



 AGENDA

I. SCHOOL BOARD/BEAVERTON STUDENT ADVISORY MEETING	5:30 - 6:30 p.m.	
Becky Tymchuk		
II. 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 - Presidential Award for Excellence in Science Teaching - Carol Biskupic-Knight		
III. BOARD PROCEDURES	6:45 - 6:50 p.m.	
Becky Tymchuk		
IV. PUBLIC PARTICIPATION	6:50 - 7:30 p.m.	
Public Comments		
V. REPORTS	7:30 - 8:00 p.m.	
A. Superintendent Comments		4
Don Grotting		
a. Introduction of Mike Schofield, Associate Supt. of Business Services		
Don Grotting		
B. School Board Presentations		
a. Sexton Mountain Elementary School		5
Cherie Reese		
b. Springville Elementary School		9
Robin Kobrowski		
C. Financial Update		12
Jason Guchereau		
D. Student Success Act HB3427 Update		18
Maureen Wheeler, Ginny Hansmann & David Williams		
E. 2019 - 2020 School Year Enrollment Update		39
Carl Mead		
VI. BREAK	8:00 - 8:10 p.m.	
VII. ACTION ITEMS	8:10 - 8:30 p.m.	
A. Appoint Budget Committee Members to Fill Vacancies		50
Carl Mead		
B. 2019 OSBA Elections		53
Becky Tymchuk		
C. Superintendent's Contract Approval		54
Becky Tymchuk		
D. Consent Agenda		
Becky Tymchuk		
a. Personnel		
b. Approval of School Board Meeting Minutes		61
c. Grant Report		
VIII. BOARD COMMUNICATION	8:30 - 8:40 p.m.	
A. Individual School Board Member Comments		

Board Members

IX. CLOSING COMMENTS/ADJOURN

8:40 - 8:45 p.m.

Becky Tymchuk & Don Grotting

X. INFORMATION ITEMS

A. School Board Planning Committee Notes

85



WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

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 recognition exemplifies the Pillar of Excellence.

BACKGROUND INFORMATION

WE Expect Excellence: Presidential Award for Excellence in Science Teaching – Carol Biskupic Knight
With 39 years of experience in the field of education, Carol has an in-depth and integral understanding of the needs of classroom students and teachers. Her knowledge and experience in curriculum and instruction brings a love and foundational understanding of effective science teaching, especially at the elementary level.

Carol was part of the national and state level Next Generation Science Standards (NGSS) review and implementation teams and has developed professional development coursework, workshops and trainings for classroom teachers and informal educators on understanding and aligning instruction to the NGSS standards.

Her current position as a 4th grade teacher at Sato Elementary School allows her to work with both teachers and students using the wonder of science and STEAM to engage students in a meaningful pursuit of knowledge and provide the impetus needed to promote literacy and language that is such a key focus at the elementary level.

The Presidential Award is the nation's highest honor for teachers of mathematics and science. Awardees serve as models for their colleagues, inspiration to their communities, and leaders in the improvement of mathematics and science education.

Congratulations, Carol!

RECOMMENDATION

It is recommended that the School Board recognize Carol Biskupic Knight.



SUPERINTENDENT'S REPORT

OSBA Conference

Over the past few days our School Board and some staff were able to attend the Oregon School Board's Conference where School Board members from Oregon's 197 districts come together to learn and share the successes and challenges taking place in our public schools. There were experts across several areas presenting and sharing research and strategies to improve our education environment. Beaverton was well represented with Maureen Wheeler our Communication Director presenting on the Student Success Act and the process and steps Beaverton is taking to engage our community and meet the requirements of the legislation. David Williams, our Government Affairs specialist presented on legislative advocacy for Board members.

Board member, Donna Tyner, facilitated and led a conversation regarding biases and racism taking place in our schools. We had three African American students from Westview High School sharing their stories involving implicit bias and racism taking place in our schools and strategies to address these issues.

Implementation of the Student Success Act

Later in our Board meeting you will hear from some of our Student Success Act planning team regarding our progress. We will also be provided technical assistance from our ESD with Rob Saxton and Megan Irwin working in consultant roles.

Congratulations Athletic Playoff Teams

Congratulations to all of our fall sport athletic teams. Mountainside Girls' Soccer Team played for the State Championship against Jesuit. The Mountainside Football team will play Barlow High School on Friday night after upsetting Tigard, the number one team in the State. In addition to doing well in competition, several of our teams have been recognized for their sportsmanship.

Mental Health Task Forces

I am working with Danielle Hudson, our Administrator for Student Services to create three task forces to research, discuss, and make recommendations in the area of mental health and behavior at the elementary middle, and high school levels. Members will include teachers, specialists, administrators, and other experts in the field.

Hiring of Mike Schofield as Associate Superintendent of Business Services

The Beaverton School District has hired Mike Schofield as our new Associate Superintendent of Business Services. Mike has extensive and successful experiences as a CFO in multiple school districts. He has led several successful bond campaigns and is well respected throughout the entire state in regards to school finance.

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

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



SCHOOL REPORT

School: Sexton Mountain Elementary

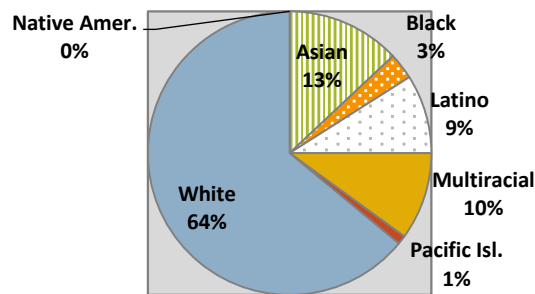
Principal: Cherie Reese

Years as School Principal: 2

Years in BSD: 23

School Demographics 2018-19

Enrollment: 550
Economically Disadvantaged: 19%
Students with Disabilities: 12%
Ever English Language Learner: 11%
Different Languages Spoken: 26



School Metrics

Kindergarten Readiness

Letter Names*	16-17	17-18	18-19	Early Mathematics	16-17	17-18	18-19
All Students	38.9	40.3	36.2	All Students	10.5	12.9	11.8
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			
Letter Sounds	16-17	17-18	18-19	Approaches to Learning	16-17	17-18	18-19
All Students	15.9	16.5	14.0	All Students	4.0	3.7	3.8
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			

* Combined results for uppercase and lowercase letter assessments.

College Readiness

Grade 3 English Language Arts	16-17	17-18	18-19	Grade 3 Mathematics	16-17	17-18	18-19
All Students	72%	63%	61%	All Students	85%	66%	69%
Economically Disadvantaged	70%			Economically Disadvantaged	80%		
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			

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

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Hispanic/Latino				Hispanic/Latino			
White	77%	67%	65%	White	90%	74%	70%
Multi-racial				Multi-racial			
Male	73%	58%	52%	Male	85%	74%	76%
Female	72%	67%	70%	Female	85%	61%	61%

Grade 5 English Language Arts	16-17	17-18	18-19	Grade 5 Mathematics	16-17	17-18	18-19
All Students	72%	77%	77%	All Students	69%	57%	70%
Economically Disadvantaged			74%	Economically Disadvantaged			65%
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino				Hispanic/Latino			
White	75%	80%	80%	White	72%	65%	76%
Multi-racial				Multi-racial			
Male	71%	67%	71%	Male	71%	47%	69%
Female	74%	84%	82%	Female	67%	63%	71%

Growth English Language Arts	16-17	17-18	18-19	Growth Mathematics	16-17	17-18	18-19
All Students	50%	63%	62%	All Students	55%	59%	64%
Economically Disadvantaged	57%	50%	50%	Economically Disadvantaged	48%	46%	61%
English Language Learners			67%	English Language Learners			67%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities			48%	Students with Disabilities			52%
Talented and Gifted	59%	48%	69%	Talented and Gifted	69%	75%	72%
Asian	52%	60%	58%	Asian	52%	68%	69%
Hispanic/Latino				Hispanic/Latino			
White	53%	65%	63%	White	61%	63%	65%
Multi-racial				Multi-racial			
Male	48%	58%	61%	Male	59%	63%	63%
Female	52%	67%	63%	Female	51%	56%	65%

2018-19 Participation Rates

Smarter Balanced ELA: **99%**

Smarter Balanced Math: **99%**

Student Survey: **99%**

Absence and Exclusion Measures	16-17	17-18	18-19	Annual Survey Responses	16-17	17-18	18-19
Students missing fewer than 10 days of school	74%	74%	70%	Students reporting that at least one adult cares about them	92%	91%	89%
Students missing class due to suspensions or expulsion	0	7	6	Parents reporting they feel informed and valued as active partners in their child's education	82%	75%	69%
Number of class days missed due to suspensions or expulsion	0	14.5	19.0	Teachers and staff reporting they contribute to school decision making	90%	79%	

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

Successes:

The test metrics for Sexton Mountain reflect the hard work of staff and students in the area of math. Our overall math achievement shows a 4 % increase. The staff used the ESSA Accountability Details Report to go deeper into the data to reflect on the performance of our subgroups. The test results show an increase in scores for growth data in every subgroup for Math. Math academic achievement scores increased for all subgroups with the exception of English language learners and Asian students. These scores reflect the school wide focus last year on implementing a math workshop model K-5. Our Math TOSA, and Math Studio teachers helped to guide us through a year of professional development on Number talks, launching lessons, conferring, assessment, and Math Congress. Teachers had the opportunity to observe the Math TOSA doing demonstration lessons in their classroom. They collaborated on lessons and debriefed on successes and challenges. I was able to visit classrooms and give feedback and support in the area of Math.

Challenges:

I believe Sexton Mountain has an opportunity to improve our English language art scores. Students with disabilities and Black/African American subgroups each increased in their Academic achievement scores. However they are still at a level 2 and scoring below their peer groups. English language learners increased in their growth scores but remained at level 2 in achievement. Another area of concern is behavior and self-regulation in students. As a staff, we are working to teach students social emotional skills. A handful of students have needs that surpass our building resources. We have created specific behavior support plans to avoid room clears unless necessary. This allows learning to continue for the other students in the classroom. The long term educational impact of the student being removed to regulate themselves concerns me.

Action Plan:

After reviewing the data our school leadership team focused on three goals to address areas we would like to see growth this next year.

Equity Goal

Increase instruction time for all students including the subgroups. This goal was set to eliminate exclusionary practices and support closing the academic gap based on instructional minutes.

Key Strategies:

- Decrease suspensions
- Decrease room clears
- School wide instruction in SEL strategies: Kelso's wheel, community circles, zones of regulation, calm corners
- EL consulting model
- Intervention services push in model
- Interdisciplinary meetings to craft individual student support plan with parent involvement
- Accessing district social worker
- Collaborating with outside providers to align strategies for individual students
- Developing common language and knowledge for self-regulation strategies to be used throughout the building

Academic Excellence Goal

Increase the level of implementation and consistency of the math curriculum as measured by the Oregon State test (OSAS) for students in the following subgroups:

- *Students with disabilities move from a level 2 to a level 3 math achievement
- * Black/African American from level 1 to a level 2 in math growth

Key Strategies:

- Workshop model
- Using Assessments to guide instruction
- Learn about math progressions
- Collaborate with our Math TOSA
- Participate in several lesson studies throughout the year
- Formative assessments used to guide small group instruction
- Principal feedback on classroom visits highlighting high leverage practices from the 5D

Collaboration Goal:

Teachers will collaborate around Lucy Calkins Units of Study. They are reporting students are struggling to accurately demonstrate their thinking in written form. Staff will take multiple steps to support students in developing their writing.

Key Strategies:

- Thin slice (writing) process will guide grade level teams in supporting writers
- Vertical teams will align the needs and trajectory of students
- Book club for writing conferring
- Planning writing celebrations
- Conferring and setting individualized goals for students
- PD focused on implementation and alignment of writing curriculum
- Principal feedback on classroom visits highlighting high leverage strategies from the 5D



SCHOOL REPORT

School: Springville K-8 School

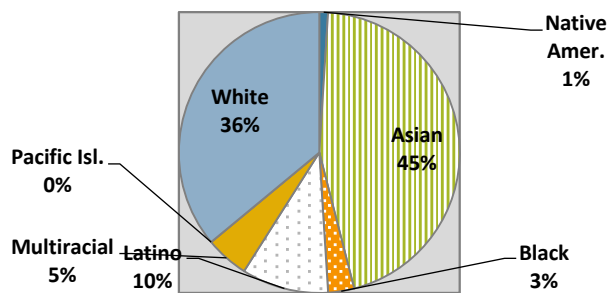
Principal: Robin Kobrowski

Years as School Principal: 4

Years in BSD: 25

School Demographics 2018-19

Enrollment: 868
Economically Disadvantaged: 16%
Students with Disabilities: 11%
Ever English Language Learner: 20%
Different Languages Spoken: 32



School Metrics

Kindergarten Readiness

Letter Names*	16-17	17-18	18-19	Early Mathematics	16-17	17-18	18-19
All Students	43.5	43.7	42.4	All Students	11.6	13.9	14.1
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners	37.7	39.1		English Language Learners	10.1	13.4	
Students with Disabilities				Students with Disabilities			
Letter Sounds	16-17	17-18	18-19	Approaches to Learning	16-17	17-18	18-19
All Students	18.2	18.2	17.5	All Students	3.5	3.9	3.9
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners	14.8	14.8		English Language Learners	3.5	3.8	
Students with Disabilities				Students with Disabilities			

* Combined results for uppercase and lowercase letter assessments.

College Readiness

Grade 3 English Language Arts	16-17	17-18	18-19	Grade 3 Mathematics	16-17	17-18	18-19
All Students	74%	78%	73%	All Students	76%	81%	86%
Economically Disadvantaged	59%			Economically Disadvantaged	67%		
English Language Learners	46%		55%	English Language Learners	62%		86%
Ever English Language Learners	50%		55%	Ever English Language Learners	62%		86%
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted	>95%	>95%	
Asian	84%	94%	77%	Asian	94%	>95%	92%
Hispanic/Latino				Hispanic/Latino			

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White	73%	75%		White	73%	72%	
Multi-racial				Multi-racial			
Male	74%	71%	57%	Male	77%	79%	79%
Female	74%	88%	87%	Female	75%	83%	92%

Grade 5 English Language Arts	16-17	17-18	18-19	Grade 5 Mathematics	16-17	17-18	18-19
All Students	74%	74%	84%	All Students	75%	73%	72%
Economically Disadvantaged	35%		75%	Economically Disadvantaged	40%		
English Language Learners		58%	73%	English Language Learners		76%	63%
Ever English Language Learners	52%	62%	74%	Ever English Language Learners	72%	79%	64%
Students with Disabilities				Students with Disabilities			
Talented and Gifted	>95%	>95%	>95%	Talented and Gifted	>95%	>95%	>95%
Asian	87%	82%	89%	Asian	93%	92%	86%
Hispanic/Latino				Hispanic/Latino			
White	71%	70%	78%	White	66%	62%	62%
Multi-racial				Multi-racial			
Male	61%	70%	85%	Male	71%	74%	68%
Female	84%	78%	84%	Female	78%	72%	76%

Grade 8 English Language Arts	16-17	17-18	18-19	Grade 8 Mathematics	16-17	17-18	18-19
All Students	67%	67%	80%	All Students	65%	57%	75%
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino				Hispanic/Latino			
White	79%	71%	83%	White	76%	61%	74%
Multi-racial				Multi-racial			
Male	65%	62%	71%	Male	69%	52%	71%
Female	69%	70%	87%	Female	62%	61%	77%

Growth English Language Arts	16-17	17-18	18-19	Growth Mathematics	16-17	17-18	18-19
All Students	55%	60%	54%	All Students	62%	65%	64%
Economically Disadvantaged	41%	63%	35%	Economically Disadvantaged	41%	53%	57%
English Language Learners	52%	57%	58%	English Language Learners	41%	48%	65%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	26%	58%	41%	Students with Disabilities	40%	49%	43%
Talented and Gifted	64%	55%	69%	Talented and Gifted	67%	75%	64%
Asian	66%	71%	61%	Asian	73%	76%	68%
Hispanic/Latino	51%	61%	49%	Hispanic/Latino	44%	58%	60%
White	49%	53%	55%	White	59%	59%	61%
Multi-racial	50%	64%	29%	Multi-racial	64%	68%	63%
Male	53%	64%	60%	Male	63%	65%	61%
Female	57%	55%	48%	Female	60%	65%	67%

2018-19 Participation Rates

Smarter Balanced ELA: **98%**

Smarter Balanced Math: **98%**

Student Survey: **78%**

Absence and Exclusion Measures	16-17	17-18	18-19	Annual Survey Responses	16-17	17-18	18-19
Students missing fewer than 10 days of school	77%	72%	67%	Students reporting that at least one adult cares about them	81%	84%	89%
Students missing class due to suspensions or expulsion	15	19	19	Parents reporting they feel informed and valued as active partners in their child's education	82%	84%	84%
Number of class days missed due to suspensions or expulsion	37.5	28	78.5	Teachers and staff reporting they contribute to school decision making	73%	78%	70%

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

Successes:

In looking at the metrics over the last three years, we are most proud of the progress we can see in ELA achievement, specifically in Grade 5 and Grade 8. Our EL Work Plan and our School Learning Plan focus on strategies to support core reading and writing instruction with the new district adopted curriculum. This has been intentional work to build together our EL Education program and district adopted curriculum. Additionally, we have redesigned our intervention system to serve our struggling readers both inside and outside the classroom.

We have worked to build a culture of literacy in our school in several ways. First, we have a schoolwide literacy committee that supports professional learning for teachers in reading and writing instruction. Second, we have aligned the efforts of our Parent Teacher Organization to promote our schoolwide literacy work. They fundraised \$30,000 for books for classroom libraries this year and have co-sponsored a Literacy Night for families. And finally, this year our K-2 classrooms are implementing integrated ELD with the literacy block.

Challenges:

In reviewing the metrics over the last three years, we are most concerned with ELA Growth for all students and most specifically, students with disabilities and students that are economically disadvantaged. Although our growth in Math shows similar trends to ELA, it is not showing the same level of decline. Additionally, we believe increasing growth in ELA will have an impact on student growth in Math.

We have had continued concerns about students with disabilities as this has been our lowest performing subgroup for a number of years. This prompted specific planning with our special education team. We have worked to build collaboration between our learning specialists and classroom teachers. We have also been studying instruction with the Resource Room as well as curriculum used with these students.

Action Plan:

Three years ago, we began a process with our leadership team to review schoolwide data that included both quantitative and qualitative data. As a school team, we drafted a multi-year school improvement plan that aligns goals, priorities, and strategies and documents evidence of attainment over time in partnership with EL Education. Our EL Work Plan is a three-year improvement plan, spanning 2018-2021, that focuses on Mastery of Knowledge and Skills, Character Education, and High-Quality Work. These are foundational to EL Education and to the philosophy at Springville.

Within the EL Work Plan, we have an intentional focus on struggling readers which includes students with disabilities and students who are economically disadvantaged. We have defined Tiers of Reading Instruction and Support for all students but also defines interventions in the classroom as well as with specialists. Additionally, the plan defines learning targets for teachers focused on building their skills in instructing reading and writing with targeted professional development. Our goal is to be focused in order to see gains that will result in powerful readers and writers.

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For the Period Ended October 31, 2019
(\$ in millions)

	Budget			Activity			
	Adopted Budget	Final Budget	Working Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
REVENUES:							
Beginning Fund Balance	\$ 16.9	\$ 16.9	\$ 16.9	\$ 16.9	\$ -	\$ 16.9	\$ 16.9
State School Fund:							
State School Fund	276.0	276.0	276.0	114.3	-	114.3	276.0
Property Taxes	143.0	143.0	143.0	0.4	-	0.4	143.0
Common School Fund	3.9	3.9	3.9	-	-	-	3.9
County School Fund	0.6	0.6	0.6	0.5	-	0.5	0.6
Local Option Levy	35.0	35.0	35.0	0.1	-	0.1	35.0
Investment Earnings	1.8	1.8	1.8	-	-	-	1.8
NWRESD Appointment	11.4	11.4	11.4	-	-	-	11.4
Transfers In	18.4	18.4	18.4	18.4	-	18.4	18.4
Other	8.6	8.6	8.6	1.8	-	1.8	8.6
Total	\$ 515.6	\$ 515.6	\$ 515.6	\$ 152.4	\$ -	\$ 152.4	\$ 515.6
EXPENDITURES:							
Salaries	\$ 267.9	\$ 267.9	\$ 269.8	\$ 67.1	\$ -	\$ 67.1	\$ 269.8
Benefits	172.7	172.7	173.5	42.4	-	42.4	172.1
Purchased services	28.0	28.0	29.9	6.4	14.0	20.4	29.9
Supplies & materials	14.6	14.6	14.1	4.2	2.3	6.5	14.1
Capital outlay	0.7	0.7	0.7	0.3	0.3	0.6	0.7
Other	2.4	2.4	2.4	1.3	0.1	1.4	2.4
Transfers out	4.3	4.3	4.3	1.5	-	1.5	4.3
Contingency	25.0	25.0	25.0	-	-	-	25.0
Total	\$ 515.6	\$ 515.6	\$ 519.7	\$ 123.2	\$ 16.7	\$ 139.9	\$ 518.3
Projected Surplus / (Deficit) Balance			\$ (4.1)	\$ (2.7)			
Projected Ending Fund Balance							\$ 22.3
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2020 *							4.3%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund		\$ 22.2	4.2%
Local Option Levy Fund		0.1	0.1%

	Budget			Activity			
	Adopted Budget	Final Budget	Working Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:							
Instruction	\$ 305.1	\$ 305.1	\$ 309.0	\$ 73.1	\$ 4.5	\$ 77.6	\$ 308.1
Support Services	179.4	179.4	179.6	47.6	11.9	59.5	179.1
Enterprise & Community Svc	0.3	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	0.1	-	-	-	0.1
Other Uses	5.7	5.7	5.7	2.5	0.3	2.8	5.7
Contingencies	25.0	25.0	25.0	-	-	-	25.0
Total	\$ 515.6	\$ 515.6	\$ 519.7	\$ 123.2	\$ 16.7	\$ 139.9	\$ 518.3

Adjustments in Year-End Forecast:

- * Benefits were reduced by \$2.1 million due to a Regence experience refund to the District.
- * Benefits were increased by \$0.7 million due to increase reserve requirements by the District health services.

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
For the Period Ended October 31, 2019

Funds	Final Budget	YTD Revenue	YTD Expenditures	Encumb.	YTD Expenditures & Encumb.	Expenditure Budget Variance		Fund Balance
	(Incl Beg Fund Bal)	(Incl Beg Fund Bal)	(Inc transfers out)		Encumb.	\$	%	
Student Body Fund	\$ 10,700,000	\$ 7,054,036	\$ 97,443	\$ 88,320	\$ 185,763	\$ (10,514,237)	1.74%	\$ 6,868,273
Special Purpose Fund	9,160,000	2,470,709	1,496,866	238,157	1,735,023	(7,424,977)	18.94%	735,686
Categorical	4,025,000	2,735,228	218,729	245,419	464,148	(3,560,852)	11.53%	2,271,080
Grant Fund	57,497,749	4,707,118	7,326,529	1,738,721	9,065,250	(48,432,499)	15.77%	(4,358,132)
Equipment Replacement Fund	4,048,000	3,683,371	1,278,025	70,221	1,348,246	(2,699,754)	33.31%	2,335,125
Sustainability Fund	22,236,279	22,236,279	18,413,036	-	18,413,036	(3,823,243)	82.81%	3,823,243
Nutrition Services Fund	18,766,435	4,913,673	3,398,873	3,674,310	7,073,183	(11,693,252)	37.69%	(2,159,510)
Debt Service Fund	85,461,801	10,493,593	-	-	-	(85,461,801)	0.00%	10,493,593
Capital Projects Fund	244,134,000	212,520,025	30,775,734	49,649,285	80,425,019	(163,708,981)	32.94%	132,095,006
Insurance Reserve Fund	6,825,667	2,612,741	2,109,433	926,216	3,035,649	(3,790,018)	44.47%	(422,908)
Workers' Compensation Fund	3,828,815	2,592,321	912,029	87,082	999,111	(2,829,704)	26.09%	1,593,210
Scholarship Fund	450,000	387,814	20,250	13,250	33,500	(416,500)	7.44%	354,314
Total	\$ 467,133,746	\$ 276,406,908	\$ 66,046,947	\$ 56,730,981	\$ 122,777,928	\$ (344,355,818)		\$ 153,628,980



BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2019-20
As of 10/31/19

School	Budgeted Enrollment	9/30/19 Enrollment	Enrollment Change	Budget		Actual		Increase
				Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
Aloha Huber (K-8)	907	893	(14)	35.3	40.3	34.5	39.5	
Barnes	624	590	(34)	23.3	27.3	24.5	28.5	
Beaver Acres	707	737	30	27.5	32.5	27.5	32.5	
Bethany	531	528	(3)	20.5	24.5	19.7	23.7	
Bonny Slope	665	655	(10)	26.5	31.5	25.5	30.5	
Cedar Mill	421	428	7	15.5	20.5	15.5	20.5	
Chehalem	469	480	11	18.5	22.5	18.5	22.5	
Cooper Mountain	454	486	32	18.5	21.5	18.5	21.5	
Elmonica	582	550	(32)	21.5	25.5	21.5	25.5	
Errol Hassell	436	426	(10)	15.5	20.5	15.5	20.5	
Findley	643	636	(7)	25.5	29.5	24.5	28.5	
Fir Grove	362	387	25	13.5	17.5	14.4	18.4	
Greenway	320	325	5	12.3	15.3	12.4	15.4	
Hazeldale	437	485	48	17.5	21.5	17.5	21.5	
Hiteon	625	651	26	24.5	28.5	24.5	28.5	
Jacob Wismer	714	727	13	27.5	32.5	28.4	33.4	
Kinnaman	589	617	28	24.5	29.5	25.0	30.0	
McKay	273	294	21	12.3	16.3	11.5	15.5	
McKinley	616	654	38	24.5	28.5	25.4	29.4	
Montclair	290	319	29	10.5	14.5	11.5	15.5	
Nancy Ryles	646	630	(16)	23.5	26.5	23.5	26.5	
Oak Hills	554	576	22	22.5	27.5	22.4	27.4	
Raleigh Hills (K-8)	526	532	6	20.5	25.5	20.5	25.5	
Raleigh Park	343	340	(3)	13.5	17.5	12.5	16.5	
Ridgewood	371	432	61	14.5	18.5	15.4	19.4	
Rock Creek	564	516	(48)	20.5	24.5	20.5	24.5	
Sato	660	672	12	25.5	29.5	26.4	30.4	
Scholls Heights	548	594	46	22.5	27.5	22.8	27.8	
Sexton Mountain	527	543	16	22.5	26.5	22.5	26.5	
Springville (K-8)	866	884	18	33.5	38.5	35.2	40.2	
Terra Linda	354	371	17	14.5	18.5	14.5	18.5	
Vose	640	708	68	25.3	30.3	25.5	30.5	
West TV	327	347	20	12.5	15.5	13.4	16.4	
William Walker	421	518	97	18.3	22.3	18.4	22.4	
Elementary School Total	18,012	18,531	519	704.6	848.6	710.1	854.1	144.0



BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2019-20
As of 10/31/19

School	Budgeted Enrollment	9/30/19 Enrollment	Enrollment Change	Budget		Actual		Increase
				Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
Cedar Park	943	941	(2)	29.6	36.6	30.2	37.2	
Conestoga	967	975	8	30.3	37.3	30.7	37.7	
Five Oaks	968	1,010	42	33.9	40.9	34.5	41.5	
Highland Park	813	777	(36)	25.8	31.8	25.8	31.8	
Meadow Park	805	834	29	30.0	36.0	30.0	36.0	
Mountain View	889	853	(36)	30.5	37.5	30.5	37.5	
Stoller	1,559	1,560	1	49.6	59.6	50.4	60.4	
Whitford	695	706	11	26.5	32.5	26.5	32.5	
Middle School Total	7,639	7,656	17	256.2	312.2	258.5	314.5	56.00
Aloha	1,700	1,751	51	64.7	75.7	60.6	71.6	
Beaverton	1,491	1,469	(22)	59.5	69.5	59.2	69.2	
Mountainside	1,766	1,787	21	58.7	70.5	58.0	69.8	
Southridge	1,391	1,380	(11)	51.3	60.3	50.6	59.6	
Sunset	1,936	1,971	35	65.5	77.5	65.9	77.9	
Westview	2,301	2,382	81	77.9	91.9	78.3	92.3	
High School Total	10,585	10,740	155	377.6	445.4	372.6	440.4	67.80
Arts & Communication Magnet Academy (ACMA)	720	706	(14)	25.8	31.8	25.6	31.6	
Community School	146	128	(18)	10.4	11.6	10.2	11.4	
Health & Science High School	726	706	(20)	25.5	30.5	25.4	30.4	
International School of Beaverton	860	847	(13)	31.8	38.8	31.7	38.7	
School of Science & Technology	176	175	(1)	5.4	7.4	5.2	7.2	
Options Schools Total	2,628	2,562	(66)	98.9	120.1	98.1	119.3	21.20
Address Extreme Class Size K 12				5.0	5.0		(0.0)	
District Total	38,864	39,489	625	1,442.3	1,731.3	1,439.2	1,728.2	289.0

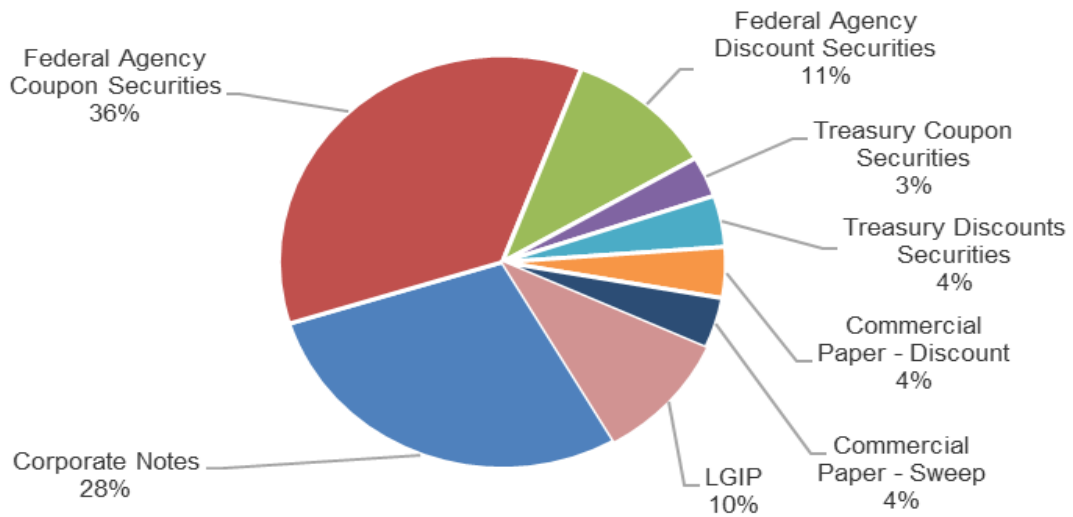
Beginning Fund Balance 7/1/19
 Projected Revenue:
 Projected Expense:
 Projected Fund Balance 6/30/20:

	Adopted Budget	Current Projection	Year-to-Date Actual
\$	-	\$ 93,354	\$ 93,354
	35,000,000	35,000,000	91,092
	35,000,000	35,000,000	8,956,070
\$	-	\$ 93,354	\$ (8,771,624)



**Beaverton School District
Portfolio Management
Portfolio Summary
October 31, 2019**

Investments	Par Value	Market Value	Book Value	% of Portfolio
Corporate Notes	71,026,000.00	71,512,263.30	70,929,921.15	28.52%
Federal Agency Coupon Securities	88,000,000.00	88,446,677.22	88,463,150.00	35.57%
Federal Agency Discount Securities	27,496,000.00	27,233,150.60	26,998,315.12	10.85%
Treasury Coupon Securities	8,000,000.00	8,057,540.00	7,962,320.00	3.20%
Treasury Discounts Securities	10,590,000.00	10,340,065.41	9,998,577.84	4.02%
Commercial Paper - Discount	10,000,000.00	9,881,000.00	9,881,000.00	3.97%
Commercial Paper - Sweep	10,000,000.00	10,000,000.00	10,000,000.00	4.02%
LGIP	24,495,811.33	24,495,811.33	24,495,811.33	9.85%
	249,607,811.33	249,966,507.86	248,729,095.44	100.00%
Accrued Interest at Purchase		125,179.64	125,179.64	
Total Cash and Investments	249,607,811.33	250,091,687.50	248,854,275.08	



**Beaverton School District
Cash Activity Report for All Funds**

October 2019

	ENDING BALANCE 9/30/2019	CASH RECEIPTS	CASH DISBURSEMENTS	NET INVESTMENT TRANSFERS	ENDING BALANCE 10/31/2019
CASH PER BOOKS					
US Bank Checking	\$ 4,812,529	\$ 7,612,811	\$ (54,344,345)	\$ 47,597,591	\$ 5,678,587
Wells Fargo Checking	<u>\$ 2,018,220</u>	<u>1,060,182</u>	<u>(1,766,347)</u>	-	<u>1,312,056</u>
TOTAL CASH PER BOOKS	<u>\$ 6,830,750</u>	<u>\$ 8,672,994</u>	<u>\$ (56,110,692)</u>	<u>\$ 47,597,591</u>	<u>\$ 6,990,643</u>

	ENDING BALANCE 9/30/2019	INVESTMENT RECEIPTS	INVESTMENT PURCHASES	INVESTMENT MATURITIES / SALES	ENDING BALANCE 10/31/2019
INVESTMENTS					
Castle Oak	\$ 3,964,968	\$ -	\$ -	\$ -	\$ 3,964,968
Wells Fargo	\$ 30,149,050	-	10,080,608	(9,957,650)	30,272,008
Piper Jaffray	\$ 179,966,857	-	9,881,000	(9,851,549)	179,996,308
USB Sweep	\$ 10,000,000	-	-	-	10,000,000
Oregon State LGIP	<u>\$ 44,507,249</u>	<u>23,738,563</u>	<u>-</u>	<u>(47,750,000)</u>	<u>20,495,812</u>
TOTAL INVESTMENTS	<u>\$ 268,588,124</u>	<u>\$ 23,738,563</u>	<u>\$ 19,961,608</u>	<u>\$ (67,559,199)</u>	<u>\$ 244,729,096</u>
TOTAL CASH & INVESTMENTS	<u><u>\$ 275,418,874</u></u>				<u><u>\$ 251,719,739</u></u>



Student Success Act

The District's work on the Student Success Act continues to move forward. Phase 1 community engagement has come to a close and the response from the public was substantial. Over 4,000 survey responses were submitted representing a wide range of community interests from students to parents to staff to the broader community. We are working with the Northwest Regional Education Service District (NWRES) to analyze the responses and provide a summary that will be used in the next phase of our work.

The responses were gathered through a broad engagement strategy that included email solicitation for survey responses, four broad based community meetings, targeted meetings with groups of individuals (language specific families, BSAC, school based groups, etc), and empathy interviews with sensitive students and families (homeless, foster families, etc.). The feedback gathered for this purpose is also used to inform the district's Continuous Improvement Plan (CIP) which will be submitted to the Department of Education this month.

The final draft of the District's CIP is attached for informational purposes.

With Phase 1 coming to a close the planning team has begun to implement Phase 2 of the plan development effort. In this next phase the district will convene a series of expert panels (instructional, equity based, and student health & wellness) that will review the District's CIP, strategic plan, and student achievement data, overlay it with the feedback gathered in the community needs assessment work, and align it with the requirements of the Student Investment Account. These convenings will then review best practices, the Quality Education Model, and education research to develop a draft investment plan.

That draft plan will then be reviewed and refined by convenings of representative demographic groups (students, teachers, principals, MLD families, special education families, etc.). The final draft will then be presented to the community and the district will engage in another round of broad based community engagement for additional feedback. Following the final round of broad feedback, the investment plan will be reviewed a final time and aligned with community input for recommendation to the Superintendent and the Board for final adoption.

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.

Oregon District Continuous Improvement Plan

School Year	2019-22
District	Beaverton

District Direction Section

Vision	District Goal: <i>WE empower all students to achieve post-high school success.</i>
Mission	

Comprehensive Needs Assessment Summary

Data Examined

Data informing the development of the Continuous Improvement Plan include:

- ORIS Needs Assessment [results](#)
- Stakeholder perception data ([elementary](#), [middle](#), and [high school](#) students, [staff](#), [parents](#))
- Student outcome data: student achievement and growth on state assessments, college-readiness testing results, regular attenders, 9th grade on track, graduation disaggregated by student group and [reported](#) to the School Board in February each year.

All student outcome data is disaggregated by student group and reported annually to the School Board and community. Student, parent, and staff perception data is also disaggregated by race/ethnicity, gender identity, and sexual orientation.

Identified Strengths and Opportunities

Strengths

In 2019, greater percentages of Beaverton students meet or exceed state standards on the Oregon Statewide Assessment System (OSAS) than their peers statewide in all subjects tested at all grades. BSD student groups also earned a higher percentage of Level 3 and 4 scores on the Smarter Balanced assessments than their peers statewide with the exception of migrant students. Cohort graduation rates in Beaverton are also higher than state averages for all student groups, again with the exception of migrant students. Over the past 5 years, the district has narrowed gaps in graduation rates for Black and Latino students at a greater rate than district statewide. District average ACT scores are above the state average in all five subjects (even though the district tests all 11th grade students) and a greater percentage of our graduates enroll in two- or four-year colleges than their peers in Oregon.

With the one exception identified below, the district has fully implemented all components of the ORIS Framework. Many components of the Framework are monitored for overall effectiveness and continuously improved. Stakeholder Engagement was rated the highest of the five ORIS domains.

In 2018-19, five in six students report their school has a safe, inclusive, and respectful environment, although this has declined slightly from the 2016-17 school year. Black and LGBTQ students report markedly lower rates than other students. At least 80% of all student groups report there is at least one adult at school who cares about them. Students in middle and high school report that there are lots of chances for students in their school to get involved in extracurricular school activities.

More than 90% of parents reported in 2018-19 that they feel welcome and accepted at their child’s school and that they received good or excellent customer service from the school.

More than 90% of staff reported in 2018-19 that they feel welcome and accepted at their place of work and that they feel well-informed about what is going on in the district.

Opportunities

Students from historically underserved groups are not achieving at the same level as other student groups. We must continue to improve curriculum and instructional practices to meet the needs of all learners, as well as to improve the design and delivery of educational supports to meet the needs of students from historically underserved groups. Priority areas for improvement are embedded in the District Strategic Plan Measures: student achievement in English Language Arts, mathematics, and science; college-readiness, career-related learning, and graduation rates for high school students, and regular attendance.

The ORIS needs assessment results indicate a need for the development and implementation of a district-wide Multi-Tiered System of Support (Domain 4.5). This was the only domain rated less than fully implemented.

Results from the 2018 Student Wellness Survey indicate that many students in the district face challenges in the social-emotional domain. Fully 1 in 3 students in grade 11 rate their emotional and mental health as only fair or poor. 1 in 4 8th graders and 1 in 3 11th graders reported ceasing at least some of their usual activities for two or more weeks in a row over the course of the past year due to feeling sad or hopeless. These rates rose 4 percentage points from the 2016 survey and are markedly different from 2012 and 2014 as well. Responses by 10% of students in grade 8 and 15% of students in grade 11 indicate they may be experiencing a mental health concern requiring further assessment. Only 3 in 4 students report that there is an adult at school who can help them make decisions.

The district’s multi-year phase- in of pre-K programs provides an additional opportunity for investment as do the elements of the District’s High School Success plan, especially social-emotional learning support at the secondary level.

Stakeholder feedback during the needs assessment for Student Success Act funding (described below) surfaced three potential opportunities for the district to consider in order to increase academic achievement and reduce disparities among historically underserved student groups:

Investment Opportunity	Most Frequently Identified By Stakeholders Representing
Increase the number of adults available to students/ reducing class size	<ul style="list-style-type: none">● All stakeholder● Students with disabilities● Emerging bilingual students● Migrant students
Increase behavioral health/social-emotional learning supports	<ul style="list-style-type: none">● Students navigating poverty● Homeless students● Students in foster care● LGBTQ students
Expand well-rounded learning opportunities available to students (including AP/IB, CTE, fine arts and PE)	<ul style="list-style-type: none">● Historically underserved race/ethnicity

Stakeholder Involvement

In addition to annual public reporting on strategic plan measures and efforts to the community, stakeholders (district and school staff, parents, and students), review data to identify needs and assess the effectiveness of improvement efforts. Venues for assessing needs include District Cabinet, department meetings, the District’s ESSA Committee, school leadership meetings, the Multilingual Department Cabinet, the Special Education Advisory Committee, The Native American Parent Advisory Committee, the Superintendent’s Internal Advisory Committee, and the Beaverton Student Advisory Committee.

In September and October, the district engaged educators, parents, students, and community members in the Student Success Act needs assessment process that asked participants to identify what the district is doing well and what could be improved. Stakeholders represented students from historically underserved racial and ethnic groups, students with disabilities, emerging bilingual students, migrant students, students navigating poverty, homeless, foster, and LGBTQ youth and families. An Executive Summary of community input will be posted to the District's [Student Success Act webpage](#).

Long Term District Goals & Metrics

Measurement	2016/17	2017/18	2018/19	2019/20 Goal	2020/21 Goal	
% of kindergarten students proficient or advanced in: English Language Arts	79.4%	79.1%	74.0%	76.5%	79.0%	
	Mathematics	---	---	---	---	
% of 3 rd grade students proficient or advanced in: English Language Arts	59.5%	63.6%	62.1%	66.1%	70.3%	
	Mathematics	64.5%	64.0%	63.9%	67.7%	71.6%
% of 5 th grade students proficient or advanced in: English Language Arts*	66.4%	68.6%	68.5%	71.7%	75.0%	
	Mathematics	55.2%	54.9%	53.2%	58.1%	63.4%
	Science	75.2%	73.8%	NA	---	---
% of 8 th grade students proficient or advanced in: English Language Arts	62.5%	64.2%	64.5%	68.2%	72.1%	
	Mathematics*	54.0%	54.0%	53.4%	58.3%	63.5%
	Science	48.3%	NA	NA	---	---
% of 11 th grade students proficient or advanced in: English	60.5%	60.7%	58.7%	61.8%	65.1%	
	Mathematics	43.1%	43.4%	46.1%	50.5%	55.4%
	Science	43.3%	43.4%	40.2%	45.1%	50.6%

% of students graduating in: Four years*	85.9%	86.4%	NA	86.9%	87.4%
Five years	87.1%	88.9%	NA	89.5%	90.1%
% of graduates completing 4 or more credits with a C or better in the six Career Learning Areas	56.4%	58.8%	NA	61.4%	64.2%
% of students missing 10 or more school days	34.0%	38.1%	40.8%	37.5%	31.9%
<p>Statistics in color indicate the following: green - goal achieved; orange - improvement over previous year but goal not achieved; red - neither improvement or goal achieved; black – no goal set for the year. NA - Not Available.</p> <p>* Student Investment Account Metrics</p>					

Initiative Alignment to Support District Goals

Examples: High School Success, Chronic Absenteeism, 21st Century Grant, EL Success Program, Improvement Partnership

Initiative/Program	How this initiative/program supports the district to meet goals
High School Success Plan	Increase student achievement, attendance rates, graduation rates, and career-related learning rates.
SRHS CTE Revitalization Grant	Enhance Information Technology Program of Study and create a new Engineering Program of Study designed to engage historically underserved students in career pathways leading to high wage and high demand jobs in computer science and engineering fields. Increase graduation and career-learning rates.
21st CCLC Grant	Additional after-school and summer learning time for students at Greenway and McKay elementary. Improve student achievement in ELA, math, and science.
Community School TSI grant	Increase student access to math courses during and beyond the school day. Improve student college- and career-readiness in mathematics and graduation rates.

Evidence Based Strategies, Measures and Actions (to meet district goals)

How we get the work done	Strategic Plan Report	Person Responsible	ORIS Domain(s) Addressed
	Strategic Plan Measures	Hansmann	<ul style="list-style-type: none"> Talent Development Well-Rounded, Coordinated Learning Inclusive Policy and Practice
	Community Involvement	Wheeler	<ul style="list-style-type: none"> Stakeholder Engagement and Partnership
	Facilities Development	Boyle	
	Energy and Resource Conservation	Gamez	
	Long Range Planning	Sparks	
	Facility Use	Sparks	
	Maintenance	Potter	
	Technology	Langford	
Human Resources	Robertson	<ul style="list-style-type: none"> Talent Development 	

	Nutrition Services	Ralls	
	Public Safety	Puente	
	Transportation	Beaver	
	Multiyear Financial Plan	Scherzinger	
	<p>ORIS Domains</p> <ul style="list-style-type: none"> ● Leadership ● Talent Development ● Stakeholder Engagement and Partnership ● Well-Rounded, Coordinated Learning ● Inclusive Policy and Practice 		

Required elements of the district continuous improvement plan ([rule](#)) and how these elements are addressed are described in the table below.

1. A rigorous curriculum aligned with state standards

“Rigorous curriculum” means multiple courses of study any one of which will prepare students to successfully meet the Oregon diploma requirements. These courses are cognitively demanding and challenging to students as those students apply the fundamental concepts and skills from various disciplines to real world problems in complex and open ended situations.

How will the district ensure the defined curriculum includes clearly defined scope and sequences and learning objectives aligned to state and / or national standards?

The district’s Quality Curriculum Cycle (QCC) provides a systematic means for making decisions about curriculum review, revision, development, and adoption of practices and instructional materials in Mathematics, Science, World Languages, Social Studies, Fine Arts, English Language Arts, English Language Development, Physical Education and Health.

The Project Team is expected to complete the following:

- (1) Description and evaluation of the current program
- (2) Review of current research on effective practices and programs
- (3) Philosophy/Position Paper articulating a vision and direction for the program
- (4) Recommendations for instructional and assessment practices
- (5) Recommendations for instructional materials
- (6) Recommendations for professional development and implementation support
- (7) Budget Implications

Regular opportunities for input from all staff, parents, students and other community members are provided.

Three groups are central to this work: the School Board, the Project Team, and District Staff (Teaching & Learning Department Staff and Teacher Cadre members).

SCHOOL BOARD

The School Board has the responsibility to prescribe the course of study and instructional materials for the District in accordance with State law. The School Board, by District policy and administrative regulations, charges the Superintendent to form Project Teams to conduct curriculum reviews and prepare recommendations for the Board. The Board receives regular updates on this work as it progresses. The Board makes the final decisions regarding the recommendations for curriculum, instructional materials, and instruction and assessment practices that come from the Project Team.

PROJECT TEAMS

Project Teams are created by the Superintendent at the direction of the School Board for the purpose of providing a thorough review of the current curriculum area program and making recommendations regarding materials to purchase, instruction and assessment practices, and professional development for teachers to the Board. Project Team members agree to serve for a minimum of two years. Parents, students, and other community members join teachers, administrators and a School Board member on the Project Team. The application process is administered by Community Involvement and Teaching & Learning departments. Once the roster is determined, it is presented to the Board for affirmation.

Team members are expected to fulfill multiple roles as they work to serve the School Board and the community by providing recommendations that reflect educational research, a broad range of viewpoints, and current program effectiveness. One of the key challenges of the Project Team is to engage as many individuals among staff and the community in the process as possible. The Project Team typically meets once or twice per month during the school year. It does not meet during the summer.

TEACHER CADRES

Cadre members are recommended teachers selected by Teaching & Learning to provide classroom-based expertise to support the process. Cadre members supply background information, prepare initial drafts of documents, and make revisions of drafts based on Project Team direction. Cadre members also support communication to teachers across the District during the process. Several Cadre members also serve simultaneously on the Project Team to enhance the link between the two groups.

TEACHING & LEARNING SUPPORT

The Administrators for Curriculum, Instruction & Assessment take the lead in coordinating and supporting the Project Team and help facilitate Project Team meetings. Curriculum specialists are assigned to support the Project Team, help facilitate meetings, and coordinate the Teacher Cadre's work in support of the Project Team. The Administrator for Accountability supports the review of current program data, a critical element of the QCC.

[District Policy IF - Curriculum Development](#)

Strategic plan reports addressing this indicator: Strategic Plan Measures

2. High-quality instructional programs

"High quality instructional programs" means that teachers teach knowledge and skills through the use of an appropriate variety of instructional strategies reflecting best practice and based on state/national standards and assessments that effectively measure what the standards require. Such instruction is not universal but is situational based on instructional context.

What is the district's process for ensuring classroom instruction is intentional, engaging and challenging for all students?

- adoption of the 5D instructional framework
- adoption from the QCC has focused on instructional practices, specifically in the areas of ELA and Math including conferring and increasing student talk
- offering of culturally relevant teaching (CRT) professional development for educators to integrate key elements of CRT into a variety of content areas
- Principal instructional rounds calibrating instruction.
- Principal PD centered around instructional leadership
- Development of a PD plan to integrate CRT into all Teaching & Learning offered PD in all content areas

How are feedback and coaching used to guide instructional staff towards research-based improvements to teaching and learning (such as formative assessment practices, culturally responsive pedagogy and trauma informed practices)?

- Math studio classrooms, led by TOSAs at the elementary level
- Middle and High School coaching development as well as direct classroom coaching for AGS1
- MTSS inventory has been developed and will be designed into a functional framework for SY 2019
- Social Emotional Learning
- Instructional walkthroughs with principals
- 5D framework instructional calibration with a focus on feedback with staff.

Strategic plan reports addressing this indicator: *Strategic Plan Measures*

3. Short-term and long-term professional development plans

“Long-term professional development plans” means teacher training reflecting best practice as defined by national standards related to content, process, and context. Such training supports: (A) Continuing advancement of professional collaboration; (B) Ongoing, job-embedded experiences, (C) Standards-based instruction, and (D) Continual, guided reflection on school/student data a part of professional learning.

“Short-term professional development plans” means a component of a long term professional development plan with a direct connection with one or more of the following—individual continuing professional development plans; board, district or school goals; state certification criteria; or other regulatory mandates. Such plans may be responsive to emerging needs not yet addressed in long-term professional development plans.

a. How does the district align professional development and learning activities to the needs of teachers?

The Teaching & Learning Department reviews school report card data to inform plans for professional development. Teachers are asked via survey to identify what professional development topics they are interested in as well as their preference for the format and timing of professional development sessions. Classroom observations and walk-throughs gauge the fidelity of implementation of adopted curriculum and best practices and inform future professional development plans. Curriculum Administrators and Teachers on Special Assignment design professional development sessions based on this information. Professional development is also delivered at school sites based on the needs surfaced through building leadership teams.

The Special Education Department reviews student data (i.e. statewide assessment, discipline, and SPR&I) and identifies a variety of needs for professional development. The department then completes an annual survey of certified and classified staff to determine what those staff members agree should be an area of focus for professional development. The Special Education Department then hosts two professional development days to cover the items that have been selected for training.

The Multilingual Department (MLD) works closely with administrators, TOSAs, and teachers to develop a comprehensive professional development plan. The department seeks input from the MLD Cabinet team that consists of principals at each level, teacher representatives at each level, MLD TOSAs, T&L administrator, and the MLD accountant to determine how Title III grant funds will be used. Most Title III grant funds are used to pay for professional development. This team also determines which programs paid out of Title III will continue or not depending on presentations and metrics developed for each line item that helps the department determine impact of expenditures. Every professional development opportunity paid out of the grant has metrics so there is a high expectation that monies spent out of the grant are impactful to staff and students.

b. What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers?

The District reports teacher evaluation scores to ODE annually, and as a rule, they do not include any teacher rating of unsatisfactory (ineffective). This is because they are either placed on a Plan of Awareness or a Plan of Assistance

before they get to this point. If teachers are unsuccessful in meeting standards, they are not allowed to remain employed in their positions. HR requires teachers have the correct licensure at the time of placement and are not mis-assigned. The majority of teachers hired, regardless of location, are experienced. Teachers new to the profession are provided experienced mentors to support their growth and development. Equitable distribution of teachers in high poverty schools is assessed using a combination of the percentage of classes taught by appropriately licensed staff and the percentage of teachers with 4 or more years of teaching experience. Teachers teaching out of field either are supported to attain appropriate licensure/endorsement for their assignment, are reassigned, or are transferred to a low-poverty school.

Strategic plan reports addressing this indicator: *Strategic Plan Measures, Human Resources*

4. Programs and policies to achieve a safe educational environment

“Safe educational environment” means a healthy, positive school climate free of drug use, gangs, violence, intimidation, fear, and shaming, ensuring the physical and emotional well-being and academic and social growth of every student.

a. What has the district done to ensure students, parents, caregivers and community members experience a safe and welcoming educational environment?

Maintaining a safe school environment is a priority for the Beaverton School District. Many factors are critical to fostering a “Safe School Climate”. A critical ingredient in creating a safer school environment is classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration, in partnership with our first responders.

The Beaverton School District, in collaboration with the Washington County Sheriff’s Office (WCSO), Beaverton Police (BPD) and Tualatin Valley Fire and Rescue (TVFR), has implemented the [Standard Response Protocol](#) (SRP). The SRP is not based on one individual possible scenario but on the response to any given scenario. One large benefit of the SRP is the standard language used by all responders; this includes students, parents, staff and first responders. The protocol also allows for a predictable series of actions as an event unfolds. The SRP is based upon four actions: Lockout, Lockdown, Evacuate and Shelter. Each has specific staff and student directives that are unique to the action.

The Beaverton School District has implemented a Student Threat Assessment Team (STAT) and a Sexual Incident Protocol Committee (SIRC) in collaboration with Washington County Mental Health, Washington County Sheriffs, and Beaverton Police.

- The district’s Student Threat Assessment Team (STAT) was developed to implement a systematic approach to investigate and assess students who are engaged in or exhibiting behaviors implying aggression or violence directed at other people. This system combines the use of investigative information gathering strategies along with questions related to targeted violence. The purpose is to collect data to help make informed decisions about a student’s level of threat towards others, identify potentially dangerous situations, and develop and implement a safety/monitoring/management plan. “Risk Investigation” and “Risk Assessment” are part of the STAT process. If a student/staff suspects there is a targeted threat of violence, building administration and Public Safety will be notified. Student Threat Assessment (STAT) training for staff focuses on threat identification, threat assessment best practices, and a review of the BSD Level 1 STAT Manual.
- The district has a leveled protocol in place to address concerning sexual behavior between students, the Sexual Incidents Response Protocol (SIRP). When school officials learn of concerning sexual behavior or the threat of concerning sexual behavior occurring on or off school grounds, before, during, or after school, they will file the required report with the appropriate protective body (i.e. law enforcement, Child Objectives of staff raining in SIRP include identifying socially inappropriate vs. non-normative behaviors, emphasis on a team approach to assessment and paperwork, and how to develop a thorough safety and supervision plan.

The Beaverton School District takes suicide concerns very seriously. School staff follow the BSD Suicide Intervention Protocol for all students identified as being at risk for suicide. Trained suicide screeners (school counselors, school

psychologists, and administrators) interview students of concern to assess risk, notify the parent/guardian immediately, and develop a comprehensive Student Support Plan to ensure safety and ongoing monitoring. Interventions may include additional assessment/evaluation and safety planning through the Washington County Crisis Team, the local Emergency Dept, and/or consultation with law enforcement.

The Student/Family Handbook (SFH), first published in 1996-97, was established to protect both students' rights and those of others. The Handbook outlines the academic, behavioral and extracurricular expectations for students and provides guidelines for dealing with behaviors that interfere with the education of students and lead to disciplinary actions. The document is written to agree with local, state and federal laws and is updated each year. In the most recent revision, the Student Family Handbook Committee reviewed the text of the Handbook and edited it to more clearly communicate expectations to stakeholders. Student Behavior Data was analyzed to identify areas for future professional development for staff.

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

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings. All administrators have received training in Title IX requirements.

The Multilingual Department provides qualified language assistance services to parents and ensures they have adequate notice of and meaningful access to information about all BSD programs, services and activities. A wide range of parent outreach and communication strategies are implemented including experienced and highly qualified bilingual facilitators, multilingual posters clearly posted in BSD buildings, multilingual School Messenger communications, Spanish-English bilingual BSD Briefs, and comprehensive translation and interpretation services. Translation and Interpretation services are provided for parent-teacher conferences, special education meetings, discipline meetings, counseling appointments, home visits, and phone calls. There are 12 bilingual facilitators in the Multilingual Department who are responsible for providing district-wide translation and interpretation services. In addition, there are 17 Spanish-speaking bilingual facilitators responsible for strengthening home-school connection at the middle and high school levels in addition to providing school-specific translation and interpretation services.

Welcome posters posted throughout the district convey the message that all students and families belong. Gay Straight Alliances operate in all high schools and the majority of middle schools. The Office of Equity and Inclusion maintains an LGBTQ resources page for staff and produces a bi-monthly communication to all staff.

Half-time Student Success Coaches are provided at each elementary school to coach teachers on how to address the social-emotional and behavioral needs of students. Title IA funds supplement district funding to create full-time Student Success Coaches at all Title IA schools.

The Beaverton School District employs five district social workers to support families with connecting outside mental health supports. The aim of the School Social Worker is to enhance the social and emotional growth and academic outcomes of students by reducing barriers to post high school success. These obstacles include poverty, lack of basic needs, substance use, systemic racism, behavioral challenges, and trauma related mental health concerns, such as depression and anxiety.

The District funds counseling supports at all schools in the district. The Beaverton School District's Comprehensive K-12 School Counseling Program is a data-driven systemic and developmental program that serves as an integral part of the total educational program in every school. The Comprehensive School Counseling Program assists every

student in acquiring the knowledge, skills and attitudes needed to become effective students, responsible citizens, productive workers and lifelong learners. The district's Comprehensive K-12 School Counseling Program is aligned with Oregon's Framework for School Counseling which includes the professional and ethical standards as set forth by the American School Counselor Association.

School Counselors support all students by providing both *direct* and *indirect* student supports. *Direct* student supports include delivering school counseling core curriculum, academic advising, short-term counseling, small group activities, and crisis response. *Indirect* student supports are services provided on a student's behalf include referrals for additional assistance, consultation and collaboration with teachers, parents, other educators and community organizations.

b. What efforts has the district undertaken to remove barriers that impede equity of opportunity for all students, specifically for Native American students, students of color, students learning English, students experiencing poverty and students with disabilities?

The District implemented AVID (Advancement via Individual Determination) college readiness system five years ago at all of the middle and high schools to elevate the success of historically marginalized students, specifically students of color, students in poverty, and first generation college students. AVID is a schoolwide approach to curriculum and rigor that works to improve instruction, systems, leadership, and culture on campus to prepare all students for college and career readiness. Each secondary campus in Beaverton has an AVID Site Team and an AVID Coordinator that work to implement and refine practices that support all students across the campus. AVID is also a targeted approach to closing access and opportunity gaps through the AVID Elective class which is an academic acceleration approach in which students are supported to take the most rigorous coursework on their campus and in the future. The AVID Elective class is during the school day and students apply, are interviewed and then placed in the elective class.

The BSD American Indian/Alaska Native program works closely with all stakeholders to bridge the gap in student achievement. To help remove barriers that impede equity of opportunity for all students, the AI/AN program developed a few focus areas for the coming school year:

- At present the district is taking corrective action within how it identifies students of color. This is being done to better serve students and families through increased data accuracy; better serving historically marginalized communities. For example, inaccurate identification of AI/AN students impairs district goals of improving graduation rates, truancy rates, tracking disproportionate disciplinary action and ultimately, underserving the desired population.
- The district has undertaken long term goals directed at training classified and unclassified staff relative to best practices for creating equitable outcomes, i.e. equity lens-based pedagogy, space creation and support systems.
- Great effort has been taken to bridge cultural divides and create space where healing can transpire within the Beaverton School District. This process has been undertaken through the creation and continued funding of community liaisons, targeted culturally specific programming and partnership with community organizations. Noting that historically marginalized communities report disproportionately negative experiences and outcomes within mainstream education. Beaverton School District's efforts to create programming and resources such as the above mentioned are fundamental within helping to close achievement gaps. These efforts also work to mitigate historical traumas, moving toward building a more equitable and sustainable community-based trust.

Secondary schools with more than 40% of students eligible for free- or reduced-price lunch receive more classroom teachers and per-pupil non-salary funding than other secondary schools. Currently, these schools are: Meadow Park, Mountain View, Five Oaks and Whitford Middle Schools, and Aloha, Beaverton, Southridge and Community High Schools. Community School also is designated for targeted school improvement. The school's TSI grant will fund access to additional math support to improve the achievement of Latino students.

SpEd program redesign: The Beaverton School District has completed a 3-year review of the secondary resource room model. Guidelines for the delivery of Specially Designed Instruction in the resource room has been developed and will be implemented for the 2019-20 school year. [2019-20 Discretionary & Non-Discretionary Resource Room agreements.docx](#)

The Multilingual Department (MLD) designed three Newcomer Centers to help remove barriers that many of our newly arrived ELs experience by being in a new country, specifically language barriers. The mission of the Newcomer Centers is to provide recent arrivers with tools that will increase their confidence and use of the English language and at the same time assist in the positive acculturation of students in the new environment so they grow to be productive navigators of society. As students transition out of the Newcomer Centers and back to their home schools, staff at the Newcomer Centers convene transition meetings to ensure the transfer is a successful transfer. The MLD conducts parent/guardian surveys when students leave the program to determine the impact of these programs. To date, 100% of the families reported that their child had less anxiety coming to school by being in the newcomer program. Additionally, 96.8% of families reported that they were satisfied with the services provided in the Newcomer Centers as well as the services provided to families to help stabilize the homefront.

The Multilingual Department engaged in a three-year program model study to determine the correlation between program model designs and student achievement. As a result of the study, a four-year implementation plan has been developed for elementary as the correlation to student achievement were more significant at this level. We will be continuing a shorter term study for secondary that meets the needs of this level. The redesign plan is still under development and will be released once completed.

c. How will the district support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.

The Beaverton School District believes that equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality. Efforts to reduce the overuse of discipline practices include a foundational principle of educational equity going beyond formal equality where all students are treated the same. Instead, educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally.

A key internal measure is the number of students excluded from class and the number of days students are removed from class disaggregated by school and by student groups. In order to reduce the overuse of discipline practices that remove students from the classroom and disproportional rates of exclusion from class of historically underserved student groups, the district:

- Supports personnel at all organizational levels to engage in culturally relevant practices and to develop skills for eliminating opportunity gaps and other disparities in achievement.
- Identify and mitigate culturally biased instructional materials, assessments, and pedagogies that result in achievement disparities;
- Provide multiple pathways to success in order to meet the needs of a diverse student body and shall actively encourage, support and expect high academic achievement for each student.
- Employ Restorative Practices which focuses on building community, fostering healthy relationships, and repairing harm. This includes Restorative Conferencing, which can be used in response to more serious offenses as an alternative to exclusionary discipline.

The research continues to affirm that our classroom teachers play a central role in positively impacting student learning and achievement. In an effort to support classroom teachers in their critical roles, we are investing in Student Success Coaches (SSCs) to support elementary school staff in achieving a positive school climate and sustaining high levels of student achievement. SSCs cultivate and promote a safe, learning-centered school environment. This is accomplished by aligning positive student and teacher behaviors using a Multi-Tiered System of Support/Positive

Behavior Interventions. The SSCs support classroom teachers in engaging all students in high-quality instruction and fostering a culture of high expectations for all students.

Social Emotional Learning professional development includes training in trauma informed practices using the [CASEL](#) framework. Professional development is also provided to Student Success Coaches who work on a daily basis with their building staff.

School Behavior Plans provide guidance to teachers as to what behaviors are to be dealt with in the classroom versus behaviors which need administrative intervention. The focus of these plans is pointing students in a positive direction for changing behavior instead of just administering consequences for misbehavior.

Strategic plan reports addressing this indicator: Strategic Plan Measures, Public Safety

5. A plan for family and community engagement

“Family and community engagement” means a system of shared responsibility in which schools and other community agencies and organizations are committed to engaging families in meaningful and culturally respectful ways while families are committed to actively supporting their children’s learning and development.

What steps have been taken to engage parents, caregivers, communities, stakeholders and partners regarding continuous improvement efforts?

The following strategies are in place to engage our stakeholders. These are updated and evaluated annually.

- CCI Dept. has a Strategic Communications, Community Involvement & Marketing plan in place which serves as a guide for one-way and two-way communications with multiple audiences/stakeholders
- Robust Volunteer Management System (VMS) in place with over 12,000 volunteers in the database; communicate and market opportunities at the District and school level for parent, student and community volunteers; volunteer brochure/handbook
- Community Partnership Teams at the District and school level include parents, business, non-profits, faith-based groups to determine needs and develop plans for meeting needs
- Press Releases, BSD Briefs e-newsletter, social media, website and Multilingual Dept. recruitment for diverse candidates for District Audit Co., taskforces, advisory committees, etc.
- Use of community_involvement@beaverton.k12.or.us email is widely communicated and staff are responsive to inquiries and constituent concerns
- Supt. Internal Advisory Committee- diverse school-based teachers and support staff meet monthly with Supt.
- School Board Meetings, Budget Co. Meetings, Listening Sessions - public comment taken at each meeting with follow up responses
- District leaders serve on community boards and service groups; listen to larger community concerns
- Multilingual Dept. (MLD) provides interpretation services in eight languages and can assist with over 100 additional languages as needed; regularly engage language groups in advisory committees
- Community conversations during Strategic Planning processes with diverse stakeholder groups
- Annual parent, student and staff surveys ask a variety of questions including communication, engagement and volunteerism
- Community surveys
- Cabinet weighs a variety of input and evidence from stakeholders prior to finalizing decisions
- District leaders meet regularly with employee associations
- Fourteen BSD Title I schools have a parent involvement plan in place to engage families in their child(ren)’s education
- Recruitment and appointment of diverse candidates to serve on committees and task forces
- Review process for materials promoting student, staff and family after school and extracurricular activities
- Annual State Report Card sent to all families
- Parent Conference, student-led conferences; fall and spring at elementary; fall and spring at the middle

school level

- District uses Synergy which provides real time data for families through Parent Vue, and Student Vue; Canvas and Seesaw are also engagement systems where families get current information about student progress and interact with teachers.
- Use of School Messenger mass communication system provides access to a variety of communications in multiple languages
- Schools have developed a wide variety of engagement opportunities depending on their diverse populations. Examples include: Padres Unidos, Multilingual Parent Advisory Committee, Latino Parent Nights, Breaking Barriers, ESL Game Night, ELL Family Night, Dual Language Family Night, REAP Family Night, Cultural Series for staff, SPED Parent Advisory, Culture Day or Week, Native American Advisory, and Multicultural Night
- Annual Childcare Symposium provides professional development for caregivers to enhance after school learning
- Staff make home visits
- Targeted meetings in apartment community rooms and with community organizations
- Multilingual Dept. provides telephone interpretation services as needed in 8 top languages with ability to assist parents with the other 100 spoken languages in BSD
- BSD Briefs e-newsletter published in English and Spanish weekly
- Culturally Responsive training for teachers and admins.; also provided for front office support staff
- BSD website redesign (effective June 3, 2019) is ADA accessible and built with the user in mind; ability to translate all pages into user's preferred languages

Strategic plan reports addressing this indicator: *Annual Communications & Community Involvement Report to SB*

Where necessary, how has the district consulted with Oregon's nine Federally Recognized tribes?

NA

6. Leadership Development

How does the district recruit, onboard, and develop quality leaders?

How does the district align professional growth and development to the needs of school and district leaders?

Recruitment: An Aspiring Administrator for Equity partnership with Lewis & Clark cohort of aspiring administrator leaders for equity. A diverse cohort of aspiring leaders who represent a wide array of backgrounds and experiences that will best serve the future growth and success of BSD students, staff, and our community will form in September 2019 for a two-year administrator preparation program. Opportunities for teacher leadership in positions such as Teachers on Special Assignment, Student Manager, Special Education Facilitators, and new teacher mentors also provide leadership opportunities for teachers aspiring to holding administrator positions in schools.

Onboarding: Experienced administrator mentors support school administrators during the first and second year as a principal. All new administrators receive ongoing professional development throughout the year on leading for equity.

Leadership development: Professional development on culturally relevant instructional leadership is available to all administrators through Equity Leadership Teams. Secondary Leadership Meetings have focused on Equity, Instructional Leadership, Clarity and Feedback. During leadership meetings, secondary administrators also explored root causes of why certain demographics of students were not accessing our most rigorous classes. School AVID coordinators joined building administrators throughout the year to explore issues and receive support for implementing AVID in their buildings. HS principals engage in monthly instructional rounds in other buildings in efforts to calibrate quality instruction. Middle school administrators participate in six learning walks and debriefs during the school year around a shared area of Inquiry. The composition of the teams is designed to foster mentorship for less experienced administrators as well as develop the capacity of assistant principals to advance to the principalship when an opportunity arises. Assistant principal professional develop at the secondary level focused

on what equity looks like from a master scheduling perspective. In 2019-20, all secondary assistant principals will engage in PD centered around equity and leadership. Monthly meetings with elementary principals focus on quality feedback, mindful practices, collective efficacy, math, and social-emotional learning.

The professional development for leaders described above is job embedded (e.g. learning walks) and is directly related to school and district strategies for improving student success. Five executive administrators (three elementary, one middle, one high/options) lead professional learning for principals and support principals through on-site visits on a weekly or biweekly basis.

Strategic plan reports addressing this indicator: Strategic Plan Measures, Human Resources

7. High-quality data systems

“High quality data system” means a method by which teachers and administrators have access to data needed for instructional and administrative decision-making, one that makes available to the public appropriate data content and displays and provides for regular updates to the data, maintenance and upgrading of the system, and training for key personnel on use and maintenance. The collection and use of data in such a system would include district-, school-, and student-level data describing but not limited to: (A) Instruction; (B) Accountability; (C) Demographics; (D) Achievement; and (E) Assessment.

How does the district review data aligned to demographic, student performance, staff characteristics and student access to and use of educational opportunities to inform strategic planning and resource allocation?

Strategic planning: Annually, District staff report to the Board on successes, challenges, and short and long term actions for improvement of outcomes. These reports are found on the Strategic Plan [webpage](#). In addition to their school learning plans in which schools identify problems of practice and goals in the areas of equity, academic excellence, and collaboration, schools also respond to data points selected by the School Board on a two-year cycle. These data includes student demographics, student achievement data, student attendance and discipline data, stakeholder perception data, and access to CTE and career-related learning experiences. School reports identify successes and challenges related to the data along with action steps for improvement. The Superintendent’s Advisory Council also reviews data and provides feedback to the superintendent on instruction and resource prioritization.

Resource allocation: Data informs resource allocation through three venues:

- Multiyear Finance Plan (MYFP) - A three to five year financial plan determining the District’s investments to meet the strategic plan measures of the District goal and identifying the source of funds to make the investments possible. Targeted investments are aligned to the District goal and Pillars of Learning and estimates the cost of implementing the priorities over time. Evaluation of program effectiveness using student achievement or other metrics is essential to the decision-making process to deliver on the District’s strategic investments
- Academic Return on Investment (AROI) - A mind-set and decision-making tool used to assist the District in evaluating student achievement, cost effectiveness and feasibility of a particular initiative. Using this method, the District can use metrics to evaluate if an initiative is meeting the intended goal or purpose for a reasonable cost and in a timely manner or if it should be reevaluated or discontinued.
- School Allocation Model (SAM) - The formulaic method of resource allocation to schools for positions including teachers, classified support staff and administration. This model takes into account enrollment, special education, English Language Learners and poverty percentages.

Strategic plan reports addressing this indicator: Technology

8. Improvement planning that is data-driven

“Data-driven” means the use of information available from a high quality data system to focus decisions regarding curriculum, instruction, staff assignment, and staff development to promote student achievement through a planned, systemic program improvement effort.

How does the district use data to set goals, making ongoing decisions about instructional practices and supports, and prioritize resources to schools with the highest needs?

Describe the district’s process for monitoring continuous improvement processes, including updating the school board and other stakeholders on progress.

Annually, District staff report to the Board on successes, challenges, and short and long term actions for improvement of outcomes. These reports are found on the Strategic Plan [webpage](#). In addition to their school learning plans in which schools identify problems of practice and goals in the areas of equity, academic excellence, and collaboration, schools also respond to data points selected by the School Board on a two-year cycle. These data includes student demographics, student achievement data, student attendance and discipline data, stakeholder perception data, and access to CTE and career-related learning experiences. School reports identify successes and challenges related to the data along with action steps for improvement.

Annually the Special Education Department reviews data provided by the Oregon Department of Education regarding specific indicators for students with disabilities. These indicators include IEP compliance, discipline, child find, academic achievement, and disproportionality. If it is determined that the district is not meeting federal and state targets for the performance of students with disabilities, the Special Education Department develops an action plan to address areas of need.

Strategic plan reports addressing this indicator: *Strategic Plan Measures*

9. Education service plans for students who have or have not exceeded all of the academic content standards (Interventions)

“Service plans for students” means a system of planned services outlining student educational activities, supporting students in meeting expectations for one or more content areas and continuing to academically challenge students who have exceeded expectations in one or more content areas.

How will the district support and / or integrate early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs?

To close the opportunity gaps for our most vulnerable students - students with developmental delay and disability, children of color, diverse language learners, and children experiencing poverty - we must increase access to the programs that will prepare them for school and support their families as their first teachers by making a significant investment in early learning. The Beaverton School District is investing in our youngest learners by providing access to Pre-K within 14 classrooms across 7 schools including 6 Title I schools. We plan to continue to expand Pre-K opportunities to more schools if funding can be secured. We realize, however, that an outstanding pre-kindergarten experience is not enough; we need to ensure that we are providing students and families with a seamless, integrated, and purposeful P-5 experience.

Having district-run Pre-K classrooms co-located with elementary schools is a huge asset in our alignment efforts. It allows for common professional development opportunities, data sharing, teacher collaboration, and complete program integration. From an instructional standpoint, the Habits of Mind framework used in our Pre-K classrooms is aligned to Oregon’s Early Learning Standards and has much to offer later grades as well. We have worked extensively with the state’s Early Learning and Kindergarten standards, and its focus on social/emotional learning and family engagement impacted our program design. In all of our Pre-K and alignment efforts, we work closely with community partners including the Washington County Early Learning Hub.

Our initial alignment work has focused on Pre-K - Kindergarten alignment. For example, we are expanding the focus on purposeful play (which is central in our Reggio Pre-K classrooms) and integrating it into Kindergarten. Our goal is for all BSD kindergarten classrooms to incorporate 90 minutes of purposeful play per day. This change in instructional practice will be an important step in our early alignment work; however, we have a great deal of work ahead of us. There are a number of principals, as well as some teachers, who do not yet see the value of purposeful play. And this skepticism is only likely to intensify as we move alignment work further up the grade levels.

What strategies does the district use to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? (Examples: coordination with institutions of higher education, employers, and other local partners, access to early college, high school or dual or concurrent enrollment opportunities, career counseling, etc.)

During the 2017-2018 school year, a team of secondary leaders from the District participated in a year-long professional development series on Freshman Success. The series was based on research from the University of Chicago related to the On-Track Indicator as a predictor of high school graduation. As a result of this professional development, administrators at the middle school and high school level have assessed existing systems to support success in grade 9 and developed new strategies to better support students.

For many years, the district has helped students prepare for the transition to high school by hosting family nights, open houses, and orientation events. Based on the collaboration that took place in 2017-2018, additional strategies to support students have been developed. In the fall of 2019, the District launched Upgrade, a half-day program designed to support the Social and Emotional Learning (SEL) of 7th and 8th grade students who have demonstrated risk in academics and behavior. In addition, professional development for secondary administrators has focused on the transition to high school, and best practices in classroom instruction and guidance counseling to support success. Administrators were also organized into cross-district secondary learning teams that meet each month and conduct classroom walkthroughs in middle school and high schools. The teams have scheduled all visits in grades 8 and 9 to deepen understanding of the progression of learning and calibrate practices in teacher evaluation. These efforts are all designed to strengthen the number of students who complete grade 9 on track for high school graduation.

All High Schools Students have to earn a .5 college and career credit throughout their high school careers in order to graduate. Including within the requirements is a senior project dedicated to a Career Related Learning Experience, and Portfolio of Career work or Internships, a Resume and an Essay summarizing their work. The work is documented within our Career Information System. All of this work is generally done with the help of high school advisory classes. All high schools also have a college and career center with a counselor or assistant attached for the sole purpose of setting up visits from colleges, and/or post secondary institutions. All schools also host college and career planning nights and also career and job fairs.

All students have access to AP, IB and/or dual credit coursework at their high school. We also have an Early College program for juniors and seniors that provides the opportunity for full time enrollment and course work at either PCC - Rock Creek or PCC Sylvania.

What policies and procedures are in place to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youths?

By policy, homeless students in the District have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held. A liaison for students in homeless situations is designated to carry out these duties. District policy also requires that homeless students are not stigmatized or segregated on the basis of their status as homeless.

Homeless students are enrolled, either in the student's school of origin or in the attendance area in which the homeless student is actually living, unless contrary to the request of the parent or unaccompanied student, and transportation is provided. Administrative regulations have been developed to remove barriers to access and

participation by homeless students. Services for homeless students and families are provided by HELP Center staff who work with social workers and counselors across the District on identification, support and relationship building with families and children who are experiencing homelessness. There is a robust referral form that school staff fill-out and is seen only by HELP Center staff. At the high school level, additional support is provided to homeless students Attendance mentors and attendance mediation support for secondary students who are homeless and have chronic attendance issues are provided. HELP Center staff also provide professional development to school-level staff on ways to support homeless students. Topics of professional learning can range from instructional practices to support services.

How does the District support the academic needs of students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?

In addition to providing services to identified Talented and Gifted (TAG) students, the district offers the Summa program of highly gifted students in grades 6-8. Summa provides a differentiated, challenging curriculum that meets the cognitive, emotional, and social needs, while being sensitive to their developmental level. To be eligible for the Summa program, a student must score at the 99th percentile (age-based) on the Cognitive Abilities Test (CoGAT) OR at the 99th percentile on the total Reading or total Math Iowa Test of Basic Skills (ITBS) AND at the 97th percentile or higher in a different area Reading, Math or the CogAT).

Grad Mentors provide personal, targeted support for students not passing 1-2 classes with less than 90% attendance and students not passing 3 or more classes with attendance of 90% or greater. Grad Mentor caseloads come from the district's Early Warning System and are approximately 35-50 students. Grad Mentors support college and career planning for students on their caseload and help identify needed resources and connect students with appropriate support in collaboration with individual student counselors.

9th grade success teams meet two times per month and look at a variety of data to support students who are having a difficult transition to high school. Student Success Teams conduct two 60-minute meetings per month in order to manage/discuss team PDSA cycles for continued improvement, review data and discuss specific student observations, interventions and planning.

Passages is an alternative program designed to assist students who require more individualized support to complete high school and prepare for their next steps. Passages programs include

- Connect is a diploma completion program for credit-deficient 5th and 6th year seniors. Students are eligible who have 5.0 or fewer credits to complete.
- Interval provides students ages 16-19 have the opportunity to take a "pause" in their education and focus on their ACE plan: Academic support, Colossal plan for high school completion and post-secondary options, and their Elephant in the room (non-academic barriers). Students spend an average of eight weeks in Interval before transitioning to the next step of their chosen educational path.
- GED transition provides preparation and support for GED candidates
- Oregon Youth Challenge Program (OYCP) transition. Passages teachers begin meeting with Beaverton School District cadets while living at The [Oregon National Guard Youth Challenge Program \(OYCP\)](#), helping facilitate their returning to the district, and supporting them until high school completion. For OYCP December graduates, Passages offers a full-day option to earn credits until the beginning of semester 2. For OYCP June graduates, Passages offers summer school. During the school year, OYCP Transition supports cadet graduates who are within 3 credits of graduating.

In 2019-20, the district will pilot UpGrade; a half day high school preparation program for pre-identified 7th and 8th grade students identified through our Early Warning System. The three highest need middle schools in BSD were chosen as the 2019-2020 pilot schools. The program will include:

- Specific curriculum designed to address opportunity gaps in reading, writing and math
- Social Emotional Learning Component (CASEL alignment with district strategies)
- Drug and Alcohol cessation

- Passages (BSD reengagement program) Interval Component
- High school planning (exploration of BSD Option high school and neighborhood school)
- Post high school career and college planning

Early College High School (ECHS) is an opportunity for students to blend high school and college in a coherent, personalized and rigorous education program at Portland Community College. Designed as an option for the last two years of high school, students generally attend PCC full time for six terms. Tuition is paid for by the Beaverton School District. It is possible for a student to earn a high school diploma, a Transfer Degree, an Associate's Degree or up to two years of college credit in their career pathway. The mission of Early College High School is to provide all students, particularly those who are under-represented, the opportunity to complete a high school diploma, earn college credit, and develop both a vision and a specific plan to create the life they want to live.

The Elementary Intervention Teacher supports college- and career-readiness for all students by providing targeted individual and group instruction for students performing below grade level and/or not meeting standards. In addition to teaching students, this position leads professional development for classroom teachers and supports the integration of educator effectiveness, learning teams and a standards-based learning system.

How does the District support the academic needs of historically underserved students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?

The AVID College Readiness System is currently implemented in every BSD secondary school (middle, option and high schools). AVID is a schoolwide approach to curriculum and rigor, a targeted approach supporting students who identify as first generation, underrepresented on college campuses, qualify as low income or have special circumstances and ongoing professional learning for educators. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. For more information, please visit <https://www.avid.org/>

The Newcomer Program is a self-contained program designed to support students enrolled in Beaverton School District schools in grades 2nd -12th, who are recent arrivers in the US. The profile of the Newcomer candidate is that of a student in grades 2nd – 12th who has some interrupted formal education and/or trauma. The student is Limited English Proficient, receiving a ELPA Screener score of 1- Emerging and a Relative Proficiency Index of 0. Newcomer programs are housed at three locations (elementary, middle, and high) and are staffed by an English Language Development teacher, one or more instructional assistance. Support to students and their families is provided by a social worker and a bilingual facilitator.

The Beaverton School District has completed a 3-year review of the secondary resource room model. Guidelines for the delivery of Specially Designed Instruction in the resource room has been developed and will be implemented for the 2019-20 school year. [2019-20 Discretionary & Non-Discretionary Resource Room agreements.docx](#)

Community School is an alternative school option for students in grades 9-12. Beginning with the 2018-2019 school year, Community School implemented a communication and leadership skills development program called Discovery for all students. This program empowers Community School students to further develop as creative, resilient, and future-oriented leaders. Discovery is an intensive six week program that meets every day, all day, for one hexter (six week grading period) and is a prerequisite for all other classes at Merlo Station. All students must complete this program in order to move into a five class schedule. We work in small groups to learn about and practice Effective Group Skills, Anger Management Strategies, Communication Skills, Assertiveness Tools, Problem Solving, and Conflict Resolution. We will continue to practice these skills every day.

To pass Discovery, students must demonstrate they are partnering with staff by earning 70% or higher on each weekly test. Other requirements include role play, an autobiography, art project, process points, assignments and notebook checks. After completing Discovery, students will join a Focus community, access high school courses, and

plan for their future beyond Merlo. As a Targeted Improvement School, Community School receives additional state funding to improve the achievement of historically underserved students in mathematics. These funds are used to provide additional staffing so that students have more access to quality instruction that supports their individual needs as math learners.

Strategic plan reports addressing this indicator: *Strategic Plan Measures*

10. A strong school library program

“Strong school library program” means a planned effort to ensure the instruction of students, school staff, and the broader learning community in library skills, information literacy, and educational technology; such a program promotes a rich array of literacy experiences supporting life-long reading; facilitates collaboration in lesson planning and instruction; ensures equitable access to library resources and licensed school librarians; and develops and manages current, plentiful, and diverse library collections of print and electronic resources that support classroom curricula and student interests.

What steps have been taken to ensure all students have access to strong library program?

Future Ready Library Plan:

In 2015, the District launched a plan to provide all students and staff in each school with equitable access to a comprehensive library program. As part of our "Future Ready" (technology integration) effort, we developed a new position (Library and Instructional Technology Teacher or LITT) to reintroduce a licensed teacher to fulfill school-based library services at each school. The LITT position allows schools to provide equitable access to a comprehensive library program: provide instruction in information literacy and research proficiencies, promote integration of digital learning resources, advance reading engagement, and create collaborative learning opportunities with teachers.

Due to budget constraints the District library plan has slowed/been inhibited. The District did not fully implement the plan to add the Library and Instructional Technology Teacher (LITT) position to all schools outlined in 2016 to meet the goals set. During the 2018-19 year, each secondary school except one had a full-time LITT. The planned expansion of the position to the elementary level has been inhibited due to budget reductions within the District and the secondary LITT positions may be reduced to half-time in 2019-20. Once funding is stabilized, the vision remains to provide a full-time LITT position in every school.

The District has three District Librarians who select library materials for schools, using input from school library staff. The District Librarians also curate a collection of online library resources, including a robust collection of e-books and digital audiobooks and research databases. Library materials funding is currently site-based and varies from school to school. To improve access to high-quality and diverse library materials for students, Library Services is working toward creating district budgeting guidelines for principals.

The district vision of future ready libraries is available at: <http://bit.ly/librariesbsd>

11. District efforts to achieve local efficiencies and efforts to make better use of resources

Strategic plan reports addressing this indicator: *Facilities Development, Energy and Resource Conservation, Long Range Planning, Facility Use, Technology, Nutrition Services, Transportation*

District Plan Self-Monitoring Routine

Please describe the district plan to install quarterly plan-review/monitoring routines (see example below):

Annually, District staff report to the Board on accountability measures, successes, challenges, and short and long term actions for improvement of outcomes. These reports are found on the Strategic Plan [webpage](#).

Documents & Information	
<p>Annual Fall Work Session: Operations Focus</p> <ul style="list-style-type: none"> ● Community Involvement ● Facilities Development ● Energy and Resource Conservation ● Long Range Planning ● Facility Use ● Maintenance ● Technology ● Human Resources ● Nutrition Services ● Public Safety ● Transportation ● Multiyear Financial Plan 	<p>Annual Winter Work Session: Teaching and Learning Focus</p> <p>District Strategic Measures</p>

Additional reporting routines include quarterly Bond Updates, monthly financial reports, and quarterly community partnership team reports by schools. Schools also report data, successes, challenges, and action plans to the Board every two years.



2019-20 School Year Enrollment Report

POLICY ISSUE / SITUATION:

Each school year on the final school day of September the District tabulates the enrollment totals for each grade level and school. These figures represent the District's baseline enrollment for the school year.

Overall, District enrollment increased by 196 K-12 students from the previous year (0.5%), with a decline at the elementary and middle school levels, offset by an increase at the high school level.

The attached tables present the District's enrollment for the 2019-20 school year, as well as comparisons with the prior school year.

RECOMMENDATION:

It is recommended that the School Board receive the 2019-20 Enrollment Summary. Staff will be available to answer questions during the Board meeting or as a follow-up.

SY 2019-20
Actual Enrollment
 September 30, 2019

School / Program	Previous Year Enrollment (SY 2018-19)	Actual Enrollment (SY 2019-20)	Actual Change #	Actual Change %
Elementary	17,672	17,627	(45)	-0.25%
Middle School	9,379	9,347	(32)	-0.34%
High School	11,840	12,113	273	2.31%
K-12 General Education	38,891	39,087	196	0.50%
Early College (EC)	307	278	(29)	-9.45%
Alternative Programs (AP)	129	140	11	8.53%
Special Education Outside Placement (SP)	92	84	(8)	-8.70%
Self Contained Special Education (SPED)	1,039	1,040	1	0.10%
Charter Schools	643	745	102	15.86%
District Grand Total	41,101	41,374	273	0.66%

Notes:

Enrollment count is based on the Enrollment Summary Matrix (ESM), taken on the last school day of September

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

Pre-Kindergarten students are not included.

Enrollment by School Grade

September 30, 2019

Cost Center	Elementary School	Grade Level					1st - 5th Grade	K - 5th Grade (Total)	Share of K-5	
		Kinder	1st	2nd	3rd	4th				5th
113	Aloha Huber (K-5)	108	126	114	107	129	130	606	714	4.1%
116	Barnes	107	90	106	100	85	102	483	590	3.3%
119	Beaver Acres	102	115	122	124	131	114	606	708	4.0%
122	Bethany	82	84	90	90	92	90	446	528	3.0%
154	Bonny Slope	94	126	109	101	116	109	561	655	3.7%
131	Cedar Mill	63	67	73	69	81	75	365	428	2.4%
137	Chehalem	66	82	74	71	94	72	393	459	2.6%
141	Cooper Mountain	77	58	80	77	81	88	384	461	2.6%
143	Elmonica	107	100	80	86	90	87	443	550	3.1%
151	Errol Hassell	54	74	77	77	65	79	372	426	2.4%
144	Findley	74	91	97	117	115	142	562	636	3.6%
146	Fir Grove	73	51	70	60	68	65	314	387	2.2%
134	Greenway	60	41	50	56	57	54	258	318	1.8%
152	Hazeldale	88	87	71	63	85	73	379	467	2.6%
165	Hiteon	107	79	109	114	119	106	527	634	3.6%
127	Jacob Wismer	115	94	129	131	125	133	612	727	4.1%
186	Kinnaman	107	81	97	101	95	118	492	599	3.4%
157	McKay	55	53	37	30	54	40	214	269	1.5%
161	McKinley	107	110	122	88	97	110	527	634	3.6%
167	Montclair	66	49	49	49	57	49	253	319	1.8%
169	Nancy Ryles	102	101	107	106	94	120	528	630	3.6%
171	Oak Hills	89	101	85	97	89	90	462	551	3.1%
174	Raleigh Hills (K-5)	60	55	61	59	57	67	299	359	2.0%
176	Raleigh Park	46	58	57	47	61	63	286	332	1.9%
179	Ridgewood	76	67	77	65	54	71	334	410	2.3%
177	Rock Creek	68	71	95	92	93	97	448	516	2.9%
139	Sato	100	121	108	115	107	98	549	649	3.7%
164	Scholls Heights	104	95	95	91	97	89	467	571	3.2%
182	Sexton Mountain	77	91	88	72	91	92	434	511	2.9%
124	Springville (K-5)	123	110	132	122	116	121	601	724	4.1%
185	Terra Linda	63	68	55	47	60	56	286	349	2.0%
188	Vose	129	116	128	99	109	112	564	693	3.9%
191	West TV	59	52	55	49	54	67	277	336	1.9%
194	William Walker	101	82	76	73	83	72	386	487	2.8%
Elementary Total		2,909	2,846	2,975	2,845	3,001	3,051	14,718	17,627	100.0%

Enrollment by School Grade

September 30, 2019

Cost Center	Middle School	Grade Level			6th - 8th Total	Share of 6-8
		6th	7th	8th		
K-8 Schools						
113	Aloha Huber (6-8th graders)	64	58	57	179	1.9%
174	Raleigh Hills (6-8th graders)	61	56	46	163	1.7%
124	Springville (6-8th graders)	52	53	55	160	1.7%
	K-8 Schools Subtotal	177	167	158	502	5.4%
Comprehensive Middle Schools						
321	Cedar Park	294	312	305	911	9.7%
575	Cedar Park - SUMMA	-	-	30	30	0.3%
326	Conestoga	316	327	332	975	10.4%
357	Five Oaks	287	275	271	833	8.9%
555	Rachel Carson	63	56	58	177	1.9%
331	Highland Park	247	263	240	750	8.0%
580	Highland Park - SUMMA	-	-	27	27	0.3%
341	Meadow Park	230	224	223	677	7.2%
570	Meadow Park - SUMMA	68	59	30	157	1.7%
351	Mountain View	292	290	271	853	9.1%
346	Stoller	415	393	418	1,226	13.1%
565	Stoller - SUMMA	111	99	124	334	3.6%
361	Whitford	213	193	208	614	6.6%
560	Whitford - SUMMA	34	37	21	92	1.0%
	Rachel Carson	63	56	58	177	1.9%
	SUMMA Subtotal	213	195	232	640	6.8%
	Comprehensive Subtotal	2,294	2,277	2,268	6,839	73.2%
Options Middle Schools						
323	ACMA Middle	113	112	113	338	3.6%
372	HS2 Middle	119	124	129	372	4.0%
371	ISB Middle	158	159	162	479	5.1%
	Options Subtotal	390	395	404	1,189	12.7%
Middle School Total		3,137	3,090	3,120	9,347	100.0%

Cost Center	High School	Grade Level				9th - 12th Total	Share of 9-12
		9th	10th	11th	12th		
Comprehensive High Schools							
420	Aloha	446	451	413	441	1,751	14.5%
450	Beaverton	373	395	390	311	1,469	12.1%
440	Mountainside	448	497	452	390	1,787	14.8%
430	Southridge	415	370	318	277	1,380	11.4%
480	Sunset	541	506	479	445	1,971	16.3%
460	Westview	619	580	578	605	2,382	19.7%
	Comprehensive Subtotal	2,842	2,799	2,630	2,469	10,740	88.7%
Options High Schools							
423	ACMA High School	111	109	82	66	368	3.0%
422	Community School (Merlo)	8	13	45	62	128	1.1%
472	HS2 High School (Cap. Center)	97	95	63	79	334	2.8%
471	ISB High School	110	110	90	58	368	3.0%
453	SST (Cap. Center)	54	42	36	43	175	1.4%
	Options Subtotal	380	369	316	308	1,373	11.3%
High School Total		3,222	3,168	2,946	2,777	12,113	100.0%
Early College		-	-	136	142	278	

Enrollment by School Grade

September 30, 2019

Charter Schools	Grade Level						1st - 5th Grade	K - 5th Grade (Total)
	Kinder	1st	2nd	3rd	4th	5th		
Arco Iris	79	54	53	53	54	46	260	339
Hope Chinese	53	52	54	26	51	26	209	262

Charter Schools	Grade Level			6th-8th Grade
	6th	7th	8th	
Arco Iris	40	27	23	90
Hope Chinese	15	23	16	54

Charter School Total	745
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Enrollment Change by School and Program
September 30, 2019

Region	Elementary School	Current					SY 2018-19 to SY 2019-20	
		SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20	# Change	% Change
SW	Aloha Huber (K-5)	833	794	741	743	714	(29)	-3.9%
CW	Barnes	677	631	621	634	590	(44)	-6.9%
CW	Beaver Acres	771	743	702	623	708	85	13.6%
NW	Bethany	552	554	530	534	528	(6)	-1.1%
NE	Bonny Slope	643	622	638	650	655	5	0.8%
NE	Cedar Mill	386	408	418	428	428	-	0.0%
SW	Chehalem	513	494	476	471	459	(12)	-2.5%
S	Cooper Mountain	487	508	505	469	461	(8)	-1.7%
CW	Elmonica	610	650	714	757	550	(207)	-27.3%
SW	Errol Hassell	488	453	466	441	426	(15)	-3.4%
NE	Findley	826	778	726	685	636	(49)	-7.2%
SE	Fir Grove	501	470	447	385	387	2	0.5%
SE	Greenway	362	380	353	332	318	(14)	-4.2%
SW	Hazeldale	505	495	430	440	467	27	6.1%
SE	Hiteon	679	657	646	638	634	(4)	-0.6%
NW	Jacob Wismer	739	702	755	725	727	2	0.3%
SW	Kinnaman	670	682	665	630	599	(31)	-4.9%
SE	McKay	348	292	280	283	269	(14)	-4.9%
CW	McKinley	650	619	603	575	634	59	10.3%
SE	Montclair	387	366	331	307	319	12	3.9%
S	Nancy Ryles	570	616	576	642	630	(12)	-1.9%
NW	Oak Hills	552	562	548	552	551	(1)	-0.2%
SE	Raleigh Hills (K-5)	363	397	383	371	359	(12)	-3.2%
CE	Raleigh Park	395	354	369	353	332	(21)	-5.9%
CE	Ridgewood	446	448	414	399	410	11	2.8%
NW	Rock Creek	582	598	573	578	516	(62)	-10.7%
NW	Sato (Opened 2017)			502	596	649	53	8.9%
S	Scholls Heights	546	525	516	521	571	50	9.6%
S	Sexton Mountain	513	506	495	526	511	(15)	-2.9%
NW	Springville (K-5)	834	944	594	643	724	81	12.6%
NE	Terra Linda	407	393	360	332	349	17	5.1%
SE	Vose	685	613	617	647	693	46	7.1%
NE	West TV	350	349	353	331	336	5	1.5%
CE	William Walker	475	470	455	431	487	56	13.0%
Elementary Total		18,345	18,073	17,802	17,672	17,627	(45)	-0.25%

Denotes boundary change

Regional Groups	Current					SY 2018-19 to SY 2019-20		
	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20	# Change	% Change	
NW	SPR, SATO, JW, RC, BTH, OH	3,259	3,360	3,502	3,628	3,695	67	1.8%
NE	BS, TL, CM, WTV, FIND	2,612	2,550	2,495	2,426	2,404	(22)	-0.9%
CW	MCKN, ELM, BA, BAR	2,708	2,643	2,640	2,589	2,482	(107)	-4.1%
CE	WW, RDG, RPK	1,316	1,272	1,238	1,183	1,229	46	3.9%
SW	AHP, CHE, EH, KIN, HAZ	3,009	2,918	2,778	2,725	2,665	(60)	-2.2%
S	COOP, SXM, NR, SCHO	2,116	2,155	2,092	2,158	2,173	15	0.7%
SE	FG, VOS, GRE, HIT, MKAY, RH, MON	3,325	3,175	3,057	2,963	2,979	16	0.5%
Elementary Total		18,345	18,073	17,802	17,672	17,627	(45)	-0.25%

Title Status	Current					SY 2018-19 to SY 2019-20		
	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20	# Change	% Change	
Title I Schools	7,963	7,730	7,487	7,322	7,234	(88)	-1.2%	
Non-Title I Schools	10,382	10,343	10,315	10,350	10,393	43	0.4%	
Total		18,345	18,073	17,802	17,672	17,627	(45)	-0.25%

Enrollment Change by School and Program
September 30, 2019

Middle School	Current					SY 2018-19 to SY 2019-20	
	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20	# Change	% Change
K-8 Schools							
Aloha Huber (6-8)	178	182	180	183	179	(4)	-2.2%
Raleigh Hills (6-8)	187	180	167	160	163	3	1.9%
Springville (6-8)	153	169	177	178	160	(18)	-10.1%
K-8 Schools Subtotal	518	531	524	521	502	(19)	-3.6%
	Current					SY 2018-19 to SY 2019-20	
	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20	# Change	% Change
Comprehensive Middle Schools							
Cedar Park	893	890	872	931	911	(20)	-2.1%
Cedar Park - SUMMA	112	116	93	65	30	(35)	-53.8%
Conestoga	853	893	959	964	975	11	1.1%
Five Oaks	799	818	831	785	833	48	6.1%
Rachel Carson	181	180	178	182	177	(5)	-2.7%
Highland Park	814	781	820	794	750	(44)	-5.5%
Highland Park - SUMMA	71	93	76	54	27	(27)	-50.0%
Meadow Park	681	698	682	668	677	9	1.3%
Meadow Park - SUMMA	167	150	128	126	157	31	24.6%
Mountain View	842	836	811	888	853	(35)	-3.9%
Stoller	1,008	1,086	1,090	1,162	1,226	64	5.5%
Stoller - SUMMA	407	404	394	352	334	(18)	-5.1%
Whitford	586	627	608	607	614	7	1.2%
Whitford - SUMMA	96	88	81	85	92	7	8.2%
Rachel Carson	181	180	178	182	177	(5)	-2.7%
SUMMA Subtotal	853	851	772	682	640	(42)	-6.2%
Comprehensive Subtotal	6,476	6,629	6,673	6,799	6,839	40	0.6%
	Current					SY 2018-19 to SY 2019-20	
	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20	# Change	% Change
Options Middle Schools							
ACMA Middle	342	344	348	338	338	-	0.0%
HS2 Middle (Cap. Center)	347	341	377	376	372	(4)	-1.1%
ISB Middle	483	480	482	481	479	(2)	-0.4%
Options Subtotal	1,172	1,165	1,207	1,195	1,189	(6)	-0.5%
Middle School Total	9,200	9,356	9,354	9,379	9,347	(32)	-0.3%

Enrollment Change by School and Program
September 30, 2019

High School	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19	Current	SY 2018-19 to SY 2019-20		
					SY 2019-20	# Change	% Change	
Comprehensive High Schools								
Aloha	1,937	1,899	1,774	1,773	1,751	(22)	-1.2%	
Beaverton	1,692	1,773	1,644	1,513	1,469	(44)	-2.9%	
Mountainside (all grades in 2019)	-	-	873	1,350	1,787	437	32.4%	
Southridge	1,581	1,598	1,440	1,401	1,380	(21)	-1.5%	
Sunset	2,124	2,228	2,068	2,019	1,971	(48)	-2.4%	
Westview	2,553	2,576	2,484	2,364	2,382	18	0.8%	
Comprehensive Subtotal	9,887	10,074	10,283	10,420	10,740	320	3.1%	

All new HS boundaries into effect

Options High Schools	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19	Current	SY 2018-19 to SY 2019-20	
					SY 2019-20	# Change	% Change
ACMA High School	376	369	336	361	368	7	1.9%
Community School (Merlo)	164	164	161	151	128	(23)	-15.2%
HS2 High School (Cap. Center)	355	356	344	364	334	(30)	-8.2%
ISB High School	401	390	400	381	368	(13)	-3.4%
SST (Cap. Center)	161	176	173	163	175	12	7.4%
Options Subtotal	1,457	1,455	1,414	1,420	1,373	(47)	-3.3%
High School Total*	11,344	11,529	11,697	11,840	12,113	273	2.3%

Locations with Multiple Schools / Options Programs	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19	Current	SY 2018-19 to SY 2019-20		
					SY 2019-20	# Change	% Change	
K-8 Schools								
Aloha-Huber Park K-8	1,011	976	921	926	893	(33)	-3.6%	
Raleigh Hills K-8	550	577	550	531	522	(9)	-1.7%	
Springville K-8	987	1,113	771	821	884	63	7.7%	
Middle Schools								
Cedar Park + SUMMA	1,005	1,006	965	996	941	(55)	-5.5%	
Five Oaks + Rachel Carson	980	998	1,009	967	1,010	43	4.4%	
Highland Park + SUMMA	885	874	896	848	777	(71)	-8.4%	
Meadow Park + SUMMA	848	848	810	794	834	40	5.0%	
Stoller + SUMMA	1,415	1,490	1,484	1,514	1,560	46	3.0%	
Whitford + SUMMA	682	715	689	692	706	14	2.0%	
Middle & High Options Schools								
ACMA Middle + High	718	713	684	699	706	7	1.0%	
Community School (Merlo)	164	164	161	151	128	(23)	-15.2%	
HS2 Middle + High (Capital Center)	702	697	721	740	706	(34)	-4.6%	
ISB Middle + High	884	870	882	862	847	(15)	-1.7%	
SST (Capital Center)	161	176	173	163	175	12	7.4%	
Options & Multiple Programs Total	10,992	11,217	10,716	10,704	10,689	(15)	-0.1%	
<i>Not incl. Springville</i>	<i>10,005</i>	<i>10,104</i>	<i>9,945</i>	<i>9,883</i>	<i>9,805</i>	<i>(78)</i>	<i>-0.8%</i>	

Denotes boundary change

Self-Contained Specialized Education: Enrollment by School Grade
September 30, 2019

Cost Center	Elementary School	Grade					K - 5th Grade (Total)	
		Kinder	1st	2nd	3rd	4th		5th
119	Beaver Acres							
	ISC	3	8	6	3	3	6	
137	Chehalem							
	EGC	2	2	6	5	3	3	
141	Cooper Mountain							
	SCC	2	4	6	8	1	4	
134	Greenway							
	ELC	0	0	1	2	2	2	
152	Hazeldale							
	SLC	0	3	5	3	5	2	
165	Hiteon							
	EGC	0	1	6	3	5	2	
186	Kinnaman							
	ISC	3	2	2	8	1	2	
157	McKay							
	ALC	5	0	4	3	7	6	
161	McKinley							
	SRC	2	3	6	5	2	2	
171	Oak Hills							
	ALC	0	1	4	8	6	6	
174	Raleigh Hills (K-5)							
	EGC	0	0	0	3	3	4	
176	Raleigh Park							
	SRC	1	4	1	2	0	0	
179	Ridgewood							
	SCC	2	4	3	5	5	3	
139	Sato							
	EGC	2	4	6	3	4	4	
164	Scholls Heights							
	ISC	1	4	2	6	6	4	
182	Sexton Mountain							
	SRC	9	5	4	9	3	2	
185	Terra Linda							
	SRC	1	6	2	5	3	5	
188	Vose							
	EGC	2	1	6	4	1	1	
191	West TV							
	SCC	0	0	1	4	1	5	
194	William Walker							
	ISC	9	5	7	2	4	4	
Elementary SCSP Total		44	57	78	91	65	67	402

Schools without SCSP Programs

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

Self-Contained Specialized Education: Enrollment by School Grade
September 30, 2019

Cost Center	Middle School	Grade			6th - 8th Total
		6th	7th	8th	
321	Cedar Park				
	EGC	3	4	5	12
	SCC	4	5	6	15
	SRC	8	1	1	10
	Cedar Park SCSP Total	15	10	12	37
326	Conestoga				
	EGC	6	4	3	13
	SLC	3	3	1	7
	Conestoga SCSP Total	9	7	4	20
357	Five Oaks				
	ALC	2	5	3	10
	EGC	5	3	5	13
	ISC	2	4	5	11
	Five Oaks SCSP Total	9	12	13	34
331	Highland Park				
	ALC	1	7	4	12
	SCC	5	7	5	17
	Highland Park SCSP Total	6	14	9	29
341	Meadow Park				
	EGC	3	1	5	9
	ISC	6	4	1	11
	Meadow Park SCSP Total	9	5	6	20
351	Mountain View				
	ALC	6	4	4	14
	SRC	1	6	4	11
	Mountain View SCSP Total	7	10	8	25
346	Stoller				
	ALC	6	2	7	15
	SCC	4	8	5	17
	Stoller SCSP Total	10	10	12	32
361	Whitford				
	EGC	7	1	-	8
	ISC	3	2	4	
	SRC	3	6	2	11
	Whitford SCSP Total	13	9	6	19
	Middle School SCSP Total	78	77	70	225

Self-Contained Specialized Education: Enrollment by School Grade
September 30, 2019

Cost Center	High School	Grade				9th - 12th Total
		9th	10th	11th	12th	
420	Aloha					
	ALC	9	5	6	8	28
	ISC	1	3	2	4	10
	SCC	3	6	3	3	15
	SRC	3	5	-	1	9
	Aloha SCSP Total	16	19	11	16	62
450	Beaverton					
	ALC	3	3	2	8	16
	ISC	3	4	1	1	9
	SRC	4	3	3	1	11
	Beaverton SCSP Total	10	10	6	10	36
440	Mountainside					
	ALC	4	2	9	2	17
	ISC	2	3	3	4	12
	SLC	5	2	2	1	10
	Mountainside SCSP Total	11	7	14	7	39
430	Southridge					
	ALC	4	1	4	6	15
	EGC	3	3	3	3	12
	ISC	9	-	-	-	9
	Southridge SCSP Total	16	4	7	9	36
480	Sunset					
	ALC	3	4	4	7	18
	EGC	2	1	5	3	11
	SCC	6	4	4	4	18
	SRC	1	2	1	2	6
	Sunset SCSP Total	12	11	14	16	53
460	Westview					
	ALC	8	8	6	4	26
	EGC	2	2	2	4	10
	ISC	-	5	3	3	11
	SCC	3	3	5	3	14
	Westview SCSP Total	13	18	16	14	61
	High School SCSP Total	78	69	68	72	287

	6th	7th	8th	9th	10th	11th	12th	Total
818 Capital Center Programs								
ACE	-	-	1	1	2	-	3	7
Community							119	119
Community-ISC								-
PTP								-
Capital Center Programs Total	-	-	1	1	2	-	122	126

District Totals		Share of District SCSP
Elementary Total	402	39%
Middle School Total	225	22%
High School Total	287	28%
Capital Center Prog.Total	126	12%
District SCSP Total	1,040	100%



Appoint Budget Committee Members to Fill Vacancies

Situation:

The Beaverton School District has two vacancies on the Budget Committee in School Board Zone 4 (School Board member Donna Tyner), and Zone 7 (School Board member Tom Colett).

Zone 4 Candidate: Board Member Donna Tyner has selected Miles Glowacki for appointment to the Budget Committee. Mr. Glowacki brings budgetary experience and community engagement skills to the position having served most recently on the THPRD Budget Committee. He has 14 years of experience in public service and community involvement with the City of Beaverton's Neighborhood and Public Involvement Program.

Zone 7 Candidate: Board Member Tom Colett has selected Kristan Lee for appointment to the Budget Committee. Ms. Lee has 11 years of experience as a certified government auditing and accounting professional serving in a wide range of organizations including school districts, counties, municipalities, state agencies, community colleges and nonprofits. She is currently working on an MBA.

Recommendation:

It is recommended that the School Board accept the two appointments in Zone 4 and Zone 7 for the Budget Committee.

Miles Glowacki

20540 SW Genoa Ct. Aloha, OR 97078 | 503-720-3768 | mil.glow@gmail.com

RESUME

I look forward to bringing my experience in budgeting to a position on the Beaverton School District's Budget Committee. I believe in the school district's mission to empower all students to post-high school success, and I would like to bring my skills, knowledge and interest to help achieve that vision.

Pertinent experience and skills:

Public Budgeting – Experience on both sides of the budgeting process from workgroup budget submittal to public comment and passage as a Budget Committee Member

- Tualatin Hills Park & Recreation District, Budget Committee Member 2016-2018
- Tualatin Valley Creates – Board Member 2018
- Tualatin Hills Park & Recreation District, Chair of the Parks Advisory Committee 2011-2015

Public Involvement –

- Manage the public involvement process for the installation of a new 5 million gallon water reservoir, Aquafer Recovery Well and associated pipe improvements for the City of Beaverton on Cooper Mountain.
- Develop an outreach strategy for a neighborhood Capital Improvement Projects
- Implemented an outreach strategy for the passage of a funding bond for the Public Safety Center

Written Materials – Draft and edit written materials to further the City's goals of resident engagement;

- Press Releases
- Web page content
- Postcards / Resident Mailings
- Your City Magazine Articles (City Wide Newsletter)
- Talking Points for Mayor, City Council, etc.
- Electronic Email Blasts / Newsletters

Serve as liaison between external and internal stakeholders

- Represent the City and the Office of the Mayor on external and internal committees, building relationships with the community and government partners in the region.
- Work with each city department to ensure residents' concerns and needs are met in a timely manner.

Recruit, train, supervise, retain and recognize community volunteers

- Work with a diverse population to ensure that residents have access to public engagement opportunities.
- Develop and implement Leadership Development programs for neighborhood leaders.
- Ensure that the City's system for development review includes external participation and input.
- Supervise a diverse group of volunteers to ensure that they meet the standards and abide by the laws of the city and state as they fulfill their volunteer roles.
- Assist resident volunteers in achieving their goals of community building and physical revitalization in their neighborhoods. We received national recognition last year for our work from Neighborhoods USA (NUSA).

Volunteer Experience

References

- Victor Sin, Policy Advisor, District 4, METRO
Victor.Sin85@Gmail.com / 503-708-1186
- Lani Parr, Neighborhood, Event and Public Involvement Manager, City of Beaverton
lparr@BeavertonOregon.gov / 503-526-2543
- Nicole Walters, Marketing Manager, City of Beaverton
Nwalters@BeavertonOregon.gov / 503-526-3738

Kristan Lee

Accounting Professional

kristanlee2010@gmail.com
(662)-803-3416

SUMMARY OF QUALIFICATIONS

Dedicated and detail-oriented CPA and CIA candidate with 10+ years of experience as a certified government auditing professional as well as expertise in governmental and financial audit/accounting. Proven ability to identify, analyze, and solve complex problems while communicating effectively with colleagues and completing compliance audits. Excellent financial, accounting, and statistical skills that are used to audit data and develop comprehensive financial reports. Experience in interacting extensively with auditors – providing preventative and corrective actions.

EDUCATION

Strayer University Master of Business Administration	Jackson, MS Presently Attending - Online
Mississippi State University Bachelor of Accountancy	Starkville, MS December 2005

PROFESSIONAL EXPERIENCE

Portland Community College Contract and Grant Accounting Manager	Portland, OR June 2018 – September 2018
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- Efficiently manage federal, state and private grant accounting.
- Lead the monitoring of compliance with Federal and state laws, rules and regulations for grants and contracts.
- Coordinate grant financial activity with internal departments as well as external auditors and governmental agencies.
- Commitment to diversity and inclusion, with a strong equity lens, to support the development of staff from a broad spectrum of backgrounds, identities, and lived experiences.

Fortenberry & Ballard CPA Audit Manager	Brandon, MS January 2006 – March 2018
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- Duties include conducting governmental and financial audits for a wide range of organizations: public school districts, counties, municipalities, state agencies, libraries, community colleges, and nonprofits.
- Manage 4 to 6 staff accountants in reviewing internal compliance, performance, and detailed financial audits.
- Planned audit procedures including communication with top management and internal auditors.
- Provided organizational leadership by managing accumulation and reports of audit/compliance evidence.
- Led by preparing financial statements, audit reports, and findings. Supported internal audit department.
- Effectively prepared risk assessments and developed audit programs/procedures for auditing processes.
- Successfully and efficiently tested and examined accounting records, internal controls, and compliance.
- Present observations directly to clients and issue written audit reports that comport with the Generally Accepted Governmental Auditing Standards (GAGAS). Provide preventative/corrective recommendations.

COMPUTER SKILLS

Microsoft Office (Word, Excel, PowerPoint, Outlook), Adobe Acrobat, QuickBooks, Ultra Tax, Auditware, and PPC



2019 OSBA BOARD ELECTIONS

OSBA Board of Directors Election

The Oregon School Boards Association (OSBA) is organized as one general state association with up to 23 elected representatives established to support member participation and representation. Each director is elected on a regional basis for a two-calendar year term. Candidates must be elected by official action of a member board within the region.

OSBA Legislative Policy Committee Election

The Legislative Policy Committee consists of the voting members of the OSBA Board of Directors and 20 representatives from 14 regions throughout the state. In odd-numbered years, an election is held for the OSBA Legislative Policy Committee.

Board members are asked to vote on the three positions listed below:

1. *OSBA Board Position 16* – Maureen Wolf from Tigard Tualatin School District
2. *OSBA Board Position 20* – Erika Lopez from Hillsboro School District
3. *Legislative Policy Committee Position 16* – Becky Tymchuk from Beaverton School District

RECOMMENDATION:

WHEREAS, the Beaverton School District is a member of the Oregon School Board Association, BE IT RESOLVED that the Beaverton School District elects:

1. Maureen Wolf for OSBA Board Position 16
2. Erika Lopez for OSBA Position 20
3. Becky Tymchuk for Legislative Policy Committee Position 16

**EMPLOYMENT CONTRACT
BETWEEN
DON GROTTING
AND
THE GOVERNING BOARD OF
BEAVERTON SCHOOL DISTRICT NO. 48
WASHINGTON COUNTY, OREGON**

THIS AGREEMENT, made and entered into this 18 day of Nov., 2019, between the Beaverton School District No. 48 ("District"), and Don Grotting, ("Superintendent").

WITNESSETH:

WHEREAS, the Superintendent is desirous of serving as the chief executive officer of the District and performing all duties required by that office; and

WHEREAS, the District is desirous of securing a Superintendent of Schools to supervise and direct the schools and the educational program of the District under the general supervision of the District's School Board; and,

WHEREAS, the District and Superintendent believe that a written employment contract is necessary to describe specifically their relationship and to serve as the basis of effective communication between them as they fulfill their governance and administrative functions in the operation of the educational program of the schools;

NOW, THEREFORE, in consideration of the mutual promises contained herein, the District hereby employs the Superintendent as Superintendent of Schools in and for said District, and the Superintendent hereby accepts such employment upon the terms and conditions following:

1. **TERM.** The District hereby employs the Superintendent for a period of two and a half (2.5) years, beginning on January 1, 2020 and ending on June 30, 2022. The District and the Superintendent may extend this term of employment by mutual agreement.
2. **SALARY.** The Superintendent shall be paid \$288,901.43 less normal withholdings and deductions) annually (which is a per diem rate of \$1,132.95), in twelve equal monthly installments.
3. **SUPERINTENDENT AND BOARD RESPONSIBILITY.** The Superintendent shall be the chief executive officer of the District. As such, the Superintendent shall have the primary responsibility for execution of Board policy, whereas the Board shall retain the primary responsibility for formulating and adopting that policy.

5. **PROFESSIONAL GROWTH OF SUPERINTENDENT.** The District encourages the continuing professional growth of the Superintendent through participation, as he might decide in light of the duties of the Superintendent, in:

- A. The operations, programs and other activities conducted or sponsored by local, state and national school administrator and school board associations;
- B. Seminars, courses, and institutes offered by public or private educational institutions; and
- C. Informational meetings with other persons whose particular skills or backgrounds would serve to improve the capacity of the Superintendent to perform his/her professional responsibilities for the District.

In its encouragement, the District shall permit a reasonable amount of release time, as approved by the Board, for the Superintendent to attend to such matters and the District shall pay for the necessary membership, tuition, travel and subsistence expenses. Such professional growth expenses shall be limited to amounts budgeted for that purpose in the Superintendent's budget. The Board shall be notified in advance of any planned travel and vacation time.

6. **SUPERINTENDENT'S LICENSE.** The Superintendent shall maintain throughout the life of this Agreement a valid and appropriate license to act as Superintendent of Schools as required by the State of Oregon. Should the Superintendent fail to maintain such a license in good standing, the District may seek any appropriate remedy under this Agreement, including termination of this Agreement, without recourse.

7. **GOALS.** Annually the Board shall, in consultation with the Superintendent, establish general goals and specific objectives for the school year. The goals and objectives shall be established in writing and be among the criteria for evaluation of the Superintendent.

8. **EVALUATION.** The Board shall meet in Executive Session to evaluate and assess in writing the performance of the Superintendent annually during the term of this contract. The evaluation shall be made in reference to the Superintendent's position description and the goals and objectives established by the Board for the Superintendent. Evaluations shall be conducted for the purposes of improving the District leadership, maintaining open and effective communication between the Board and the Superintendent and enhancing relations between the Board and the Superintendent. The Superintendent shall be entitled to meet with the Board to review the evaluation and to provide any information that he deems pertinent.

9. **PROFESSIONAL ACTIVITIES.** The Superintendent may undertake consultative work, speaking engagements, writing or other professional activities for honoraria and expenses, provided such activities do not interfere with the

Superintendent's normal duties. The Superintendent shall report such activities to the Board Chair as such activities arise.

10. **WORK YEAR/VACATION.** The Superintendent shall be required to render 255 days of full and regular service to the District during each annual period covered by this Agreement, except that he shall be entitled to 30 days vacation in addition to the holidays as listed in the current Summary of Benefits for Beaverton School District No. 48 Administrators and Eligible Retired Administrators, attached hereto. Some days of winter holiday closure are non-paid and non-work days. For the remaining winter break and spring break days, Superintendent has the choice of working or declaring vacation. Days not worked during the summer break period must be counted among the 30 days of vacation..

Days not worked during the summer break period must be counted among the 30 days of vacation.

The Superintendent is responsible for reporting all vacation use through the District's reporting system, absence verification and by notifying the Board.

The Superintendent may carry a maximum of 48 days (384 hours) of earned vacation after June 30 in addition to vacation credited above. Up to five days (40 hours) of earned but unused vacation in excess of 48 days will be exchanged for additional salary in August at the per diem rate. If no vacation is lost, no additional pay will be received. After June 30 annually, all earned but unused vacation in excess of 48 days (384 hours) will be deleted from the Superintendent's vacation balance. Upon termination of employment with the District, payment for unused vacation time is limited to a maximum of 48 earned but unused vacation days.

11. **FRINGE BENEFITS.** The District shall, during the term of this Agreement, provide the Superintendent all the benefits applicable to the administrator corps specified in the Summary of Benefits for Beaverton School District No. 48 Administrators and Eligible Retired Administrators together with the following fringe benefits:

- A. *PERS.* The District shall pay the employer's contribution to the Public Employees Retirement System.
- B. *Professional/Civic Dues.* Professional/Civic dues in full for COSA, AASA, and other civic and educational organizations that provide membership which is of benefit to the District.
- C. *Travel Allowance.* \$500 per month for travel inside Washington County. Mileage outside of Washington County will be paid at the approved IRS rate for travel required to fulfill the duties of superintendent. The District will reimburse the Superintendent for any reasonable expenses actually incurred in the performance of duties for the District.

- D. *Insurance, Leaves and other Benefits.* The Superintendent shall be entitled to the same illness benefits, leaves, and insurance benefits as are described in the Summary of Benefits for Beaverton School District No. 48 Administrators and Eligible Retired Administrators agreement. The insurance benefits provided are described in the contract between the District and the District's insurance carrier. Any changes, modifications or termination of benefits applicable to the administrator corps shall be deemed changes, modifications or termination to the benefits the District shall provide to the Superintendent during the term of the contract.
- E. *Sick Leave.* Sick leave shall accrue during the term of this Agreement in accordance with the Summary of Benefits for Beaverton School District No. 48 Administrators and Eligible Retired Administrators.
- F. *403(b) Supplemental Retirement Account.* The District shall establish a tax deferred plan under section 403(b) of the Internal Revenue Code. The Superintendent will be given a choice of the financial/investment organization that offers the 403(b) plan, the selection of investment options within the plan and the right to manage the funds within the plan. The District's contribution shall be ten percent (10%) of the annual base salary for each year of this Agreement, made payable in monthly installments. The Superintendent has the option of converting the District's 403(b) plan contribution to salary, payable monthly, and subject to regular tax withholdings and other authorized deductions.
- G. *Right to Contribute to TSA and/or 457(b) plan.* In accordance with State and Federal laws, the Superintendent shall be permitted to contribute to a 403(b) tax sheltered annuity plan and/or a 457(b) deferred compensation plan of his/her choice. The District shall withhold and transfer an amount of the Superintendent's annual salary on a monthly basis determined by the Superintendent.
- H. *Retention Incentive.* The District will provide the Superintendent with a retention incentive in the gross amount of seven percent (7%) of Base Salary (the "Retention Incentive"). The Retention Incentive shall be due on June 30, 2020, and is subject to regular tax withholdings and other authorized deductions. Thereafter, upon renewal of this agreement, the Retention Incentive shall be paid annually on June 30. The Superintendent must remain actively employed as Superintendent of the District and in compliance with the District's policies and directives concerning job performance and conduct as of the due date in order to earn and receive the retention incentive installment.

12. **EXPENSES.** The District shall reimburse the Superintendent according to the District policy for incidental expenses necessary for the operation of the District.

13. **TERMINATION OF EMPLOYMENT CONTRACT.**

- A. *Termination for Cause.* In the event the District intends to act to terminate this Agreement for cause, as defined by Oregon law, prior to its expiration date and without the Superintendent's written concurrence, the Superintendent shall be entitled to a due process hearing before the Board prior to the occurrence of any purported act of termination. Due process shall include at least a written notice of the reasons why the District is considering termination of this Agreement, the right to appear before the Board in closed executive meeting or public hearing, at the option of the Superintendent, the right to be represented at the hearing by a representative of the Superintendent's choice, and the right to a written decision describing the results of the hearing. The District shall give the Superintendent no less than ten (10) days written notice in advance of termination. The District may, while termination for cause is under consideration by the Board, relieve the Superintendent of this duties under the contract. If the Superintendent is terminated for cause, the District shall pay the Superintendent his salary through the date of termination. This provision does not constitute a waiver of any rights the District or the Superintendent may have to enforce this Agreement in the courts under contract or other applicable law.
- B. *Termination at the Request of the Superintendent.* In the event that the Superintendent intends to act to terminate this Agreement prior to its expiration date he shall give the District no less than sixty (60) days written notice in advance of taking another position. It is agreed that such request will be accepted by the District. The Superintendent will be paid for days actually worked and holidays that occur prior to the contract termination.
- C. *Disability.* Should the Superintendent be unable to perform the duties of this position because of illness, accident or other causes, and he/she is unable to perform the essential functions of the job with or without a reasonable accommodation, the District may, at its option, terminate this Agreement, whereupon the respective duties, rights and obligations of the parties shall terminate. This provision is not intended to waive any rights, benefits or obligations of the parties under State or Federal law.

14. **RENEWAL OF EMPLOYMENT CONTRACT.** This Agreement shall automatically expire at the end of its term unless extended by the District and Superintendent.

15. **PROFESSIONAL LIABILITY.** The District shall hold harmless and indemnify the Superintendent from any and all demands, claims, suits, and legal proceedings brought against the Superintendent in his/her individual capacity or in his/her official capacity as agent and employee of the District, provided the incident arose while the

Superintendent was acting within the scope of employment and is not the result of malfeasance in office or willful or wanton neglect of duty within the meaning of ORS 30.285(2). In no case will individual Board members be considered personally liable for indemnifying the Superintendent against such demands, claims, suits, actions, and legal proceedings.

If, in the good faith opinion of Superintendent, conflict exists regarding legal defenses to a third-party claim against the Superintendent and the District (i.e., pressing the defense of one party would tend to injure the other party), the Superintendent may engage separate counsel, and the District shall indemnify the Superintendent for the costs of such counsel, subject to the same limitations, provisions, and exceptions set forth above. The District shall not, however, be required to pay the costs of any legal proceeding in the event that the District and the Superintendent have adverse interests in any litigation.

16. **CRITICISMS/COMPLAINTS.** The Board, individually and collectively, agrees that any criticism or complaint about an employee or program of the District that the Board is made aware of, shall be promptly forwarded to the Superintendent for investigation and resolution.

17. **BREACH OF AGREEMENT.** Failure by the Superintendent to fulfill the obligations set forth in this Agreement shall be considered a breach of this contract and will terminate the contract immediately.

18. **APPLICABLE LAW.** This Agreement is subject to all applicable laws in the State of Oregon. The parties recognize that the Oregon Legislature passed Senate Bill (SB) 1049 during the 2019 legislative session. Section 37 of SB 1049 allows the District to rehire the Superintendent in the event the Superintendent elects to retire and then be rehired by the District under the same terms and conditions of this Contract. Accordingly, during 2020, 2021, 2022, 2023, and 2024, the District agrees to the following:

1. The Superintendent has retired to take advantage of SB 1049 and has agreed to be rehired by the District.
2. By agreeing to this contract, the Board of Directors is satisfied that the Superintendent rehiring and continued employment is in the public interest; and
3. This provision will become null and void on December 31, 2024 or at the expiration of this contract.

19. **NOTICES.** Any notices that are required under the terms of this Agreement shall be mailed via the United States Postal Service First Class Mail or hand delivered to the parties at the following addresses:

District

Superintendent

Beaverton School

Don Grattig

16550 SW Merlo

Beaverton, OR 97003

20. **MODIFICATION.** This Agreement supercedes all prior agreements and understandings between the parties. The parties may, during the term of this Agreement, mutually agree to modify any of its terms. Any modifications will be in writing, signed by both parties and attached to this document.

IN WITNESS WHEREOF, the District pursuant to the authority of its Board of Directors has caused two originals of this Agreement to be signed in the name of the District by the Chair of the School Board, and the Superintendent has hereunto affixed his/her signature on the day and year recorded below.

BEAVERTON SCHOOL DISTRICT NO. 48
BEAVERTON OREGON

By Becky Tymchuk
Chair, Board of Directors

Date Nov. 18, 2019

By Don Grattig
Superintendent of Schools

Date 11/18/2019

**Board Members Present:**

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

Staff Present:

Carl Mead	Deputy Superintendent of Operations
Sue Robertson	Chief Human Resource Officer
Maureen Wheeler	Public Communications Officer
Camellia Osterink	District Legal Counsel
Jon Bridges	Administrator for Accountability
Steve Langford	Chief Information Officer

Visitors: 0
Media: 0

School Board Chair Becky Tymchuk called the meeting to order at 5:33 p.m.

Student Success Act (HB 3427) – Ginny Hansmann, Maureen Wheeler, and David Williams

Ginny Hansman walked the Board through the following protocol:

1. Facilitator opens with welcome and introduction of the team helping

Thank you for joining us today/tonight. We are going to engage in a protocol that will assist our District in knowing what is going well in our schools and what we could improve upon. On our team today/tonight _____.

2. Talking Points – Share the following key messages – Why are we here today/tonight?

The Oregon Legislature passed and the Governor signed the \$2 billion Student Success Act (HB3427) in Spring 2019. This is an historic and much needed investment in K-12 schools. Beaverton could be able to access an estimated \$31 million (last updated 9.10.19) per year through a state application process. The new law seeks to improve outcomes for students of color, students with disabilities, emerging bilingual students, students navigating poverty, homelessness, and foster care and others who have experienced disparities in our system.

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

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

School districts will be required to apply for funds. Districts must engage their diverse communities in a needs assessment process prior to the application for funds. The needs assessment includes the District's existing Continuous Improvement Plan (CIP) and an expanded public engagement process with multiple and diverse stakeholders. This is why we are here tonight.

*Districts will be allowed four broad uses for grant proposals: **1)** increasing instructional time, **2)** addressing student health and safety needs, **3)** increasing adults/decreasing class size and **4)** expanding well-rounded learning opportunities.*

Proposals must also meet students' behavioral and mental health needs and increase academic achievement as well as reduce disparities among student groups. This Phase I community engagement will seek input on what is working in our schools and what improvements are needed.

Your voice matters! We welcome your perspective and opinion today/tonight.

Let's get started with the protocol:

- 3. Table Time** - This protocol consists of two open-ended questions. Every table could have a recorder using a Chromebook or other device if possible to **capture perspective and ideas directly on the online survey**. Participants may also individually complete the online survey. Be flexible and responsive to the needs of the group you are working with. **Table time frame can be adjusted as needed**. The following is a suggested minimum.

First Question – What is going well in Beaverton Schools?

Table time: 15 mins. Participants will engage in a conversation and capture main ideas. Report out time – up to 5-10 mins. (ask for high level input and ask people not to repeat what has already been shared by someone else.)

Board responses:

- Avid program
- Graduation rates
- CTE Programs are successful
- Good strong elective programs at each of our schools
- SAC Advisory Committee
- High Schools provide great options as well as our comprehensive High School programs
- Elementary schools provide a good baseline programs and electives
- Early Childhood Education Programs supporting social and emotional education and serving our families that are underserved
- We feel as a Board we provide good political leadership
- Student Achievement
- Bond program has been a great success

- Special Education Staff
- Clothes Closet
- Student Success coaches
- Future Study
- Seismic Report and Facilities Reports

Second Question – What areas/programs/services could we improve?

Table time: 15 mins. Participants will engage in a conversation and capture main ideas.

Report out time – up to 5 mins. (ask for high level input and ask people not to repeat what has already been shared by someone else.)

Board responses:

- Consistent grading practice
- Teacher/Staff/School Board diversity
- High stakes testing / not developmentally appropriate
- Afterschool programs
- Accessibility for under-served populations
- More mental health support
- We don't have progressive schedules for multiple electives
- Right sizing vs class size
- Funding
- Stronger budget practices
- Suspension expulsion rates
- Community feedback and transparency
- Student Achievement is holding but we would like it to go up
- Scheduling issues at the Middle Schools
- Early Childhood Programs – we need more of them
- Principals need more coaching and modeling in areas of scheduling, commitment to curriculum and follow through
- We are lacking in duplication of successful programs

4. Talking Points and Next steps: *The District will gather all survey data and create a summary document to send to the Oregon Department of Education by November 1. This online form can be completed by any stakeholders during September and the 3rd week of October. Feel free to get online to give us input if you have some other ideas you wish to share.*

5. *A summary document will be available for the community in November/December 2019.*

Phase II – Grant Application Development: *We will take the input from stakeholders and develop some proposals and re-engage the community between November 2019 and January/February 2020. Look for another invitation to participate.*

Phase III – Board Approval and Submission of Grants: *February and March 2020.*

Thank you for giving us your time and perspective. We are grateful for your support and interest in this important opportunity for the Beaverton School District and community.

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 6:08 p.m.

Submitted by

Mary Hawkins

Mary Hawkins

Becky Tymchuk

Becky Tymchuk, School Board Chair

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Board Members Present:

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

Staff Present:

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Jim Scherzinger	Interim Chief Financial Officer
Sue Robertson	Chief Human Resource Officer
Maureen Wheeler	Public Communications Officer
David Williams	Administrator for Strategic Relations/Initiatives
Camellia Osterink	District Legal Counsel
Josh Gamez	Executive Administrator for Facilities
Pat McCreery	Administrator of Equity and Inclusion
Toshiko Maurizio	Administrator for Multilingual Programs
Steven Sparks	Executive Administrator for Long Range Planning
Melissa Potter	Teacher on Special Assignment – Human Resource
Danielle Hudson	Administrator for Student Services
Craig Beaver	Administrator for Transportation
Charity Ralls	Administrator for Nutrition Services
Aaron Boyle	Administrator for Facilities Development
Nathan Potter	Administrator for Maintenance
Rick Puente	Public Safety Director
Christina Mackin	Community Resource Coordinator

Visitors: 1

Media: 1

WELCOME– Becky Tymchuk

School Board Chair, Becky Tymchuk called the meeting to order at 3:04 p.m.

HS2/SST RENAMING PROCESS TIMELINE – Andrew Cronk & Maureen Wheeler

During the summer of 2020, the schools of Science & Technology (SST) and Health & Science (HS2) will merge to become one unified new school. The transition team of HS2 & SST is forwarding the name of Beaverton Academy of Science and Engineering (BASE) and the mascot of The Phoenix for the School Board's consideration.

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The process began in the spring of 2019 after the merger was announced. The schools formed a transition team of 20+ teachers, counselors, and administrators to navigate many of the decisions involved with merging two schools. A survey was sent to all families over the summer to solicit ideas for a new school name and mascot. 162 responses were received. Based on a second round of surveys five school names and five mascots emerged. Those options were put on posters and family members were asked to select a favorite name and favorite mascot. Two clear front runners emerged from those results. The transition team then met and strongly preferred a name that was not a combination of the existing schools' names and one that reflected the learning processes of the new school. The mascot "The Phoenix" represents an ancient symbol of renewal.

Questions/Comments:

- Have you thought about colors for your mascot, Phoenix? *Definitely going with azure blue with silver or white accent.*
- What do students think of the proposed name? *No official proclamation but the "buzz on the street is positive" from students. Andrew is pleased with the approach and consensus and where they landed.*
- Curious about the name and the city in the school and what the discussion was. *The original part, Beaverton Academy, was from a parent and the "BASE" is a great acronym to build upon.*
- Will a student artist create the drawing? *Definitely will create one themselves, whether it is a graphic artist or a student to show off their talent.*

The name will be formally voted on at the October 28, 2019 School Board meeting.

2018 – 2019 BUDGET FINDINGS – Jim Scherzinger

Interim CFO Jim Scherzinger reviewed the budget issues of last year. He spoke to the revenues and expenditures that varied from the adopted budget, the reasons the adopted budget estimates were inaccurate, made recommendations to improve processes and systems to prevent a recurrence of these events and described the current efforts to implement the recommendations.

He reviewed documentation on the calculation made in creating and implementing the 2018 – 2019 budget as well as examining the budget system runs. He consulted with the existing leadership and staff, all were very cooperative and as determined to find out what happened and ways to improve the system. His research did not turn up any evidence of fraud or attempts to achieve personal gain.

Recommendations

Budget Creation, Business Plus – The budget system is part of Business Plus, an integrated accounting, procurement and human resources system. The integration has many advantages but is rudimentary, old and slow. Because the system is so basic the district has built its own routines to budget personnel costs and to do staffing allocation. Recommendations included: 1) develop additional routines and protocols, 2) look into purchasing a new budget system that integrates with Business Plus, 3) establishing better processes with the ESD Service Plan, and 4) creating a single system that tracks enrollment from initial head counts through the ADM used for funding and communicating our concerns with the entire existing Business Plus system.

Budget Management – 1) record all budget decisions in the working budget and report monthly to Cabinet and School Board with an appropriate summary, and 2) improve the current monthly process of forecasting revenues and costs to foresee budget problems and opportunities.

Business Processes – 1) enhance enforcement of state ethics guidelines, 2) enforce district policy on employee reimbursements, 3) consolidate management of middle and high school activity funds into the regular district system, 4) review current policy and practices on funding summer school, 5) create better alignment of human resources and payroll processes, 6) reconsider the current accounting treatment of lease-purchase agreements, 7) encourage future CFO and Budget Manager to question practices that appear inappropriate and engage staff in

critical thinking and analysis when needed, and 8) establish a clear pathway to confidentially reporting of questionable practices.

Many of the issues that Jim reported on have been discussed internally and efforts have begun to address them.

Questions/Comments:

- Are you recommending we purchase another system that tracks better? *Ultimately, we may want to but we do have a system now that we can download data and allows the budget team to manipulate it and reload it back into the system.*
- Who makes the decision to carry over the deficit to the next budget year? *In that situation, it would be up to the Superintendent and the Board.*
- In your professional opinion do you think that the district needs to have someone from the outside to look at the process? *Although we have an annual audit, it doesn't look at this sort of thing. You could probably hire someone to come in and look at budget practices but there are a lot of good things with our process as it is.*

A one page consolidation of Mr. Scherzinger's report will be made available to our community, parents and staff later this week.

PERS UPDATES – Sue Robertson

Frequently Asked Questions (FAQ) of SB1049 were shared. The information is intended for employees who may be considering retirement and continuing to work for a PERS employer. This Senate Bill eliminates the 1,039 hours previously allowed to work back after retirement for retirees during the period of January 1, 2020 through December 31, 2024.

We don't have a lot of information about what other districts are doing but many are asking for what we are doing.

- Will we be tracking the number of retirees so we can get a report? *We'll have to figure out how to do that in the system.*
- Would you recommend that the Board instigate a new policy? *Would recommend not doing a new policy initially because it will sunset after five years.*

CAPITAL IMPROVEMENT BOND PLANNING – Josh Gamez & Aaron Boyle

If the District were to go out for another Bond next fall they would need to have the planning completed by April, 2020. Favorable factors for the District include recent ed specs, recent seismic assessment report, recent cost data for many types of facility projects, facility condition's assessment and long-range facility plan currently in progress and a very experienced Bond Facilities Development team. There is concern about limited time available for public engagement. The planning team is looking at a "bucket" approach to bond development with each bucket being filled with a specified amount based on proposed projects. They will develop three cost scenarios (low, medium, and high). The team will continue planning efforts and weekly committee meetings with a decision point being at the December 16, 2019 School Board meeting.

Community outreach will take place during two weeks in January 2020 to solicit feedback. Information will be compiled and refined through February and a draft report before Spring Break for the Board's review in April.

Questions/Comments:

- Will you include some sort of analysis of buildings? *Yes, they are working on a database/report to be provided at the Board Work Session in February.*
- On the seismic report that the Board received last spring will we be using the report in February to start to prioritize? *Yes.*
- If and when the board decides to go out for a bond the community will want to see more than the "buckets" that were just talked about. *We will be expanding on the "buckets".*

- Middle School boundaries, bond research, SSA and budget are all going on at the same time – has that been taken into account? *Yes.*
- In the past we have pulled together experts in the district to weigh in, will we be doing that? *We are required by statute to coordinate with public agencies and we will do that. We have much more information available now than we have ever had before with seismic reports, long-range plans, current bond, etc.*
- Will the Bond Accountability Committee be part of the process? *At this time it is not part of their charge. We will report to them but there is not a separate process to involve them. We are much further ahead than we were in previous bonds to help prioritize projects.*
- Community input is going to be key.
- Have we allowed enough time for initial feedback? *This plan originally had 2 ½ months of public comment but the condensed calendar is a result of the School Board request for a shorter timeframe. This is a priority that the consulting team is focused on.*

STRATEGIC PLAN REPORTS

- **Facilities - Energy & Resource** - Josh Gamez
 - The district currently has 31 EPA recognized Energy Start schools and 13 certified Oregon Green Schools.
 - Electricity usage is largely flat across the District but rates are projected to rise 2-5% over the next 3 years. Electricity makes up 45.3% of our total utility cost.
 - Photovoltaic (PV) solar electricity production reached a record setting 710,000 KWh last year – a 41% increase from the prior year. The cost benefit to the district was over \$77,000.
 - All eligible BSD schools have met the 2017 – 2018 goal of participating in back-of-the-house organics collection. Chehalem, Highland Park and the Capital Center are currently waived from the program.
 - Continued support for qualified HVAC department staff is critical to minimizing excess utility usage across the district.
 - Increases in water usage and cost have dropped from double digit increases per year to single digits.
 - Long term goals include: working closely with commissioning agents and HVAC department to ensure new buildings meet the Energy Star certification and ODOE EUI target ranges, pursuing Energy Management Information system software enhancements, invest larger water conserving measures, develop policy and potential program for electric vehicle charging infrastructure and promote energy and resource conservation practices.
- **Facilities Development** – Aaron Boyle

Some of the District accomplishments include:

 - William Walker, the fourth elementary school in the bond was completed on time and under budget.
 - Security upgrades are complete at all elementary and middle schools.
 - The first phase of the seismic upgrades were completed at Aloha High School.
 - Roofing projects/upgrades were completed at Cedar Mill, Highland Park, Aloha Huber Park.
 - Cedar Mill HVAC/roof upgrades were completed this summer.
 - Highland Park roofing overlay was completed this summer.

Areas of concern include the market volatility, particularly when it comes to tariffs. There are significant challenges related to contractor workmanship. Seismic upgrades are complicated. Roofing projects need to take place over the summer when it is a struggle to find well qualified contractors who are available.

With two years allowed for construction the ACMA rebuild is in great condition. A facilities condition assessment is ongoing and expected to be complete in February of 2020.

- **Maintenance** – Nathan Potter

Maintenance Services is responsible for all district-wide buildings and grounds maintenance and repair work covering over 5.6 million square feet of building space contained in 60 separate facilities on 875 acres of property. The department has 48 trade specific personnel. Although they have internalized a lot of work they are receiving more complex systems to maintain as the bond finishes up.

Preventative maintenance, labor and non-labor budget and increasing technical complexity of systems are some of the areas of concern and program risk.

- **Long Range Planning** – Steven Sparks

Some of the long-range planning includes annual enrollment projections, evaluation of demographic data, tracking demographic trends, monitoring new residential development in the City of Beaverton and Washington County and participating in district property development decision making.

Staffing and software needs to be adequately funded to provide a level of service that is responsive to the demands of district programs and departments.

- **Facility Use** – Steven Sparks

Facility Use is responsible for managing the rental and use of district facilities. Fields and building space are available for District and public use at 60 separate facilities. SchoolDude has been in place for three years. Each year has seen an increase in activities and events in the schools. Typical monthly activity exceeds 4,500 events. In 2018 – 2019 over \$700,000 in revenue was collected through facility rental. Work will continue with school administrators to improve the use of SchoolDude, especially with athletic fields and facilities.

- **Nutrition Services** – Charity Ralls

Meals served to students for 2018 – 2019 were: breakfast – 767,787, lunches – 2,649,213, summer meals – 89,737, and after school supper meals – 135,544. The After School Supper meal participation increased 61% last year. Unfortunately, labor costs increased by 21% over the last two years. Food costs have increased by 9% in the last two years. School breakfasts and lunches continue to decrease. This is a statewide trend.

- **Public Safety** – Rick Puente

The Public Safety Department is supported by 25 Campus Supervisors that are assigned across the district, primarily at the high school and middle school levels. Monthly trainings are conducted with Campus Supervisors. They continue to see mental health and behavioral issues with students and staff.

- **Transportation** – Craig Beaver

Department expenses were up 2.8% and mileage decreased by 3.4% last year. Reimbursement for 2018 – 2019 is estimated to be at \$12.874M. 96% of all miles traveled qualified for reimbursement, equal to the prior year. Contributing factors to cost increases include: contractual wage increases, implementation of Pre-K routes and increased fuel costs. PGE would like to partner with the school district on electric buses. PGE is looking to focus on under-represented areas.

- **Human Resources** – Sue Robertson & Melissa Potter

HR will be focusing this year on the implementation of SB1049, “growing our own” partnerships, negotiating a classified contract and a licensed re-opener, entering into the Confer and Consult process

with administrators and confidential employees and reviewing licensed contractual extended responsibilities.

Melissa spoke about some of the challenges of diversifying our work force. They have had some success with working with classified staff. They are expanding their efforts of working with community members and helping them see the value that they can bring to the program. Most of the programs are about \$30,000 and that can be a barrier. They work with OSU for scholarships for the candidates. Once a candidate is in the program they have seen that the diverse candidates feel more supported in their cohort groups.

- **Information Technology** – Steve Langford

Staff and student feedback regarding access to technology continues to remain high. Round two of student device replacement at the high schools was completed with positive feedback from students and staff.

Unfortunately, BSD continues to experience an increase in the number of cyber security threats. Recently the I/T department contracted with a security firm to assess the state of our cyber security. The audit identified areas of strength and also a number of improvements that are needed. The department is reviewing the findings and developing project plans to mitigate future security issues.

- **Communications & Community Involvement** – Maureen Wheeler

- Community partnerships are taking place at 80% of our schools.
- The Volunteer Management System is in year four of the five-year rollout. The software program improves safety because of the more frequent background checks, volunteer recruitment and program management.
- The Clothes Closet/Shoe Box served 1,630 students. More than 477 volunteers provided 2,673 hours of service to students every Wednesday. The Shoe Box fulfilled 39 emergency requests for shoes.
- The new website redesign went live last June. It features ADA accessibility and better functionality.

Questions/Comments from Board members:

- Have you explored native plants to provide us with water since they use less water? *They have looked at but there is more that can be done. The city and county have recommended plants that you can now plant on new sites.*
- If breakfast in the classroom is implemented in the future what would teachers do? *Students would pick up their breakfast and take it to the classroom. This might be a time when teachers would take role for the day, discuss the school day with students, etc.*
- The elevator at the Aloha High School Stands is not working right now. What is the status on that? *It is a \$30,000 bill to fix and Maintenance is trying to figure out how and when to repair.*
- There is inconsistent discipline across the district and lack of administrator support. *The practices in the buildings are inconsistent but they are trying to make them consistent. They have gone away from suspensions and expulsions. More time needs to be spent with principals to look at what is consistent.*
- For Nutrition Services, is there something in place to offset the decrease in participation? *it is a statewide trend overall. They are working on their marketing and reaching out to families about what they offer.*
- Bus driver shortages - how does that work in routes and getting kids to school? *They have spare drivers that they utilize to drive and sometimes staff drive.*
- How do SRO's interact with students in our schools? *Beaverton is a role model in how SRO's function, however, they are constantly responding to calls taking them away from their interactions with students. They have some SRO's that speak different languages and understand the culture which has been a huge asset.*

- How do you find and retain skilled people in transportation? *They have a great applicant log hoping to be hired.*
- The schools that go in and out of the whole school lunch program, how do we manage that? *We have only had two schools that qualified. Information was sent out so students were aware.*
- How do you determine which middle schools have a Campus Supervisor? *The numbers fluctuate because of budget and administrators asking for additional ones in their building.*
- In most buildings there are male and female supervisors. Mountainside does not have a female supervisor. Is that an issue? *Some supervisors have been with the district for over 20 years. With budget cuts we have to move people around. Mountainside does have a need and they will be looking into that for next year.*
- Are there incentives for drivers in transportation who leave/retire or don't want to work full time? *There are 20 hour positions available. They do try and work with drivers who are retiring to retain them for partial hours.*
- Have things settled down with SchoolDude? *The use of SchoolDude continues to improve. Challenges still remain with athletic fields and facilities.*
- Board member commented that they had been at three high schools in the last week and the grounds looked great. The building interiors look great as well, everything is kept very clean.
- What is the criteria for a principal to be distinguished? *There are rubrics using evaluation data for principals. What about struggling principals? The work that the execs are doing with principals have gone to a whole new level. Some are coaching people into other areas sometimes. They are doing really difficult work.*
- How do you keep teachers of color in the district? *Our Multicultural community helps by connecting folks. TSPC is doing a study and they are finding out that once teachers of color get the experience they need they often go back to their home state. They conduct exit interviews..*
- How do you deal with cultures who are not comfortable with speaking their thoughts? *The Student Success Act conversations are a perfect example of where we have reached out to many, many cultures. But this needs to happen throughout the system.*
- What is the update on the disaster recovery plan? *The plans are reviewed and updated yearly. IT department staff review changes to department and school plans through the update process and are revising and updating recovery documentation as needed.*
- What kind of changes are people looking for in Synergy? *They would like to provide the ability for a range of assessments if a student is struggling and if there are interventions that are available for the student. They are looking to connect those interventions so when students move to other courses teachers are not having to start all over again.*
- How has the rollout of the new website been received? *The biggest issue has been trying to find things. People like that it is more mobile friendly. Some just don't like the change.*
- The new teacher orientation in August – very impressed with the diversity in the room. It would be great to have some overall statistics.
- Are we making any progress in hiring more teachers of color? Are there more paraeducators in the program? *Yes, there have been more programs with classified staff applying.*
- Although we continue to provide more and updated Chromebooks to students we are not providing the PD support. *I/T is looking at different ways of providing PD to teachers.*

BOARD COMMITTEE REPORTS

1. Finance & Investment Strategies Committee – Eric Simpson
They have held one meeting so far. They are looking at opportunities for a bond re-finance. Carol Samuels presented the opportunity for PERS. With the rainy day fund depleted how does it get built back up? Do we go early for the next bond? Will you make a recommendation on these? How will we hear back? *These are all great questions that will need to be brought back to the Board for input.*
2. Student Success Committee – LeeAnn Larsen & Susan Greenberg

There have been four Listening Sessions to date. A consultant has been hired to help with the data. There has been focus on how to work with the underserved populations. All of the Washington County Superintendents are having meaningful conversations together. Also looking at the process of what to do with all of the information. BEA is doing their own survey.

ACTION ITEM

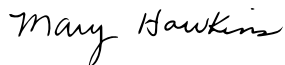
1. Bond Resolution #19-1015 – Becky Tymchuk

The resolution authorizes the issuance, sale and delivery of general obligation refunding bonds.

LeeAnn Larsen made the motion to approve Resolution #19-1015 to authorize the issuance, sale and delivery of General Obligation Refunding Bonds; designating an authorized representative, bond counsel and financial advisor, delegating the approval and distribution of the preliminary and final official statements, authorizing execution of a bond purchase agreement and related matters. Donna Tyner seconded and the motion passed unanimously by a vote of 6 to 0 by Becky Tymchuk, Eric Simpson, Anne Bryan, Susan Greenberg, Donna Tyner and LeeAnn Larsen.

The meeting was adjourned at 7:51 p.m.

Submitted by



Mary Hawkins



Becky Tymchuk, School Board Chair

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Board Members Present:

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

THPRD Board of Directors Present:

Felicita Montebianco, President/Director
Tya Ping, Secretary/Director
Wendy Kroger, Secretary Pro-Tempore/Director
Heidi Edwards, Director
Ashley Hartmeier-Prigg, Director
Doug Menke, General Manager

BSD Staff Present:

Don Grotting
Ginny Hansmann
Carl Mead
Steve Langford
Sue Robertson
Maureen Wheeler
David Williams
Toshiko Maurizio
Josh Gamez
Jim Scherzinger
Camellia Osterink
Danielle Hudson
Toshiko Maurizio
Pat McCreery
Erin Miles
Monique Singleton
Aaron Boyle
Patrick Meigs
Steven Sparks

Superintendent
Deputy Superintendent of Teaching and Learning
Deputy Superintendent of Operations
Chief Information Officer
Chief Human Resource Officer
Public Communications Officer
Executive Administrator for Strategic Relations & Initiatives
Administrator for Multilingual Programs
Chief Facilities Officer
Interim Chief Financial Officer
District Legal Counsel
Administrator for Student Services
Administrator for Multilingual Programs
Administrator for Equity and Inclusion
Principal of Fir Grove Elementary School
Principal of Vose Elementary School
Administrator for Facilities Development
Executive Administrator for Elementary Schools
Executive Administrator for Long Range Planning

Visitors: 15
Media: 0

CALL MEETING TO ORDER & BOARD PROCEDURES – Becky Tymchuk

School Board Chair Becky Tymchuk called the meeting to order at 5:30 p.m. for THPRD and the Beaverton School Board of Directors.

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Welcome and Introductions – Doug Menke and Don Grotting

Doug spoke about the great working relationship that the District has with THPRD. Both entities serve the same population for youth and adults.

Last weekend THPRD celebrated the reopening of Cedar Hills Park. They are very appreciative of the partnership with the District.

Supt. Grotting thanked the THPRD Board of Directors and additional staff that took the time to attend tonight.

BSD Updates – Becky Tymchuk & Don Grotting

Beaverton continues to explore new opportunities to partner in servicing the community such as:

- The Cedar Hill Park and William Walker Elementary School work.
- After-school program at Chehalem Elementary School.
- Rec mobile and nature mobile at school locations where summer meal programming is taking place.
- Investigating opportunities of mutual benefit in North Bethany and South Cooper Mountain areas.
- Maintenance collaboration – pathways at Fir Grove Elementary School are on both THPRD and BSD property. THPRD developed a project to repair pathway and invited BSD to partner on Fir Grove project saving BSD money and time.

Both staffs communicate regularly on a range of subjects such as facility use, maintenance, construction and customer interaction and feedback.

Summer projects are coordinated between both groups.

- Cedar Mill Elementary School roof and impacts to Cedar Mill events (loss of parking)
- Five Oaks Middle School remodel and loss of Five Oaks fields
- Highland Park roofing and loss of Highland Park fields

The District CTE programs allows all students to be ready to enter the work force or college at the end of high school. Dollars allocated for CTE can only be used at the high school level.

Early Childhood Education – the sooner we can reach young children and their families the sooner we can tackle their disadvantages. The current plan is to open two Pre-K schools every year. We are seeing a lot of success around some of the social emotional trauma behaviors from students involved in our Pre-K programs.

The equity lens is used in every aspect of the District’s work. We review how students are succeeding in high school and where they go to when they leave high school. We have a “grow your own” partnership that is intended to diversify the workforce.

Middle school boundary alignment meetings have begun and will impact most of the district. We have a very diverse group of community members who are meeting on a regular basis. That committee will bring a recommendation to Supt. Grotting who will then forward on to the School Board for a final vote in the spring.

Long Range Planning – we are looking at a 50 year plan to see what schools could look like in the future. The District is exploring the possibility of going out for another bond. They will be working with THPRD in the future for conversations to have a collective impact for the communities that we both serve.

THPRD Updates – Felicita Monteblanco & THPRD Staff

President/Director Monteblanco expressed her enthusiasm for the combined meeting and the chance to engage and learn from one another. The THPRD Board represents five members who are very enthusiastic about THPRD's invested partnership with BSD. At their annual retreat they discussed four values and priorities of focus:

1. Equity – the Board is committed to diversity, equity, inclusion and access including a commitment to look at everything through an equity lens. This past year they completed an organization assessment and DEIA training. They provide free summer programs to under-served populations
2. Sustainability.
3. Alignment around visioning and being aware of the community needs.
4. Technology – they are in the process of updating a new registration system.

Chehalem Afterschool Pilot Program – Aisha Panas, THPRD Director of Park & Recreation Services

Afterschool programs offered by THPRD are at Conestoga Rec Center, Garden Home Rec Center and Cedar Hills Rec Center. They started a program at the main complex this fall serving mainly Beaver Acres and Elmonica area students.

New for this year is the afterschool program at Chehalem Elementary School. They serve approximately 30 students and are almost at capacity. THPRD hopes to replicate this program moving forward.

Visioning Process - Holly Thompson, THPRD Communication Director

They started their outreach last June of finding the pulse of the community and meeting their needs. They have talked to more than 10,000 people in five months and gathered over 11,000 comments. Thirteen members of the community, including students to retirees served on the committee. They held two focus groups with United Oregon. They are still reviewing all of their data but have done an initial analysis into the four buckets below. They will continue to review their data and narrow them down for the THPRD Board to adopt in May 2020.

1. Being welcoming and inclusive
2. Play for everyone
3. Preserving the natural spaces
4. Accessible and safe areas

Financial Aid Program – Holly Thompson

THPRD has completed an assessment of the program last year. They found some structural barriers and have removed them to allow better access. They have increased the funding for the program and have moved a half time financial aid specialist to a full time position. They praised Lidia Krivoy, BSD Outreach Specialist for all of her help with connections in the community. They have seen an 86% increase in utilization from last year. They are very pleased with their progress.

Open Discussion

- THPRD - Some Beaverton schools do not have an afterschool program. Are there opportunities to partner with the district in the future for most or all of the schools? The Student Success Act funding - how does that impact from the community overlap with THPRD and how can they help fill the gap? *Supt. Grotting responded that as we begin to look at afterschool programs we will look at the times that they are offered and what is being charged. There are some equity issues within our own school district. What does a quality afterschool program look like? He is working closely with Steven Sparks (BSD staff) to get a clear picture of where we are at, who we are serving, who we are not serving and at what cost. There is a lot of interest in the area of preparing an RFP. Another angle to tackle is the transportation issue for some parents.*
- BSD - How many total kids are in their afterschool programs? *About 400.*
- BSD - What do the afterschool programs look like, is the price point the same, are there field trips? *Pricing for all programs is the same with the exception of the subsidy provided to the PAL Legacy Program (Chehalem ES). They do STEM and STEAM projects and they work on a variety of activities. All are provided*

with a snack. There is open recreation time and time to cycle through different projects. They try to set aside a quiet time for students to work on homework.

- *Through THPRD children participate in sports. Are those programs accessible to all students? Yes, they do provide a mix of programs that they run inhouse. For example, youth basketball is staff led and they work a lot with affiliates. Financial aid is provided for those in need. They will be exploring more with their visioning in the play for everyone category.*
- *THPRD - Are there areas that BSD and THPRD could address together through the Student Success Act dollars? Maybe in the near future we could have a meeting to share strategies and talk about what are the possibilities to engage in and what that would look like.*
- *High school level – need for a district wide event/gatherings at different age levels.*
- *Transportation – as we move forward this is a piece that we have to look at. Are we doing everything that we can for transportation? Beaverton has worked with Tri-Met and this year they have offered some of our high school students passes.*
- *THPRD offers after school programs but they don't have the space or enough community centers to serve everyone.*
- *How do you go about determining who gets in the programs? They don't lease out space. It is run through their registration system.*
- *Beaverton has space issues as well.*

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 6:25 p.m.

Submitted by

Mary Hawkins

Mary Hawkins

Becky Tymchuk

Becky Tymchuk, School Board Chair



Board Members Present:

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

Staff Present:

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Steve Langford	Chief Information Officer
Sue Robertson	Chief Human Resource Officer
Maureen Wheeler	Public Communications Officer
David Williams	Executive Administrator for Strategic Relations/Initiatives
Toshiko Maurizio	Administrator for Multilingual Programs
Josh Gamez	Chief Facilities Officer
Jim Scherzinger	Interim Chief Financial Officer
Danielle Hudson	Administrator for Student Services
Toshiko Maurizio	Administrator for Multilingual Programs
Pat McCreery	Administrator for Equity and Inclusion
Erin Miles	Principal of Fir Grove Elementary School
Monique Singleton	Principal of Vose Elementary School
Aaron Boyle	Administrator for Facilities Development
Patrick Meigs	Executive Administrator for Elementary Schools
Steven Sparks	Executive Administrator for Long Range Planning
Aaron Boyle	Administrator for Facilities Development
Jon Franco	Executive Administrator for High Schools and Option Programs

Visitors: 100

Media: 1

CALL MEETING TO ORDER & BOARD PROCEDURES – Becky Tymchuk

School Board Chair Becky Tymchuk called the meeting to order at 6:32 p.m. Chair Tymchuk asked for any changes to the agenda, there were none.

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."

Pledge to the Flag

Megan Finch led the meeting with the Pledge of Allegiance.

RECOGNITIONS

The Board recognized the following:

- Megan Finch, Construction Project Manager, for her help in the successful construction of three schools in three years.
- Senator Mark Hass for his role in ensuring the passage of the Student Success Act (SSA).

PUBLIC COMMENTS

- Andee Zomeran, parent - spoke about the Student Success Act and the CIP form and advocated for library programs.
- Mary Newton, parent – spoke about health curriculum concerns.
- Jordan Garrett, student at Sunset High School – spoke about how middle school band has helped her to succeed in school.
- Jennie Jensen, parent – spoke about gender identity and health curriculum concerns.
- Camille Rodriguez – spoke about health curriculum concerns and asked the Board to review.
- Diane Fairhurst –spoke about health curriculum concerns.
- Nicole Hill – spoke about gender ideology.
- Heidi Eggert, parent - spoke about Raleigh Hills K-8 and the removal of the middle school program.
- Kenneth Ward, parent – spoke about Fir Grove Elementary and staffing.
- Jordan Delapoer, parent – spoke about the Raleigh Hills K-8 removal and meeting with district representatives to discuss why this decision was made.
- Dan Thomas – spoke about health curriculum concerns.
- Minta Johnson – spoke about violent behavior at Fir Grove Elementary.
- Allison Prosser, BSD counselor spoke about mindfulness, mental health and coping strategies. She is asking for financial support to implement a program.
- Stephanie Morris – spoke about violent behavior at Fir Grove Elementary.
- Sarah Hinton – spoke about violent behavior at Fir Grove Elementary.
- Liz Ranweiler – Fir Grove PTO – spoke about violent behavior at Fir Grove Elementary.
- Janet Bailey – she is concerned about the CSE curriculum.
- Russell Rutledge – spoke about health curriculum concerns.
- Leisel Strayer, Beaverton Friends of Music - spoke about how middle school music has helped her daughter to succeed in school.
- Reeya Tamang, student – spoke about climate change and asking for curriculum to support teaching of climate change crisis.
- Suzanne Gallagher, parent advocate – asked for the Board’s support of a parents rights proclamation.
- Bryan Reynolds, parent – spoke about the unsafe climate at Fir Grove Elementary and asked the School Board to review discipline policies.
- Eleissa Buddress, parent - spoke about the Raleigh Hills K-8 removal and meeting with district representatives to discuss why this decision was made.
- Christina Matousch – Informed the School Board that October is Dyslexia Awareness Month.
- Rebecca Larson – spoke about dyslexia.
- Shuchi Chawla – Spoke about mental and emotional fitness, mindfulness.
- Ankur Moolky – Spoke about mental and emotional fitness, mindfulness.
- Tanav Moolky – Spoke about mental and emotional fitness, mindfulness. Would like to see it as a part of the curriculum.
- Leah Biado, new coordinator for Safe Routes to Schools. She spoke about the grant that supports Safe Routes to Schools.
- Natalee Maxfield, parent – spoke on the health curriculum.
- Carol Xanthos – spoke about the adoption of controversial materials. She is concerned about the separation of school and state.

- Mike Canney, parent – spoke on the health curriculum.
- Ashley Gannett, parent – spoke about bullying and the unsafe environment at Fir Grove Elementary.
- Rosa Rothenberger – spoke about advocating for the return of librarians.
- Jenn Hundt, volunteer at Fir Grove – spoke about the unsafe environment at Fir Grove.
- Holly Larsen – advocated for students that are misbehaving and class size concerns.

REPORTS

A. Superintendent Comments – Don Grotting

The Student Success Act planning team in addition to BEA and OSEA have been very busy helping to engage staff and community. Board members received a briefing from OSBA recently at the Regional School Board meeting.

West TV Elementary was relocated to Timberland early in the fall due to water damage. Staff are scheduled to move back and start school at West TV on November 4th.

The Middle School Boundary Advisory Committee held their first meeting last week facilitated by Steven Sparks. A list of the Advisory committee members and future meeting dates are included in your Board packets as well as posted on the website.

Supt. Grotting recently attended a regional marching band competition at Hillsboro Stadium. All six of our marching bands will be competing at Autzen Stadium later this week.

This year T&L has been providing the opportunity to meet with all principals in the District to talk about their school's successes, challenges and goals in increasing student achievement and opportunities for our students. Supt. Grotting and Deputy Supt. Hansmann have been and will continue to attend every meeting.

Supt. Grotting met with Leslie Rodgers from the Flight Team today. The trauma team went in and spoke to students about mindfulness and coping skills and some of the issues that are impacting our high school students and ways that they can voice their thoughts. He reported that trauma and mental health issues are on the rise and are the number one problem that all school districts are facing today. Most staff are not trained to deal with the behaviors that are taking place.

B. Beaverton Student Advisory Committee – Committee Members

Sal Najjar and Heidi Chuc updated their work for the year. They spent the bulk of last year working on a video to highlight inclusion in the school district following them through their years. They are building the Humans of BSD Instagram account. They are creating a new Instagram account to run polls to see how students feel. They talked about the Student Success Act and appreciated the district listening to their opinions. This is the most diverse group that the BSAC has had.

C. School Board Presentations

Fir Grove Elementary School – Erin Miles

Students have made a lot of growth in Language Arts and Math. Fir Grove has had a co-teaching literacy model for the last four years. They have tried to have a push-in service model for students with disabilities. These models have all but eliminated the need to serve students who receive ELD and specially designed instruction outside the classroom. The growth in math is related to a change that was made two years ago by using a certified teacher to co-teach math in third, fourth and fifth grades.

The disruptive behavior is a big concern and has led to loss of learning and suspensions. The disruptive behavior has moved to the hallways, playground and even beyond playgrounds. Fir Grove is continuing to implement consistent social emotional learning practices across the school, they have weekly visits by a trained therapy dog.

For students who are below the 90% attendance rate they are continuing with their attendance protocol.

Questions/Comments:

- Hoping that the district can come up with some supports for the social emotional issues that are taking place. There is a lot of concern about the students, staff and parents at Fir Grove.
- If there was one resource that the district could provide to help with what would that be? *Mental health services within the school. Many families do not have the resources to get the help they need.*

Vose Elementary School – Monique Singleton and Melissa Holz

Vose is proud of the ELA SBAC growth for all measured subgroups. They attribute their success to consistent implementation of their dual language immersion program for over 60% of students, positive school climate, consistent curriculum implementation of Readers Workshop and Math Workshop and targeted parent/guardian and family engagement/outreach efforts. There is a sense of community within the building. They are a very diverse school from approximately 30 countries and 12 languages represented.

The dual language program is K-5 that serves almost 60% of the student population. They are looking to increase the co-teaching model further.

Questions/Comments:

- What is the difference of having pre-k students? *This is the third year and students that are coming into kindergarten and first grade are more able to regulate themselves. How many pre-k students have moved to first grade? Most have moved forward.*
- Would love to see the data comparison of students in early education and those not.
- With 56% of students experiencing difficulties getting to school what strategies are you using to get more kids to school? *They have put a priority on attendance and have an attendance team in place as well as a case manager for the most struggling students.*

D. Supt. Advisory Committee Update – Jasmine Locke & Aliyah Taylor-Hershel

The Supt Advisory Committee is a selected group of positive, passionate solution based staff members representing a variety of certified and classified roles across the district. They come from all schools and strive for the best education for all students.

They began their work together last winter by digging into district data to familiarize them with the makeup of district students and staff. By May they had reviewed the district demographics, HR data, district report card and staffing data. They finished the year addressing two items:

1. Looking at the job description for the Administrator of Equity position and providing feedback to Supt. Grotting about their concerns, hopes and dreams for what this position could be.
2. Identifying areas of focus, experts in the room for 2019 – 2020. Overwhelmingly, the committee agreed to start off this year by focusing on the social emotional learning of students across the district.

This year the committee has been reviewing research and district data around social emotional learning. They are looking at mental and emotional health factors. Angela Healow, Social Emotional Learning TOSA, will be joining the meeting in November.

E. Financial Update – Jim Scherzinger

Jim reported to the School Board that the projected ending fund balance is \$22.2. New adjustments in the working budget and year end forecast include salary and benefits increases by \$.6M due to an additional allocation for secondary teachers.

Adjustments in the year-end forecast include: 1) benefits were reduced by \$2.1M due to a Regence refund to the District (*we are still waiting to receive*); 2) benefits were increased by \$.7M due to increase reserve requirements by the District health services.

If Board members would like additional information on the PERS side account, please let Jim know and he will provide them with the information.

Questions/Comments:

- Director Bryan thanked Jim for taking the time to explain to her the discrepancies in the 2018 - 2019 budget document. She thought fellow Board members would like to know how easy it was to see and not see the discrepancies. *There is no simple five year listing of total amount of salaries and expenditures for the general fund where you can just look from year to year to see a growth pattern and also not tied directly to FTA. It is not laid out that way in our budget. There is so much detail that it is difficult to see the whole picture if you are just casually looking at the budget.*
- Right now the budget is forecasted to have a deficit, is there a chance that it will zero out? *Yes, most likely. We are in a better revenue position than we were last year. There should be opportunities to find savings.*

F. Bond Accountability Committee Report – Dick Harbert

The Bond Accountability Committee (BAC) have held five meetings to date during 2019. Committee members continue to agree that bond revenues are being used for intended purposes and that program goals are being met. The staff have developed many technical, education and security standards and have been applying them to projects under the bond program. These represent good construction management practices. The committee continues to be satisfied with the detailed information and engagement from staff.

One major concern is the significant cost of addressing the seismic risk for many district schools.

Questions/Comments:

- Dick was thanked for his dedication to the committee, it is great to have someone who has so much experience.

G. Student Success Act HB3427 Update – Maureen Wheeler, Ginny Hansmann & David Williams

Ginny Hansmann reported that the Aloha High School meeting last week was well attended. The committee is working on communications going into Phase II.

Phase I is nearly complete, the CIP plus the Community Needs Assessment is due in mid-November.

Phase II will continue through February with a variety of conversations by convenings of expertise in a variety of areas. Step 1 will include instructional expertise, equity CBO expertise and student health expertise. Step 2 will include school leadership meetings, teacher meetings, Special Ed meetings, multi-language meetings and other underserved population meetings. Phase II of community engagement will be a second round of broad-based community engagement. An executive summary will be presented along with an actionable draft plan.

The superintendent will review and present his recommendation to the School Board in the spring.

ACTION ITEMS

A. **HS2/SST Renaming Process Approval** – Andrew Cronk & Maureen Wheeler

During the summer of 2020, the schools of Science & Technology (SST) and Health & Science (HS2) will merge to become one unified new school. The transition team of HS2 & SST is forwarding the name of *Beaverton Academy of Science and Engineering (BASE)* for the School Board's consideration. At the October 15, 2019 School Board Work Session, the School Board received a full report on the process that was used for selecting the name.

LeeAnn Larsen made the motion to adopt the name of *Beaverton Academy of Science and Engineering (BASE)* for the new school. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Eric Simpson, Anne Bryan, Susan Greenberg, Donna Tyner, LeeAnn Larsen and Tom Colett who voted by phone.

B. **Aloha High School Seismic** – Aaron Boyle, Josh Gamez & Carl Mead

The 2014 Capital Bond included seismic upgrades and roofing projects at Aloha High School. Beaverton School District staff applied for and received a \$2.5M Seismic Rehabilitation Grant from the State of Oregon (SRGP). The current revised approved budget for this project is \$12,489,277.00 of which includes the \$2.5M from the Oregon SRGP. The project is expected to have a budget shortfall of \$6.85M due to market conditions, unforeseen conditions and the overall complexity of this project. A budget increase of \$6.85M will provide:

1. Completion of seismic upgrades necessary to receive the Oregon SRGP.
2. Replacement of full roof (except at newer existing areas).
3. Correction of existing conditions such as replacement of existing oversized and inefficient cooling tower, addition of overflow drains to roof as required by code and replacement of all existing non-fall rated skylight.

The Bond Accountability Committee (BAC) reviewed the details as presented at their August meeting. The BAC voted unanimously to recommend a budget transfer of \$6.85M from the Bond Program Reserve to the Aloha High School Seismic & Roofing project.

LeeAnn Larsen made the motion to approve the proposed Aloha High School Seismic and Roofing Upgrades. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Eric Simpson, Anne Bryan, Susan Greenberg, Donna Tyner, LeeAnn Larsen and Tom Colett who voted by phone.

C. **Consent Agenda** – Becky Tymchuk

1. **Personnel**

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

2. **Approval of School Board Meeting Minutes**

BE IT RESOLVED that the minutes for the September 23, 2019 School Board meeting be and hereby are approved.

3. **Designation of Sato Elementary School Hazard Zone 4 as a Non-Transportation Zone**

BE IT RESOLVED that the School Board approved the proposed designation of Sato Elementary School hazard zone 4 as a non-transportation zone effective upon completion of crosswalks located at NW Kaiser Road and NW Ridgeline Street.

4. **Grant Report**

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

5. Charter School Evaluations

BE IT RESOLVED that the Charter Schools Evaluation, Arco Iris and Hope Chinese, are hereby approved as submitted.

6. Public Contracts

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

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

BOARD COMMUNICATION – Board Members

A. Individual School Board Member Comments

- Becky Tymchuk spent last Saturday with THPRD Board for the ribbon cutting of the new Cedar Hills Park.
- Donna Tyner reported that the OSBA Color Caucus will be presenting at the OSBA conference on November 16th at 2:00 p.m.
- Tom Colett reported that the School Board Planning Committee have met two times this year. They are working on common middle school objectives, seismic upgrades and a long range plan for all buildings to be earthquake ready.

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 9:24.

INFORMATION ITEMS

- Bond Program Status Report
- Middle School Boundary Advisory
- School Board Planning Committee Notes

Submitted by

Mary Hawkins

Mary Hawkins

Becky Tymchuk

Becky Tymchuk, School Board Chair



GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Hallways to Health Project	Neighborhood Health Center	\$18,742	1 Nov 2018	1 Jun 2019	Permission to receive funds
Grant awarded to Merlo Community School will focus on healthy eating/active living, social-emotional health, and school employee wellness.					
Community Health Improvement Plan (CHIP) Grant	Washington County Dept. of Health & Human Services	\$24,788	11 Oct 2019	31 Oct 2019	Permission to apply
Washington County CHIP grants fund projects that increase organizational capacity for trauma informed and equity practices and address community health improvement priorities. The proposed project is for culturally-sensitive outdoor learning opportunities for Mountain View Middle School students and caregivers.					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
ESEA Title Funds	Oregon Dept. of Education	\$8,606,695	1 Nov 2019	15 Dec 2019
ESSA School Improvement	Oregon Dept. of Education	\$43,680	19 Nov 2019	15 Dec 2019

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded

RECOMMENDATION:

It is recommended that the proposals be approved.

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School Board Planning Committee Meeting Notes October 28, 2019

Present: Tom Colett (via phone), Becky Tymchuk, Don Grotting, Ginny Hansmann, Carl Mead, Sue Robertson, Maureen Wheeler, Josh Gamez, and David Williams.

Seismic Preparedness

- Facilities is in the beginning stages of creating a plan that will have all facilities seismically ready by the end of a projected 2028 bond.
- The worst performing buildings will be repaired, replaced, or decommissioned first.
- Facility conditions combined with enrollment projections will drive decisions about which schools to repair, replace, or decommission.

Common Middle School Experience

- The Internal Middle School Committee had begun meeting and includes members of the business office, human resources, teaching and learning, and middle school principals.
- They have had an opportunity to discuss humanities and School Board Planning Committee Middle School Objectives.
- A number of scheduling options are being considered and a decision about which options to bring forward for final consideration will be made in the next 2 weeks.
- Deputy Superintendent Hansmann will present the options for final consideration at the next Planning Committee meeting.

Next Meeting: November 22, 2019
7:30 a.m.