



AGENDA

I. CALL MEETING TO ORDER	6:30 - 6:45 p.m.	
Becky Tymchuk		
A. Pledge to Flag		
B. Recognition of Students, Staff and Community		3
a. WE Expect Excellence: School Board Recognition Month		
b. WE Expect Excellence: Oregon Music Education Association 2019 Student Competition Contest Winners: Amir Avsker, Michael McCann and Liliana Salazar		
c. We Expect Excellence: Administrator for Facilities Development, Sheri Stanley		
II. BOARD PROCEDURES	6:45 - 6:50 p.m.	
Becky Tymchuk		
III. PUBLIC PARTICIPATION	6:50 - 7:20 p.m.	
Public Comments		
IV. REPORTS	7:20 - 8:05 p.m.	
A. Superintendent Comments		
Don Grotting		
B. Beaverton Student Advisory Committee Update		
Committee Members		
C. School Report		
a. Rock Creek Elementary School		5
Tiffany Wiencken		
D. Student Success Coach Update		8
Jared Cordon and Angela Healow		
E. Division 22 Assurances		11
Jon Bridges		
F. Financial Update		16
Gayellyn Jacobson		
V. BREAK	8:05 - 8:25 p.m.	
VI. ACTION ITEMS	8:25 - 8:40 p.m.	
A. Consent Agenda		
Becky Tymchuk		
a. Personnel		24
b. Approval of School Board Meeting Minutes		32
c. Grant Report		33
d. OSEA Demand to Bargain and Contract Ratification		36
e. Public Contracts		40
f. Northwest Regional ESD Local Service Plan		47
g. Appointment of Custodians of School Funds		48
h. Second Reading of School Board Policies		
JECA - Admission of Resident Students		48
JHFF - Reporting Requirements Regarding Sexual Conduct with Students		
JN - Student Fees		
VII. BOARD COMMUNICATION	8:40 - 8:50 p.m.	

A. Individual School Board Member Comments

School Board Members

VIII. CLOSING COMMENTS

8:50 - 8:55 p.m.

Becky Tymchuk and Don Grotting

IX. INFORMATION ITEMS

A. Bond Program Status Report

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B. JEBA AR - Early Entrance

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RECOGNITION OF STUDENTS, STAFF AND COMMUNITY

POLICY ISSUE/SITUATION

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

BACKGROUND INFORMATION:

WE Expect Excellence: School Board Recognition Month

The Beaverton School District is joining the other 196 school districts throughout Oregon in celebrating "School Board Recognition Month" during January. In the Beaverton School District, we are very fortunate to have seven school board members who are committed to helping *every* student reach their full potential; Chair, Becky Tymchuk, Vice Chair, Eric Simpson, and members, Anne Bryan, Tom Colett, Susan Greenberg, LeeAnn Larsen, and Donna Tyner do an excellent job of serving the District's students, parents, staff members, and the overall community.

The decisions they face are complex, challenging, and also rewarding. They volunteer countless hours of unpaid time providing the best possible education for more than 41,000 students. Yet school board members are just ordinary citizens with extraordinary dedication to our community's public schools. This month we recognize the vital contributions of these men and women and the crucial role these elected public officials play in the education of our children

In the words of Tom Brokaw: *"There is a place in America to take a stand: it is public education. It is the underpinning of our cultural and political system. It is the great common ground. Public education after all is the engine that moves us as a society toward a common destiny...It is in public education that the American dream begins to take shape."*

School Board members continually put student achievement at the center of what they do and can engage educators as well as community members as they do it, please join me in recognizing the dedication and hard work of our school board members in preparing today's students for tomorrow's world. Together **WE** are better.

We Expect Excellence: Oregon Music Education Association 2019 Student Competition Contest Winners – Amir Avsker, Michael McCann, and Liliana Salazar

Congratulations to Beaverton School District students Michael McCann, a senior at Southridge High School and Amir Avsker a sixth grader Springville K-8, for winning the [Oregon Music Education Association](#) (OMEA) 2019 student composition contest in their respective categories (MS/HS). Liliana Salazar, an 8th grader at Conestoga Middle School also received honorable mention in the middle school category.

The winning student composers will be recognized and honored at the OMEA All-State Concerts in Portland as part of the All-Northwest National Association for Music Education conference in February.

The Oregon Music Education Association's purpose is to improve music education for children in Oregon by offering

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musical enrichment programs for students, providing education for music teachers, and advocating for music programs for students.

Congratulations, Amir, Michael and Liliana!

We Expect Excellence: Administrator for Facilities Development, Sheri Stanley

WE recognize Sheri Stanley upon her departure for 12 years of selfless service and remarkable contributions to the Beaverton School District. Coming to the Facilities Department in 2007, Sheri served in many roles of increasing responsibilities. “Because of her dedication and exceptional leadership skills, advancement found her; she did not seek promotion for herself. At several critical times, Sheri stepped forward into new challenging roles for the benefit of the district, says Dick Steinbrugge, former Executive Administrator for Facilities. As the District Energy and Resource Conservation Program Manager, Sheri energized stakeholders at all levels to embrace sustainable practices and conservation measures leading to the District becoming the recognized leader in the State of Oregon with more Energy Star schools than any other school district. Moving to a position of leadership in Facilities Development, Sheri has been instrumental in the team’s success executing the 2014 Capital Construction Bond Program including delivering seven new, state-of-the-art schools and significant facility improvements at every school throughout the district. Today and far into the future, our staff and students will have improved learning environments where they can safely and effectively strive for success thanks in great part to Sheri’s dedication. But Sheri’s contributions go well beyond just brick and mortar. “She has built and led an incredible team of professionals, each inspired by her enthusiasm and drive to deliver the absolute best for the District. The culture of excellence she has forged is her true legacy that will continue to provide extraordinary benefits to our students for decades to come,” says Paul Odenthal, current Executive Administrator for Facilities.

Congratulations Sheri for your extraordinary work for our students. We wish Sheri the absolute best in her future endeavors.

RECOMMENDATION:

It is recommended that the School Board, Amir Avsker, Michael McCann, Liliana Salazar and Sheri Stanley be recognized.



ROCK CREEK ELEMENTARY SCHOOL REPORT

Principal: **Tiffany Wiencken** Years as School Principal: **3** Years in BSD: **16**

Enrollment: **569**

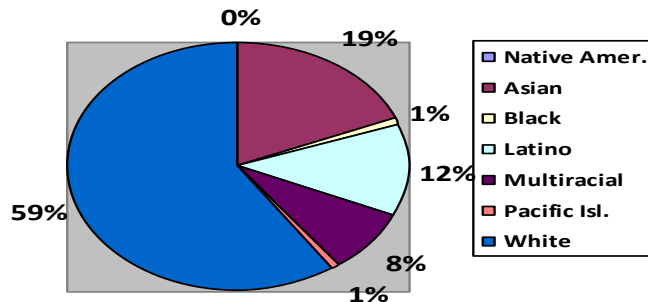
Economically Disadvantaged: **22%**

Students with Disabilities: **12%**

Ever English Language Learner: **15%**

Different Languages Spoken: **31**

School Demographics 2017-18



School Metrics

Kindergarten Readiness

	15-16	16-17	17-18		15-16	16-17	17-18
Letter Names*				Early Mathematics			
All Students	29.1	41.5	36.1	All Students	11.3	11.5	12.5
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			
Letter Sounds				Approaches to Learning			
All Students	14.3	16.1	13.7	All Students	3.6	3.8	3.3
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			

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

College Readiness

	15-16	16-17	17-18		15-16	16-17	17-18
Grade 3 English Language Arts				Grade 3 Mathematics			
All Students	71%	66%	78%	All Students	81%	74%	64%
Economically Disadvantaged		47%	64%	Economically Disadvantaged		53%	52%
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities		40%		Students with Disabilities		40%	
Talented and Gifted		95%		Talented and Gifted			
Asian		81%		Asian		85%	
Hispanic/Latino				Hispanic/Latino			
White	72%	59%	79%	White	80%	74%	67%
Multi-racial				Multi-racial			
Male	71%	65%	79%	Male	86%	78%	74%
Female	71%	66%	76%	Female	76%	70%	53%

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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	90%	77%	70%	All Students	76%	59%	60%
Economically Disadvantaged	91%	62%		Economically Disadvantaged	59%	35%	
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted	>95%			Talented and Gifted	>95%	>95%	
Asian	>95%			Asian	>95%		
Hispanic/Latino				Hispanic/Latino			
White	89%	83%	71%	White	77%	59%	58%
Multi-racial				Multi-racial			
Male	86%	73%	65%	Male	75%	67%	56%
Female	93%	82%	77%	Female	76%	51%	64%
Growth English Language Arts	15-16	16-17	17-18	Growth Mathematics	15-16	16-17	17-18
All Students	63%	54%	60%	All Students	65%	45%	65%
Economically Disadvantaged	54%	52%	56%	Economically Disadvantaged	51%	35%	63%
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities		44%	61%	Students with Disabilities		32%	67%
Talented and Gifted	74%	72%	74%	Talented and Gifted	77%	77%	81%
Asian	71%	72%	64%	Asian	74%	50%	78%
Hispanic/Latino		62%		Hispanic/Latino		46%	
White	61%	44%	60%	White	66%	45%	61%
Multi-racial				Multi-racial			
Male	55%	49%	61%	Male	70%	45%	67%
Female	71%	60%	60%	Female	60%	46%	62%

Data is not reported when there are fewer than 20 students, parents, or staff in the denominator.

2017-18 Participation Rates

Smarter Balanced ELA:

97%

Smarter Balanced Math:

96%

Student Survey:

>99%

	15-16	16-17	17-18		15-16	16-17	17-18
Students missing fewer than 10 days of school	73%	72%	66%	Students reporting that at least one adult cares about them	92%	86%	86%
Students missing class due to suspensions or expulsion	3	4	3	Parents reporting they feel informed and valued as active partners in their child's education	91%	88%	85%
Number of class days missed due to suspensions or expulsion	2	5	8	Teachers and staff reporting they contribute to school decision making	86%	100%	89%

Successes:

We are happy to celebrate our students' growth in both ELA and Math. We attribute much of our students' success to our focused work on becoming a Primary Years Programme school. Our collective engagement around inquiry, student agency and collaboration have helped to make significant positive growth for our school community. The growth data for our students who are economically disadvantaged and with disabilities shows that our commitment to the PYP has benefits for ALL students. Our building decision to send a significant number of staff members to the District social-emotional training last year has positively impacted the climate and culture of our school. We are focused on reaching all of our students.

By using the PYP framework, we are able to embed best practices for early learning and social emotional learning into our daily instruction. Our Student Success Coach plays a crucial role in this work by collaborating with grade level teams, specialists and classified staff to meet the needs of our challenging students. The value that the Student Success Coach brings to our building would be greatly enhanced by making this a full time allocation in the future; it is desperately needed.

Early release collaboration on Wednesday afternoons provides our staff the opportunity to foster and grow relationships and helps to give us time to engage in professional development. This ensures that we have consistent curriculum and continued growth with social emotional learning.

Rock Creek is a culturally and linguistically diverse community. Through transdisciplinary learning in the PYP, we are able to honor the culture and experience of all 578 students. The majority of students, 75%, speak English at home. 25% speak 31 other languages at home.

Breakdown of mother tongue for the 2018-19 school year:

English - 75%
Chinese - 4%
Spanish - 4%
Telugu - 1.9%
Vietnamese - 1.6%
Russian - 1.5%
Korean - 1.4%
Arabic - 1.2%
Japanese - 1%
Farsi - 1%

Languages that represent less than 1% of the student body - American Indian, Bengali, Cambodian, Cantonese, Dutch, French, Gujarati, Hebrew, Hindi, Hmong, Hungarian, Kannada, Malayalam, Mandarin, Other Indian, Pashto, Pidgin, Samoan, Swedish, Tagalog, Tamil

Challenges:

We are working to address the disruptions in learning due to frequent room clears. We have developed a system where teachers are able to go to a designated location in the school and engage in a restorative circle with support from our Student Success Coach, Counselor, or other leadership staff so that the students can talk about what has happened and can resume learning as quickly as possible.

Action Plan:

This year we are mirroring the District focus on building positive and trusting relationships with staff and students. We believe that this will help our school community to continue to grow with academics and social emotional learning. We are continuing to foster an attitude of trust and inclusion. All students should feel not only welcome, but at home, at our school.



STUDENT SUCCESS COACH UPDATE

POLICY ISSUE/SITUATION:

The Beaverton School District is building a powerful, coherent, and consistent Social Emotional Learning system that aligns with the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework. We currently have 27 Student Success Coaches (SSCs) in each of our 34 Elementary Schools. The 15 Title I schools have a full-time Student Success Coach while the 19 non-Title Schools each have a 0.5 Student Success Coach (for a total of 24.5 FTE). Beaverton's focus for the remainder of the 2018-19 school year is to support our families, students, and staff in Social Emotional Learning (SEL) through the skills, knowledge, and training each Student Success Coach brings to our District.

RECOMMENDATION:

It is recommended that the School Board receive the Student Success Coach report and provide comments and feedback to staff.

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STUDENT SUCCESS COACH UPDATE

STUDENT SUCCESS COACH RATIONALE:

The Beaverton School District mission is to *“engage our students in rigorous and joyful learning experiences that meet their individual needs so they may thrive, contribute, compete, and excel”*. Since 2016, the Teaching and Learning Department has engaged staff in conversations around initiatives which accelerate and issues which hinder achieving our collective mission. Areas of consistent concern from teachers and support staff are the increased incidents of challenging student behavior that prevent access to high-quality instruction in the classroom and how best to support students experiencing trauma and/or mental health challenges. With this in mind, the District has made purposeful investments in both professional learning and in staffing SSCs in each of our elementary schools to ensure rigorous and joyful learning experiences for all BSD students.

SUPPORTING OUR STUDENTS:

We have seen an increase in students exhibiting more unexpected behaviors than we have been accustomed to. Our students are exposed to social media, a fast-paced and competitive society, and home environments that are often chaotic, unstable, or filled with tension. Our SSCs are working to help these students develop SEL skills so that all students have access to high-quality instruction at school. The most efficient and effective way to support social-emotional development for the majority of our students is through explicitly teaching the skills throughout the day in the classroom. The SSCs are able to make a direct impact on student learning by supporting teachers with knowledge around Social Emotional skills. The SSCs are implementing common SEL language across all grade levels using programs such as Sanford Harmony and Zones of Regulation. The SSCs have initiated calming spaces in many of our K-5 classrooms in order to help teach students self-regulation skills. Many of our schools in the second year of implementation are beginning to look at school-wide systems and processes with a new lens: how do we promote SEL development and regulation while acknowledging that many of our students come to us with trauma impacted brains and lagging skills?

SUPPORTING OUR SCHOOL STAFF:

Research on student achievement continues to suggest that the classroom teacher has the greatest impact on student achievement, so the goal of the SSC is to spend the majority of their time working with teachers directly. While the SSCs are building relationships with students and supporting SEL skill development with specific students who demonstrate a greater need for instruction and practice than their peers, the model we are striving to reach by the end of 2020 is 75 percent coaching (proactive) and 25 percent direct student support (reactive). The SSCs are supporting teachers in a variety of ways including co-teaching, modeling SEL lessons, taking over a class so the teacher can work on relationship building, coaching for structures and routines, thinking through interventions for challenging behavior, and providing professional development on a multitude of subjects. The SSC is meant to be a thinking partner as well as a coach. Classroom teachers have very little time or structure for self-reflection; SSCs can help provide opportunities and their space for quality reflection so teachers can change and improve their practices.

Student Success Coaches are also responsible for sharing the knowledge they have gained through extensive professional development. The Cohort is providing school and district based PD for our paraprofessionals on Weeks 2 and 4 along with at least one District Week 3 PD focused on SEL. Student Success Coaches are also encouraging staff wellness, self-care, and self-reflection on adult Social Emotional skill development.

One of the reasons the SSC roll out has been overwhelmingly successful is because of the consistency in beliefs among the SSC cohort. We have a highly-qualified person in each of our buildings, sharing the same vision, message, and knowledge. Another way we are working to build consistency across the district in regards to SEL and skills is through the Whole Child Symposium. This is a two day opportunity for all Beaverton staff to learn more about SEL, Collaborative Problem Solving, Staff Wellness, Restorative Practices, Mental Health, and Trauma-Sensitive Structures and Routines.

SUPPORTING OUR COMMUNITY:

A goal for many of the returning SSCs has been to include parents in the discussion of SEL skill development. As of December 2018, seven elementary schools have hosted Social Emotional Learning-themed parent events and an additional seven are currently scheduled. With partners in the Multilingual Department, we have also presented to groups of parents in both Spanish and Japanese, ensuring all families have access to the strategies and information presented by the SSCs . We are also working with outside organizations that were connected with us through the fall Community Partnership Breakfast to support schools with regulation resources and materials.

STUDENT SUCCESS COACH COHORT:

Providing high quality, innovative, and relevant professional development for the SSC Cohort has been one of the integral pieces in the roll out of the SSC position. The Cohort has attended over 15 days of training including Collaborative Problem Solving, Trauma-Informed Care, Culturally Relevant Teaching Practices, Highly Structured Behavior Interventions, and Restorative Practices. In addition, the Cohort meets for six hours a month to collaborate, calibrate, and communicate about our practices and learn together. The Cohort meetings have been vital to ensuring the role of the Coach is working both in the system at each individual school as well as on the system at the district level. By participating in intentional and frequent trainings in trauma-sensitive and culturally relevant teaching practices, SSCs are able to support and instruct elementary classroom teachers in these fundamental areas.



Division 22 Assurances

POLICY ISSUE/SITUATION

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

Districts were notified in December that for the 2019 Division 22 Assurances, school districts must report whether they met the Division 22 standards during the 2017-18 school year. This year's report is essentially an update of the division 22 assurances report the Board received last January.

STATUS:

Staff have conducted an internal audit of the District's compliance with Division 22 requirements and have determined that the District was not in compliance with 8 of the 53 Division 22 rules during the 2017-18 school year. The Division 22 Assurances Report to the Community identifies the areas of non-compliance and the actions identified by staff to bring the district into compliance during this school year. The Report to the Community is attached for Board review.

RECOMMENDATION:

It is recommended that the School Board review and discuss the Division 22 Assurances Report to the Community.

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Division 22 Standards for Public Elementary and Secondary Schools 2017-18 Assurances REPORT TO COMMUNITY

This list is provided to assist you in your report to your community as required by OAR 581-022-2305.
Please do not submit this form to the Oregon Department of Education.

[Districts must report their status with regards to the Division 22 Standards to their communities by February 1, 2019.](#)

Rule Title	Rule #	Old #	In compliance	Compliance Plan
Definitions	581-022-0102	102	YES	
Diploma Requirements	581-022-2000	1130	YES	
Veterans Diploma	581-022-2005		YES	
Modified Diploma	581-022-2010	1134	NO	Two modified diplomas were awarded to students in 2017-18 who completed diploma requirements in less than four years. In one case there is no documentation of parent consent for early graduation. In the other case, the documentation does not meet the requirements of the rule. Plan of correction: Staff will revise and disseminate diploma option forms in 2018-19 incorporating specific language required.
Extended Diploma	581-022-2015	1133	YES	
Alternative Certificate	581-022-2020	1135	YES	
Credit Options	581-022-2025	1131	YES	
District Curriculum	581-022-2030	1210	NO	The district does not yet have curriculum aligned with new state standards in Health and PE. Plan of correction: To be addressed through the work of the Health and PE Cadres and Project Teams.
Prevention Education in Drugs and Alcohol	581-022-2045	413	NO	The district's comprehensive plan for alcohol and drug prevention: --Does not ensure all students in grades 9-12 receive drug and alcohol prevention instruction annually --Is not reviewed annually --Staff are not informed of the plan and their responsibilities --Alcohol and drug abuse prevention education is not provided to all staff Plan of correction: To be addressed through the work of the Health Project Team and implemented by the start of the 2019-20 school year.
Human Sexuality Education	581-022-2050	1440	NO	Child sex abuse prevention training is not provided to students in grades K-12 four times a year. Plan of correction: Required instruction is planned for 2018-19 and will be documented by each school.

Career Education	581-022-2055	405	YES	
Comprehensive School Counseling	581-022-2060	1510	YES	
Administration of State Assessments	581-022-2100	610	YES	
Exception of Students with Disabilities from State Assessments	581-022-2110	612	YES	
Assessment of Essential Skills	581-022-2115	615	NO	A modified diploma was awarded to a student in 2018 using an assessment option not approved by the State Board for a student not on an IEP. Plan of correction: The Modified Diploma Determination Form has been revised for clarity and reposted for staff access. A reminder of the essential skills options for modified diplomas was distributed to school leaders and counselors. Diploma determination forms in which Smarter Balanced cut scores are modified are reviewed to confirm eligibility of the student.
Essential Skill Assessments for English Language Learners	581-022-2120	617	YES	
Kindergarten Assessment	581-022-2130	2130	YES	
Policies on Reporting of Child Abuse	581-022-2205	711	YES	
Anabolic Steroids and Performance Enhancing Substances	581-022-2210	416	YES	
Safety of School Sports - Concussions	581-022-2215	421	YES	
Health Services	581-022-2220	705	YES	
Healthy and Safe Schools Plan	581-022-2223		YES	
Emergency Plans and Safety Programs	581-022-2225	1420	YES	
Asbestos Management Plans	581-022-2230	1430	YES	
District Improvement Plan	581-022-2250	606	YES	

School and District Performance Report Criteria	581-022-2255	1060	YES	
Records and Reports	581-022-2260	1660	YES	
Report on PE Data	581-022-2265	1661	YES	
Individual Student Assessment, Recordkeeping and Reporting	581-022-2270	1670	NO	and math in grades 3-8 on their current students and on their prior students. Plan of correction: A Synergy report with student performance and growth data will be available to all teachers prior to the start of the 2019-
Standardization	581-022-2300	807	YES	
Operating Policies and Procedures	581-022-2305	1610	YES	
Equal Education Opportunities	581-022-2310	1140	YES	
Special Education for Children with Disabilities	581-022-2315	1340	YES	
Required Instructional Time	581-022-2320	1620	YES	
Identification of Academically Talented and Intellectually Gifted Students	581-022-2325	1310	YES	
Rights of Parents of TAG Students	581-022-2330	1320	YES	
Daily Class Size	581-022-2335	1630	YES	
Media Programs	581-022-2340	1520	YES	
Auxiliary Services	581-022-2345	1530	YES	
Independent Adoptions of Instructional Materials	581-022-2350	1622	YES	
Instructional Materials Adoption	581-022-2355	1640	NO	The district postponed the adoption of instruction materials for English Lanaguage Development (ELD) for the maximum time period of two years to September 2017 to accommodate the improvement and evaluation of the district's ELD program. Plan of correction: The ELD Project Team selected and the Board approved ELD instructional materials for use in classrooms in September 2018.

Postponement of Purchase of State-Adopted Instructional Materials	581-022-2360	1650	YES	
Complaint Procedure	581-022-2370	1941	YES	
Personnel	581-022-2400	1710	YES	
Personnel Policies	581-022-2405	1720	YES	
Teacher and Administrator Evaluation and Support	581-022-2410	1723	YES	
Core Teaching Standards	581-022-2415	1724	YES	
Educational Leadership - Administrator Standards	581-022-2420	1725	YES	
Fingerprinting of Subject Individuals in Positions not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	581-022-2430	1730	YES	
Teacher Training Related to Dyslexia	581-022-2440	2440	YES	
Universal Screening for Risk Factors of Dyslexia	581-022-2445		YES	
Programs and Services for TAG Students	581-022-2500	1330	YES	
Alternative Education Programs	581-022-2505	1350	NO	Serendipity Academy was not evaluated in the 2017-18 school year. Plan of correction: The district has joined a consortium of districts in east Multnomah County to conduct the 2018-19 evaluation and a staff member has been identified to serve on the evaluation team.

**Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For the Period Ended December 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 6/30/2019
REVENUES:						
Beginning Fund Balance	\$ 33.0	\$ 33.0	\$ 29.6	\$ -	\$ 29.6	\$ 29.6
State School Fund:						
State School Fund	263.1	263.1	148.3	-	148.3	260.1
Property Taxes	136.1	136.1	132.7	-	132.7	139.1
Local Option Levy	32.5	32.5	31.5	-	31.5	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	2.5	-	2.5	17.9
Total	\$ 488.3	\$ 488.3	\$ 344.8	\$ -	\$ 344.8	\$ 485.8
EXPENDITURES:						
Salaries	\$ 263.6	\$ 263.6	\$ 114.9	\$ -	\$ 114.9	\$ 273.0
Benefits	149.1	149.1	64.8	-	64.8	152.9
Purchased services	25.8	25.8	10.8	12.8	23.6	23.2
Supplies & materials	17.9	17.9	7.2	1.9	9.1	12.2
Capital outlay	1.0	1.0	0.4	0.2	0.6	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	\$ 202.6	\$ 15.0	\$ 217.6	\$ 468.8
CONTINGENCY:	24.4	24.4	-	-	-	-
Total	\$ 488.3	\$ 488.3	\$ 202.6	\$ 15.0	\$ 217.6	\$ 468.8
Projected ending fund balance						17.0
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2019 *						3.5%

*Projected ending fund balance breakdown:	Projected EFB	
General Operating Fund	\$ 16.9	3.4%
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 December 31, 2018

	2017-18			2018-19			Variance	
	Audited Fiscal Year 2017-18	YTD Through 12/31/17	Percentage of Total Fiscal Year 2017-18	Budget Fiscal Year 2018-19	YTD Through 12/31/18	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	122,890,017	93.97%	136,100,000	132,720,202	97.52%	9,830,185	8.00%
Local Option Levy	31,005,163	29,148,648	94.01%	32,482,500	31,547,737	97.12%	2,399,089	8.23%
State School Fund	258,157,569	150,903,921	58.45%	263,010,769	148,303,151	56.39%	(2,600,770)	-1.72%
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	6,217,479	57.69%	11,885,000	-	0.00%	(6,217,479)	-100.00%
Charges for services	763,224	259,976	34.06%	800,000	281,986	35.25%	22,009	8.47%
Investment earnings	1,455,919	-	0.00%	990,000	-	0.00%	-	0.00%
Rentals	904,652	279,084	30.85%	902,000	347,235	38.50%	68,151	24.42%
Fees charged to grants	497,184	193,305	38.88%	540,000	180,284	33.39%	(13,020)	-6.74%
Extra Curricular Activities	1,873,740	897,984	47.92%	2,000,000	1,072,488	53.62%	174,503	19.43%
Other	4,909,445	667,120	13.59%	1,950,000	596,917	30.61%	(70,203)	-10.52%
Total	\$ 484,302,416	\$ 349,402,834	72.15%	\$ 488,328,269	\$ 344,840,276	70.62%	\$ (4,562,557)	-1.31%
EXPENDITURES:								
Salaries	\$ 262,041,509	\$ 109,289,806	41.71%	\$ 262,309,667	\$ 114,896,422	43.80%	\$ 5,606,616	5.13%
Benefits	145,552,031	62,495,602	42.94%	148,649,496	64,765,167	43.57%	2,269,565	3.63%
Purchased services	24,455,295	9,952,116	40.70%	26,880,231	10,806,081	40.20%	853,965	8.58%
Supplies & materials	17,026,824	9,376,379	55.07%	18,381,467	7,241,981	39.40%	(2,134,397)	-22.76%
Capital outlay	1,703,854	345,492	20.28%	1,304,054	374,485	28.72%	28,993	8.39%
Other	1,816,136	440,520	24.26%	2,306,245	1,309,591	56.78%	869,071	197.28%
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	\$ 193,139,747	42.48%	\$ 488,328,269	\$ 202,543,973	41.48%	\$ 9,404,226	4.87%

Beaverton School District
Comparison of Year-To-Date Revenue and Expenditures to the Prior Year - Variance Analysis
General Fund
For the Period Ended December 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	9,830,185	8.00%	Variance is due to property taxes received from settlement payment in 2018-19.
Local Option Levy	2,399,089	8.23%	Variance is due to local option taxes received from settlement payment in 2018-19.
State School Fund	(2,600,770)	-1.72%	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	(6,217,479)	-100.00%	Variance is due to timing of ESD appointment payments.
Extra Curricular Activities	174,503	19.43%	Variance is due to timing of extra curricular activities.
Other	(70,203)	-10.52%	Variance is due to timing of other additional revenues.
EXPENDITURES:			
Salaries	5,606,616	5.13%	Increase is expected as budgeted for in 2018-19.
Benefits	2,269,565	3.63%	Increase is expected as budgeted for in 2018-19.
Purchased services	853,965	8.58%	Variance is due to timing of expenditures.
Supplies & materials	(2,134,397)	-22.76%	Variance is due to recognition timing of a lease payment initially treated a supplies & materials in 2017-18.
Capital outlay	28,993	8.39%	Variance is due to timing of expenditures.
Other	869,071	197.28%	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 December 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>(Inc transfers out)</i>	Encumbrances	YTD Expenditures & Encumbrances	Budget Variance		
			\$	%					\$	%	
Student Body Fund	\$ 10,700,000	\$ 7,413,698	\$ (3,286,302)	69.29%	\$ 10,700,000	\$ 241,857	\$ 69,914	\$ 311,771	\$ (10,388,229)	2.91%	\$ 7,101,927
Special Purpose Fund	12,160,000	3,333,743	(8,826,257)	27.42%	12,160,000	1,135,199	1,383,883	2,519,082	(9,640,918)	20.72%	814,661
Categorical	6,525,000	2,762,517	(3,762,483)	42.34%	6,525,000	686,291	355,953	1,042,244	(5,482,756)	15.97%	1,720,273
Grant Fund	42,497,719	6,109,693	(36,388,026)	14.38%	42,497,719	8,878,137	1,905,510	10,783,647	(31,714,072)	25.37%	(4,673,954)
Equipment Replacement Fund	4,080,000	3,833,838	(246,162)	93.97%	4,080,000	838,446	809,281	1,647,727	(2,432,273)	40.39%	2,186,111
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	8,639,257	(10,838,577)	44.35%	19,477,834	5,888,896	3,032,078	8,920,974	(10,556,860)	45.80%	(281,717)
Debt Service Fund	82,899,491	70,704,451	(12,195,040)	85.29%	82,899,491	18,370,229	-	18,370,229	(64,529,262)	22.16%	52,334,222
Capital Projects Fund	316,314,000	301,641,536	(14,672,464)	95.36%	316,314,000	40,603,429	65,881,638	106,485,067	(209,828,933)	33.66%	195,156,469
Insurance Reserve Fund	6,362,430	3,807,701	(2,554,729)	59.85%	6,362,430	2,307,902	1,142,461	3,450,363	(2,912,067)	54.23%	357,338
Workers' Compensation Fund	3,786,436	3,794,610	8,174	100.22%	3,786,436	1,272,642	71,757	1,344,399	(2,442,037)	35.51%	2,450,211
Scholarship Fund	400,000	389,493	(10,507)	97.37%	400,000	19,265	11,500	30,765	(369,235)	7.69%	358,728
Pension Fund	65,000	61,970	(3,030)	95.34%	65,000	61,970	-	61,970	(3,030)	95.34%	-
Total	\$ 527,469,189	\$ 434,728,786	\$ (92,740,403)		\$ 527,469,189	\$ 80,304,263	\$ 74,663,975	\$ 154,968,238	\$ (372,500,951)		\$ 279,760,548



BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2018-19
As of 12/31/18

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	34.7	39.7	
Barnes	617	634	17	26.0	30.0	25.5	29.5	
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	21.9	24.9	
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	15.7	17.7	
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	12.6	14.6	
Nancy Ryles	575	642	67	22.0	27.0	21.0	26.0	
Oak Hills	522	552	30	22.0	25.0	22.4	26.4	
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	22.7	27.7	
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	24.6	30.6	
West TV	354	331	(23)	16.0	20.0	15.1	19.1	
William Walker	425	431	6	17.0	22.0	16.8	21.8	
Elementary School Total	18,111	18,194	83	745.0	900.0	733.3	889.6	156.3



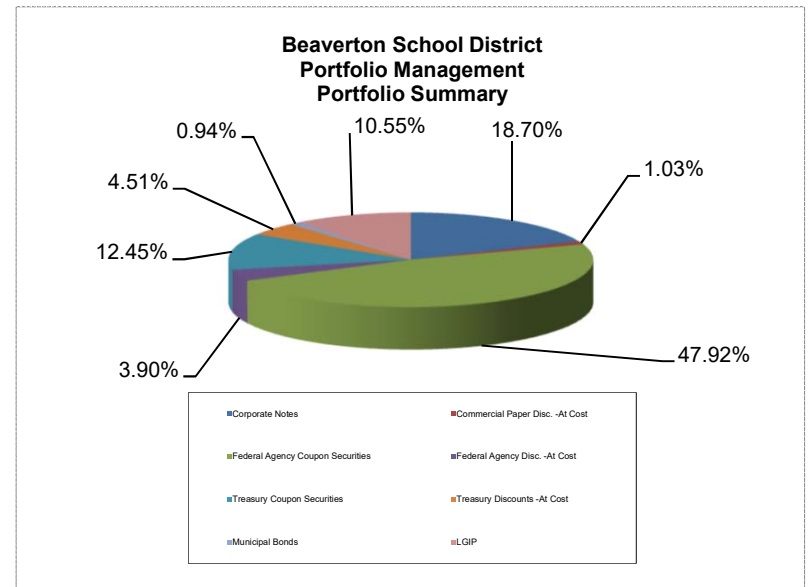
BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2018-19
As of 12/31/18

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	34.4	40.9	
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	28.9	35.9	
Stoller	1,497	1,514	17	48.1	58.1	47.6	58.6	
Whitford	687	692	5	27.1	32.6	27.1	33.0	
Middle School Total	7,648	7,663	15	266.7	321.2	263.2	319.1	55.87
Aloha	1,701	1,773	72	65.0	75.4	62.5	74.1	
Beaverton	1,558	1,513	(45)	62.7	72.3	61.8	71.4	
Mountainside	1,285	1,350	65	44.1	52.1	43.9	52.5	
Southridge	1,405	1,401	(4)	50.8	59.4	49.8	58.4	
Sunset	2,038	2,019	(19)	69.3	82.1	69.1	81.9	
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	366.5	432.3	65.80
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	107.0	123.9	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	1,470.1	1,764.9	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	31,547,696
Projected Expense:	32,482,500	32,482,500	13,947,919
Projected Fund Balance 6/30/19:	\$ -	\$ 121,798	\$ 17,721,574

**Beaverton School District
Portfolio Management
Portfolio Summary
31-Dec-18**

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	YTM	YTM 365 Portfolio allowed Equiv. per Board policy	Maximum % of YTM 365 Portfolio allowed
Corporate Notes	89,890,000.00	89,197,044.19	89,598,322.51	18.70%	590	2.429	2.429	35%
Commercial Paper Disc. -At Cost	5,000,000.00	4,954,311.11	4,954,311.11	1.03%	128	2.594	2.630	35%
Federal Agency Coupon Securities	229,500,000.00	227,270,226.00	229,621,232.74	47.92%	711	1.558	1.558	100%
Federal Agency Disc. -At Cost	19,200,000.00	18,693,200.00	18,679,718.00	3.90%	375	2.714	2.751	100%
Treasury Coupon Securities	60,000,000.00	59,584,970.00	59,633,671.88	12.45%	292	2.181	2.181	100%
Treasury Discounts -At Cost	22,073,000.00	21,702,547.81	21,628,872.15	4.51%	463	1.812	1.838	100%
Municipal Bonds	4,500,000.00	4,498,380.00	4,497,130.00	0.94%	328	2.420	2.420	30%
LGIP	50,530,064.49	50,530,064.49	50,530,064.49	10.55%	1	2.100	2.100	100%
	480,693,064.49	476,430,743.60	479,143,322.88	100.00%	527	1.931	1.934	
Accrued Interest at Purchase		262,142.71	262,142.71					
Total Cash and Investments	480,693,064.49	476,692,886.31	479,405,465.59					



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

DECEMBER 2018

	ENDING BALANCE 11/30/2018	CASH RECEIPTS	CASH DISBURSEMENTS	NET INVESTMENT TRANSFERS	ENDING BALANCE 12/31/2018
CASH PER BOOKS					
US Bank Checking	\$ 34,807,327	\$ 5,090,057	\$ (65,541,419)	\$ 47,330,286	\$ 21,686,251
Wells Fargo Checking	2,658,610	587,217	(275,152)	(2,500,000)	470,675
TOTAL CASH PER BOOKS	\$ 37,465,937	\$ 5,677,274	\$ (65,816,571)	\$ 44,830,286	\$ 22,156,926
	ENDING BALANCE 11/30/2018	INVESTMENT RECEIPTS	INVESTMENT PURCHASES	INVESTMENT MATURITIES / SALES	ENDING BALANCE 12/31/2018
INVESTMENTS					
Castle Oak	\$ 106,442,175	\$ -	\$ 5,097,720	\$ (3,944,267)	\$ 107,595,628
Wells Fargo	21,660,463	-	-	-	21,660,463
Piper Jaffray	259,840,906	-	39,516,261	-	299,357,167
Oregon State LGIP	\$ 87,183,131	48,846,934	2,500,000	(88,000,000)	50,530,065
TOTAL INVESTMENTS	\$ 475,126,675	\$ 48,846,934	\$ 47,113,981	\$ (91,944,267)	\$ 479,143,323
TOTAL CASH & INVESTMENTS	\$ 512,592,612				\$ 501,300,249



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
Paul Odenthal	Executive Administrator for Facilities
Steven Sparks	Executive Administrator for Long Range Planning
Aaron Boyle	Construction Operations Supervisor for Facilities
Ken Struckmeier	Executive Administrator for Middle Schools
Jon Franco	Administrator for High Schools and Options
Jason Guchereau	Finance Manager
Sho Shigeoka	Administrator for Equity and Inclusion
Matt Pedersen	Westview High School Principal
Veronica Galvan	Stoller Middle School Principal

Visitors: 50

Media: 0

CALL MEETING TO ORDER – Becky Tymchuk

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

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."

BOARD PROCEDURES – Becky Tymchuk

There were no changes to the agenda.

Pledge to the Flag

Matt Pedersen, Westview High School Principal led everyone in the Pledge.

Recognition of Students, Staff and Community

The Board recognized the following:

- Judy Swearingen, Beaverton School District Migrant Education Program Recruiter, was recognized for receiving the Oregon Migrant Education Program Employee of the Year Award.

PUBLIC PARTICIPATION

- Sara Schmitt, BEA President thanked the Board for their support for the resolution supporting stable and adequate state funding. Stable school funding will help all students
- Sarah Graves, Dori George, Bethany Wright-Kuhns, Lindsay Dance and Susan Willa Kingsford, all BSD teachers, spoke about the resolution supporting stable and adequate state funding.
- Students from WHS spoke about hate speech and their request for a specific Board policy to address this issue.
- Kaylani Trujaque Salvo and Casianci Marie Sanchez spoke about the importance of AVID.

REPORTS

A. Superintendent's Comments – Don Grotting

Supt. Grotting spoke about advocacy for revenue reform. The District will be hosting a legislative breakfast on December 20th with local legislators, Cabinet members and School Board members. On January 10, 2019 he will be meeting at Northwest Regional ESD with local legislators and neighboring School Board members. Supt. Grotting will also be meeting with the Oregonian Editorial Board on January 7, 2019 to discuss revenue reform for adequate funding for schools in Oregon.

Remaining budget for 2018 – 2019 school year. The District is estimating a deficit due to variables that include a new pay equity law, a drop in projected and poverty students, over projection of attrition factors, and the underestimation of classified and certified salaries. This will result in an overall estimation of a \$9-12M deficit for the remainder of the school year. Adjustments will be made to current spending practices for the remainder of the year in an effort to recover as much of the deficit as possible before July 1, 2019.

A Superintendent's Advisory Council is being formed comprised of building level certified and classified staff that will meet quarterly to discuss issues. Over 180 staff have applied to be on the Council. A committee will make recommendations to Supt. Grotting for the first cohort. This will be a way to gain staff perspective in an effort to collaborate, embrace equity, innovate and achieve excellence.

Stoller Middle School Threat Incident – The District and community continue to debrief the incident in an effort to improve District processes and acknowledge successful practices. At this time the origin of the threat has not been determined, and there is a possibility, it will not be discovered. Numerous threats of this nature have happened across the country that are extremely difficult to track back to the sender. Many of these threats are being tracked back to foreign and second party entities as was the Stoller threat. It is a difficult time for some of our students and even for some of our staff members.

B. Beaverton Student Advisory Committee – Maggie Bick, Ritika Saripalli, Hoda Aboueich, Rushi Surampudi and Heidi Chuc Garcia

The Inclusive Committee is creating a video to showcase schools so students will be able to relate to their stories and won't feel alone. The Mental Health Committee is focusing on academic stress and how students cope with school stress and teaching different coping mechanisms. Finals week is a very stressful time. The students are thinking of doing something district-wide like a Zen moment. They spoke of the importance of counseling and the tie-in with mental health.

C. School Reports

Stoller Middle School – Veronica Galvan, Thao Do-Gwilliam and Shawn Swick

Veronica, Thao and Shawn are all new administrators to Stoller this year. They are proud of the work that kids are doing. Stoller is an amazing community. There is room for growth in academic achievement and a great need for social emotional behavior support.

Questions/Comments from the Board:

- Has Stoller realized an increase in student behaviors over the past three years? If so, are there any particular data points that help illustrate the issue? Are there any practices you believe will help better support student behavior and social-emotional learning? *Yes, the TELL survey indicated that teachers requested feedback in the area of behavior support. Behavior challenged students need a different kind of support than traditional behaviors. The professional development provided by the Student Success Coaches is helping and they are looking at different approaches. As a new team they each bring new methods to the school. There is a culture of students feeling that they can't keep up, often times looking for help academically and social emotionally.*
- Has it been a positive change moving from an elementary school to a middle school? Would you recommend it for other administrators? *Yes, it has been a very good change. It's important for a leader to keep growing.*
- How do you manage the population at Stoller? *There were already systems in place - they don't do assemblies together, halls are tight and supervision is tough. They are looking at putting in a calming room.*
- Appreciate the "deep dive" look that was spoken to. What is coming out of the Attendance Committee? *The Attendance Committee is made up of teachers. They look at the chronic absenteeism reports and start talking to counselors and teachers and engage with students. They are focusing on attendance in subgroups that has dipped below 80%.*
- Board Member Bryan thanked the amazing Stoller team. She recapped the public meeting after the Stoller incident. The key themes that came up were the incredible support and the overwhelming feedback was Thank You! There was a high level of interest that the District provide security and an emphasis on the reunification plan. *The support has been overwhelming. Staff and administration are still processing and looking forward to the Winter Break. Principal Galvan anticipates that staff will have more questions after school begins in January.*

Deputy Supt. Mead said that a door would be installed over the Winter Break in the front office. The district is also looking to realign our contractor's schedule for the badge access to the back door.

- D. Comprehensive Annual Financial Report (CAFR)** – Rob Drake, Gayellyn Jacobson & Jason Guchereau
Rob Drake, Audit Committee Chair, reported that the BSD staff once again did an outstanding job this year on the Comprehensive Annual Financial Report. He thanked School Board members for their service. Oregon law requires that schools complete an outside audit review. Beaverton’s budget is one of the more complex budgets. He believes we have the best financial staff who manage the money very well. The Business Department has received the award again for Excellence in Finance.

Questions/Comments from the Board:

- Rob Drake was thanked for his service and asked to explain the process. *The Audit Committee is made up of School Board members and lay members. They ask the auditor to look for specific things. The staff is very responsive when asked questions.*

E. Financial Update – Gayellyn Jacobson

In addition to current increases preparations are being made for the implementation of the new Pay Equity Law which will also negatively impact salaries. The increase is estimated to be \$1.1M including benefits for this year. This adjustment will begin with the January 2019 payroll.

Cabinet is meeting to finalize spending reductions for the remainder of the 2018 – 2019 school year. The total impact of all changes for 2018 – 2019 could be between \$9M and \$12M with the most current estimate at just over \$10M. A plan for reductions will be communicated to leadership in early January.

Questions/Comments from the Board:

- Do you have a target number and what will be the carryover? *Hoping to reach \$5-6M for the carryover. We have to be realistic on what we can accomplish in the next six months. Would they be sustainable or one-time hits? Some are one-time hits and others could be sustainable for a short time but not for a long length of time.*
- What is going on with other school districts? *Other school districts are experiencing the drop in poverty and ELL students like we are. We did not have some of the attrition that we were expecting.*

BREAK

DISCUSSION ITEM

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

- **JECA** – Admission of Resident Students
- **JHFF** – Reporting Requirements Regarding Sexual Conduct with Students
- **JN** – Student Fees

Questions/Comments from the Board:

- Students fees will still allow for students on FRLU (free and reduced lunch) to participate as long as they communicate to their school that they are receiving benefits.

JECA, JHFF and JN will move forward for a second reading on January 22, 2019.

ACTION ITEMS

A. **Approval of Budget Committee Member – Zone 2** - Becky Tymchuk

The Budget Committee has a vacancy in Zone 2. The School Board needs to appoint a community representative from Zone 2 to serve a two-year term.

The School Board approved the following appointee to fill the vacant Budget Committee position in

- Zone 2: Sarah Beachy – 2020

LeeAnn Larsen made the motion to approve the said appointee to the vacant Budget Committee position in Zone 2. 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. **Raleigh Hills K-8 Construction** – Carl Mead, Paul Odenthal and Maureen Wheeler

Information was shared to neighborhood organizations and CPO's. No new information has been received since the last School Board meeting. The Board received comparatives of the age, condition, capacity and student loading of all district facilities.

Vice Chair, Eric Simpson reported that the Citizen Bond Committee has endorsed the suspension.

Questions/Comments from the Board:

- If the suspension is endorsed by the School Board will the funds be put aside? *Yes. All bond funds are invested until needed for cashflow so any remaining funds for Raleigh Hills will be invested until spent.*
- Would the Raleigh Hills funds then be dispersed in the same amount or would any accrued interest be dispersed with them at the time of use? *There would be an interest allocation applied at the time of use.*
- How many years will Raleigh Hills go without anything? *If a new bond is passed it would be on the top tier of a future bond.*
- Thank you for being so responsive to the questions and the information that the Board requested three weeks ago.

Board member Tyner still has a concern that the public is not aware. Board member Bryan believes that Raleigh Hills has been well communicated with and are aware that by suspending it would need another bond to rebuild.

LeeAnn Larsen made the motion to suspend the Raleigh Hills K-8 Construction under the 2014 Capital Construction Bond. Susan Greenberg seconded and the motion passed unanimously by a vote of 5 to 2 by Becky Tymchuk, Eric Simpson, Tom Colett, Susan Greenberg, LeeAnn Larsen. Donna Tyner and Anne Bryan voted against the motion.

C. **Elmonica Elementary Boundary Adjustment** – Steven Sparks and Carl Mead

Advisory Committee recruitments have begun for five to seven people with at least one from each impacted school: Beaver Acres, McKinley and Elmonica.

Questions/Comments from the Board:

- Why only five to seven? *It is reflected on the level of interest and timing.*
- Shouldn't we use the model that we used previously at Springville of students moving to Sato? *That was a different situation.*
- It would be interesting to hear what the school principals' input would be. *The principals are out recruiting.*

Board members Larsen and Tyner would like to be invited to community meetings since they live in the area.

LeeAnn Larsen made the motion to approve the creation of an attendance boundary amendment that will provide overcrowding relief for Elmonica Elementary School for the 2019 – 2020 school year and balance future enrollment with each affected school's capacity to the degree feasible. 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.

- D. Resolution in Support of Stable and Adequate State Funding of Education – Becky Tymchuk**
Board member Colett reviewed both BEA and OSBA resolutions and believes that this resolution is about our entire community.

LeeAnn Larsen made the motion that the Beaverton School District Board of Directors calls upon the Oregon Legislature to take measures to ensure stable and sustainable funding from biennium to biennium in order to avoid disruptive swings in investment levels. 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.

- E. Consent Agenda – Becky Tymchuk**

1. Personnel

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

2. Approval of School Board Meeting Minutes

BE IT RESOLVED that the minutes for November 26, 2018 School Board meeting hereby are approved.

3. Grant Report

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

4. Community Engagement Reports

BE IT RESOLVED that the School Board of Directors receive this report as an information item.

5. Superintendent Evaluation Process

BE IT RESOLVED that the Beaverton School Board approved the Superintendent Evaluation Process.

6. Brand Name Approvals for Facilities Projects

BE IT RESOLVED that the Beaverton School District Board of Directors approves an exemption to ORS 279C.345 and authorizes use of brand names in public improvement contract specifications for the items submitted at this meeting.

7. 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.

8. Approval of Alternative Construction Contracting Method, Design/Build for Highland Park Middle School Re-Roofing

BE IT RESOLVED that the Beaverton School Board of Directors (i)adopts and approves the findings of Attachment A, (ii)grants a specific exemption from competitive bidding requirements of ORS 279C.335(1), (iii) approves and directs the use of the Design-Build Alternative Contracting Method for the Highland Park Middle school Re-Roofing project, and (iv) requires that the procurement be in accordance with the Attorney General Model Rules adopted under ORS 279A.065.

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.

BOARD COMMUNICATION – Board Members

A. Individual School Board Member Comments

- Susan met with a couple of her principals the last few months. She is hearing more and more about behavior and mental health issues.
- Eric and Tom thanked the district for allowing them to attend the AVID conference earlier this month.

Supt. Grotting shared a poster on equity that is being rolled out.

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 8:41 p.m.

INFORMATION ITEMS

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

Submitted by
Mary Hawkins

Becky Tymchuk, School Board Chair



Board Members Present:

Eric Simpson, Vice Chair, (by phone)
Anne Bryan, (by phone)
LeeAnn Larsen (by phone)
Donna Tyner (by phone)
Susan Greenberg (by phone)
Tom Colett, (by phone)

Staff Present:

Carl Mead	Deputy Superintendent of Operations
Paul Odenthal	Executive Administrator for Facilities
Gayellyn Jacobson	Chief Financial Officer
Linda Niman	Purchasing Manager

Media: 0

CALL MEETING TO ORDER

School Board Vice Chair, Eric Simpson called the meeting to order at 8:30 a.m. (by phone) Vice Chair Simpson welcomed everyone and asked Board members calling in to identify themselves: Anne Bryan, LeeAnn Larsen, Susan Greenberg, Donna Tyner and Tom Colett participated by phone.

ACTION ITEMS

1. Public Contract: Aloha High School Auto Tech Career and Technical Education (CTE)

Questions/Comments:

- Is this stage one or the entire project? *This is the entire project to enhance the Auto Tech program at AHS.*
- Is this part of dedicated budget funds? *No, this is supported by Measure 98 dollars that were dedicated from the State for CTE programs.*

LeeAnn Larsen made the motion authorizing the Superintendent or designee to obligate the District for the public contract item as submitted at this meeting. Donna Tyner seconded and the motion passed unanimously by a vote of 6 to 0 by Eric Simpson, LeeAnn Larsen, Donna Tyner, Susan Greenberg, Tom Colett and Anne Bryan.

Eric Simpson adjourned the meeting at 8:33 a.m.

Submitted by Mary Hawkins

Eric Simpson, School Board Vice Chair

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

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


GRANT REPORT AND PROPOSALS
POLICY ISSUE/SITUATION

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Early School Success	Children's Institute	\$450,000 (est.)	8 Feb 2019	26 Apr 2019	Permission to apply
Early School Success (ESS) is an initiative that engages school districts and their early learning partners to bring together preschool and elementary school communities to create rich, consistent learning environments for young children. Anchored in instructional alignment, ESS will use pivotal instructional practices, professional learning, and family engagement strategies to improve outcomes for children and transform educational practice. Children's Institute will work with districts for three to five years and provide intensive consultation, technical assistance, and coaching.					
High School Success Fund (M98)	Oregon Dept. of Education	\$5,782,383	30 Mar 2018	15 May 2018	Permission to receive funds
Measure 98 funding supports establishing or expanding high school: 1) career and technical education programs, 2) college-level educational opportunities for students, 3) dropout prevention strategies.					

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 Dec 2018	25 Jan 2019
BHS CHIP Mini-Grant*	Washington Co. Health & Human Services	\$25,000	28 Nov 2018	3 Jan 2019

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded
Secondary Career Pathway Funding	Oregon Dept. of Education	\$239,425	\$239,425

*Proposal will receive funding but amount is not yet final.

RECOMMENDATION:

It is recommended that the proposals be approved.

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OREGON SCHOOL EMPLOYEES' ASSOCIATION (OSEA) DEMAND TO BARGAIN AND CONTRACT RATIFICATION

POLICY ISSUE/SITUATION:

Recent rulings by the Oregon State Legislature and the Supreme Court of the United States, required the Beaverton School District to review collective bargaining agreements and adjust practices and/or contract language related to: 1) deducting union dues ([Janus v. AFSCME](#)); and 2) assigning employee pay ([Oregon Equal Pay Act of 2017](#)).

BACKGROUND INFORMATION:

The District proposed changes to Articles 2 and 8 of the OSEA bargaining agreement through a Memorandum of Understanding. The OSEA rejected this process and issued a Demand to Bargain to ensure all members had the opportunity to vote on proposed changes. Tentative agreement was reached by both parties, and OSEA voted to ratify Articles 2 and 8 on January 16, 2019. The agreement included limited contractual language adjustments as follows:

Article 2.H ~~Fair Share and Dues~~

1. Pursuant to ORS ~~292.055~~ 243.650 (10) ~~and (16)~~, the District will deduct OSEA dues ~~and fair share fees~~ from the wages, as indicated on the salary notice, of employees. OSEA State office will provide ~~a~~ the monthly a list of current members.
2. OSEA will hold the District harmless from any and all claims, orders, or judgments against the District as a result of deductions made and transmitted under this section, ~~including for any unlawful expenditure of fair share fees~~, provided that the District gives timely notice of any such claim to OSEA and cooperates with OSEA and its designated counsel in defense of the claim.
3. The grievance and arbitration procedure of this agreement shall not be utilized to resolve any dispute brought by any member of the bargaining unit arising out of this article. ~~It is understood that disputes between bargaining unit members and OSEA related to the amount of fair share assessments are subject to the filing of an unfair labor practice complaint.~~
4. ~~Employees who meet the requirements of ORS 243.666 may pay an amount~~

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."

~~equivalent to OSEA dues to a non-religious charity or another charitable organization mutually agreed upon by the employee and OSEA when the employee wishes to do so because of bona fide religious tenets or teachings of a church or religious body of which the employee is a member.~~

- ~~5. Each year, OSEA will notify the District of any change in the dues or fair share amount. OSEA will comply with state and federal law related to rebating any excess fair share payments.~~
- ~~6. If any provision of the fair share requirement is found to be unlawful by a court or agency of competent jurisdiction, the remainder of this article shall continue in full force and effect.~~
7. Each month the District will notify the OSEA State Office and OSEA Chapter President of employees hired since the previous billing statement, terminated employees, and employees on unpaid leave.
8. The District will provide OSEA the opportunity to attend any employee orientations, department and classification in services. OSEA may request to attend pre-service activities. It is understood Association activity will only be allowed during employees' non-working hours. The content of these meetings is subject to the same limitations as Article 2.B.

Article 8.C Step Placement

The District will establish the beginning step placement for newly hired employees on the current salary schedule. The following criteria will be taken into consideration: years of relevant experience, education and training. ~~availability of qualified candidates in the labor market, salary history and step placement of current incumbents.~~

Article 8.D Advancement on the Salary Schedule

~~If a new employee is placed higher than step 4, the Human Resources Department shall notify the OSEA President.~~

Article 8.E Change in Position

When a classified employee changes position, or has a position added, ~~either within or~~ outside of their current position and salary schedule, (e.g. Support Services, Custodial, Food Services), and the change is considered by the District to be a promotion, salary placement will be based on the current job description and determined by the number of years of relevant experience and education/training. ~~the employee will be moved to the comparable salary step on the new salary range which is the greater of:~~

- ~~1. Step 1 on the new salary range; or~~
- ~~2. At least one step but no more than three steps higher on the old salary range.~~
- ~~3. Because the employer retains the right to place new employees up to step 9 of the salary schedule, it is understood by the parties that nothing in this article limits the employer's ability to place a promoted employee on a step higher than the above language would normally dictate. The decision of the District to go above the pay level required by D1 and 2 is not subject to grievance.~~

When an employee is placed in the same job title, for non-disciplinary reasons, whether through transfer, application or hours added, transferred, or has a

~~position added, and it is a comparable or lesser position as determined by the District, and the transfer is non-disciplinary, the employee shall maintain their current salary placement. the employee shall be placed on the lower range at the step that most closely equals the employee's present salary but in no event at a salary that exceeds the top step of the salary range for the new position.~~

When an employee has a position added and it is a lesser position as determined by the District, the employee shall be placed at the lower classification for the added position, and salary placement will be based on the current job description and determined by the number of years of relevant experience and education/training as it relates to the added position.

Except in the case of layoff and bumping, the District will not make unilateral, non-disciplinary demotions that result in lower pay.

If a transfer to a lower position is disciplinary as determined by the District, the employee shall be placed at the lower classification for the added position, and salary placement will be based on the current job description and determined by the number of years of relevant experience and education/training as it relates to the added position. ~~the employee shall be placed on the lower range at the step closest to his/her previous position.~~

RECOMMENDATION:

It is recommended that the School Board approve the following resolution:

BE IT RESOLVED the terms of the OSEA Collective Bargaining Agreement, specific to Articles 2 and 8, between the School Board and the Beaverton Education Association, for the period of January 22, 2019 through June 30, 2020, be ratified by the School Board of the Beaverton School District.



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

POLICY ISSUE/SITUATION

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

BACKGROUND INFORMATION

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

RECOMMENDATION

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

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."

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

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Aloha-Huber Park Roof Restoration	Aaron Boyle	U.S. Communities Joint Cooperative Contract #14-5903	Garland/DBS, Inc.	\$386,362.00	1/2019	9/2019	Authorization to Award Contract
Highland Park Middle School Roof Replacement Design-Build Contract	Aaron Boyle	U.S. Communities Joint Cooperative Contract #14-5903	Garland/DBS, Inc.	\$2,429,921.00	1/2019	9/2019	Authorization to Award Contract



PROJECT NAME: Aloha-Huber Park Roof Restoration

PROJECT TIMELINE: 1/2019 – 9/2019

PROJECT BUDGET: \$650,000.00

PROJECT SCOPE: Roof Restoration of the existing roof at Aloha-Huber Park Elementary School.

CONTRACT NAME: Aloha-Huber Park Roof Restoration

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: U.S. Communities Joint Cooperative Contract #14-5903

CONTRACT TIMELINE: 1/2019 – 9/2019

CONTRACT AMOUNT: \$386,362.00

CONTRACT SCOPE: Provide roof restoration services to complete the required roof repairs.

RECOMMENDATION: Authorization to Award Contract to Garland/DBS, Inc.

FUNDING SOURCE: 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; Aloha Huber Park Roof Restoration



PROJECT NAME: Highland Park Roof Replacement

PROJECT TIMELINE: 10/2018–9/2019

PROJECT BUDGET: \$2,500,000.00

PROJECT SCOPE: Design and construction for the roof replacement at Highland Park Middle School.

CONTRACT NAME: Highland Park Middle School Roof Replacement Design-Build Contract

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: U.S. Communities Joint Cooperative Contract #14-5903

CONTRACT TIMELINE: 1/2019–9/2019

CONTRACT AMOUNT: \$2,429,921.00

CONTRACT SCOPE: Design and construction services for the replacement of the existing roof.

RECOMMENDATION: Authorization to Award Contract to Garland/DBS, Inc.

FUNDING SOURCE: 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; Highland Park Roof Replacement

NOTE: The findings for this Alternative Procurement were approved by the Board on December 17, 2018.

Northwest Regional ESD

2019-20 Local Service Plan



5825 NE Ray Circle | Hillsboro, OR 97124-6436

T: 503-614-1428 F: 503-614-1440 Toll-Free: 1-800-990-7500

www.nwresd.org

Northwest Regional Education Service District

[Rob Saxton](#), Superintendent

Washington Service Center

5825 NE Ray Circle Hillsboro, OR
97124
Phone: 503-614-1428
Toll-Free in Oregon: 1-888-990-7500

Clatsop Service Center

[Elizabeth Friedman](#), Administrator
3194 Marine Drive Astoria, OR 97103
Phone: 503-325-2862

Columbia Service Center

[Cynthia Jaeger](#), Administrator
800 Port Avenue St. Helens, OR 97051
Phone: 503-366-4100

Tillamook Service Center

[Kim Lyon](#), Administrator
2515 3rd Street Tillamook, OR 97051
Phone: 503-842-8423

NWRESD Board of Directors

CHAIR

Bruce, Renee | Social Services
Beaverton, OR

VICE CHAIR

Cunningham, Karen | Zone 5
Portland, OR

Riley, Christine | Zone 1
Gaston, OR

Erickson, Tony | Zone 4
Scappoose, OR

Tomlin, Ross | Higher Ed TBCC
Tillamook, OR

Hollandsworth, Dave | Zone 2
Tillamook, OR

McGlasson, Marilyn | At-Large
Hillsboro, OR

Poehlitz, Lisa | Zone 3
Sherwood OR

Vacant | Business

Board Zones

- 1: School Districts: Gaston, Sherwood and Tigard-Tualatin
- 2: School Districts: Astoria, Jewell, Knappa, Seaside, Warrenton-Hammond, Neah-Kah-Nie, Nestucca Valley, Tillamook, Banks and Forest Grove
- 3: School District: Hillsboro
- 4: School District: Beaverton, Clatskanie, Rainier, Scappoose, St. Helens, and Vernonia
- 5: School District: Beaverton (Attendance areas: Aloha, Southridge and Westview High Schools)

Northwest Regional Education Service District

Local Service Plan

Each ESD's component school districts are to pass the Local Service Plan following these guidelines: It must be passed by 2/3 of the districts representing more than 50% of the student population. The Local Service Plan must contain, and every ESD must provide, the following services:

- Programs for children with special needs, including but not limited to special education services, services for at-risk students and professional development for employees who provide those services.
- Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services, distance learning and professional development for employees who provide those services.
- School improvement services for component school districts, including but not limited to services designed to support component school districts in meeting the requirements of state and federal law, services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts, services designed to support and facilitate continuous school improvement planning, services designed to address school wide behavior and climate issues and professional technical education and professional development for employees who provide those services.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035.
- Other services that an education service district is required to provide by state or federal law, including but not limited to services required under ORS 339.005 to 339.090.

Estimated NWRESD 2019-20 Local Service Plan: Service Credits

	2019-20 Projected \$9.0b	2018-19 (Budgeted)
Estimated SSF Allocation (based on 6/29/17 SSF estimate)	\$ 48,310,767	\$ 45,324,276
ESD Operations @ 10%	4,831,077	4,532,428
Resolution Plan @ 90%	43,479,690	40,791,848
Less: Beaverton (39.14%)	17,018,410	15,917,841
Less: Hillsboro (20.25%)	8,799,195	8,314,825
Amount Available for 18 Districts	17,662,085	16,559,182
CORE Services - 25% of Plan	4,415,521	4,139,796
Service Credits - 75% of Plan	\$ 13,246,564	\$ 12,419,387



County	District	ODE Report	ODE Report	Growth	Local Service Plan	% of Total	Estimated	Amount	Original	Difference	
		5/7/2018	4/30/2018						Service Credit		Service Credit
		2016-17	2017-18			2019-20		2018-19			
		Ex. ADMw	Ex. ADMw			Service Credit Allocation		Service Credit Allocation			
Clatsop											
	Astoria	2,198.32	2,225.85	27.5	2,253.4	4.45%	\$ 590,066	\$ 261.86	\$ 537,569	\$ 52,497	
	Jewell	267.61	280.10	12.5	292.6	0.58%	76,617	261.86	73,588	3,029	
	Knappa	631.17	659.28	28.1	687.4	1.36%	179,999	261.86	156,109	23,890	
	Seaside	1,927.94	1,927.94	-	1,927.9	3.81%	504,847	261.86	478,183	26,664	
	Warrenton-Hammond	1,254.79	1,247.28	(7.5)	1,247.3	2.47%	326,611	261.86	310,925	15,686	
Columbia											
	Clatskanie	942.87	942.87	-	942.9	1.86%	246,898	261.86	236,088	10,810	
	Rainier	1,103.67	1,103.67	-	1,103.7	2.18%	289,005	261.86	267,476	21,529	
	Scappoose	2,809.42	2,800.90	(8.5)	2,800.9	5.54%	733,439	261.86	691,568	41,871	
	St. Helens	3,530.31	3,528.22	(2.1)	3,528.2	6.97%	923,894	261.86	862,905	60,989	
	Vernonia	770.31	745.36	(24.9)	745.4	1.47%	195,179	261.86	188,369	6,810	
Tillamook											
	Neah-Kah-Nie	1,020.39	1,020.39	-	1,020.4	2.02%	267,198	261.86	248,361	18,837	
	Nestucca Valley	686.05	668.07	(18.0)	668.1	1.32%	174,940	261.86	167,764	7,176	
	Tillamook	2,518.76	2,592.74	74.0	2,666.7	5.27%	698,303	261.86	622,012	76,291	
Washington											
	Banks	1,355.60	1,355.60	-	1,355.6	2.68%	354,975	261.86	356,649	(1,674)	
	Forest Grove	7,727.57	7,630.95	(96.6)	7,631.0	15.08%	1,998,228	261.86	1,889,671	108,557	
	Gaston	747.70	738.71	(9.0)	738.7	1.46%	193,437	261.86	182,840	10,597	
	Sherwood	6,010.26	5,995.64	(14.6)	5,995.6	11.85%	1,570,009	261.86	1,469,726	100,283	
	Tigard-Tualatin	15,047.19	14,981.07	(66.1)	14,981.1	29.61%	3,922,920	261.86	3,679,584	243,336	
TOTAL		50,549.93	50,444.64	(105.3)	50,586.8	100.00%	\$ 13,246,564		\$ 12,419,387	\$ 827,177	

Assumptions: \$9.0b in SSF Formula. No change in net carve-outs. Enrollment stable.

Projected NWRESD 2019-20 Local Service Plan: County Allocations

Total Available for Allocation		\$	1,497,082
Base per County =	\$	125,000	x 4
Available by ADMw			997,082

County	District	Resolution Plan ADMw w/ Growth	County Base	Allocation Outside of Base	Total 2019-20 Allocation Per County	Total 2018-19 Allocation Per County	Difference
Clatsop	Astoria	2,225.9					
	Jewell	280.1					
	Knappa	659.3					
	Seaside	1,927.9					
	Warrenton-Hammond	1,247.3					
	Total Clatsop County	6,340.5	\$ 125,000	\$ 125,324	\$ 250,324	\$ 247,453	\$ 2,871
Columbia	Clatskanie	942.9					
	Rainier	1,103.7					
	Scappoose	2,800.9					
	St. Helens	3,528.2					
	Vernonia	745.4					
	Total Columbia County	9,121.0	125,000	180,285	305,285	303,873	1,412
Tillamook	Neah-Kah-Nie	1,020.4					
	Nestucca Valley	668.1					
	Tillamook	2,592.7					
	Total Tillamook County	4,281.2	125,000	84,622	209,622	207,705	1,917
Washington	Banks	1,355.6					
	Forest Grove	7,631.0					
	Gaston	738.7					
	Sherwood	5,995.6					
	Tigard-Tualatin	14,981.1					
	Total Washington County	30,702.0	125,000	606,851	731,851	730,811	1,040
TOTAL		50,444.6	\$ 500,000	\$ 997,082	\$ 1,497,082	\$ 1,489,842	\$ 7,240

Proposed NWRESD 2019-20 Local Service Plan: Core Services Budget

<u>Program</u>	<u>2018-19 Adopted Budget</u>	<u>2019-20 Projected Budget</u>
Professional Learning Services		
Professional Development Strands	878,375	1,055,875
Professional Learning Services	\$ 878,375	\$ 1,055,875
Regional Innovations Fund	550,000	550,000
Technology		
Network Services	314,189	326,757
Help Desk	107,030	111,311
Application Support/Development	488,382	507,917
Technical Engineering Coop	407,218	423,507
Student Information System	827,121	860,206
Library Services	156,231	162,480
Total Technology Services	2,300,171	2,392,178
Miscellaneous Services		
Home School	14,280	15,000
Emergency Closure Network	10,500	10,500
County Allocations	1,489,589	1,497,082
Total Miscellaneous Services	1,514,369	1,522,582
Total Core Services	\$ 5,242,915	\$ 5,520,635
Amount Available for Core Services:		
Core Allocation	4,137,801	4,415,521
Beaverton and Hillsboro and District	849,424	849,424
Surplus/(Deficit)	\$ 255,690	\$ 255,690

**RESOLUTION AUTHORIZING
NWRESD LOCAL SERVICE PLAN FOR 2019-20**

BE IT RESOLVED by the Board of Directors of _____ School District in _____ County, Oregon, that for the nature and extent of Core Services, Service Credits, and the County Allocation Fund described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2019-20 school year.

ADOPTED this 22 day of January 2019.
ATTEST:

Becky Tymchuk
Board Chair

[Signature]
Superintendent

Please email or mail the signed document by March 1, 2019 to:

Lauren Slyh O'Driscoll
lslyh@nwresd.k12.or.us
Northwest Regional Education Service District
5825 NE Ray Circle
Hillsboro, Oregon 97124



APPOINTMENT OF CUSTODIANS OF SCHOOL FUNDS

POLICY ISSUE / SITUATION:

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall designate custodians of school funds.

BACKGROUND INFORMATION:

ORS 328.441(1) governs the appointment of custodians of school funds for Oregon school districts. A custodian of school funds receives, invests, and disburses school funds.

RECOMMENDATION:

It is recommended that the School Board approve the following resolution.

BE IT RESOLVED that, in accordance with the provisions of ORS 328.441, the School Board of Beaverton School District designates Donald Grotting as Superintendent; Gayellyn Jacobson, Chief Financial Officer; Jennifer Cuellar, Administrator for Fiscal Services; Jason Guchereau, Finance Manager and Craig Irwin, Treasury Specialist, as Custodians of School Funds for the 2018-19 fiscal year.

BE IT FURTHER RESOLVED that, in accordance with the provisions of ORS 328.445, School District obligations may be paid by check bearing the original signature of any Custodian of School Funds or the Custodian's facsimile signature. Alternatively, School District obligations may be paid by bank wire transfer.

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

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

Beaverton School District

Code: **JECA**
Adopted: 3/17/14
Revised/Readopted: 5/14/18
Orig. Code(s): JEC; JECA

Admission of Resident Students**

A student is considered to be a resident student if they reside permanently or continuously with a parent or person in a parental relationship within the district attendance area. School-age students between the ages of 5-19, who live within the district attendance area, shall be allowed to attend school without paying tuition.

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

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

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

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

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

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

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

Students who turn 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.

The district may admit otherwise eligible students who have not yet attained 21 years of age prior to the beginning of the current school year if they are receiving special education services and they have not earned received a regular ~~or a modified~~ diploma or has received a modified diploma, extended diploma, or an alternative certificate. These students may attend school without paying tuition for the remainder of the school year

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)

[ORS 327.006](#)

[ORS 336.092](#)

[ORS 339.115](#)

[ORS 339.125](#)

[ORS 339.133](#)

[ORS 339.134](#)

[ORS 433.267](#)

[OAR 581-022-2220](#)

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

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

Reporting Requirements Regarding Sexual Conduct with Students

Sexual conduct by district/school employees, contractors or agents¹ of the district, as defined by Oregon law and this policy, will not be tolerated. All district employees, contractors and agents of the district are subject to this policy.

The first two elements of the following definition will be considered sufficient cause for taking disciplinary action.

“Sexual conduct” as defined by Oregon law is any verbal or physical or other conduct by a school employee that is sexual in nature; directed toward a kindergarten through grade 12 student; unreasonably interferes with a student’s educational performance; and creates an intimidating, hostile or offensive educational environment. The definition for sexual conduct does not include behavior that would be considered child abuse as outlined by Oregon law and district Board policy JHFE and JHFE-AR(1) - Reporting of Suspected Abuse of a Child.

Any district/school employee, contractor, agent of the district, or volunteer who has reasonable cause to believe that another district/school employee, contractor, agent of the district or volunteer has engaged in sexual conduct with a student must immediately notify his/her immediate supervisor. The supervisor will begin an investigation and notify the designated human resource administrator as appropriate.

When the district receives a report of suspected sexual conduct by a district employee, the district may place the employee on paid administrative leave or in a position that does not involve direct, unsupervised contact with students, if available, while conducting an investigation. When the district receives a report of suspected sexual conduct by a contractor or agent of the district, the district may decide to suspend services of that contractor or place the agent in a position that does not involve direct, unsupervised contact with students while conducting an investigation. An investigation is a detailed inquiry into the factual allegations of a report of suspected sexual conduct that is based on interviews with the complainant, witnesses, and the district employee, the contractor, the agent of the district, or the student who is the subject of the report.

The investigation must meet any negotiated standards of an employment contract or agreement. If, following the investigation, the report is substantiated, the district will inform the district employee, contractor or agent of the district that the report has been substantiated and provide information regarding the appeal process. The district employee, contractor or agent of the district may appeal the district’s decision through an appeal process administered by a neutral third party. A substantiated

¹ An “agent” is a person authorized to act on behalf of another (called the principal) to create legal relations with a third party.

report means a report of abuse or sexual conduct ~~is one~~ that: a) is supported by reasonable evidence; and b) involves conduct that the educational provider determines is sufficiently serious to be documented in the employee's personnel file or the administrative file for the contractor or agent of the district. Notification to the Teacher Standards and Practices Commission (TSPC) will be made, as appropriate under Oregon law.

If the district employee, contractor or agent of the district decides not to appeal the determination or if the determination is sustained after an appeal, a record of the substantiated report will be placed in the employee's personnel file or in the administrative file for the contractor or agent of the district. The employee, contractor or agent of the district will be notified that this information may be disclosed to a potential employer. The district will not serve as a reference for a contractor or agent of the district that has a substantiated report.

The district will post in each school building the name and contact information of the person designated to receive sexual conduct reports, as well as the procedures the superintendent or designee will follow upon receipt of a report. In the event that the designated person is the suspected perpetrator, the superintendent or designee shall receive the report. When the superintendent or designee takes action on the report, the person who initiated the report must be notified. When the superintendent is the suspected perpetrator, the Board chair shall receive the report.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the complainant. If a student initiates a report of suspected sexual conduct by a district employee, a contractor, or an agent of the district in good faith, the student will not be disciplined by the Board or any district employee.

The district will provide annual training to district employees, parents and students regarding the prevention and identification of sexual conduct. The district will provide to employees, contractors or agents of the district at the time of hire a description of conduct that may constitute sexual conduct and a description of records subject to disclosure if a sexual conduct report is substantiated.

Educational providers shall follow hiring and reporting procedures as outlined in Oregon Revised Statute ORS 339.374 for all district employees.

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)

[ORS 418.746 - 418.751](#)

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

Every Student Succeeds Act, 20 U.S.C. § 7926 (2012)

Cross Reference(s):

GCAB - Personal Electronic Devices and Social Media - Staff

JHFE - Reporting of Suspected Abuse of a Child

Beaverton School District

Code: JN
• Adopted: 1/25/82
Readopted: 3/10/97,
5/9/05, 4/3/12
Orig. Code: 5135.1

STUDENT FEES

The Board recognizes the need for student fees to fund certain school activities, consistent with the provisions of Oregon Revised Statutes.

No student will be denied an education because of his/her inability to pay supplementary fees.

No student, however, is exempt from charges for lost or damaged books, locks, materials, supplies and equipment.

Fee structures and consequences of non-payment of fees will be communicated to the students and community annually.

In accordance with the law and Board policy, restrictions and/or penalties may be imposed until such fees, fines or charges are paid. Students or parents will receive written notice at least 10 days in advance of any restrictions and/or penalties to be imposed until the debt is paid. The notice will include the reason the student owes money to the district, an itemization of the fees, fines or damages owed and the right of parents to request a hearing. The district may pursue fees, fines, or damages owed through a private collection agency or other method available to the district. The district may waive fees, fines and charges if the student or parents cannot pay, the payment of the debt could impact the health and safety of the student or if the cost of collection would be more than the total collected or there are mitigating circumstances, as determined by the superintendent.

Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in Oregon Revised Statute 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Prior to collection of debts, the superintendent will ensure that notice has been provided as required by ORS 339.270.

~~Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.~~

~~Students or parents owing money to the District will receive written notice that includes the reason the student owes money to the District, and an itemization of the fees, fines or damages owed and the right to request a hearing.~~

END OF POLICY

Legal References:

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 339.115](#)
[ORS 339.155](#)
[ORS 339.270](#)

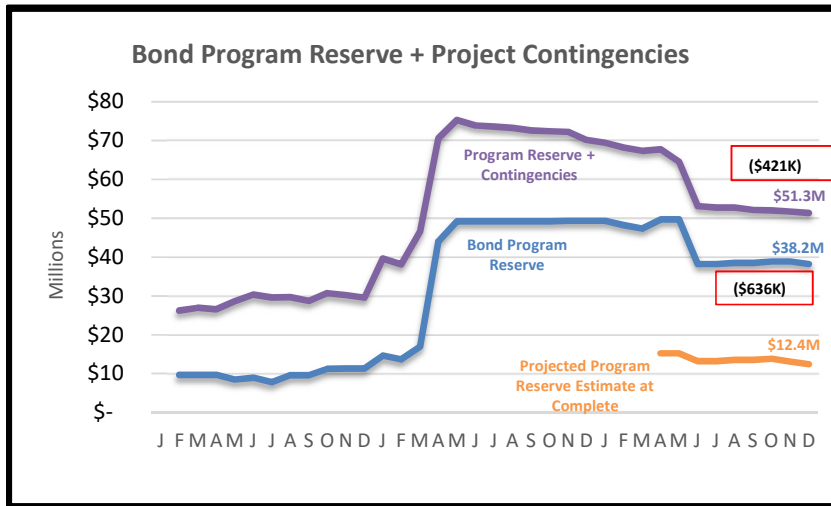
Policy JO - Education Records

Bond Program Status Report

Through December 2018

2014 Bond Program Executive Summary

December 2018



Overall Program Perspective

After considering options recommended by the BAC, the School Board resolved at their Business Meeting on Monday, December 17, 2018, that the Raleigh Hills K-8 Addition Project under the 2014 Capital Construction Bond was to be suspended indefinitely. The remainder of funds allocated to this project shall be preserved for future use at Raleigh Hills.

MWSDVE Change:

Consultants: -0.1%; Contractors: no change; Apprenticeship: no change

MWSDVE Participation:

Consultants: 13.6%; Contractors: 12.2%; Apprenticeship: 20%

Budget Perspective

This month the overall Program Reserve decreased by (\$636K), while the Reserve + Project Contingencies decreased by (\$421K). All projects remain within their current approved budgets. Primary cost events were:

- District-Wide Facility Repairs budget increased by \$650K to complete urgent repairs of Aloha-Huber Park's failing roof membrane. A budget transfer from the Program Reserve was approved by Deputy Superintendent Carl Mead on 12.13.18 in accordance with the 2014 Bond Program Cost Management and Control Plan.
- Sato's forecasted contingency increased by \$280K due to realized savings after a final cost reconciliation with the contractor.
- Highland Park HVAC's forecasted estimate at complete increased by \$1.3M based on SD estimates. Current scope and budget estimate are in line with previous HVAC projects. A future budget increase will be executed within the District-Wide Facilities Repair project once the bidding process is complete later this Spring.
- The Program Reserve received \$14K in additional ETO reimbursements.

Schedule Perspective

- Construction at William Walker continues. Precast panel and steel installation is underway and on track with the current project master schedule.
- The New K-5 Land Acquisition land deal in South Cooper Mountain has closed.
- The majority of the Classroom Door Locks hardware needed for all high schools has been ordered. BHS will be complete in January. SHS, SRHS, and WHS are on track to be completed in February. Staff is currently conducting surveys for the next group of schools. All schools should be complete by the end of 2019.

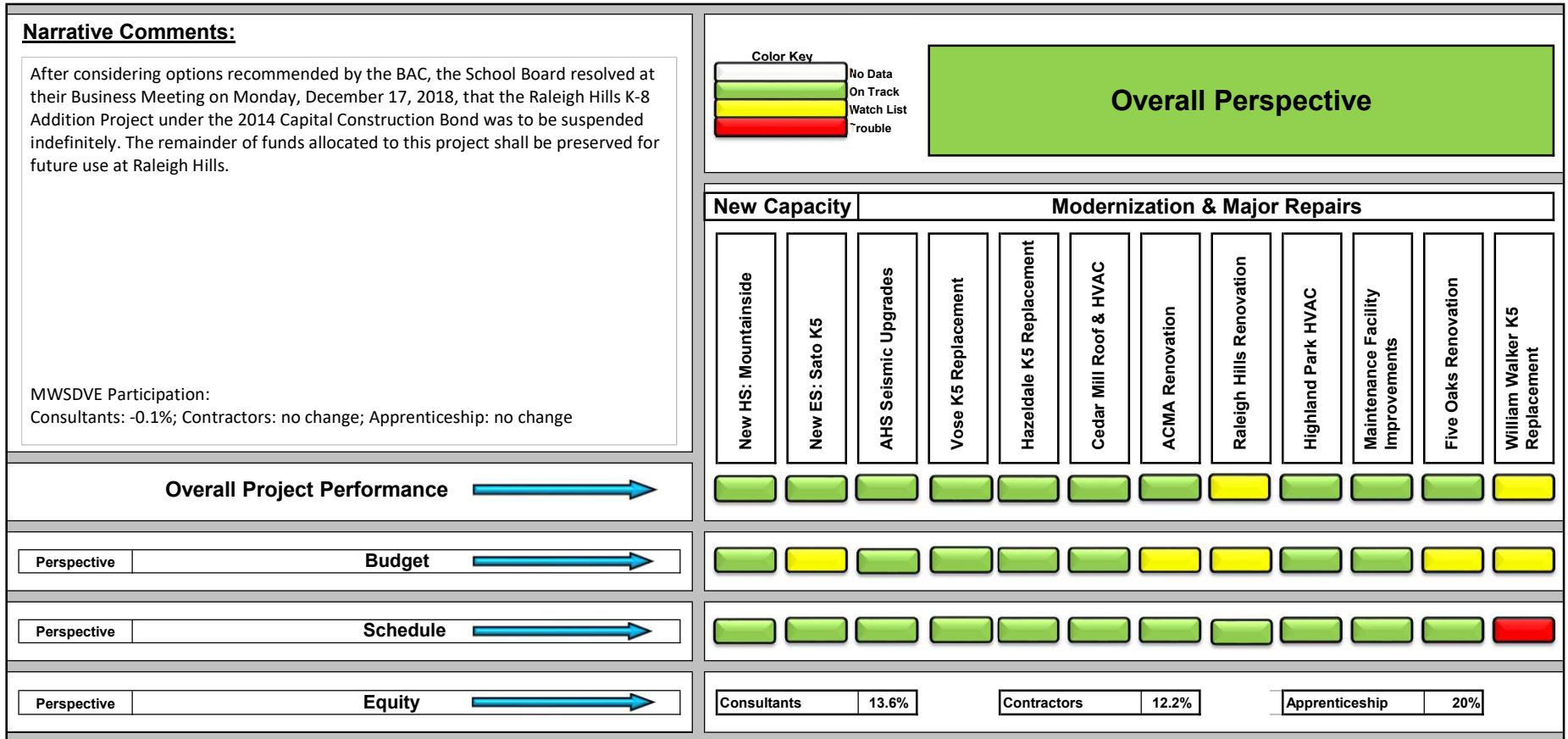
Bond Program Reserve = Funding available to the Bond Program but not yet allocated to a project

Project Contingencies = Funding contained within an approved project budget

Bond Program Funding Total	\$	802,659,361
Revised Approved Current Budget	- \$	764,446,531
Bond Program Reserve	\$	38,212,830
Bond Program Reserve	\$	38,212,830
Net Contingency Balance	+ \$	13,095,788
	\$	51,308,618
Bond Program Funding Total	\$	802,659,361
Program Estimate at Complete (EAC)	- \$	790,246,531
Projected Program Reserve Estimate at Complete	\$	12,412,829

2014 Bond Construction Program

Overall Performance December 2018 Report



2014 Bond Construction Program

Budget Perspective December 2018 Report

Narrative Comments:

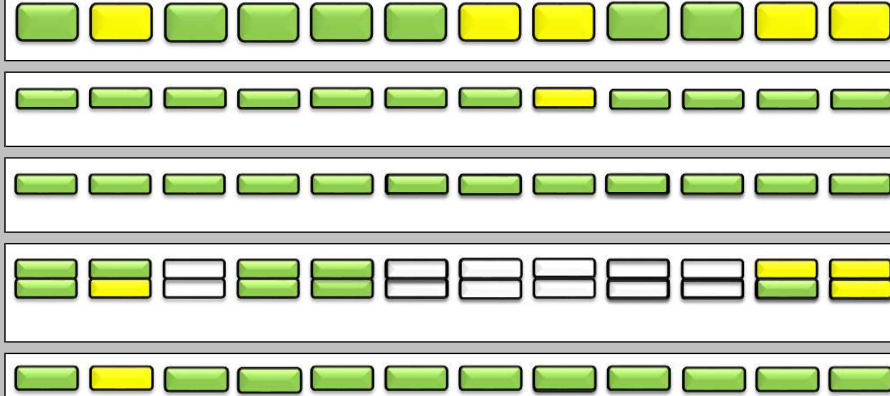
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New Capacity	Modernization & Major Repairs										
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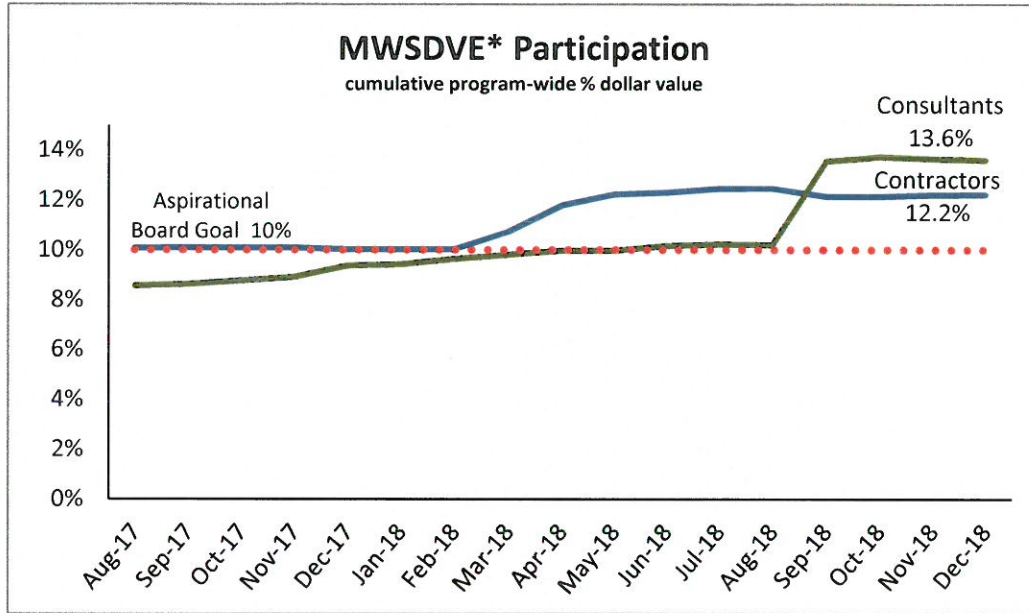
Mountainside High School	New ES: Sato K5	AHS Seismic Upgrades	Vose ES Replacement	Hazeldale ES Replacement	Cedar Mill Roof & HVAC	ACMA Renovation	Raleigh Hills Renovation	Highland Park HVAC	Maintenance Facility Improvements	Five Oaks Renovation	William Walker K5 Replacement
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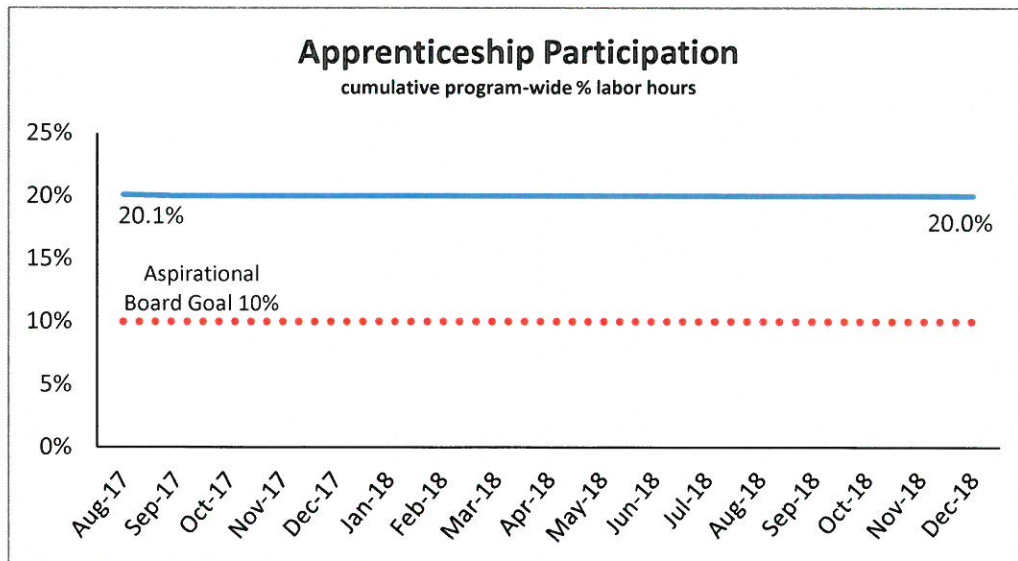
Strategic Objectives	Performance Measures	Performance Targets
Objective A Project Budget and Scope Aligned	1 Initial Cost Estimate of Approved Scope	Project Contingency > 10%
Objective B Planning & Design Costs within Budget	2 Planning & Design Costs	Within Budgeted Amount
Objective C Construction Costs within Budget	3 Construction Cost @ Contract Award or GMP	Project Contingency > 10%
	4 Construction Cost Current Estimate	Per Schedule
Objective D Project within Budget	5 Total Project Costs Within Budgeted Amount	Per Schedule

2014 Construction Bond Program

Equity Performance December 2018 Report



*Minority, Women and Service Disabled Veteran Owned Enterprises



2014 Bond Financial Summary

Overall Program Cost Forecast and Available Funding

Project List	Original Funding Allocations	Funding Increases Available to Bond Program	Construction Cost Updates & Escalated for Inflation	
ACMA Replacement	\$ 28,300,000		\$ 39,432,555	DD estimate 2018
AHS Title IX Compliance	\$ 2,000,000		\$ 3,453,433	Completed
Capital Center Improvements & Data Center	\$ 5,000,000		\$ 12,820,187	Completed
District-Wide ADA Compliance	\$ 2,000,000		\$ 2,000,000	
District-Wide Communication System	\$ 7,200,000		\$ 5,518,030	(eB 12/31/18 EAC)
District-Wide Facility Repairs	\$ 98,000,000	+\$650K	\$ 95,306,456	
District-Wide HVAC Controls	\$ 800,000		\$ 800,000	
Domestic / Fire Line Separation	\$ 800,000		\$ 977,120	
Five Oaks MS Renovation & Expansion	\$ 21,100,000		\$ 27,501,419	(eB 12/31/18 EAC)
Green Energy Technology	\$ 5,000,000		\$ -	
Hazeldale K-5 Replacement	\$ 24,600,000		\$ 34,256,091	(eB 12/31/18 EAC)
IT Data Center @ Capital Center	\$ 2,900,000		(Costs Moved to CC Project)	
Kitchen Improvements	\$ 800,000		\$ 977,120	
Land for new K-5 @ So. Cooper Mountain	\$ 3,000,000		\$ 7,800,000	(eB 12/31/18 EAC)
Maintenance Facility Improvements	\$ 10,000,000		\$ 11,263,990	(eB 12/31/18 EAC)
McKay ADA Improvements	\$ 400,000		\$ 634,540	Completed
New HS: Mountainside	\$ 109,000,000		\$ 184,735,294	(eB 12/31/18 EAC)
New ES: Sato K-5	\$ 25,000,000		\$ 38,575,000	(eB 12/31/18 EAC)
New MS @ Timberland	\$ 51,600,000		\$ 61,371,096	(eB 12/31/18 EAC)
Raleigh Hills K-8 Improvements	\$ 9,700,000		\$ 13,241,243	
Security Upgrades	\$ 10,000,000		\$ 14,601,033	School Board Approved \$4M increase, 6/18/18
Seismic Upgrades	\$ 4,200,000		\$ 14,709,740	School Board Approved \$5.45M increase, 6/18/18

Color Key

Final Cost Estimate	
Fixed Cost	
Estimate Update	(Based upon on-going work)
Inflation Projection	(Prior to work starting)

Abbreviations: RLB = Rider Levett Bucknall
 eB = eBuilder proj. mgmt info system
 EAC = \$ Estimate at proj. completion

2014 Bond Financial Summary

Overall Program Cost Forecast and Available Funding

Project List	Original Funding Allocations	Funding Increases Available to Bond Program	Construction Cost Updates & Escalated for Inflation	
SHS Title IX Compliance	\$ 2,000,000		\$ 4,285,317	Completed
Springville K-8 Improvements	\$ 2,000,000		\$ 510,016	Completed
Vose K-5 Replacement	\$ 24,800,000		\$ 33,977,390	(eB 12/31/18 EAC)
William Walker K-5 Replacement	\$ 24,600,000		\$ 36,684,200	(eB 12/31/18 EAC)
Added Projects	\$ -		\$ 4,016,433	School Board Approved \$2M increase, 6/18/18
Program Contingency	\$ 45,400,000			
Program Inflation	\$ 52,800,000			
Pre-Bond Expenditure Reimbursements	\$ 1,000,000		\$ 998,828	
Bond Management Costs	\$ 20,000,000		\$ 30,000,000	
Bond Issuance Costs	\$ 6,000,000		\$ 4,000,000	
Construction	\$ 600,000,000		\$ 684,446,531	
Learning Technology	\$ 56,000,000		\$ 56,000,000	
Critical Equipment	\$ 24,000,000		\$ 24,000,000	
Tech & Equip Subtotal	\$ 80,000,000		\$ 80,000,000	
Total Original Funding	\$ 680,000,000			
Total Cost Projection			\$ 764,446,531	
Bond Premium 1st Bond Sale		\$ 63,295,961		
Bond Premium 2nd Bond Sale		\$ 30,270,107		
Interest Earnings 1st Bond Sale		\$ 5,340,214		
Interest Earnings 2nd Bond Sale		\$ 9,539,685		
Other Additional Funding (see tab)	\$14K	\$ 14,213,394		
Additional Funding Subtotal		\$ 122,659,361		
Total Funding Available		\$ 802,659,361		
Total Cost Updates			\$ 764,446,531	(\$636K)
Funding Balance Vs. Cost Updates			61	\$ 38,212,830 Program Reserve

2014 Bond Financial Summary

Project List	Original Budget Allocations	Added Funding to Bond Program	Revised Approved Current Budget	Nov-18 Est @ Comp.	Dec-18 Est @ Comp.	Net Contingency Balance	
						\$	%
ACMA Replacement	\$ 28,300,000		\$ 39,432,555	\$ 39,432,555	\$ 39,432,555	\$ 2,592,518	7.0%
AHS Title IX Compliance	\$ 2,000,000		\$ 3,453,433	\$ 3,453,433	\$ 3,453,433	Completed; Final Cost	
Capital Center Improvements & Data Center	\$ 5,000,000		\$ 12,820,187	\$ 12,820,187	\$ 12,820,187	Completed; Final Cost	
District-Wide ADA Compliance		<div style="border: 1px solid red; padding: 5px;"> +\$650K Funds needed to complete urgent repair of Aloha-Huber Park's failing roof membrane. Budget transfer from Program Reserve approved by Deputy Superintendent Carl Mead on 12.13.18 in accordance with the 2014 Bond Program Cost Management and Control Plan. </div>	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000		
District-Wide Communication System			\$ 5,518,030	\$ 5,518,030	\$ 5,518,030		
District-Wide Facility Repairs			\$ 95,306,456	\$ 120,456,456	\$ 121,106,456		
District-Wide HVAC Controls			\$ 800,000	\$ 800,000	\$ 800,000		
Domestic / Fire Line Separation	\$ 800,000		\$ 977,120	\$ 977,120	\$ 977,120		
Five Oaks MS Renovation & Expansion	\$ 21,100,000		\$ 27,501,419	\$ 27,501,419	\$ 27,501,419	\$ 948,554	3.6%
Green Energy Technology	\$ 5,000,000		(Budget Moved to Other Projects)				
Hazeldale K-5 Replacement	\$ 24,600,000		\$ 34,256,091	\$ 34,256,091	\$ 34,256,091	\$ 2,404,811	7.6%
IT Data Center @ Capital Center	\$ 2,900,000		(Budget Moved to CC Project)				
Kitchen Improvements	\$ 800,000		\$ 977,120	\$ 977,120	\$ 977,120		
Land for new K-5 @ So. Cooper Mountain	\$ 3,000,000		\$ 7,800,000	\$ 7,800,000	\$ 7,800,000		0.0%
Maintenance Facility Improvements Phase-1	\$ 10,000,000		\$ 11,263,990	\$ 11,263,990	\$ 11,263,990	\$ 1,717,359	18.0%
McKay ADA Improvements	\$ 400,000		\$ 634,540	\$ 634,540	\$ 634,540	Completed; Final Cost	
New HS: Mountainside	\$ 109,000,000		\$ 184,735,294	\$ 184,735,294	\$ 184,735,294	\$ 1,019,836	0.6%
New ES: Sato K5	\$ 25,000,000		\$ 38,575,000	\$ 38,575,000	\$ 38,575,000	\$ 370,911	1.0%
New MS @ Timberland	\$ 51,600,000		\$ 61,371,096	\$ 61,371,096	\$ 61,371,096	\$ 266,115	0.4%
Raleigh Hills K-8 Improvements	\$ 9,700,000		\$ 13,241,243	\$ 13,241,243	\$ 13,241,243	\$ 1,988,544	17.7%
Security Upgrades	\$ 10,000,000		\$ 14,601,033	\$ 14,601,033	\$ 14,601,033		
Seismic Upgrades	\$ 4,200,000		\$ 14,709,740	\$ 14,709,740	\$ 14,709,740		

2014 Bond Financial Summary

Project List	Original Budget Allocations	Added Funding to Bond Program	Revised Approved Current Budget	Nov-18 Est @ Comp.	Dec-18 Est @ Comp.	Net Contingency Balance	
						\$	%
SHS Title IX Compliance	\$ 2,000,000		\$ 4,285,317	\$ 4,285,317	\$ 4,285,317	Completed; Final Cost	
Springville K-8 Improvements	\$ 2,000,000		\$ 510,016	\$ 510,016	\$ 510,016	Completed; Final Cost	
Vose K-5 Replacement	\$ 24,800,000		\$ 33,977,390	\$ 33,977,390	\$ 33,977,390	\$ 131,862	0.4%
William Walker K-5 Replacement	\$ 24,600,000		\$ 36,684,200	\$ 36,684,200	\$ 36,684,200	\$ 1,655,278	4.7%
Added Projects			\$ 4,016,433	\$ 4,016,433	\$ 4,016,433		
Program Contingency	\$ 45,400,000						
Program Inflation	\$ 52,800,000						
Pre-Bond Expenditure Reimbursements	\$ 1,000,000		\$ 998,828	\$ 998,828	\$ 998,828	Completed; Final Cost	
Bond Management Costs	\$ 20,000,000		\$ 30,000,000	\$ 30,000,000	\$ 30,000,000		
Bond Issuance Costs	\$ 6,000,000		\$ 4,000,000	\$ 4,000,000	\$ 4,000,000		
Construction	\$ 600,000,000		\$ 684,446,531	\$ 709,596,531	\$ 710,246,531		
Learning Technology	\$ 56,000,000		\$ 56,000,000	\$ 56,000,000	\$ 56,000,000		
Critical Equipment	\$ 24,000,000		\$ 24,000,000	\$ 24,000,000	\$ 24,000,000		
Tech & Equip Subtotal	\$ 80,000,000		\$ 80,000,000	\$ 80,000,000	\$ 80,000,000	+\$215K	
Grand Totals	\$ 680,000,000		\$ 764,446,531	\$ 789,596,531	\$ 790,246,531	\$ 13,095,788	
Bond Premium		\$ 93,566,068					
Interest Earnings		\$ 14,879,899					
Other Additional Funding (see Tab)		\$ 14,213,394					
Other Added Funding		\$ 122,659,361					
GRAND TOTAL 2014 BOND FUNDING		\$ 802,659,361		(\$636K)			
Program Reserve			\$38,212,830	\$ 13,062,829	\$ 12,412,829		(\$421K)
Program Reserve + Project Contingencies						\$ 51,308,618	

2014 Bond Program Financial Status Report Additional Funding Allocations

Additional Funding Allocations to Bond Program			
Source	Funding	Assigned to Projects	Assigned to Program Reserve
Remaining 2006 Bond Savings	\$ 576,615	Mountainside HS	
Capital Center Rent Revenue Balance	\$ 433,385	Mountainside HS	
Construction Excise Tax Revenue	\$ 1,130,655	Capital Center	
Construction Excise Tax Revenue forecasted to 2021	\$ 5,321,577		\$5,321,577
THPRD reimb.	\$ 449,783		\$ 449,783
SB 1149 reimb.	\$ 1,734,435	District-wide Repairs	
ETO reimb.	\$ 1,039,437	District-wide Repairs	\$ 1,020,495
Facility grants	\$ 3,027,507		\$ 3,027,507
Sato: TVWD Reimbursement	\$ 500,000	Sato K-5	
TOTAL	\$14,213,394		\$9,819,362

+\$14K

2014 Bond Program Financial Status Report Added Projects

Added Projects	Approved by	Original Budget	Revised Approved Current Budget		Nov-18 Est @ Comp.	Dec-18 Est @ Comp.	Net Contingency Balance	
	& Date						\$	%
Seclusion Rooms Alterations	Safety Comm 5/19/14		\$ 99,368		\$ 99,368	\$ 99,368	Completed	
Portable Relocations 2014	Sr LT 5/20/14		\$ 592,111		\$ 592,111	\$ 592,111	Completed	
Portable Relocations 2015	Sr LT 3/2015		\$ 294,257		\$ 294,257	\$ 294,257	Completed	
Title IX Projects - Group II	Sr LT 3/2015		\$ 1,030,697		\$ 1,030,697	\$ 1,030,697	Completed	
Classroom Door Locks	SB 6/18/18		\$ 2,000,000		\$ 2,000,000	\$ 2,000,000		
(Projects Financially Complete)								
Added Projects Total		\$ -	\$ 4,016,433				\$ -	

2014 Bond Program Financial Status Report District-Wide Repair Projects "The \$98M"

Project	Initial Budget	Revised Approved Current Budget	Nov-18 Est @ Comp.	Dec-18 Est @ Comp.	Net Contingency Balance		
	from BCA (Building Condition Assessment)				\$	%	
Completed Projects	\$ 9,135,577	\$ 20,330,965	\$ 20,330,965	\$ 20,330,965	Completed; Final Cost		
Beaverton Gym Ceiling and Truss Repair	\$ 117,392	\$ 1,438,410	\$ 1,438,410	\$ 1,438,410	\$ 71,461	5.2%	
Beaverton HS HVAC	\$ 3,900,000	\$ 3,873,377	\$ 3,873,377	\$ 3,873,377	\$ 142,261	3.8%	
Conestoga Plumbing & Water Int Repair	\$ -	\$ 3,317,235	\$ 3,317,235	\$ 3,317,235	\$ 70,524	2.2%	
District-Wide Auditorium Upgrades	\$ 4,384,538	\$ 4,992,098	\$ 6,563,549	\$ 6,563,549			
HVAC (BCA) 2017	\$ 1,141,574	\$ 1,141,574	\$ 1,141,574	\$ 1,141,574			
WHS Roof Replacement Phase I & 2	\$ 2,055,558	\$ 4,476,673	\$ 4,476,673	\$ 4,476,673	\$ 282,630	6.7%	
Merlo Station HVAC and Roofing	\$ 1,437,729	\$ 4,409,512	\$ 4,409,512	\$ 4,409,512	\$ 441,234	11.1%	
Ridgewood HVAC and Electrical	\$ 829,173	\$ 4,494,848	\$ 4,494,848	\$ 4,494,848	\$ 3,930	0.1%	
Sexton Mountain Roof	\$	+\$1.38M Forecasted project budget after receiving SD estimates		1,066,952	\$ 1,066,952	\$ 83,742	8.5%
HP/Whitford Electrical	\$		616,000	\$ 616,000	\$ 19,000	3.2%	
Bethany Repipe	\$ 1,200,000	\$ 1,200,000	\$ 1,200,000	\$ 1,200,000	\$ 116,467	10.7%	
Mountain View Roof	\$ 1,245,000	\$ 4,185,000	\$ 4,185,000	\$ 4,185,000	\$ 339,959	8.8%	
Cedar Mill Roof & HVAC	\$ 742,000	\$ 3,453,000	\$ 3,453,000	\$ 3,453,000	\$ 340,000	10.9%	
Highland Park HVAC	\$ 1,402,000	\$ 1,500,000	\$ 1,500,000	\$ 2,837,500	\$ 150,000	11.1%	
Highland Park Roof Replacement	\$ 808,000	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 70,079	2.9%	
HVAC Controls User Interface Upgrade	\$ 180,000	\$ 180,000	\$ 180,000	\$ 180,000			
West TV Roof Replacement	\$ 8,000	+\$650K Urgent repair of failing roof membrane		\$ 1,416,021	\$ 1,416,021	\$ 112,993	8.7%
Aloha-Huber Park Roof	\$ -	\$ 650,000	\$ -	\$ 650,000			
Maint Dept Repair & Improvement Projects*	\$ 5,386,128	\$ 5,386,128	\$ 5,383,641	\$ 5,386,128			
Repair Projects Total	\$ 39,811,430	\$ 70,627,793	\$ 71,546,758	\$ 73,536,744	\$ 2,244,280		
Repair Program Balance Available	\$ 58,188,571	\$ 24,678,663	\$ 23,759,698	\$ 21,769,712			
Repair Program EAC Balance			\$ 25,800,000	\$ 25,800,000			
Repair Program Budget (Less Transfers In/Out)	\$ 95,306,456	\$ 95,306,456	\$ 120,456,456	\$ 121,106,456			

*Budget and Est @ Comp. will increase each month as additional Maintenance Dept. managed Repair Projects are scheduled.

Transfer Tracking	
SHS Repairs	\$ (1,881,416)
SHS Emergency Elect	\$ 745,833
Capital Center Building Repairs	\$ (2,280,000)
Capital Center Building Repairs	\$ 1,090,725
Transfer From District Wide Communications System	\$ 81,970
SB 1149 Reimbursements	\$ 1,734,435
ETO Reimbursements	\$ 18,942
Additional Funding for Bethany Repipe - Approved 2.6.18	\$ 1,200,000
AHS Roofing transferred to AHS Seismic	\$ (4,053,000)
Door Replacement(s) transferred to Security Upgrades	\$ (1,033)
Additional Funding for AHP Roof - Approved 12.13.18	\$ 650,000
	\$ (2,693,544)
Balance	\$ 66,306,456

2014 Bond Program Financial Status Report Seismic Projects

Seismic Projects	Original Budget	Revised Approved Current Budget	Nov-18 Est @ Comp.	Dec-18 Est @ Comp.	Net Contingency Balance	
					\$	%
A/E Scoping/Surveys	\$ -	\$ 193,895	\$ 193,895	\$ 193,895	\$ -	0.0%
Aloha HS	\$ 1,732,898	\$ 12,201,642	\$ 12,201,642	\$ 12,201,642	\$ 1,220,165	11.1%
Beaver Acres ES	\$ 1,714,444	\$ 3,956,930	\$ 4,159,316	\$ 4,159,316	\$ -	0.0%
Beaverton HS	\$ 246,184	\$ 287,635	\$ 506,192	\$ 506,192	\$ -	0.0%
Cedar Mill ES	\$ 144,771	\$ 166,052	\$ 297,672	\$ 297,672	\$ -	0.0%
Cooper Mt. ES	\$ 361,703	\$ 426,131	\$ 743,716	\$ 743,716	\$ -	0.0%
(Projects Financially Complete)						
Seismic Projects Total	\$ 4,200,000	\$ 17,232,285	\$ 18,102,433	\$ 18,102,433		
TAPS Seismic Grant		\$ (22,545)	\$ (22,545)	\$ (22,545)		
AHS Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)		
Seismic Program Bond Cost Balance		\$ 14,709,740	\$ 15,579,888	\$ 15,579,888		
Seismic Program Less Transfers In/Out	\$ 14,709,740					
The current project budget is fixed at \$14,709,740, which may not match the current estimate at complete. Staff plan on pursuing additional Rehabilitation Grant funds, and there are additional funds/scope to be absorbed from the District-Wide Facility Repair project. Projections for additional funds will be forecasted at a later date (dependent on staff's confidence level) as the project moves between phases.						
<u>Transfer Tracking</u>						
Program Escalation	\$ 1,006,740					
AHS Roofing - From BCA	\$ 575,193					
Beaver Acres Roofing - From BCA	TBD					
AHS Roofing - Balance From BCA	\$ 3,477,807					
Program Reserve - Approved by School Board	\$ 5,450,000					
Net	\$ 10,509,740					
Balance		\$ 14,709,740				

2014 Bond
Learning Technology/Classroom Systems
and Critical Equipment Purchases
December 31, 2018 Report

Learning Technology/Classroom Systems - \$56 Million					
	% Complete	Project To Date Expenditures	2018-19 Budget	2018-19 Expenditures as of 12/31/18	Annual Description of Expenditures
Networking Upgrades \$9,132,995	56%	\$ 5,159,307	\$ 407,550	\$ 33,863	Enterprise wireless upgrades complete. Maintaining current capacity and addressing specific use cases.
Digital Curriculum Development \$5,348,843	58%	\$ 2,834,203	\$ 700,000	\$ 285,360	Salary for five curriculum developers (5.0 FTE); Payment for TeacherSource Enhancements on the professional development module and Lesson Plan design.
Future Ready Schools \$31,471,083	53%	\$ 16,517,522	\$ 5,680,409	\$ 526,847	Initial device deployment complete with Chromebooks 1:1 in grades 4-12 and iPads 3:1 in grades K-3. Evaluation process beginning to select devices for years 5-8 of the bond.
Technology Modernization \$2,961,479	50%	\$ 1,494,501	\$ 871,124	\$ 4,146	Data Center design complete and installation in process. Business Continuity process complete and working on yearly update. Security improvement implementation in process.
Other Technology/ Curriculum Projects \$7,085,600	95%	\$ 6,764,505	\$ -	\$ -	Completed Technology/Curriculum Projects. Includes: student laptop replacements in 2014-15, high school science technology in 2015-16, positive change grants 2014-15 through 2016-17.
Total	59%	\$ 32,770,038	\$ 7,659,083	\$ 850,216	
Total Bond Funds Remaining				\$ 23,229,962	

2014 Bond
Learning Technology/Classroom Systems
and Critical Equipment Purchases
December 31, 2018 Report

Critical Equipment - \$24 Million					
	% Complete	Project To Date Expenditures	2018-19 Budget	2018-19 Expenditures as of 12/31/18	Quarterly Description of Expenditures
Buses \$16,000,000	64%	\$ 10,239,231	\$ 2,032,080	\$ 26,252	Approximately \$2 million/year over eight years. In first year, \$4.25 million will be spent and \$2million/year will be spent in years two through seven. \$0 will be spent in the eighth year.
Copiers \$3,020,354	39%	\$ 1,181,383	\$ 338,972	\$ -	Approximately \$375,000/year over eight years.
Classroom Furniture \$3,225,179	43%	\$ 1,397,733	\$ 148,000	\$ -	Furniture, fixtures & equipment, including technology, for full day kindergarten and additional teachers K-5.
Athletic Equipment \$221,737	76%	\$ 167,764	\$ 143,128	\$ 89,155	Approximately \$100,000/year over three years beginning in year 2. \$75,970 was transferred in year 2 to the Scoreboard Replacements Project.
Maintenance Equipment \$600,000	71%	\$ 426,568	\$ 128,432	\$ 10,000	Approximately \$120,000/year over five years beginning in year 2. Year 2 will have \$185,000. Year 6 will only have \$55,000.
Early Learning Playground Equipment \$12,000	2%	\$ 9,366	\$ 12,000	\$ 9,366	Playground equipment for Early Learning program at five elementary schools.
Other Equipment Purchases \$920,730	100%	\$ 920,729	\$ -	\$ -	Other critical equipment purchases as needed. Purchase of \$15,000 towards new locker banks at Stoller in 14-15, \$250,000 towards new musical instruments in 14-15 and 15-16, \$184,050 for cafeteria table replacements in 15-16, \$344,973 for high school scoreboard replacements in 2015-16 and 2016-17, \$121,066 towards BSD's portion of shock pad installation at SW Quadrant Park with THPRD in 2016-17 and InTouch Printers in 2018.
Total	60%	\$ 14,342,774	\$ 2,802,612	\$ 134,773	
Total Bond Funds Remaining				\$ 9,657,226	

BOND PROGRAM CASH FLOW

\$ MILLION



Early Entrance**

At the time of initial enrollment, parents must verify the student's age by presentation of a birth certificate, hospital record, baptismal certificate or other documentation acceptable to the principal.

Kindergarten

Board Policy JEBA - Early Entrance indicates students may be enrolled in kindergarten if they are five years old on or before September 1. Exemptions for early entry to kindergarten will be made based on an analysis by a qualified professional of the student's intellectual functioning.

To be in compliance with the policy, the District will accept, at the parents' expense, district determined certain nationally standardized instruments administered and interpreted by a psychologist specially trained to understand and evaluate student growth and development. Testing needs to occur between June 1 and August 1 in order to ensure that the test report is received by Teaching and Learning prior to the deadline of 5:00 p.m. the second Friday in August.

Testing may be performed by a psychologist of the parent's choice, or from a list of qualified outside providers that the District has previously used. The psychologist will charge a fee for testing. If an interpreter is needed, the District can make arrangements for that service at the parents' expense. If financial need is established, District assistance will be provided.

In order to qualify for early entry, the student:

1. Must be five years old as of ~~midnight~~, October 1st to apply for the evaluation procedure and consideration for early kindergarten enrollment;
2. Must achieve a score on the intellectual functioning measure which places the student at or above the 97th percentile.

The examiner will provide all the testing data, as well as any observation data, to the parents, and with written consent, to Teaching and Learning. Teaching and Learning will make the final decision on early kindergarten entrance based on the available data.

A student who is granted early entry into kindergarten as a result of this process will have her/his progress monitored during the first six to nine weeks. Continuation or discontinuation in the kindergarten program will depend upon the progress the student has made during that time. Data presented to the principal will include information from the student's teacher. The decision relative to continuation or discontinuation will be the responsibility of the principal. The principal's decision will be final with no appeal.

First Grade

If a request is made to enroll a student in first grade who does not meet the requirements identified in Board Policy JEBA - Early Entrance, the student will be assigned to kindergarten. An assessment of the student's progress will be made no later than the end of the first grading period. Based on the data available and after a conference with the parents/guardians to discuss the data, the principal will determine whether to maintain the student in kindergarten or accelerate him/her to the first grade. The decision of the principal is final. Provisions of Administrative Regulation IKE-AR - Promotion and Retention of Students regarding acceleration will be followed.

If a student is six years old but comes without a successful kindergarten experience, the principal will confer with the parents/guardians to determine whether the student should be assigned to first grade or assigned to kindergarten for assessment. If assigned to kindergarten, an assessment will be completed no later than the end of the first grading period. Based on the assessment, the principal will confer with the parents/guardians before making a decision concerning acceleration to first grade. The decision of the principal is final.