ 488.3	\$ 124.2	\$ 18.2	\$ 142.4	\$ 464.7
Projected ending fund balance						21.1
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2018 *						4.3%

*Projected ending fund balance breakdown:	Projected EFB	
General Operating Fund	\$ 21.0	4.2%
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 October 31, 2018

	2017-18			2018-19			Variance	
	Unaudited Fiscal Year 2017-18	YTD Through 10/31/17	Percentage of Total Fiscal Year 2017-18	Budget Fiscal Year 2018-19	YTD Through 10/31/18	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	251,940	0.19%	136,100,000	3,268,847	2.40%	3,016,907	1197.47%
Local Option Levy	31,005,163	50,066	0.16%	32,482,500	415,359	1.28%	365,294	729.63%
State School Fund	258,157,569	107,801,023	41.76%	263,010,769	105,890,773	40.26%	(1,910,250)	-1.77%
Common School Fund	4,191,413	-	0.00%	4,098,000	-	0.00%	-	0.00%
County School Fund	1,048,201	-	0.00%	570,000	172,491	30.26%	172,491	0.00%
ESD apportionment	10,778,007	4,441,056	41.20%	11,885,000	-	0.00%	(4,441,056)	-100.00%
Charges for services	763,224	115,288	15.11%	800,000	66,369	8.30%	(48,919)	-42.43%
Investment earnings	1,455,919	-	0.00%	990,000	-	0.00%	-	0.00%
Rentals	904,652	131,545	14.54%	902,000	218,107	24.18%	86,563	65.80%
Fees charged to grants	497,184	116,316	23.40%	540,000	132,761	24.59%	16,445	14.14%
Extra Curricular Activities	1,873,740	702,485	37.49%	2,000,000	478,702	23.94%	(223,782)	-31.86%
Other	4,909,445	443,130	9.03%	1,950,000	108,313	5.55%	(334,817)	-75.56%
Total	\$ 484,302,416	\$ 151,998,149	31.38%	\$ 488,328,269	\$ 140,369,510	28.74%	\$ (11,628,639)	-7.65%
EXPENDITURES:								
Salaries	\$ 262,041,509	\$ 65,016,260	24.81%	\$ 262,148,499	\$ 68,158,104	26.00%	\$ 3,141,844	4.83%
Benefits	145,552,031	37,255,541	25.60%	148,727,648	38,593,835	25.95%	1,338,294	3.59%
Purchased services	24,455,295	6,004,590	24.55%	29,298,929	6,947,684	23.71%	943,094	15.71%
Supplies & materials	17,026,824	7,113,164	41.78%	16,035,991	5,717,780	35.66%	(1,395,385)	-19.62%
Capital outlay	1,703,854	171,859	10.09%	1,289,752	302,111	23.42%	130,253	75.79%
Other	1,816,136	390,593	21.51%	2,330,342	1,256,046	53.90%	865,453	221.57%
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	\$ 454,684,629	\$ 117,191,839	25.77%	\$ 488,328,269	\$ 124,125,805	25.42%	\$ 6,933,966	5.92%

Beaverton School District
Comparison of Year-To-Date Revenue and Expenditures to the Prior Year - Variance Analysis
General Fund
For the Period Ended October 31, 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	3,016,907	1197.47%	Variance is due to property taxes received from settlement payment in 2018-19.
Local Option Levy	365,294	729.63%	Variance is due to local option taxes received from settlement payment in 2018-19.
State School Fund	(1,910,250)	-1.77%	Variance is due to higher initial payments in 2017-18.
County School Fund *	172,491	0.00%	Variance is due to timing of the County School Fund.
ESD apportionment	(4,441,056)	-100.00%	Variance is due to timing of ESD appointment payments.
Rentals	86,563	65.80%	Variance is due to timing of revenues for rentals.
Extra Curricular Activities *	(223,782)	-31.86%	Variance is due to timing of extra curricular activities.
Other	(334,817)	-75.56%	Variance is due to timing of other additional revenues.
EXPENDITURES:			
Salaries	3,141,844	4.83%	Increase is expected as budgeted for in 2018-19.
Benefits	1,338,294	3.59%	Increase is expected as budgeted for in 2018-19.
Purchased services *	943,094	15.71%	Variance is due to timing of expenditures.
Supplies & materials	(1,395,385)	-19.62%	Variance is due to recognition timing of a lease payment initially treated a supplies & materials in 2017-18.
Capital outlay	130,253	75.79%	Variance is due to timing of expenditures.
Other	865,453	221.57%	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 October 31, 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	\$ 6,481,656	\$ (4,218,344)	60.58%	\$ 10,700,000	\$ 100,442	\$ 100,085	\$ 200,527	\$ (10,499,473)	1.87%	\$ 6,281,129
Special Purpose Fund	12,160,000	1,817,549	(10,342,451)	14.95%	12,160,000	727,133	312,756	1,039,889	(11,120,111)	8.55%	777,660
Categorical	6,525,000	2,708,859	(3,816,141)	41.52%	6,525,000	630,044	255,411	885,455	(5,639,545)	13.57%	1,823,404
Grant Fund	42,497,719	3,409,334	(39,088,385)	8.02%	42,497,719	5,443,084	2,126,449	7,569,533	(34,928,186)	17.81%	(4,160,199)
Equipment Replacement Fund	4,080,000	3,830,918	(249,082)	93.90%	4,080,000	341,279	1,306,310	1,647,589	(2,432,411)	40.38%	2,183,329
Sustainability Fund	22,201,279	22,236,279	35,000	100.16%	22,201,279	-	-	-	(22,201,279)	0.00%	22,236,279
Nutrition Services Fund	19,477,834	5,692,262	(13,785,572)	29.22%	19,477,834	3,734,407	2,433,124	6,167,531	(13,310,303)	31.66%	(475,269)
Debt Service Fund	82,899,491	9,768,541	(73,130,950)	11.78%	82,899,491	-	-	-	(82,899,491)	0.00%	9,768,541
Capital Projects Fund	316,314,000	300,347,899	(15,966,101)	94.95%	316,314,000	29,389,206	72,936,850	102,326,056	(213,987,944)	32.35%	198,021,843
Insurance Reserve Fund	6,362,430	3,425,986	(2,936,444)	53.85%	6,362,430	2,063,728	1,097,498	3,161,226	(3,201,204)	49.69%	264,760
Workers' Compensation Fund	3,786,436	3,470,523	(315,913)	91.66%	3,786,436	868,331	83,053	951,384	(2,835,052)	25.13%	2,519,139
Scholarship Fund (Expendable Trust)	400,000	363,158	(36,842)	90.79%	400,000	18,020	11,500	29,520	(370,480)	7.38%	333,638
Pension Fund	65,000	61,970	(3,030)	95.34%	65,000	61,970	-	61,970	(3,030)	95.34%	-
Total	\$ 527,469,189	\$ 363,614,934	\$ (163,854,255)		\$ 527,469,189	\$ 43,377,644	\$ 80,663,036	\$ 124,040,680	\$ (403,428,509)		\$ 239,574,254



BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2018-19
As of 10/31/18

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	34.8	39.8	
Barnes	617	634	17	26.0	30.0	25.8	29.8	
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	26.0	30.0	
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	29.7	34.7	
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	15.8	17.8	
Hazeldale	426	440	14	17.0	23.0	16.9	22.9	
Hiteon	650	638	(12)	25.0	31.0	25.6	31.8	
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	24.8	30.8	
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	735.3	891.6	156.3



BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2018-19
As of 10/31/18

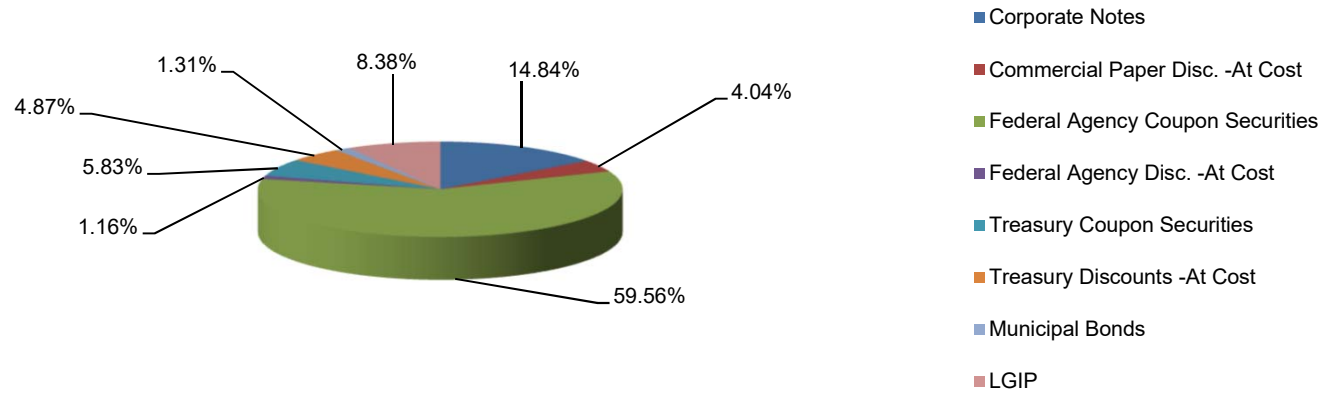
School				Budget		Actual		Increase
	Budgeted Enrollment	9/30/18 Enrollment	Enrollment Change	Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
Cedar Park	979	996	17	33.1	39.6	33.0	39.5	
Conestoga	992	964	(28)	32.6	39.1	32.6	39.1	
Five Oaks	976	967	(9)	36.5	43.0	34.9	41.4	
Highland Park	838	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	46.9	57.9	
Whitford	687	692	5	27.1	32.6	27.1	33.0	
Middle School Total	7,648	7,663	15	266.7	321.2	262.5	318.3	55.87
Aloha	1,701	1,773	72	65.0	75.4	62.5	74.1	
Beaverton	1,558	1,513	(45)	62.7	72.3	61.5	71.1	
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	366.3	432.0	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	11.0	12.2	
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	107.1	124.0	16.90
Address Extreme Class Size K-12	-	-	-	-	4.5	-	0.0	
District Total	38,787	38,892	105	1,493.0	1,787.9	1,471.1	1,765.9	294.8

	Adopted Budget	Current Projection	Year-to-Date Actual
Beginning Fund Balance 7/1/18	\$ -	\$ 121,798	\$ 121,798
Projected Revenue:	32,482,500	32,482,500	415,314
Projected Expense:	32,482,500	32,482,500	8,349,681
Projected Fund Balance 6/30/19:	\$ -	\$ 121,798	\$ (7,812,569)



**Beaverton School District
Portfolio Management
Portfolio Summary
October 31, 2018**

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	14.84%	659	2.023	2.023	35%
Commercial Paper Disc. -At Cost	14,000,000.00	13,828,150.00	13,828,150.00	4.04%	193	2.348	2.348	35%
Federal Agency Coupon Securities	203,000,000.00	201,131,761.00	203,706,282.74	59.56%	771	1.398	1.398	100%
Federal Agency Disc. -At Cost	4,200,000.00	3,978,450.00	3,964,968.00	1.16%	814	2.604	2.641	100%
Treasury Coupon Securities	20,000,000.00	19,909,370.00	19,958,071.88	5.83%	428	1.682	1.682	100%
Treasury Discounts -At Cost	17,073,000.00	16,746,757.53	16,673,081.87	4.87%	560	1.664	1.688	100%
Municipal Bonds	4,500,000.00	4,498,380.00	4,497,130.00	1.31%	328	2.420	2.420	30%
LGIP	28,672,608.17	28,672,608.17	28,672,608.17	8.38%	1	2.100	2.100	100%
	342,251,608.17	339,110,341.69	342,046,435.97	100.00%	631	1.645	1.648	
Accrued Interest at Purchase		15,750.00	15,750.00					
Total Cash and Investments	342,251,608.17	339,126,091.69	342,062,185.97		631	1.645	1.648	



**Beaverton School District
Portfolio Management
Portfolio Details - Investments
October 31, 2018**

CUSIP	Investment #	Issuer	Average Balance	Purchase	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			50,746,143.31		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
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			205,319,185.97		203,000,000.00	201,131,761.00	203,706,282.74		771	1.398	1.398	
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	

**Beaverton School District
Portfolio Management
Portfolio Details - Investments
October 31, 2018**

CUSIP	Investment #	Issuer	Average Balance	Purchase	Par Value	Market Value	Book Value	Stated Rate	Term	YTM	YTM 365	Maturity Date
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			16,673,081.87		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	9,836,470.34	9,836,470.34	9,836,470.34	2.100	1	2.100	2.100	
LGIP 4966	LGIP4966	LGIP		05/11/2017	15,397,186.62	15,397,186.62	15,397,186.62	2.100	1	2.100	2.100	
LGIP 4972	LGIP4972	LGIP		05/11/2017	1,420,662.23	1,420,662.23	1,420,662.23	2.100	1	2.100	2.100	
LGIP 5173	LGIP5173	LGIP		06/30/2006	2,018,288.98	2,018,288.98	2,018,288.98	2.100	1	2.100	2.100	
Subtotal and Average			40,602,914.30		28,672,608.17	28,672,608.17	28,672,608.17		1	2.100	2.100	
Total and Average			355,589,645.33		342,251,608.17	339,110,341.69	342,046,435.97		631	1.645	1.648	

**Beaverton School District
Portfolio Management
Portfolio Details - Cash
October 31, 2018**

CUSIP	Investment #	Issuer	Average Balance	Purchase	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	355,589,645.33		342,251,608.17	339,126,091.69	342,062,185.97		631	1.645	1.648

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

OCTOBER 2018

	ENDING BALANCE 9/30/2018	CASH RECEIPTS	CASH DISBURSEMENTS	NET INVESTMENT TRANSFERS	ENDING BALANCE 10/31/2018
CASH PER BOOKS					
US Bank Checking	\$ 7,788,484	\$ 5,198,736	\$ (53,405,951)	\$ 41,500,000	\$ 1,081,269
Wells Fargo Checking	1,563,558	831,489	(196,106)		2,198,941
TOTAL CASH PER BOOKS	\$ 9,352,042	\$ 6,030,225	\$ (53,602,057)	\$ 41,500,000	\$ 3,280,211

	ENDING BALANCE 9/30/2018	INVESTMENT RECEIPTS	INVESTMENT PURCHASES	INVESTMENT MATURITIES / SALES	ENDING BALANCE 10/31/2018
INVESTMENTS					
Castle Oak	\$ 81,524,027	\$ -	\$ -	\$ -	\$ 81,524,027
Wells Fargo	\$ 21,660,463	-	-	-	21,660,463
Piper Jaffray	\$ 215,189,338	-	-	(5,000,000)	210,189,338
Oregon State LGIP	\$ 44,970,626	20,201,982	-	(36,500,000)	28,672,608
TOTAL INVESTMENTS	\$ 363,344,454	\$ 20,201,982	\$ -	\$ (41,500,000)	\$ 342,046,436

TOTAL CASH & INVESTMENTS	<u>\$ 372,696,496</u>	<u>\$ 345,326,647</u>
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ELMONICA ELEMENTARY BOUNDARY ADJUSTMENT

POLICY ISSUE / SITUATION:

Elmonica Elementary School has experienced a steady increase in enrollment, which has exceeded its permanent and portable capacity. Since 2012, enrollment has grown from 584 students to 757 (29%). Elmonica needs an attendance boundary adjustment to relieve overcrowding.

BACKGROUND INFORMATION:

Elmonica's growth in enrollment is linked to the increase in the general population within its current attendance boundary. The increase is attributable, in part, to new residential development. In response to the increased enrollment over the years, the District has installed 13 portable classrooms on site, two of which were added in 2018. Elmonica has a total building capacity of 713 students (466 seats in the permanent building, supplemented by 247 additional seats in portables). The school serves only general education students, and does not house a Self-Contained Specialized Program or Pre-Kindergarten program.

During the same period, Beaver Acres and McKinley Elementary Schools, which are adjacent to Elmonica, have experience a decline in enrollment. As of this school year, both schools are below 75% of their total capacity. Please see Attachments A and B for additional information about enrollment and capacity at each school.

In consultation with Teaching & Learning administrators and the principals of Elmonica, McKinley, and Beaver Acres, Facilities staff has concluded that a boundary adjustment is necessary to relieve overcrowding at Elmonica and balance enrollment at Beaver Acres and McKinley.

Pursuant to Policy JC, staff will develop and execute a public involvement plan to inform the affected communities of this adjustment. Staff does not recommend creation of an advisory committee, rather, the adjustment process will include public meetings for each of the affected communities, where analysis of growth trends and proposed boundary adjustments will be presented for comment. The resulting boundary adjustment may include changes to just two schools, or all three, depending on the results of the analysis and public input. Due to the acute overcrowding at Elmonica, staff recommends the adjustment go into effect for the SY 2019-20 school year.

RECOMMENDATION:

Staff recommends the Board adopt the following Objective to initiate a boundary adjustment between Elmonica, Beaver Acres and McKinley elementary schools.

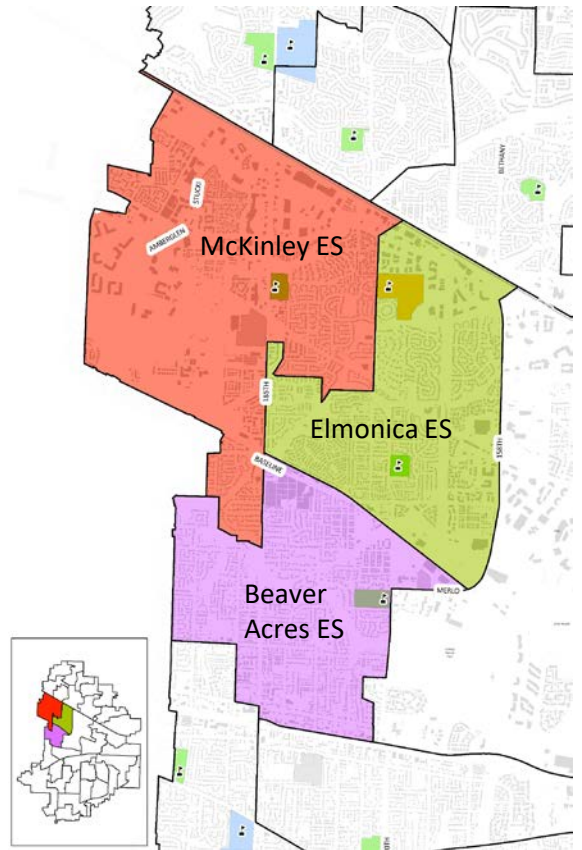
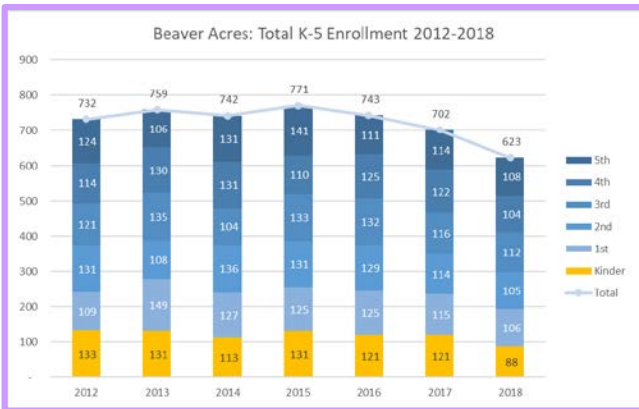
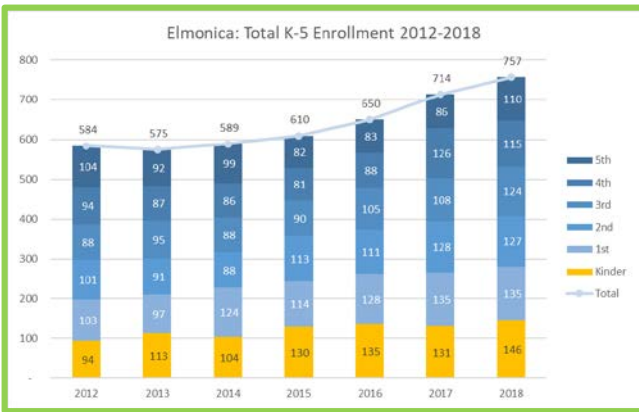
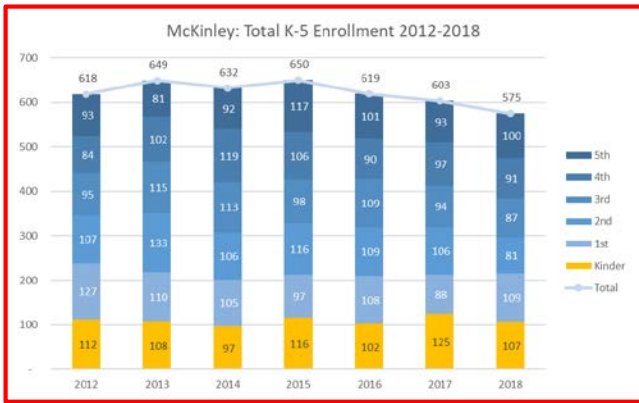
Objective 1: Create an attendance boundary amendment that will provide overcrowding relief for Elmonica Elementary School for the SY 2019-20 school year.

Objective 2: To the degree feasible, balance future enrollment with each affected school's capacity.

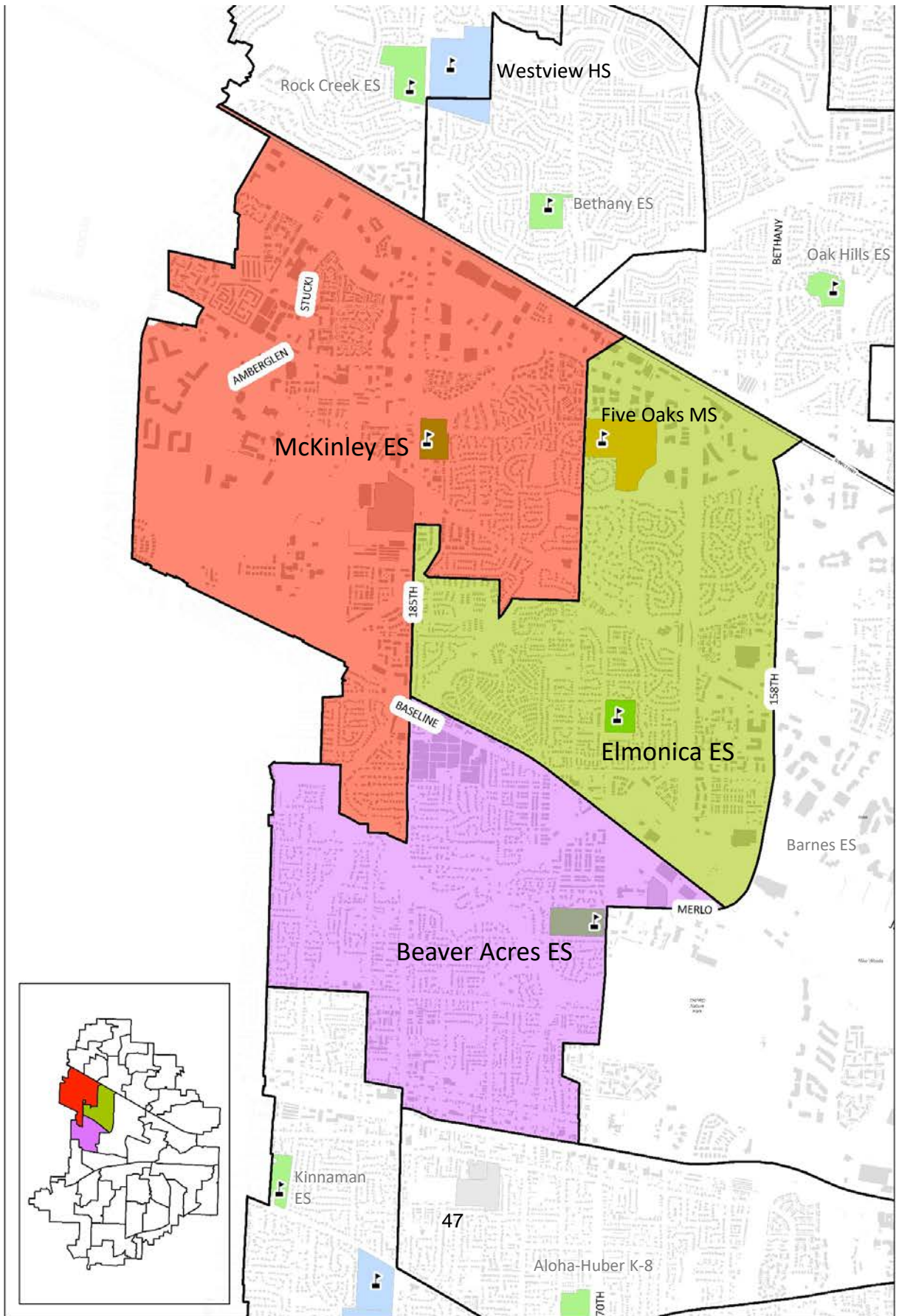
District Goal: WE Empower all students to achieve post-high school success.

"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."

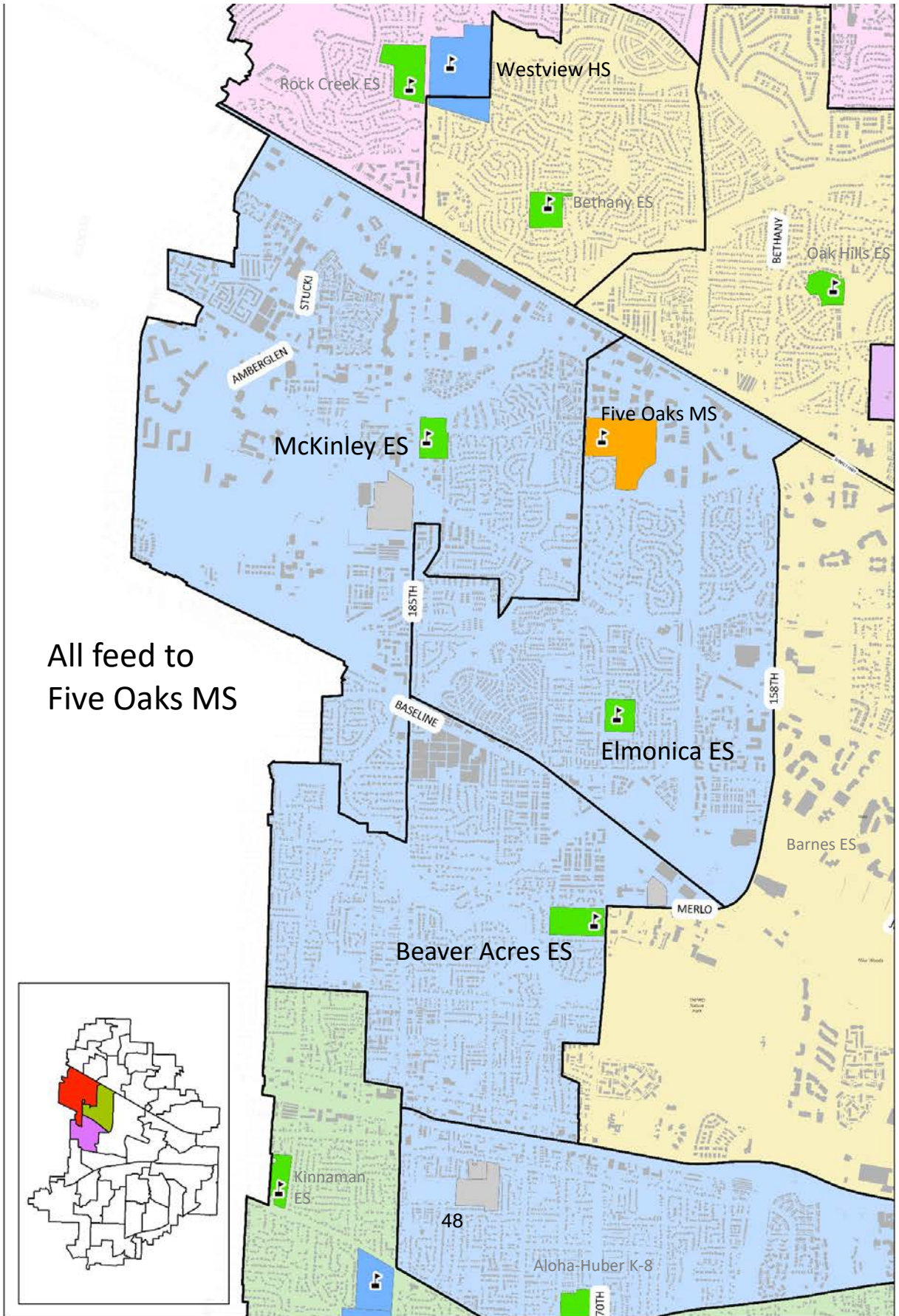
Elmonica, Beaver Acres and McKinley Enrollment: 2012 to 2018



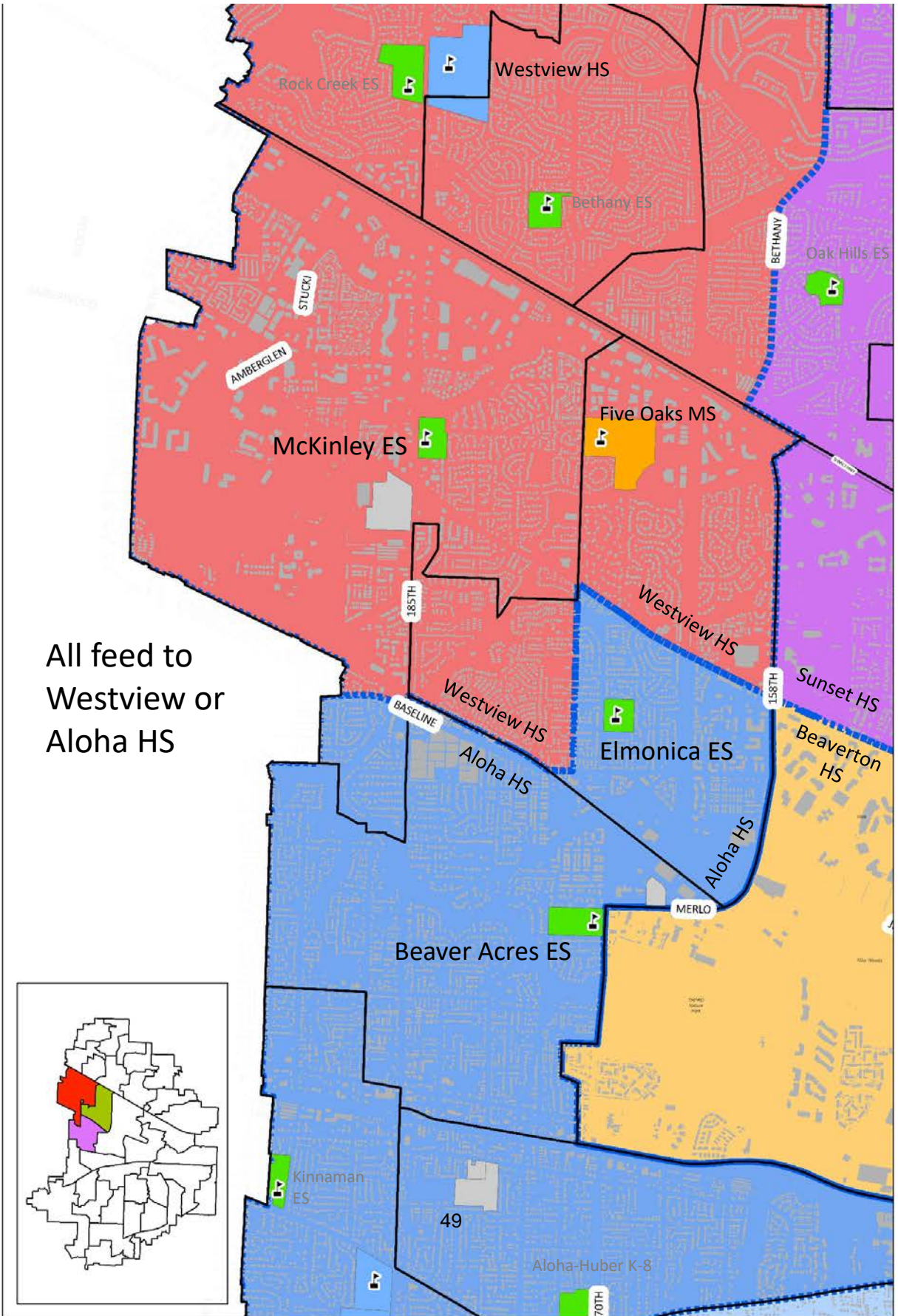
Elmonica, Beaver Acres and McKinley Attendance Boundaries



Middle School Feeder Pattern



High School Feeder Pattern



**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



RALEIGH HILLS K-8 CONSTRUCTION

POLICY ISSUE/SITUATION

The 2014 Capital Construction Bond includes a project for Raleigh Hills K-8 that includes building additions to eliminate portables, minor renovations, and improvements to vehicle circulation across the site. Facilities is poised to execute this project within the \$12.6 M budget available (\$850 K spent to date). However, it has become apparent that further investments would need to be made in this aging facility within the next 5-10 years that are not currently budgeted. In consideration of these future renovation costs and the constraints of the existing facility, construction of a new, state-of-the-art school in a future bond in lieu of the current project is a viable option for consideration.

BACKGROUND INFORMATION

The current Raleigh Hills K-8 was built in 1927, with major additions in the 1950's. Buildings of this era were designed to very different standards than they are today. The building today consists of seven different additions that more than tripled the square footage of the original building. These additions have created a school that is less than optimal for accessibility, safety, and learning. Correction of these deficiencies would be extensive and costly.

In addition to these challenges, a building of this age requires ongoing maintenance and repairs. The roof will soon need to be replaced, the heating (currently steam in portions of the building) and ventilation systems will need a major upgrade in the near future. Also, windows need to be replaced, the electrical infrastructure is substandard, and the kitchen is due for a remodel.

The current site configuration makes future expansion of the school and traffic management on the site difficult to improve. The building and front parking is near Scholls Ferry Road and will be closer still if the road is widened by Washington County in the future. Neighboring development and encroachment have resulted in a situation where two neighbors have to access their homes through the school parking lot.

Construction of a new building offers many advantages. The learning environment and classrooms will be greatly improved. Safety and security features will be built in. The new building will be built to withstand a seismic event to the highest standard and allow immediate occupancy following an earthquake. Technology will be integrated throughout the building. This new project would feature a full redesign of the site with play structures, new fields, and improved traffic management as well as architectural elements to honor the history of Raleigh Hills.

This table summarizes the cost of remodel versus replacement:

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."

	Remodel	Replace
Construction Cost Now	\$12M	\$12M*
Construction Cost Added Next Bond	\$0M	\$33M
Repair Costs Next Bond	\$15-25M	\$0M
Total Cost	\$27-37M	\$45M
Construction Year(s)	2019/20 & 2022-2028	2024
*\$12M from current bond would be reserved until rebuild approved		

Construction of a new school would change the timeline for improvements at Raleigh Hills K-8, meaning improvements at the school would be delayed until the next bond in 2022 and the portables would remain for at least four more years. In the event the bond measure does not pass, the \$12 million available for the current project would be held and invested in Raleigh Hills K-8 improvements.

On October 18, 2018, BSD staff presented these options to the citizen led Bond Accountability Committee (BAC). The BAC reviewed the options and made the following recommendation:

In consideration of the staff report, the Superintendent’s planning assumptions, long term fiscal responsibility, and the highest benefit for the future students of the District; the BAC supports the recommendation that the School Board pursue construction of a new school at Raleigh Hills K-8 in the next bond measure in lieu of the current Raleigh Hills Addition Project planned under the 2014 Bond, pursuant to the following conditions:

- *The 2014 Bond funds currently available for the Raleigh Hills Addition Project will be held and utilized at Raleigh Hills if the new bond doesn’t pass.*
- *The School Board will make construction of a new school at Raleigh Hills a high priority for consideration in the next bond.*
- *Staff will provide the School Board with feedback on this proposal from the Raleigh Hills community prior to their decision.*

Public notification of the potential change was made via letter and social media on October 30, 2018 soliciting comments and inviting the public to an informational session on November 14, 2018. Staff presented Attachment 1 at this meeting and answered questions from the group. Overall, the gathered group appeared to favor the option of delaying for a new school. The comments and questions from this session are included as Attachment 2.

RECOMMENDATION

Recommend that the Beaverton School District Board provide feedback to the staff on this proposal and schedule for a decision at the December 17, 2018 Business Meeting.

Raleigh Hills K-8 Capital Construction Options



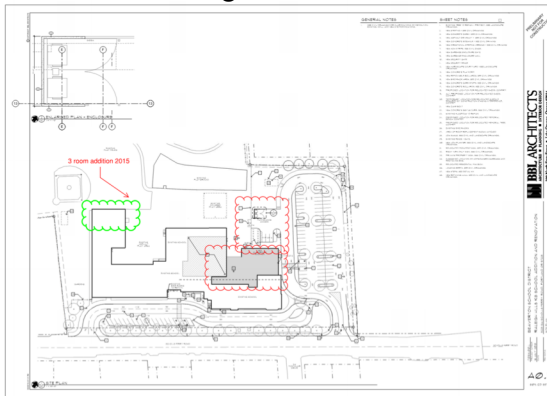
October 30, 2018

Prepared by:
BSD Facilities

The History of the Building, 1927-Present



2014 Bond Program of Work



Provides:

- Parking and traffic improvements
- Building Addition
- 6-8 programming enhancements
- Eliminate portables

Does not address existing:

- Seismic
- ADA & other codes
- Roof, siding & windows
- Plumbing & electrical
- HVAC/Steam
- Asbestos
- Existing classrooms
- Common areas
- Scholls Ferry encroachment
- Neighbors' access through parking lot

What has changed?

2014

1. Mindset
 - a. Repair v. Replace - High Threshold
2. Goals
 - a. Eliminate portables
 - b. Improve vehicle flow
 - c. Grades 6-8 program modernization



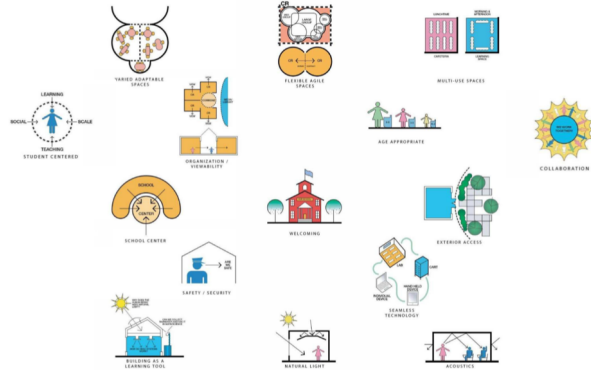
Now

1. Mindset
 - a. Repair v. **Replace** - Lowered Threshold
 - b. Elevated safety and security concerns
 - c. Higher learning environment expectation
2. Goals
 - a. Long term investment/Next Bond view
 - b. Educational Specifications
3. Additional Requirements
 - a. Seismic
 - b. Security
 - c. Other code changes



Educational Specifications

Key Planning and Design Characteristics



Options

Option 1

\$12M Bond project is executed now

\$15M Repair in next Bond (critical repair only)

\$27M Total Cost

Option 2

\$12M Bond project is executed now

\$25M Major Renovation in next Bond

\$37M Total Cost

Option 3

\$12M offset from 2014 Bond

\$33M for New School in Next Bond

\$45M Total Cost

Option 1

\$12M Bond project is executed now

\$15M Repair in next Bond (critical repair only)

\$27M Total Cost

Pros

1. 2014 Bond commitment is executed now
2. Immediate impact to grades 6th-8th program
3. Portables eliminated, traffic improved
4. Time-value of current funds is maximized

Cons

1. Life of existing building not extended
2. Sunk costs of \$12M if future school built
3. Neighbors' access is still through BSD parking lot
4. Future Scholls Ferry encroachment
5. Repair requires inclusion in future Bond
6. Ed Specs not applied in classroom improvements
7. Accessibility issues not addressed
8. Hazardous materials remain in place (asbestos, lead, etc)

	Option 1
Cost Now	\$12M
Cost Future	\$15M
Construction Year	2019/20 2020-26
Risk	Low
Learning Environment	Status quo
Capacity	644
Life Extension	20 YR
Const Cost/Student/YR	\$ 2,096

Option 2

\$12M Bond project is executed now

\$25M Major Renovation in next Bond

\$37M Total Cost

Pros

1. 2014 Bond commitment is executed now
2. Immediate impact to grades 6th-8th program
3. Portables eliminated, traffic improved
4. Improved K-5 classroom environment

Cons

1. Life of building is not entirely addressed
2. Configuration and building circulation remains suboptimal
3. Neighbors' access is still through BSD property
4. Future Scholls Ferry encroachment
5. Renovation requires inclusion in future Bond
6. Hazardous materials remain in place (asbestos, lead, etc)

	Option 2
Cost Now	\$12M
Cost Future	\$25M
Construction Year	2019/20 2020-24
Risk	Medium
Learning Environment	Improved
Capacity	700
Life Extension	20 YR
Const Cost/Student/YR	\$ 2,643

Option 3 \$12M offset from 2014 Bond
 \$33M for New School in Next Bond
 \$45M Total Cost

Pros

1. 2014 Bond commitment of \$12M remains
2. No additional sunk cost
3. Ed Specs applied throughout entire building
4. Neighbor's property issue is resolved
5. Scholls Ferry encroachment is resolved
6. Eliminates all hazardous materials (asbestos, lead, etc)

Cons

1. 2014 Bond commitment is deferred
2. Requires inclusion in future Bond

	Option 3
Cost Now	\$0M
Cost Future	\$45M
Construction Year	2022/24
Risk	Medium
Learning Environment	Optimal
Capacity	750
Life Extension	75 YR
Const Cost/Student/YR	\$ 800

Options Comparison Matrix

	Option 1	Option 2	Option 3
Cost Now	\$12M	\$12M	\$0
Cost Future	\$15M	\$25M	\$12M* + \$33M
Total Cost	\$27M	\$37M	\$45M
Construction Year	2019/20 2020-26	2019/20 2020-24	2022/24
Risk	Low	Medium	Medium
Learning Environment	Status quo	Improved	Optimal
Capacity	644	700	750
Life Extension	20 YR	20 YR	75 YR
Const Cost/Student/YR	\$ 2,096	\$ 2,643	\$ 800

*2014 Bond funding reserved for use at RH if bond does not pass.

Bond Accountability Committee Recommendation

In consideration of Staff's report, the Superintendent's planning assumptions, long term fiscal responsibility, and the highest benefit for the future students of the District; the BAC supports the recommendation that the School Board pursue construction of a new school at the Raleigh Hills site in the next bond measure in lieu of the current Raleigh Hills Addition Project planned under the 2014 Bond, pursuant to the following conditions:

1. The 2014 Bond funds currently available for the Raleigh Hills Addition Project will be held and utilized at Raleigh Hills if the new bond does not pass.
2. The board will make construction of a new school at Raleigh Hills a high priority for consideration in the next bond.
3. Staff will provide the School Board with feedback on this proposal from the Raleigh Hills Community prior to the Board's decision.

Next Steps

Informational Session

Opportunity to ask questions and provide staff with feedback

Wednesday, November 14, 2018 at 6:30 p.m.

Raleigh Hills K-8 Cafeteria

School Board Business Meeting

First consideration by Board and opportunity for public comment

Monday, November 26, 2018 at 6:30 p.m.

Central Administration Office

Raleigh Hills K-8 Construction Comments & Questions

Comments:

- Concerned about preserving the historic integrity (see attached)
- Appreciate the information and the transparency in not having all the answers
- I would strongly suggest looking at options to use some of the existing \$12M to further the design process if the next bond passes and includes the replacement of the school. Time for a permit ready set of documents when new bond passes so construction could start sooner.
- Great presentation!
- Safety – signal or protected crosswalk
- Maintaining current improvements – garden, track, etc.
- Thanks for the presentation!
- Appreciated the information and was glad to hear that if a new school is constructed the design would honor the original school
- All or nothing in next bond

Questions:

Q: If safety of the current condition of the school is a concern, if we move forward with option 3, is safety a concern from now until construction of a new building?

A: **The building has many deficiencies; however, the school is maintained to ensure the safety of our students and staff is not compromised. We will continue to maintain a safe and healthy environment as long as we continue to use the building.**

Q: Plan for displaced kids during/if new construction – Where? Kept together?

A: **The goal would be to keep the school together. We have not yet identified a location (swing school), as this will be part of the upcoming bond planning effort.**

Q: Intention post-construction to keep school as K-8 not K-5?

A: **This is not related to the current facility discussion. Any decisions regarding K-5/K-8 programming will be made separately and independently of this discussion.**

Q: How to get involved in Bond Committee?

A: **As we get closer to planning for the bond, we will request volunteers for the bond committee. If you would like to provide your information we will make sure you are notified.**

Q: Community involvement committee – bond / construction prioritization – how to get a committee to help prioritize?

A: As we get closer to planning for the bond, we will request volunteers for the bond committee. If you would like to provide your information we will make sure you are notified.

Q: (1) My understanding is that the district may pursue this as a standalone bond measure? Does this change the plan to possibly pursue a new bond in 2020-2022ish that would be the same as the current bond in terms of rebuilding several schools? (2) Has the committee made a determination about other older schools that have similar issues as RHK8? (3) Are there other projects in the current bond program proposed for postponement by the committee to a future bond as envisioned by Option 3?

A: (1) Thank you for your question, it is a good one. The plan will not be to pursue a stand-alone bond measure to replace Raleigh Hills. The plan will be to include this project in the next large bond measure in 2021 or 2022. (2) BSD staff is in the beginning stages of evaluating other candidate schools for replacement in the next bond. There will ultimately be a public bond committee who will recommend which projects are included in the bond. (3) No, BSD staff have only identified and the Bond Accountability Committee (BAC) has only recommended the Raleigh Hills project be reconsidered and moved to a future bond program.

Q: Pedestrian safety on Scholls Ferry Road – Signal?

A: Although the Raleigh Hills K8 project will be reviewed by the City of Beaverton, Scholls Ferry Road is within the jurisdiction of Washington County. Any potential improvements within the Scholls Ferry Road right-of-way must be consistent with the County's Transportation Systems Plan (TSP). The County may require new development to improve public rights-of-way consistent with the TSP and to improve the safety of vehicles, pedestrians, and bicycles. The County has not required the District to provide a traffic signal on Scholls Ferry Road for the current Raleigh Hills addition. If the District were to design a new school, the County would evaluate the impacts associated and implement the rules in effect at the time of the new school proposal.

Q: Two-year construction, not one?

A: Yes. For a building of this size, two years is more appropriate for planning, design and construction.

Q: What are the Ed Spec's for this site?

A: Our current Ed Specs are available on the BSD website:
<https://www.beaverton.k12.or.us/depts/facilities/development/Pages/Educational-Specifications.aspx>

Q: Are there different Ed Spec's for K-8?

A: Not currently. We would combine the ES and MS Ed Specs tailored to the needs of Raleigh Hills, just as we are currently doing for the ACMA project (MS and HS).

Q: How was Merle Davies historic and not Raleigh Hills?

A: We will need to look into this further. Raleigh Hills is currently not designated as a historic building.

Q: How and when will the design of the new building be developed?

A: Our goal would be to seek School Board approval to start the design and permitting effort as the first effort in the next bond. We will explore options to begin sooner.

Q: Does the new building change the K-8 model to K-5?

A: No.

Q: Timing of K-8 decision? Keep and design or drop and design for K-5, what goes to bond vote?

A: This decision is separate and independent of programming decisions.

Q: Any thought on spending limited \$ now to do some work needed now or spend part of \$12m to do design early?

A: Yes. We will be looking at this and other opportunities to expedite the design.

Q: What is drop dead decision date for \$12M option?

A: The decision needs to be made as soon as possible but there is no hard-drop-dead date. If the decision goes beyond December, the current project schedule will have to be adjusted with different sequencing and a new completion date.

Q: What is the option 3 timeline?

A: This will depend on the exact timing of the next bond and the priorities determined by the Bond Committee. We would anticipate and staff would recommend the project being scheduled early in the next bond.

NATIONAL TRUST FOR HISTORICAL PRESERVATION

*“Old places shape the story of who we are, where we
come from, and where we’re going.”*

*“Historical places tell America’s full story.
They inspire us and help us imagine what comes next.”*

November 7, 2018

Dear Carl Mead,

It has recently come to my attention that the original plans to renovate Raleigh Hills have been potentially changed and that you are inviting community input. I have a long history with Raleigh Hills and am most eager to offer my perspective.

I am a retired Beaverton School District teacher. I began teaching at Greenway and had the privilege of spending my last 18 years at Raleigh Hills, serving a diverse community of active and engaged learners. I am presently one of two Raleigh Hills Garden coordinators so my visits to the school are both frequent and joyful. The school, the community, and, notably, the 1928 original building are near and dear to me. The old brick building is one of the few historical landmarks in the Raleigh Hills Neighborhood. It has served as an anchor for the community and represents our history, culture, tradition, and aesthetic sensibility.

That being said, I understand the need to upgrade old structures in order to meet the needs of modern times. I have lived through various remodels at Raleigh Hills and recognize the quirkiness of the building. I only ask that its historical relevance be considered before it is replaced.

*The preservation of historic buildings is a one-way street. There is no chance to
renovate or to save a historic site once it's gone. ... This reality brings to light
the importance of locating and saving buildings of historic significance—because once a
piece of history is destroyed, it is lost forever.*

Copperworks Renovation

I recently took a virtual tour of Grant High School’s renovation and know that Portland has chosen to embrace the history and integrity of the original building’s exterior. Franklin and Roosevelt were also remodeled with tradition in mind. Merle Davies is an example of Beaverton doing the same. At the time of consideration it was reported:

*“Some people have expressed concerns about preserving
at least a portion of the Merle Davies building because
of its historical value and attachment of the community.”*

I greatly urge the board to consider Raleigh Hills in the same light.

With heartfelt sincerity and concern, Carol Howell

celizabethhowell@comcast.net



APPOINT BUDGET COMMITTEE MEMBERS TO FILL VACANCIES

POLICY ISSUE / SITUATION:

The Budget Committee has five (5) vacancies in the following zones:

- Zone 2: School Board Member – Anne Bryan
- Zone 3: School Board Member - Eric Simpson
- Zone 4: School Board Member - Donna Tyner
- Zone 5: School Board Member - LeeAnn Larsen
- Zone 6: School Board Member - Becky Tymchuk

BACKGROUND INFORMATION:

The School Board needs to appoint community representatives from Zones 3, 5 and 6 to serve three-year terms, Zone 2 to serve a two-year term and Zone 4 to serve a one-year term on the Budget Committee.

The School Board established the following process during the August School Board Meeting:

- Publicize the openings as broadly as possible using all communication channels in September/October
- Request a letter of interest and resume from each candidate
- Each Board Member would interview candidates for their zone in October
- Present appointees at the November 26, 2018 School Board Meeting for Board approval

RECOMMENDATION:

BE IT RESOLVED it is recommended that the School Board approve the following appointees to fill the five vacant Budget Committee positions:

To be named (Dec. 17, 2018)	Zone 2	2020
Bettina Jeszenszky	Zone 3	2021
Shafina Fazal-Gardner	Zone 4	2019
Denise Petterborg (re-appointed)	Zone 5	2021
Heidi Edwards (re-appointed)	Zone 6	2021

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

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marcie davis

From: Community Involvement
Sent: Monday, November 19, 2018 10:51 AM
To: marcie davis
Subject: Zone 3 candidate for Board Situation Sheet
Attachments: budget committee interest letter.pdf; Bettina Jeszenszky resume.pdf

Marcie,
Eric Simpson has chosen Bettina Jeszenszky in Zone 3.

Attached are her materials to add to the Board Situation Sheet attachments.

Please let me know if you have other questions.

Karla Barrett-Curtis

Assistant to Maureen Wheeler,

Public Communications Officer

Communications & Community Involvement Dept.

Beaverton School District

503.356.4360



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.

From: Bettina Jeszenszky <bjeszen@yahoo.com>
Sent: Tuesday, September 25, 2018 5:32 PM
To: Community Involvement
Subject: applying for budget committee position in Zone 3

⚠ This is from a Non-BSD Email address: Please only click links and attachments if you are sure they are safe

Dear Communications Department,

Please find my letter of interest and resume attached for consideration for the budget committee position in Zone 3.

Thank you very much,
Bettina Jeszenszky

September 25, 2018

Communications & Community Involvement Department
16550 S.W. Merlo Road
Beaverton, OR 97003
Via Email: community_involvement@beaverton.k12.or.us

To Whom It May Concern,

I am writing to express interest in the open position for the Budget Committee in Zone 3. My name is Bettina Jeszenszky and I'm a parent of three children attending BSD schools, an active volunteer at Ridgewood Elementary and Cedar Park MS, a small business owner and staunch advocate of excellence in education.

As a member of Ridgewood's PTC board over the last four years I was involved in many conversations about improving the educational experience for our children. Most often the discussions came back to the budget. I could add a rational, diplomatic, knowledgeable and collaborative voice to the budget process, from small line items to large district wide expenditures.

I have 20+ years of navigating budgets of all sizes, whether that of my own small business in pet care, school PTC budgets and a prominent family foundation. I am confident and comfortable working through the processes and look forward to applying my skills to improve the opportunities for all BSD stakeholders.

Warm regards,

Bettina Jeszenszky
12395 SW Lanewood St.
Portland, OR 97225
323.630.0015 [cell]
bettinajeszen@gmail.com

Bettina Jeszenszky
12395 SW Lanewood Street, Portland, Oregon 97225
323-630-0015 [cell]
bettinajeszen@gmail.com

OBJECTIVE

To obtain a position where I can maximize my entrepreneurial skills and results orientation in a non-profit organization.

SUMMARY OF QUALIFICATIONS

Results oriented, high energy, hands-on professional. Major strengths include strong leadership, enthusiasm, communication skills, operational savvy, management capabilities and entrepreneurial experience.

Leadership and Results Orientation

- Drove \$1.8 million in annual sales worldwide as International Sales Manager for Concord Records, including managing promotions and marketing
- Led key board decisions on school facility improvements and discretionary spending and directed annual budget of \$90K
- Grew Rawhide & Catnip pet sitting business to 200+ clients within first three years of operation

Relationship Management and Communication

- Cultivated non-profit partnerships and maintained VIP relationships for USC Cinematic Arts Department
- Built strong relationships with 35+ distributors of Concord Records
- Developed strong, positive relationship with new school principal and led cohesive PTC board through two years of school growth

Entrepreneurship and Operational Savvy

- Launched, owned and operated two successful pet sitting companies, providing clients with excellent care and service, while managing a small group of employees
- Event planning and project management for Lear Family Foundation
- Associate Producer for the Concord Record Night at the 2003 Montreux Jazz Festival

EDUCATION & WORK HISTORY

University of Southern California, School of Cinematic Arts, Bachelor of Arts, 1997

Work History

- Owner, Jaeger's Place (2016-present)
- Owner, Rawhide & Catnip (2004-2017)
- International Sales Manager, Concord Records (2001-2004)
- Executive Assistant, Lear Family Foundation (1999-2001)
- Office Manager, Dean's Office, USC Cinematic Arts (1994-1999)

Volunteer Experience

- President, Ridgewood Elementary PTC (2016-2018)
- Leader, Girl Scout Troops (2013-present)
- Active Volunteer, Various Environmental and Land Conservation Organizations

marcie davis

From: Donna Tyner
Sent: Friday, November 16, 2018 10:54 AM
To: marcie davis
Cc: gayellyn jacobson
Subject: Re: Budget Committee Selections

Zone 4 Shafina Gardner

From: marcie davis
Sent: Thursday, November 15, 2018 12:54:26 PM
To: Donna Tyner; Eric Simpson; Becky Tymchuk; leeann larsen
Cc: gayellyn jacobson
Subject: Budget Committee Selections

Good afternoon,

I hope you are all enjoying this beautiful day, it looks absolutely fabulous out there! In preparation for the Nov. 26th Board Meeting (Action Item A: Approval of Budget Committee Members), we would like to know your final selections for your designated zones. Please email me with your selection by Friday afternoon, if possible. Board documents are due on Monday Nov. 19th at noon.

- Zone 3
- Zone 4
- Zone 5
- Zone 6

Feel free to contact us if you have any questions. Thank you so much and have a wonderful day.

Marcie Davis

Business Office
Assistant to Chief Financial Officer and
Administrator for Fiscal Services
503.356.4540 - *direct*



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

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Dear Ms. Tyner,

Thank you for considering me to serve as Zone 4's Budget Committee representative for Beaverton School District.

My name is Shafina Fazal-Gardner and I am a parent of a 2nd grade student at Errol Hassell Elementary School. I have been an active participant in my son's education as well as in his school. Currently, I serve as the PTO President and was Vice President last year. I have served as a member of the Executive Board at a local nonprofit and am currently employed full-time as a Business Development Director at the Center for Equity and Inclusion, a specialized consulting company in downtown Portland.

To put it simply, my interest in serving on the Budget Committee is because I care about our school district. As a parent, I am invested in ensuring our schools have what they need to be successful, so they in turn, may deliver the exceptional education all our children deserve. As a person in Development, I also realize that what we want may not align with what we have – and so I'm interested in being a creative thought-partner in coming up with solutions to pressing issues impacting our schools. I also believe that when we undertake our work with a commitment to multiple perspectives, transparency and the use of an equity lens the decisions we make on behalf of the district will be better for it. As a woman of color, I am eager to bring my perspective to these conversations and learn from those already at the table.

Service is a fundamental value in our family. Whether I am volunteering in my son's classroom, supporting teachers, organizing a food drive, serving on a Board of Directors, being in service to a greater good is something I enjoy. I am lucky to be in a position where I am afforded the flexibility to take an active role in my community and especially in my son's education. I look forward to the possibility of joining a team that is supporting the Beaverton School District.

Thank you for your time and consideration.

Always,
Shafina Fazal-Gardner

Zone 4: Budget Committee Interview Questions- Shafina Gardner

1- The expectation of Budget Committee members is that they do their homework prior to meetings. How do you feel about this expectation? Do you have a background in performing this type of role?

I do not have any issues with the expectation of being prepared. In fact I plan to meet with Donna and Gaylene for a budget overview to ensure that I have a solid understanding of what's in the budget. I want to be as effective as possible.

I am a systems thinker and will apply this process to my work if selected on the budget committee. This thinking perspective includes the willingness to see a situation more fully, to recognize what is interrelated, acknowledge that there are often multiple interventions to a problem, surface ideas for discussion and be prepared to champion interventions that may not be popular.

2- What's the most important financial issue facing the school district and why is it important?

Simply put, dealing with budget reductions. How we can make the cuts we need while at the same time having the least amount of impact on students and teachers. What can we do to balance the systems and supports for student achievement with the professional development needs of teachers? It's important to do what we can to support students so they will remain engaged, excel academically while also recognizing the importance professional development plays for student success. It's important for teachers to have the tools they need to educate students. We must do this while looking through the equity lens. How will the cuts affect students in affluent versus non-affluent schools?

3- (Council member) Why would you like to serve on Budget Committee and what is the role of the Budget Committee?

I want to serve on the Budget Committee because I care about our school district. As a parent, I am invested in ensuring our schools have what they need to be successful, so they in turn, can deliver the exceptional education all our children deserve. As a woman of color, I am eager to bring my perspective to these conversations and learn from those already at the table.

4- It's important to attend all of the meetings. Do you have any conflicts? All meetings begin at 6:30 PM

No issues

marcie davis

From: leeann larsen
Sent: Thursday, November 15, 2018 7:33 PM
To: marcie davis
Cc: Donna Tyner; Eric Simpson; Becky Tymchuk; gayellyn jacobson
Subject: Re: Budget Committee Selections

Marcie

I am appointing Denise Petterborg for Zone 5.

Thanks!

LeeAnn

LeeAnn Larsen

On Nov 15, 2018, at 12:54 PM, marcie davis <Marcie_Davis@beaverton.k12.or.us> wrote:

<image001.gif>
Good afternoon,

I hope you are all enjoying this beautiful day, it looks absolutely fabulous out there! In preparation for the Nov. 26th Board Meeting (Action Item A: Approval of Budget Committee Members), we would like to know your final selections for your designated zones. Please email me with your selection by Friday afternoon, if possible. Board documents are due on Monday Nov. 19th at noon.

Zone 3
Zone 4
Zone 5
Zone 6

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Marcie Davis

Business Office
Assistant to Chief Financial Officer and
Administrator for Fiscal Services
503.356.4540 - *direct*
<image002.png>

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marcie davis

From: Becky Tymchuk
Sent: Thursday, November 15, 2018 5:08 PM
To: marcie davis
Subject: Re: Budget Committee Selections

Marcie:

I have selected Heidi Edwards to return for a second term as the budget committee member for Zone 6.

Thank you,
Becky

From: marcie davis
Sent: Thursday, November 15, 2018 12:54:26 PM
To: Donna Tyner; Eric Simpson; Becky Tymchuk; leeann larsen
Cc: gayellyn jacobson
Subject: Budget Committee Selections

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Zone 5
Zone 6

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WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

OSBA BOARD OF DIRECTOR POSITION #20 ELECTION**OSBA Board of Directors**

The Oregon School Boards Association (OSBA) is organized as one general state association with up to 21 elected representatives established to support member participation and representation. Each director is nominated on a regional basis for a two-calendar year term. Candidates must be elected by official action of a member board within the region.

Board members are asked to elect the following:

1. OSBA Board of Directors Position #20 – Erika Lopez from Hillsboro School District.

RECOMMENDATION:

WHEREAS, the Beaverton School District is a member of the Oregon School Boards Association; now, therefore, be it resolved that the Beaverton School District School Board elects Erika Lopez for OSBA Board of Director Position #20.

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NOMINATION FORM OSBA BOARD OF DIRECTORS REGIONAL MEMBER

Date: 9/11/18 _____

Tass Morrison, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 p.m.,
September 28, 2018.**

Return this form and all candidate information forms to the OSBA office by email at OSBAelections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

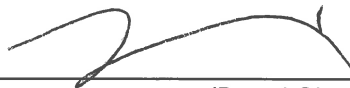
Dear Tass Morrison:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for Region Washington, Position # 20.

BOARD CANDIDATE INFORMATION

Name: Erika Lopez
District/ESD/Community College: Hillsboro School District
Address: PO Box 3748
City: Hillsboro, Oregon ZIP: 97123
E-mail: Lopez@hsd.k12.or.us Phone: 503-928-2551

**This nomination was approved by official action of our board of directors at a duly called meeting on September 11, 2018
(date)**



(Board Chair signature)

Board Chair name: Lisa Allen
District: Hillsboro School District
Address: 3083 NE 49th Place,
Hillsboro, OR 97124

CANDIDATE QUESTIONNAIRE

OSBA Board of Directors

Name: Erika Lopez _____

Region: Washington _____

District/ESD/CC: Hillsboro School District_1J _____

Position #: 20 _____

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Erika Lopez
Name

9/11/2018
Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

OSBA supports and provides guidance to hundreds of locally-elected school board members who govern their local school districts through various forms of services and advocacy. Support comes through training, leadership development, policy work, as well as legal and financial services.

2. What do you want to accomplish by serving on the OSBA board of directors?

Washington County is a rapidly growing region of the state. As this area grows, our resources can't keep up with the needs of our community. I want to collaborate and use our collective power and influence to drive the change we need. I want Oregon to be a leader in our student success and that means ensuring all students succeed.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

I currently serve as the vice-chair of the Hillsboro School Board and served as chair of the scholarship committee for my professional association. In these positions my ability to build quick rapport with leadership and fellow members provides opportunities for collaboration and innovation.

As scholarship chair, I suggested we set aside one scholarship exclusively for rural agencies outside the Portland-Salem area to address the financial struggles they face in attending our conferences and workshops. We still have this practice in place.

4. What do you see as the two most challenging issues faced by OSBA?

- Organizing board members behind advocacy for adequate and stable funding
- Providing support and training to boards that is focused on the needs and success of all students and not political agendas

5. What do you see as the two most challenging issues faced by your region?

- Stable and adequate funding for K-12
- Opportunity gap for our students of color

6. What is your plan for communicating with boards in your region?

I plan to create opportunities to increase member engagement through an email platform for example, that highlights district activities and successes. We don't engage much with other boards and there is little time for networking during our conferences so figuring out ways to partner and support each other is one of the things I would like to tackle.

Deadline: September 28, 2018, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.



APPROVAL OF OSBA RESOLUTIONS

SITUATION:

OSBA has referred two resolutions to be voted on this year.

Resolution #1 Resolution to adopt the OSBA 2019-2020 Legislative Priorities and Policies as recommended by the Legislative Policy Committee.

Resolution #2 Resolution to amend Oregon School Boards Association's bylaws Relating to composition of the Board of Directors.

RECOMMENDATION:

WHEREAS, the Beaverton School District is a member of the Oregon School Boards Association; now, therefore, be it resolved that the Beaverton School District School Board votes YES on Resolutions 1 and 2.

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Resolution to adopt the OSBA 2019-2020 Legislative Priorities and Policies as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association's recommended Legislative Priorities and Policies, and

WHEREAS, the OSBA Legislative Policy Committee met in January and April to develop the Proposed OSBA Legislative Priorities and Policies for 2019-20, and

WHEREAS, the OSBA Legislative Policy Committee sent the Proposed OSBA Legislative Priorities and Policies for 2019-20 out to the membership of OSBA for comment and suggested changes, and

WHEREAS, the overwhelming majority of the comments received by the membership were in support of the Proposed OSBA Legislative Priorities and Policies for 2019-20 developed by the OSBA Legislative Policy Committee, and

WHEREAS, the OSBA Legislative Policy Committee met via telephone conference call in August to review the comments received by the membership, and

WHEREAS, the OSBA Legislative Policy Committee discussed the comments from the membership and made no modifications to the Proposed OSBA Legislative Priorities and Policies for 2019-20, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Policies for 2019-20 at its August meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Policies for 2019-20 and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Policies for 2019-20 be placed before the membership for consideration during the 2018 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Policies for 2019-20 and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Submitted by: OSBA Board of Directors



**Resolution to Amend Oregon School Boards Association's
Bylaws Relating to Composition of the Board of Directors**

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards and transitioned to a nonprofit corporation under Oregon Revised Statute Chapter 65 as of July 1, 2018; and

WHEREAS, the Oregon School Board Members of Color Caucus (the Caucus) has been active and supported by OSBA's Board of Directors since 2016; and has developed a purpose statement, elected officers and regional and at-large representatives; and has established bylaws; and

WHEREAS, the Caucus has defined its core value as follows: "To promote quality education for all students with emphasis on the unique needs of students of color;" and

WHEREAS, the Caucus has articulated its mission; and

WHEREAS, OSBA's Board of Directors recognizes the importance of the Caucus's core value and mission; and

WHEREAS, OSBA's Board of Directors has publicly supported the Caucus's work through three separate votes in 2016 and 2017; and

WHEREAS, in accordance with OSBA Bylaws the Board of Directors acted to recognize the Caucus with ex-officio status on the OSBA Board and Legislative Policy Committee in August 2018; and

WHEREAS, the Caucus has respectfully requested that the Board of Directors submit a resolution to the membership designating the Caucus a seat on the OSBA Board of Directors and Legislative Policy Committee.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed bylaws amendment designating a Caucus representative as a voting member of the OSBA Board of Directors and Legislative Policy Committee be submitted to the membership for consideration during the 2018 OSBA election; and

BE IT FURTHER RESOLVED that the bylaws with the proposed amendments and a copy of this resolution be forwarded to all association member boards in accordance with OSBA's adopted elections calendar.

Submitted by: OSBA Board of Directors



Board Members Present:

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

Staff Present:

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Gayellyn Jacobson	Chief Financial Officer
Sue Robertson	Chief Human Resource Officer
Maureen Wheeler	Public Communications Officer
David Williams	Administrator for Strategic Relations/Initiatives
Camellia Osterink	District Legal Counsel
Paul Odenthal	Executive Administrator for Facilities
Steven Sparks	Executive Administrator for Long Range Planning
Ronda Haun	Administrator for Human Resources
Erica Marson	Administrator for Human Resources
Susan Rodriguez	Administrator for Human Resources
Craig Beaver	Administrator for Transportation
Mike Vetter	Administrator for Nutrition Services
Sheri Stanley	Administrator for Facilities Development
Aaron Boyle	Construction Operation Supervisor
Matt Lichtenfels	Program Specialist for Facilities
Nathan Potter	Administrator for Maintenance
Rick Puente	Public Safety Director

Visitors: 6

Media: 0

WELCOME– Becky Tymchuk

School Board Chair, Becky Tymchuk called the meeting to order at 3:00 p.m.

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STRATEGIC PLAN REPORTS

- **Facilities Development - Sheri Stanley**
 - Facilities finished off the summer with the opening of the District's newest school, Hazeldale Elementary.
 - Construction is currently underway for William Walker Elementary.
 - The new Bond Accountability members have been very engaged.
 - Facilities is already looking forward to the next Bond. The sooner they know they have an approved budget the more they will be able to help better serve the community.

- **Energy Resources - Matt Lichtenfels**
 - Beaverton has a number of Energy Star schools (31) and 14 certified Oregon Green Schools. Beaverton's Energy Star score continues to impress with 90 out of 100 possible points, placing the portfolio in the 90th percentile of similar school buildings across the country. The Energy and Resource Conservation office continues to work closely with Facilities Development and the Maintenance Department. Electricity usage has been increasing due to staffing increases, square footage increases, occupancy and with after-school programs and expanded summer school. Natural gas is at a low and water usage is up.

- **Maintenance, Custodial and Contracted Services – Nathan Potter**
 - Work order completion is increasing but the ability to complete is climbing faster. The Maintenance Dept. still maintains a work order backlog around 600.
 - Staffing, recruiting and hiring – it is still a challenge to find qualified staff to work for the District because the market is still so hot with construction.
 - The increased technical complexity of systems being installed have created a situation where the department is being tasked to maintain more technologically complex systems that require more specialized labor, training and repair parts. It is no longer just a light switch on the wall but a computer that runs the lighting and control system.
 - They are trying to understand a budget informed standard of care, looking at levels of service tied to the budget and what it looks like to the customer.
 - The custodial program was a tremendous success in the opening of Hazeldale Elementary. There were some small issues but nothing like in previous years.
 - The Maintenance Department's emergency response has been a hidden success. They are able to respond to disease outbreaks much more quickly than before.
 - Community use is still a concern with the already strained and under-resourced custodial staff. They are revisiting how the schools are cleaned.
 - Contracted services is where the bulk of the money is spent. 236 projects and 548 work orders were completed in 2017-2018 (not counting Bond funded projects).
 - Market conditions are causing a decrease in the availability of design consultants and contractors to perform maintenance work. The lack of competition results in non-competitive pricing and in some cases, no interest in performing some types of work.

- **Long Range Planning – Steven Sparks**
 - Boundaries – elementary and middle schools have attendance imbalances that we need to pay attention to.
 - UGB expansion is likely in the south part of the district. The district will continue to have conversations with counterparts at the City of Beaverton.
 - Future Plan Update – staff will need to update the District's 2010 Facilities Plan.
 - A new community use evening has been designated (Tuesdays) to help increase community access to facilities and minimize the impact to the buildings.
 - The THPRD IGA is almost completed.

- **Nutrition Services – Mike Vetter**
 - The negative balance has changed from \$15,000 to \$25,400 (10 days difference in printing of report). Nutrition Services (NS) have spent about \$7,000 with mailings and phone calls attempting to collect payment. Language has been added into policy that BSD may pursue payment through a collection agency.
 - Participation rates for the meal programs is showing a downward trend. NS is seeking input from staff and families on the reason for the participation reduction.
 - Four elementary schools from Beaverton, Errol Hassell, Finley, Oak Hills and Rock Creek, are participating in a State Breakfast Challenge to boost percentages of students eating breakfast.
 - They have increased their focus on customer service, removing the barriers to make resources equitable for all families.
 - Mike believes that Beaverton has the best food served in the state.

- **Public Safety – Rick Puente**
 - The District has received 53 threat assessments since the beginning of school. Public Safety is looking at other resources to help with the assessments.
 - The Safety Office has received many questions regarding safety due to events that have taken place. Although Beaverton is a role model for school districts all over the State, they still have weaknesses and vulnerabilities that need to be strengthened.
 - This year Public Safety has started to roll out the visibility of Campus Supervisors to be identified as public safety, of where they are and what they do.
 - Rick has visited several PTO's to speak on school safety in English and Spanish. It has been a tremendous asset to reach out to our diverse community through these meetings.
 - He spent time with third graders at Rock Creek speaking about emergency management.

- **Transportation – Craig Beaver**
 - The department carried more kids in SPED and RGED.
 - Overall, costs are up by 13%.
 - A challenge in the future is the continuation of high school activity busses. Ridership is much lower than anticipated.
 - The cost estimates for Pre-K service beginning this year for five schools has been completed. It was assumed students would utilize RGED buses whenever possible. Implementation plans are differing due to students living beyond the planned attendance areas causing overloads of RGED students.

Questions/Comments from Board members:

- The hiccups that Facilities is experiencing - are they in terms of processes or outside entities like the City, County, etc.? *The biggest impact are the conditions that the City places on the District. Things that the District doesn't see as necessary, the City does. They want sidewalks bigger which would mean that we would need to provide lighting. Bigger sidewalks do not impact the school and our projects cannot fund these City requested add-ons. Another request is the alignment of roads that the City/County want the District to take care of. Other challenges includes fees that are very steep. Example: the district received a \$1,500 bill from the County to move one portable. The City of Beaverton sent a bill for \$40,000 for moving two portables. The District continues to work with the City in trying to build a partner agency. They meet with the City and the County every other week and are on the phone or email with them on a daily basis. We are not creating impact but absorbing impact from new developments. These are questions to have in the future with the Board and the City and why that impact is being passed on to local districts. Are these policies that are coming from politicians or from the staff? Some are both. Examples over the last year are mainly City staff driven.*
- Future transportation question – Are we still transporting kids that are grandfathered? If so, what would be the cost savings for next year by not transporting these students? *Around \$90,000.*
- Drug use seems to be increasing at schools because of juuling/vaping. How is that being approached? *Rick just attended a safe schools monthly meeting and received a presentation on the most current trends. He was shocked at what is taking place in high potency, edibles and what kids are doing. The*

accountability issue is not there for our kids – they think that it is OK. Beaverton did have some students transported last year due to drugs. We are looking at ways to provide the presentation and subsequent training for our Campus Supervisors and our SRO's. We also need to educate our staff and parents.

- Second phase construction at Five Oaks? How much progress are they making? *Five classrooms have been created in the upper gym. You will start to see the entire building bump out. The front entrance will be completely reconfigured. There are construction walls inside the building.*
- “Back of the House Organics” – is that a fancy name for composting? *Yes.*
- What is the plan to get the additional custodians hired? *Trying to figure out the resourcing that would be needed and how those folks would be deployed. Focusing on where those folks would go and why they are needed. Looking at how to clean buildings and how we manage the staff.*
- What about boundaries at the elementary schools? *We need to take a look at central boundaries because of the imbalance. Elmonica has 760 students, the new William Walker school will open up next year at 58% capacity. Working on a proposal to present this year that would be effective next year.*
- What about costs at new schools compared to old schools? *We are seeing a reduction in energy costs. Retrofits in older schools is lowering costs because of energy efficient equipment. New schools are performing to design expectations. Mountainside has been a little bumpy but has been adjusted. Vose is 100% outside air.*
- *Is there anything we can do to mitigate the number of SPED incidents? Special Ed continues to provide training and work with Risk Management.*
- What efforts are we making to try to better understand the costs of our choices today as we plan for future bond measures? *A lot has been learned through the Bond. Lighting control, theatrical control is where we are seeing how we can adapt some of our people to take care of the programming and maintenance of the systems. We have some old systems that are reaching the end of their life. If we can replace those systems in a non-emergency situation we can save the district money. We need an infusion of cash into maintenance to help with the backlog and the deterioration of our existing buildings.*
- Do we have a system for preventative maintenance where we prioritize? *Yes. Do we measure the level of deferred maintenance in such a way that we understand the additional cost we are taking on in future years? Probably not to the level that we should.*
- Why the reduction in free and reduced lunch participants? *Breakfast usage dropped 1% last year. NS is trying to understand the hurdles that would draw more students. Sometimes busses are late and there is not enough time for students to get to the classroom to eat and reduced time for meals. Some facilities are maxed out with the number of students in a lunch room leading to more lunch times.*
- Happy that vegetarian meals will be offered in the future.
- Applicant flow for bus drivers, how many are we retaining year after year? *It has been flat in the last three years, about 35 – 40. The applicant flow has slowed because we are near the number of drivers that we need. Has that increased with the salary increases? No. Many are retired and just driving for the benefits. Pay is not the primary reason for the job.*
- In what areas are we at an impasse with THPRD? *We are moving forward. The IGA has been adopted. The two primary areas are: 1. Middle school turf fields – extending the hours from 5:30 – 6:00 p.m. and 2. The pool access time - THPRD does not want back to back practice because they want to have regular programming time for their swim lessons. We agreed to accept where we are at right now and review the actual costs that we have and that they have. If there are wide discrepancies than we will return to those specific items.*
- We bring in about \$700,000 in facility use and we have about \$130,000 returned to schools? Which school received the biggest return? *Believes that it was Bonny Slope. Out of the \$700,000 and what goes back to the school, what pays for monitors, custodial fees, etc. do we have a net? The \$700,000 is 100% rent and not staffing. Staffing costs are billed separately and is a no-net loss. Currently, the money goes into the general fund but this fiscal year it will be paying for the facility team software with the remainder going to Maintenance to supplement their budget because it pays for wear and tear.*

- Are there any best practices around the state regarding unpaid lunch fines? *Mike is on a state-wide committee to see how other districts are dealing with the problem and looking at a universal meal program for schools. NS has a team of four people processing the applications every day.*
- Appreciates Nutrition Services compassion and commitment to the district.
- What do you have in store for the Middle School boundaries? *Information is not available at this time but it will be sent out in written form at a later date.*

Communications & Community Involvement - Maureen Wheeler

Maureen introduced Community Involvement staff members. They are very proud of their customer service. In a recent survey the CCI team received high marks for customer service. Volunteer services, community partnerships, the AVID program and communications and community engagement are programs that CCI supports.

Questions/Comments from Board members:

- Are the numbers for the Clothes Closet lessened by so many schools providing backpacks with food and clothing? *No, the numbers for the Clothes Closet were actually up for last year.*
- How we log volunteer hours participation – was there a shift in the way that we logged the hours? *In 2015 – 2016 a new system was introduced. They have seen an increase in people using the system to log their hours in but it is still a challenge. Are we at a point where all of the volunteer hours are being logged in? The use has definitely increased but we are still not capturing everyone, especially with the after-school hours.*
- Talk about the partnership with Univision. *They just completed a two-year partnership with Univision, T & L and the Multilingual departments. There were some great 30 and 60 second Spanish educational segments produced.*
- “Be Here Get There” campaign - is it a statewide campaign? What is our role? *It is an effort to raise awareness and align with Supt. Grotting’s goals around student attendance. The state is hoping to roll out a campaign as well. The District thought it would be important to roll out at the beginning of the school year. How do you target certain populations of students in trying to get them back to school? It is a message for every student. Are there resources attached to this messaging? All of our schools are working on this issue and we are trying to elevate the importance of attendance.*

Human Resources – Sue Robertson

Some of the HR staff attended and introduced themselves: Melissa Potter – University Partnership Liaison, Susan Rodriguez – HR administrator with licensed staff, Ronda Haun – HR administrator with classified staff and Erica Marson – HR administrator with elementary licensed and classified staff. Since we have added Erica’s position two years ago we have doubled in disciplinary actions for both licensed and classified.

Diversifying the workforce has been an emphasis for several years and for the entire State. This is not just an HR issue but it is an issue for the entire district. We need to be creating a culture and climate that is open and inclusive to everyone.

Questions/Comments from Board members:

- Percentage of teachers reporting improved practice is only 81%. What would bring that number up to 100%? *The lowest point for early release is around administrator directed collaboration time.*
- The collaboration time was higher in 2013 – 2014. *There was a lot of training around professional learning communities and training then.*
- Distinguished teachers seems to be on an uptick, do we have more teachers becoming proficient? *Our administrators are doing a better job of evaluating staff. Being in classrooms to observe has really helped teacher’s growth.*
- The retention percentage has declined some. *We did have some layoffs last year. It may drop again next year due to budgeting. Over time we lose people but many come back. Retirements also have an impact.*

- On the staff survey, how is that implemented, what is the process? *In place for 20+ years. It comes out of T & L and IT collaboratively. Usually it is given in the Spring. Is it different from the TELL Survey? Yes, it is different. Execs and principals look very closely at their school data.*

ACTION ITEM – Consent Agenda

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

1. 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.

MERLO STATION REPORT/BUILDING TOUR – Rachel Sip, Principal of Merlo Station

Rachel introduced Gretchen Mollers who works with Passages and Joni Thurber, Rachel's Assistant.

Passages is a district program open to disconnected, struggling Beaverton School District students ages 16 - 20. Without this program these students have 0% chance of graduating.

Last year there were 331 students enrolled. 65 students earned GED's and 35 students received diplomas. The program is a good academic return on investment and with students earning credit and becoming reengaged with their education. Last year 40% of students were identified as Latino and 39% were identified as Special Ed. Student mental needs has been skyrocketing as shown in the statistics below:

- 70 - 74% of students have received counseling.
- 58% students this year have identified that they have mental health issues.
- 38% have attempted suicide.
- 41% of student identify as lesbian, gay, bisexual, etc.

Questions/Comments by Board Members:

- Does enrollment grow as the year goes on? *Yes.*
- Is Passages an all-day program? *It could be but for the majority it is a temporary part-time choice.*
- How would students find out about the program? *Through home school counselor referrals and case managers.*
- How long has Passages been around? *11-12 years. The program has been growing, previously only had two teachers but now they are up to six teachers. Is it for upper classroom? Yes.*
- How does it differ from other programs for younger children with social emotional needs that don't fit into the regular environment? *Emotional Growth Centers are programs for these students.*
- What kind of support is available for the students contemplating suicide? *Staff help with non-academic barriers and they work very closely with their outside services.*
- What are the services and non-profits? *One-on-one counseling, sometimes group counseling with the family. In extreme circumstances kids will go to the Perry Center.*
- Are you finding that a lot of kids are self-medicating themselves? *Yes. How do you transition them from self-medicating themselves? Referring to services like mental health counselors and having open conversations.*
- Are we teaching them why it is important to reengage? *They know that students need extra support and provide that support for college classes.*
- *There are options outside of the District that will work with them to catch up on their credits.*

The Board took a break for a building tour by Principal Sip.

Rachel read an essay from a student about how they never thought that they would be a statistic as a homeless student. That said student has had perfect attendance this year and is doing well as a senior.

Merlo works as a staff to look at what is important for an alternative school to measure success.

The majority of students are from AHS (27%), BHS (21%) and WHS (21%). 3% of students are 9th graders, 20% are 10th graders, 27% are 11th graders and 50% are 12th graders. Having more 9th and 10th graders would be proactive in identifying student needs earlier. Last year 29 moms and 2 dads were served.

Questions/Comments from the Board:

- Students reporting that one or more adults care about them – really surprised about how high that number is.
- The number of homeless students is tragic at 25%. Is it mostly families that are homeless and do you bring in resources to help? *Second Home is a resource that helps students to find stable homes.*
- Is this program the third largest in the State? *Beaverton offers the most targeted programs in the State.*
- Long time believer that alternative schools should not be rated. Your success rate is those students that make it through in whatever time it takes.
- How is the new program *Discovery* doing? Attendance rate is at 93% for this year. Tardies for the year have been cut in half so far.

ZERO BASED BUDGET – Gayellyn Jacobson

Board members participated in an activity of Budget Hold'em for Districts. They were split into two groups of four with a set of cards including two wild cards. The budget cuts needed to add up to \$22M. The cards are examples at this point and do not include everything. The budget landscape changes daily. Everyone received a budget scenario. Board members were encouraged to think outside of the box.

Budget Hold'em helped the School Board understand the difficult decisions and trades required during the planning and budgeting process.

The meeting was adjourned at 7:15 p.m.

Submitted by
Mary Hawkins

Becky Tymchuk, School Board Chair



Board Members Present:

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

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
Nicole Will	Executive Administrator for Elementary Schools
Ronda Haun	Administrator for Human Resource
Erica Marson	Administrator for Human Resource

Visitors: 10

Media: 0

WELCOME– Becky Tymchuk

School Board Chair Becky Tymchuk called the meeting to order at 5:30 p.m. She introduced Megan Farrell, a consultant hired by the School Board, to assist with a Title IX/Sexual Misconduct compliance review of procedures and process, including recommendations and/or revisions to ensure compliance with laws and practices that enhance compliance.

Review of Sexual Harassment Complaint Reporting and Response Processes – Megan Farrell

The scope of the review was to review policies, procedures, and practices of BSD related to sexual misconduct, to include sex/gender discrimination and harassment, prohibited under Title IX of the Education Amendments of 1972.

Aside from School Board policies, other district documents were reviewed: Code of Professional Conduct and Annual Notices for Education Practitioners, Parent/Family Handbook, BSD School Board Handbook, Student Staff Boundaries from Salem/Keizer Public Schools, file for recent investigation at Westview High School and Title IX Athletics Self-Evaluation Status Report. Sue Robertson from HR provided forms and templates

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

developed to assist in Title IX investigations. Leslie Rodgers from T&L provided SIRC forms and training and student safety data from 2016 – 2017.

Interviews of school and district office administrators and the Board of Directors were conducted in face-to-face meetings, telephone interviews, and follow-up conversations.

There was a knowledge of Title IX-Sexual Misconduct but there was some confusion beyond the scope of enforcement of equity in sports only.

Ms. Farrell outline the OCR guidance and how it has evolved over the years.

2001 OCR Guidance

- Designation of a Title IX Coordinator.
- Adopt a grievance procedure that provides for prompt and equitable resolution of complaints, ending harassment and preventing recurrences and remedying the effects of harassment.
- Provide periodic training programs for staff on sexual harassment.
- Provide support services for complainants.

2015 OCR Guidance

- Title IX Coordinator Role.
- Provide a notice of Nondiscrimination guidelines.

2017 OCR Guidance

1. The process must be equitable for complainant and respondent. The process set forth in Beaverton’s policies address only complainant’s rights to challenge or appeal the decisions. This distinction could be a violation of the requirement that the process be equitable.
2. Interim measures should be offered and fairly given to either party. Schools are putting interim measures in place. The SIRC guidelines provide questions and forms that are helpful. The policies are silent about the requirement to offer interim measures.
3. Timeframe to complete an investigation has a standard of reasonableness. BSD policies do not reference a timeframe for completion of investigations. However, it appears that the district moves quickly through each stage as required under the procedures.
4. Informal resolutions are permitted. Most of the complaints are resolved informally.
5. Investigators must be trained, emphasis on bias and avoiding stereotypes. It does not appear that those tasked with conducting investigations have received any formal training. The formal training that some reported is related to continuing education and/or personal initiative. There also appears to be a “coaching” investigation education practice where newer Assistant Principals rely on more seasoned administrators at the site to learn how to conduct an investigation.
6. Standard of proof must be adopted consistent with standard used in other misconduct. BSD policies are not clear about the standard that is used in determining whether a policy violation has been found and that standard is not defined in the policies.
7. Appeals not required; may be offered to only the respondent, not the complainant; if offered to both, equally offered. Both procedures examined in this review offered appeals only to complainants. This appears to be a violation however, it is possible that respondents have another avenue through which to bring an appeal that is not referenced in this policy.

RECOMMENDATIONS

- Suggest Beaverton take a broader look at Title IX-Sexual Misconduct and improve its program to address all of the relevant areas.
- Designation of a Title IX Officer – Although Beaverton is in technical compliance with this requirement, confusion exists surrounding the current officer and the responsibilities for that role. Beaverton’s website currently lists one Title IX officer. However, many people interviewed in Beaverton could not name who holds that position. The Title IX officer role may not have been properly defined as having “overall responsibility” for Title IX, including athletics and sex and gender discrimination/harassment. Beaverton may want to write a job description for the Title IX Officer and determine which structure makes the most sense considering the current workload of those involved in Title IX compliance, budgetary constraints, climate/culture, and other relevant considerations. If not financially able to hire a stand-alone coordinator than a logical division of the responsibilities should take place. Suggest Title IX deputy be assigned by Athletics, Human Resources and Student Services.
- Adopt a Nondiscrimination statement that is consistent. The website nondiscrimination statements includes some important information but it is not in technical compliance with OCR guidance. The statement does not include contact for the local OCR office which is required. Also, the statement appears to not have been disseminated to staff, students and the public as extensively as recommended.
- Current policies related to Title IX have significant overlap and are not clear about which process applies to which allegation. Policies should clarify what is covered and should also apply exclusions so that only one avenue is available to complainants. Language indicating which policy covers which offenses, which it does not cover, and which particular procedure applies should be added to the policies.
- None of the Title IX policies explicitly address sexual violence and the types of violence that may occur and be considered a violation. During the policy review process, it should be determined which policy would best address sexual violence and the proper language should be added.
- The nondiscrimination procedure requires a written submission, while the sexual harassment procedure indicates that the complaint must be put in writing, without indicating who is responsible for the writing.
- Policies should include notice of allegations in all Title IX matters.
- In order to be in compliance with current guidance Beaverton must offer the option to the respondent as well as the complainant.
- Policies do not list what the burden of proof is for coming to a conclusion. Clear and convincing standards should be used in the policies.
- The multi-step appeal of the Sexual Harassment Complaint Procedure and the Discrimination Complaint/Grievance procedure is complex and not designed to offer a prompt resolution to the parties. Consider changing the process and offering one appeal per policy. The appeal should be offered to both complainant and respondent.
- The sexual harassment procedure, nondiscrimination procedure and public complaint procedure do not set forth a standard of evidence for the determination of whether a policy violation has taken place. Whichever standard is selected, it should be stated clearly in the policies.
- All parties must agree to the informal process, which does not appear to be required in the Beaverton process.
- A written notice of outcome to both parties should be sent, with guidance about how to file an appeal. An appeal option must be offered to the respondent.
- More rigor needs to be established in the process around intake, policy violation, analysis and outcome.
- It was recommended that a flow chart be used in the policy, on the website and/or with materials describing the process.
- In the future anyone investigating Title IX claims should have Title IX training annually. Current levels of training is inconsistent.
 1. All staff should be trained in Title IX law and guidance, policies, procedures and practices in Beaverton.
 2. The Title IX Coordinator should be trained in the role’s various responsibilities such as

oversight, monitoring outcomes, identifying trends and all other Title IX responsibilities.

3. Title IX Investigators should be trained in how to conduct an investigation including interviewing, note taking, making credibility determinations, finding corroborating evidence and writing reports.

Questions/Comments from the Board:

1. How periodic should the trainings be? *Title IX Officers and Investigators should be trained annually. All staff training could be less than annual. Some insurance carriers have trainings at no cost. Do you have any preference in terms of type of training? Face to face is best. Title IX coordinator and staff could be done online or in a webinar.*
2. Surprised that our nondiscrimination statement was not compliant. Could you help educate us? *OCR guidance started in 2001 and went into more specifics in 2015. Adding local OCR information to the nondiscrimination statement would guide the community on where the offices are and whom to call.*
3. Are there any other school districts in the nation that are using cutting edge language and/or best practices? Our Policy Committee has just finished a two-year process updating all policies *Once you have gone through the OCR process you will be pointed in the right direction of reworking policies. Adding exclusion in policies that overlap would help. The complaint process is transparent on the website but it is hard to know what to do next. A flow chart might help guide people through the process.*
4. What is the normal grievance process? *Usually goes up to the superintendent, particularly around students. Do you have any suggestions on how to coordinate across all the sites to communicate around this issue? Are there other things that large districts do? Having forms in place that state what needs to be done right away, a better understanding of interim measures and having somebody be a point person at the site to check in with are all great strategies. Interim measures get a lot of attention from OCR.*
5. Where do we go from here? *It definitely is not going on a shelf. The next step is to go to the Policy Committee.*
6. In school districts/institutions that you have worked with you mentioned it is important in some cases to have trained investigators? In your role, is it usually the Title IX Coordinators making that call if they don't have those internal investigators in their district/institution? *Yes, there are a lot of considerations. Ms. Farrell stated that she will often have a discussion with her superintendent when she feels it is something that should not be handled internally. The Title IX Coordinator will have a feel for the issue and know when to bring someone in. Cases need to be accepted as adequate or satisfactory (pass the muster) externally and sometimes independence is important.*

Megan Farrell is available for future questions. She noted that we have great staff dedicated to doing the right thing.

CONCLUSION

Chair Tymchuk thanked Megan for her report. She anticipates the district working closely with the HR team and working on policies. We are doing a lot of things well but there are also a lot of things that we can improve upon.

The meeting was adjourned at 6:07 p.m.

Submitted by
Mary Hawkins

Becky Tymchuk, School Board Chair



Board Members Present:

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

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
Nicole Will	Executive Administrator for Elementary Schools
Steven Sparks	Executive Administrator for Long Range Planning
Craig Beaver	Administrator for Transportation
Cary Meier	Principal, Ridgewood Elementary School
Annie Pleau	Principal, Sato Elementary School

Visitors: 30

Media: 0

PUBLIC SUPPLEMENTAL BUDGET HEARING – 6:25 p.m.

There were no comments.

CALL MEETING TO ORDER – Becky Tymchuk

School Board Chair Becky Tymchuk called the business meeting to order at 6:33 p.m.

Pledge to the Flag

Crisann Breed led everyone in the Pledge.

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."

Recognition of Students, Staff and Community

The Board recognized Crisann Breed with the Flag of Learning and Liberty. Crisann recently retired with 38 years of service to the District.

The Board recognized Bill James, music teacher at McKay Elementary School who was recently inducted into the Pacific University Hall of Fame.

BOARD PROCEDURES – Becky Tymchuk

There were no changes to the agenda.

PUBLIC PARTICIPATION

- Christy Croghan spoke regarding the Academic & Communication Enhancement Program at the Capital Center. She feels that the facilities are inadequate for students.
- Megan Phillips, a teacher at Cedar Mill Elementary, spoke about the difficulty in her son's transition to Cedar Park Middle School. She does not feel that his needs are being met.
- Lynne Mutrie spoke about the Walk and Roll to School Day earlier this month. Over 3,000 people participated from 27 schools.
- Emily Ruggles, a Spanish teacher at Westview, shared that she is the advisor for the Black Coalition student group. She stated that it is a challenge giving formative feedback to all of her students.
- Erika Backs is a teacher and union rep at SST and is concerned about the lack of an SRO at the Capital Center.
- Mary Beth Piccirilli is a homeowner in the Timberland area and is opposed to the addition of 60 parking spaces to the middle school as it will diminish the green space.

REPORTS

A. Superintendent's Comments – Don Grotting

There will be a community Budget Listening Session on Monday, October 29th at 6:30 p.m. at the Timberland site.

Several stakeholders have been meeting to advocate for revenue reform in an effort to make investments. OSBA, OSEA and COSA leaders are all advocating for revenue. It is the hope that the governor will have a rollup of \$9.1B as a starting point.

Some investments include:

- Full funding of Measure 98 and flexibility to spend dollars at the middle school level.
- Investments being sought for \$15.8M to increase and diversify educator workforce.
- Investments being sought for \$75M for social/emotional learning at the state level outside of the general allocation.
- Investments being sought for \$163.5M for Early Learning childhood experiences for three and four-year old children. Some of these children will enter kindergarten without any academic or social emotional skills and fall below the poverty level.
- Investments being sought for \$100M for seismic and \$100M in matching bond funds to help districts address safety and maintenance needs in their schools.

According to a recent economic forecast we could be looking at a \$1B shortfall. Schools are trying to work with businesses and OSBA to look at what kind of revenue reform we can work together on.

All school districts will experience between 5-7% PERS increase over the next biennium. The estimated increase for Beaverton is \$23M.

The Governor's recommended budget will be coming out the first week of December. The next revenue forecast will be on November 14th.

B. School Reports

Ridgewood Elementary School – Cary Meier

- Ridgewood Elementary opened in 1958 and is celebrating their 60th anniversary this year. There are rich traditions in the community and they have great parent support.
- Principal Meier recognized the need to work on subgroups, Special Ed and minority students.
- They received a Student Success Coach this year and it has been amazing.
- Social and emotional baggage is a barrier to a student's education and is often a disruption to the classroom.
- Teachers just returned from New York where they listened to Lucy Calkins speak on curriculum. It was amazing and aligns well with the Primary Years Programme.
- The collaboration time on Wednesday's has been invaluable.
- This year they will be tackling attendance issues.

Questions/Comments from the Board:

- Impressed with 5th grade rate, anything special going on there? *It's a very small cohort and they just implemented the workshop model.*
- 100% of students reporting that someone cares about them. How did they achieve that? *A sense of community, teachers who love their job and personal connections that are made.*
- Attendance has dipped down a bit. Any idea why? *They house a Special Ed class and those students have more medical needs that cause them to miss more school. Families are taking more vacations with school starting earlier this year. Is it possible to add an asterisk or something on schools that house a Special Ed class? That is something that can be looked into.*
- Disruptive learning – do you track any data on the number of room clears during a year? *It is tracked by individual kids. They are tracking the use of the success room this year from month to month but do not have a specific number on room clears.*
- Ridgewood will be up for reauthorization of the Primary Years Programme. What is one benefit that you could list? *The quality of teaching.*

Sato Elementary School – Annie Pleau

- Sato is celebrating their second year. Principal Pleau was proud of the opening of the school. There is a real sense of community which provides opportunities to embrace who they are. There is a lot of historical context in the area. There will be a Tree Dedication Ceremony on November 15th at 1:00 p.m. to honor the Sato family.
- Challenges are the rapid growth around Sato. This year there are over 600 students and 28-29 students in kindergarten classes.

Questions/Comments from the Board:

- Teachers feeling like they contributed to decision making is a little low. Do you know why? *Not sure, there are a lot of leaders who are excited and Principal Pleau expects that to rise this year.*
- Will you have a fifth kindergarten class next year? *Yes, anticipating that we will have enough students for five classes.*

C. 2018 – 2019 School Enrollment – Steven Sparks

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

This year's kindergarten class was 100 students less than previous years.

Elementary grades (K-5) experienced a decline of 130 students. This was the third year of decline for elementary level.

Middle school grades, including all Options and SUMMA programs were relatively stable, with a net overall increase of 25 students.

High school grades, including Options' schools, experienced the most growth of the three school levels with a net increase of 143 students.

Title I schools experienced a net decline of 165 students.

The District will continue to see growth in the north and south part of the district. In the south, Mountainside High School will have a 12th grade next fall and they will continue to grow. The central area of Beaverton is a mixture of decline and rapid growth especially around Elmonica Elementary School.

The District will continue to monitor development as it takes place and will be coming forward soon with a series of potential objectives for a boundary adjustment for Elmonica. Currently, the district is finalizing plans with the Portland State University Population Research Center to develop a long-range forecast which will be the basis for a middle school adjustment that begins in the spring of 2019. That data will also be used to update the facilities plan.

Questions/Comments from the Board:

- Why the decrease overall in Summa? *The testing for SUMMA has become much more rigorous and less students qualify.*
- The difference in change from Beaver Acres and Elmonica? Why so much growth? *Sunset View apartments are affordable units that are in the Elmonica attendance area. There are a lot of students in that development.*
- Is there anything that was a surprise? *The largest surprise was Elmonica and that it exceeded the projections and seeing the declines in other locations. It was surprising to see the large number of kindergartners at McKay. Will there be any last-minute movement of portables? No, two additional portables have already been moved to Elmonica. Those portables will open in the next few weeks.*

D. Financial Update - Gayellyn

The Comprehensive Annual Financial Report (CAFR) will be going out this week for the Audit Committee to review. It will be finalized in November and brought forward to the Board in December for review.

A supplemental budget transfer is requested for a change to the general fund from Instruction to Facilities Acquisition & Construction for \$250,000. These funds will be used for capital improvements at schools, such as the proposed flashing lights in front of Sunset High School.

Questions/Comments from the Board:

- Have all of the candidates been invited for next week's Budget meeting? *Board members are welcome to invite the candidates in their area.*

BREAK 7:40 – 7:50

DISCUSSION ITEM

A. Establishment of Sunset Date for Student Transportation Between BSD & HSD – Carl Mead and Craig Beaver

The boundary adjustment between BSD and HSD did not address transportation services for existing BSD students living in the area annexed to Hillsboro School District at the time of adoption on December 14, 2015. At that time, 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. Four routes currently serve eight students using bus services. Eliminating transportation at the end of the 2018-2019 school year represents a \$20,700 annual savings. June 14, 2019 is the date recommended as a sunset date for transportation services to these students.

Questions/Comments from the Board:

- What did we promise at the time. *No evidence was found regarding long-term transportation from previous Board documents. In September letters were sent to the students and no one responded back.*
- Total cost - was that the total cost? *Yes, \$20,000 is the total cost of savings.*
- Are there any issues about the transportation being reimbursed? *There is a wide disparity of ages. Why did we decide to move forward now? We need to continue to look at ways to cut costs and the Board never addressed it back in 2015. We typically do not have a long-term grandfathering clause. We would commit to the next 12 years for transportation for this area if we were to continue bussing current enrolled students. Hillsboro School District has been contacted and they were going to take action on kids who continue to move into that area.*
- Do schools know that they should not be enrolling those Hillsboro students? *Yes.*
- Do we know the families that have technically been grandfathered in or are there still some out there? *There are at least two new children in our system who just moved in.*
- Surprised that there are 2 kindergarten students. *The open enrollment process will be available for these families to remain in Beaverton. However, they will not be eligible to play sports.*
- Board member Larsen feels strongly that we owe it to them to continue to bus them.

Parents were notified in September, about the meeting tonight and the meeting next month.

ACTION ITEMS

A. **Supplemental Budget Approval (18-1022)** – Gayellyn Jacobson

Administration is requesting the Board transfer \$250,000 from Instruction to Facilities Acquisition & Construction in the General Fund in accordance with ORS 294.463(1) to avoid any over-expenditure of appropriations for capital improvements at schools.

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.

B. **Resolution on Improving Attendance** – Becky Tymchuk

Questions/Comments from the Board:

Board member Bryan struggles with how to measure success for all students and attendance has always been highlighted and how important it is. She is glad that the Board is reinforcing the commitment toward attendance. The State is putting a focus on attendance as well.

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.

C. Consent Agenda – Becky Tymchuk

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

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 for September 24, 2018 be and hereby are approved.

3. Grant Report

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

4. 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.

5. 2019 – 2021 District Calendars

BE IT RESOLVED that the Beaverton School Board approved the 2019-2020 District Calendar Option 1; and the 2020-2021 District Calendar Option 1 with the understanding that budgetary and contractual decisions may impact the implementation of final calendars.

6. Charter Schools Evaluation

BE IT RESOLVED that the Charter Schools Evaluation are hereby approved as submitted.

7. Second Reading of School Board Policies

The policies listed below were presented for second reading. All policies were adopted.

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

BOARD COMMUNICATION – Board Members

A. Individual School Board Member Comments

- Donna Tyner attended the Padres Unidos meeting at Merlo Station.
- Susan Greenberg participated in the BEF Phone-a-Thon. She has started to meet with principals and visit schools.
- Tom Colett participated in the BEF phone-a-thon as well. He also visited with the Chehalem PTO and is looking forward to volunteering in the future. He visited William Walker and was impressed with the Student Success Coach.
- LeeAnn Larsen was in Utah last weekend with other School Board members. Board members presented what was going on in their state. She presented on revenue reform.
- Anne Bryan reported that the Planning Committee is talking about things structurally to improve student experiences. She was glad to hear about the attendance resolution and that we need to be aware of attendance barriers for students that we sometimes put in place without knowing. There needs to be more awareness of future planning needs in the community. Growth continues to be an issue as we build and fill schools. People are making assumptions that we have property that we do not have. Anne has also been visiting schools.

- Eric Simpson reported that the Citizens Bond Accountability Committee has met for a second time to look at the Raleigh Hills project. They talked about some options of whether to go through with the original commitment from the bond or potentially build a new school. It was pretty unanimous that there were better options than the current one.
- Becky Tymchuk participated with Vose for the Walk and Roll to School day. She also participated in the BEF Phone-a-Thon, visited Hiteon Elementary and Stoller Middle Schools. She had her first AVID class. AVID is short of mentors if anyone would like to volunteer. She appreciates the work that the Student Advisory Committee is doing. They will be reporting at the November 26, 2018 meeting.

CLOSING COMMENTS – Becky Tymchuk and Don Grotting
None.

INFORMATION ITEMS

- A. School Board Community Engagement Subcommittee Notes
- B. School Board Planning Subcommittee Notes

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 8:17 p.m.

Submitted by
Mary Hawkins

Becky Tymchuk, School Board Chair


GRANT REPORT AND PROPOSALS
POLICY ISSUE/SITUATION

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Secondary Career Pathway Funding	Oregon Dept. of Education	\$239,425	7 Dec 2018	15 Dec 2018	Permission to apply
Secondary Career Pathways funds support the continued growth of approved Career and Technical Education (CTE) Programs of Study that lead to high wage and high demand occupations.					

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
State Personnel Development Grant	Oregon Dept. of Education	\$ 59,327	\$ 0

RECOMMENDATION:

It is recommended that the proposals be approved.

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."

School Board Community Engagement Meeting

October 22, 2018

4:00 p.m.

District Administration Offices

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

- Reviewed survey/interview work from Maureen on existing work on engagement on department or school level
 - a. Lots of existing work around the district
 - b. Cultural Series Workshops by Multilingual Department
 - c. Key community partners (Padres Unidos, Adelante, etc.)
- Some conversation about not referring to groups as “underrepresented” or “sub” groups. Should just refer to them as our “student groups”, historically underserved.
- Staff can work to build a calendar of activities/events that Board members can attend
- Chair Colett drafted a list of community organizations and contacts for these organizations that covered many of the groups listed in CCC Washington County report
 - Discussion of which organizations to begin contacting first
 - Added several organizations through committee discussion
 - Reviewed draft email for Board outreach to community groups
 - First groups for contact: IRCO, el Centro Cultural, APANO, Black Parent Initiative; Ecumenical Ministries of Oregon, CCC, Muslim Education Trust
 - Board members to contact and set dates for meetings with groups
- Reviewed start of FAQ document
 - Initial draft by Board member Donna Tyner
- David to bring Board Advocacy plan template to next meeting for committee work

Future Meetings:

- Wednesday, November 7 @ 3:00 p.m.
- Tuesday, December 4 @ 3:00 p.m.

School Board Planning SubCommittee Meeting

October 22, 2018

7:30 a.m.

District Administration Offices

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

- Variable ELA and math instruction time from school to school (up to 60-120 minutes per day)
- Ensure best in class results – to show value of programs
- Can Measure 98 money be utilized – believed 10% could be used for 8th grade only
- Updated/final report out – Ken will have ready by April 2019. This will include a full inventory of schools and some recommendation plans. Target Spring Work Session (April 15, 2019)
- This schedule would time out reasonably well with middle school boundary change work

ARO

- Templated being created by T & L team – includes some hard goals
- Assumptions made/common understanding (these will be documented/communicated)
- Next update: January update to Planning SubCommittee

Budget Activity

- Fine tuning of the budget exercise activity plus overview of process
- Schedule of next budget intercepts
 - October 25, 2018 – Beaverton High School Future Day
 - October 29, 2018 – Public Listening Session #1 at Timberland location
 - November – school principals roll out to staff and community
- Board wants to ensure a budget card that includes a day of school operations cost (~1.3M) so as to share with community

Metrics/report cards update – amount per student per school is being included as a comparison item

Future Meetings:

- Monday, November 26 @ 4:30 p.m.
- Monday, January 14 @ 7:20 a.m.