



 AGENDA

I. EXECUTIVE SESSION:	Legal Counsel ORS 192.660(2)(h)	6:00 - 6:15 p.m.	
II. CALL MEETING TO ORDER		6:30 - 6:50 p.m.	
Becky Tymchuk			
A. Pledge to Flag			
B. Board Procedures			
Becky Tymchuk			
C. Recognition of Students, Staff and Community			
	a. WE Expect Excellence: Oregon's Kid Governor - Raaga Mandala		3
D. Beaverton Student Advisory Committee Update			
Committee Members			
III. BEA/OSEA Comments		6:50 - 6:55 p.m.	
IV. PUBLIC PARTICIPATION		6:55 - 7:40 p.m.	
V. REPORTS		7:40 - 8:20 p.m.	
A. Superintendent's Comments			
	Don Grotting		4
B. School Board Presentations			
	a. Greenway Elementary School		5
	Jennifer Whitten		
	b. Kinnaman Elementary School		11
	Ashlee Hudson		
C. Financial Update			
	Mike Schofield		15
D. Middle School Boundaries Adjustment Project Update			
	Steven Sparks		21
E. Student Success Act HB3427 Update			
	Ginny Hansmann, Maureen Wheeler & David Williams		
VI. BREAK		8:20 - 8:30 p.m.	
VII. ACTION ITEMS		8:30 - 8:40 p.m.	
A. Comprehensive Annual Financial Report (CAFR)			
	Rob Drake		24
B. Consent Agenda			
	Becky Tymchuk		
	a. Personnel		
	b. Approval of School Board Meeting Minutes		25
	c. Grant Report		33
	d. Appointment of Custodians of School Funds		34
	e. Appointment of Budget Officer		35
	f. Public Contracts		36
VIII. BOARD COMMUNICATION		8:40 - 8:50 p.m.	
Board Members			
	A. Individual School Board Member Comments		
IX. CLOSING COMMENTS/ADJOURN		8:50 - 8:55 p.m.	

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

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

Becky Tymchuk & Don Grotting

A. **PUBLIC COMMENTS** Continued

8:55 - 9:10 p.m.

X. INFORMATION ITEMS

A. Bond Program Status Report

40

B. II/IIA AR - Instructional Materials Selection

55

C. Community Partnership Team Reports

71



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: Oregon's Kid Governor – Raaga Mandala

Raaga Mandala, a fifth-grade student at Jacob Wismer Elementary School was selected as Oregon's Kid Governor (ORKG), a statewide civics program for 5th graders managed by the Oregon Secretary of State's Office.

Raaga was surprised by Deputy Secretary of State Rich Vial and Director of Civics Education Marybeth Herkert at a special assembly on November 20, 2019.

When asked about Raaga, her teacher Merideth Brundidge says, "Raaga is an exceptional hard-working student who campaigned to become Oregon's Kid Governor of 2020. She was selected as one of the top seven finalists' candidates from all over the state. She ran on the platform of transitioning the homeless into permanent housing. Raaga raises money for charities to help the homeless through her company Raaga's Fun Kitchen. She is very deserving of this position and will do a great job as Oregon's Kid Governor."

Congratulations, Raaga!

RECOMMENDATION:

It is recommended that the School Board recognize Raaga Mandala.



WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

Superintendent's Report

Middle School Boundary Process

Our Middle School Boundary process facilitated by Steve Sparks continues to move forward. Sessions have been well attended by community members and our advisory committee is fully engaged. We continue to receive questions after each meeting and answers are being provided when possible. Our next meeting will take place at Cedar Park Middle School on December 19th beginning at 6:30 p.m.

Implementation of the Student Success Act

Later in our Board meeting you will hear once again from some of our Student Success Act planning team regarding our progress. Last week I was able to accompany our Multilingual Department and Equity and Inclusion Directors to the Bilal Mosque where we were able to engage student and adults in the process.

Transition of Raleigh Hills and Springville K-8 schools to K-5 Schools

The District is continuing to move forward with the transition of Raleigh Hills and Springville to K-5 schools. The transition period will be three years if enrollment at the 6-8 grades is sufficient. This will provide parents time and options to prepare and have choices.

Middle School Scheduling and Common Experience: As we prepare to adjust middle school boundaries, there is an effort to align schedules and resources to provide equity and similar opportunities for all middle school students, regardless of where they attend school. While we will not attain perfection or please all stakeholders, we will move closer in ensuring equitable opportunities.

Mental Health Task Forces

Our mental wellness and behavior task forces are off and running under the direction of Danielle Hudson, our Student Services Director. We have task forces representing our elementary, middle, and high school levels. Members include teachers, specialists, administrators, and other experts in the field.

Hiring of Mike Schofield as Associate Superintendent of Business Services

You will hear from Mike Schofield, our new Associate Superintendent of Business Services later in the meeting. The District has hired Mike Schofield as our new CFO and Director 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.

Winter Break

Winter break will begin December 21st and continue through January 5th. I hope all of our School Board, staff, and students get some well-deserved rest and are able to spend quality time with family and friends.

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SCHOOL REPORT

School: Greenway Elementary

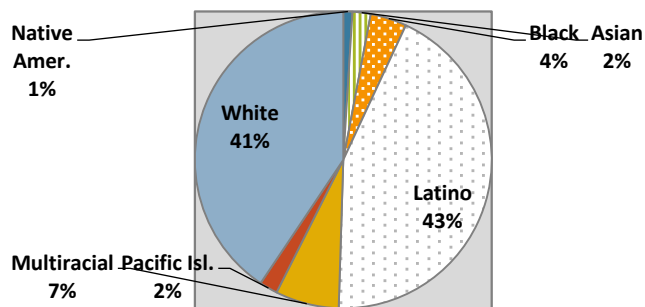
Principal: Jennifer Whitten

Years as School Principal: 2

Years in BSD: 18

School Demographics 2018-19

Enrollment: 328
Economically Disadvantaged: 74%
Students with Disabilities: 19%
Ever English Language Learner: 39%
Different Languages Spoken: 18



School Metrics

Kindergarten Readiness

Letter Names*	16-17	17-18	18-19	Early Mathematics	16-17	17-18	18-19
All Students	29.3	18.5	20.4	All Students	7.8	10.2	9.2
Economically Disadvantaged	23.6	17.3	14.8	Economically Disadvantaged	7.1	9.9	8.4
English Language Learners	16.5	11.6	10.3	English Language Learners	6.6	8.7	7.1
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	16	5.5	4.7	All Students	3.4	3.4	3.4
Economically Disadvantaged	14.1	4.7	2.5	Economically Disadvantaged	3.2	3.3	3.2
English Language Learners	10.6	4.0	2.7	English Language Learners		3.3	3.3
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	37%	35%	29%	All Students	31%	35%	31%
Economically Disadvantaged	14%	20%	26%	Economically Disadvantaged	11%	22%	29%
English Language Learners		16%	20%	English Language Learners		23%	25%
Ever English Language Learners		16%	20%	Ever English Language Learners		23%	25%
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			

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Hispanic/Latino		23%	24%	Hispanic/Latino		20%	29%
White	54%		41%	White	44%		36%
Multi-racial				Multi-racial			
Male	41%	48%	35%	Male	36%	44%	41%
Female	33%	22%	23%	Female	27%	26%	18%

Grade 5 English Language Arts	16-17	17-18	18-19	Grade 5 Mathematics	16-17	17-18	18-19
All Students	56%	63%	57%	All Students	34%	36%	32%
Economically Disadvantaged	48%	61%	45%	Economically Disadvantaged	21%	35%	16%
English Language Learners	15%	46%		English Language Learners	5%	15%	
Ever English Language Learners	23%	50%		Ever English Language Learners	14%	18%	
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	40%	48%		Hispanic/Latino	20%	26%	
White	76%		68%	White	52%		43%
Multi-racial				Multi-racial			
Male	41%	69%	57%	Male	30%	47%	38%
Female	71%	50%	56%	Female	39%	15%	28%

Growth English Language Arts	16-17	17-18	18-19	Growth Mathematics	16-17	17-18	18-19
All Students	61%	69%	57%	All Students	57%	64%	49%
Economically Disadvantaged	61%	68%	59%	Economically Disadvantaged	54%	61%	44%
English Language Learners	53%		53%	English Language Learners	46%		43%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	61%	69%	51%	Hispanic/Latino	46%	59%	28%
White	62%	65%	59%	White	72%	67%	64%
Multi-racial				Multi-racial			
Male	60%	71%	50%	Male	58%	73%	40%
Female	62%	65%	63%	Female	57%	51%	52%

2018-19 Participation Rates

Smarter Balanced ELA: **100%**

Smarter Balanced Math: **100%**

Student Survey: **88%**

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	62%	61%	57%	Students reporting that at least one adult cares about them	90%	87%	92%
Students missing class due to suspensions or expulsion	0	8	9	Parents reporting they feel informed and valued as active partners in their child's education	73%	78%	96%
Number of class days missed due to suspensions or expulsion	0	26	19.5	Teachers and staff reporting they contribute to school decision making	79%	64%	79%

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

Successes:

For the 18-19 school year, I was at Greenway from late January to June. The data from the parent survey was taken in the spring. There is a marked increase from parents reporting they feel informed and valued as





active partners in their child's education from 78% to 96%. I send out bimonthly newsletters to families, meet once a month with the PTO board, and try to be a visible presence to families every morning when they are bringing their children to school.

Challenges:

I am concerned about all of the data. We have challenges with ELA and Math proficiency in all sub groups, and the number of students missing fewer than 10 days of school is only 57%. Below is my school learning plan that highlights a number of ways we are trying to address our challenges.

Action Plan:

The following is my school learning plan. In blue, are updates of what so far has been implemented.

School: Greenway			
District Goal: WE empower all students to achieve post high school success			
 <p>WE EXPECT EXCELLENCE</p> <p><i>WE teach students knowledge and skills for our evolving world.</i></p> <p><i>WE seek, support, and recognize world-class employees.</i></p>	 <p>WE INNOVATE</p> <p><i>WE engage students with a variety of relevant and challenging learning experiences</i></p> <p><i>WE create learning environments that promote student achievement.</i></p>	 <p>WE EMBRACE EQUITY</p> <p><i>WE build honest, safe, and inclusive relationships with our diverse students and their families.</i></p> <p><i>WE provide needed support so that every student succeeds.</i></p>	 <p>WE COLLABORATE</p> <p><i>WE work and learn in teams to understand student needs and improve learning outcomes.</i></p> <p><i>WE partner with our community to educate and serve students.</i></p>

Our Story:

Greenway Elementary has 328 enrolled students, from Pre K to 5th Grade. Our population is very diverse with 18 different languages spoken and 39% Ever English Learners. 74% of the student population qualifies for free and reduced lunch.

Culture and Climate

Greenway is a welcoming school that makes an effort to help all students and parents feel safe and welcomed. On a recent student survey, 95% of 4th and 5th graders report feeling welcome and accepted at Greenway and 91% report that they feel safe. 82% of parents who took the survey (25) report feeling welcome and accepted at the school. Parents commented on the survey that “it is heartwarming to hear practically every child called by name as they enter the doors.” In addition to creating a caring and safe environment, the staff at Greenway have increased their level of understanding about helping the social and emotional growth of their students through the use of community circles, collaborative problem solving, and curriculum like the zones of regulation. Another parent comment on the parent survey reported that the staff at Greenway saw my child “as a child with challenges, rather than a challenging

child. He’s thriving now, and I know their caring, support, and patience has played a large part in that transformation.”

Teachers at Greenway communicate to students that they care for them and believe in their abilities to learn. On the same student survey, 92% of 4th and 5th graders report there is at least one adult who really cares about them. 100% of the students either agree or strongly agree that their teachers believes they can learn. 88% of teachers on the 2018 TELL survey report that almost every student has the potential to do well on assignments.

Support Systems in Place

74% of the students at Greenway receive free or reduced lunch. To support this highly impoverished school, Greenway operates a food pantry in partnership with the Oregon Food Bank. The staff required to pay for this are part of the title one budget. Greenway also has a 21st Century Grant for the next 4 years. Greenway and BSD partner with Metropolitan Family Services to provide after school enrichment, a summer school, and kindergarten readiness academy. Greenway also operates its own volunteer run clothes closet.

Academics

Overall proficiency for the 2018-2019 school year in English Language Arts was 42% this was down 10% from 2017-2018. Math proficiency on OSAS was 31%, down 4% from 2017-2018. A further breakdown of the academic data is below in each of the goal.

<p><u>Equity Area of Focus:</u></p> <p>Increase math achievement for all students.</p>	<p><u>Academic Excellence Area of Focus:</u></p> <p>“Kids do well if they can.” -Ross Greene.</p> <p>Overall proficiency at Greenway is 9% below the state average for ELA and 12% below the state average for Math.</p> <p>Our goal is to put a multi-tiered support system in place that supports and promotes academic, behavior, and social emotional success for all students, especially for historically and currently marginalized youth, students, and families. In this system, all educators are expected to deliver, with support, effective standards based academic, behavior, and social and emotional core instruction with differentiation to meet student needs. Within this multi-tiered support system, educators routinely review</p>	<p><u>Collaboration Area of Focus:</u></p> <p>Greenway uses a fully integrated model with the EL teachers and classroom teachers during writing time. Last year on the 2018-2019 OSAS test the Ever English Learners reported a 21% proficiency on the ELA test. In contrast, the white sub group reported a 58% proficiency on the ELA test.</p> <p>Classroom teachers and EL teachers need more time to collaborate, a system to report student growth with each writing unit (pre and post on demand writing samples).</p>
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	<p>multiple sources of data to determine effectiveness, improve learning outcomes, and make data-based decisions.</p> <p>All students receive core instruction in reading, math, behavior, and social and emotional well-being using research-based core curriculum materials.</p>	
<p><u>Equity Goal:</u></p> <p>Math achievement for all students at Greenway is 33.5% for a three-year average (level 2). Increase achievement to 43%, which would bring us to a level 3. Math achievement for our English Learners is 16.6%, which is Level 2*(technically level 1). Math median growth is 57.5% for all students, which is a level 4. Increase to 60%, to a level 5. Math growth for English learners is 49.5%, which is a level 3. Increase growth to 55%, to a level 4.</p>	<p><u>Academic Excellence Goal:</u></p> <p>A clearly articulated multi-tiered support system in place written by staff that outlines what supports each student needs in the areas of ELA, Math, and SEL.</p> <p>The three-year average for ELA Achievement 46.8%. Our goal for the 19/20 school year is to move to level 3, which is above 54% The three year average for growth on ELA is 60%, which is a level 5. The three year average for growth on ELA for English Learners is 55.5%, a level 4. Increase the median growth to 60%, a level 4.</p> <p>Decrease in student FYI data, referral data (level 2) and a decrease in suspensions.</p>	<p><u>Collaboration Goal:</u></p> <p>Increase Ever English Learners proficiency on OSAS from 21% proficiency to 35% proficiency.</p> <p>Decrease number of students 2 or more grade levels below in writing (need an on demand to put this in).</p>
<p><u>Key Strategies:</u></p> <ol style="list-style-type: none"> Continued use of monitoring system using EASY CBM and Dreambox. Target Spring EASY CBM data for 2nd Graders to identify at risk students for 3rd grade OSAS. Easy CBM is a normed test we give 3 times a year at Greenway. The test has a high correlation to OSAS. For example, students in the low risk have an 85% 	<p><u>Key Strategies:</u></p> <ol style="list-style-type: none"> Using staff meetings and committee meetings, staff members will begin articulating what a multi-tiered framework looks like in each of these areas. Staff will identify what all students need, what students who are below grade level need, and what students who are below grade level and not making progress with core supports. 	<p><u>Key Strategies:</u></p> <ol style="list-style-type: none"> Provide sub release time for teams to meet, thin slice data, and plan strategies to meet the need of the Ever English Learners. <i>Update: Three staff meetings scheduled to thin slice and make action plans. Will collect the on demand assessments to</i>

<p>chance of a 3 or 4 on OSAS. Using this data, we will be better able to predict how a student will perform on OSAS and intervene before the student takes the test in May. In addition to Easy CBM, dreambox data and number of lessons completed.</p> <p>Update: Staff Meeting with Anna, TOSA in November. Staff picked one research proven strategy to implement with their entire class, staff identified how they will track data. Most staff chose to implement Dreambox and monitor growth. Some chose to focus on number talks. We will look at data when Anna returns in February.</p> <ol style="list-style-type: none"> 2. ESL teacher will run math talks targeted at student's level to build more effective strategies in math, in addition to assisting with their language development. 3. Implement attendance protocol with counselor. Attendance Plan implemented with counselor and secretary. 4. Continued support from Anna Gustaveson, Math TOSA. 5. Administer the SBAC sample questions for each unit. 	<p>Update: Staff PD where teachers put student names down on the MTSS for reading, using both IRLA and Guided Reading Levels. Staff PD on Tier 2 interventions that could be implemented in the classroom. Onsite PD from Teacher's College to strengthen workshop model and consistent curriculum implementation. Two days so far for grades 3-5. Staff worked on using learning progressions to identify where students were located on the progressions and what were the next steps.</p> <ol style="list-style-type: none"> 2. Staff will outline what PD is needed for each of the areas. 3. Implement Learning targets focused on character habits and process vs. outcome and product-example for self-awareness Example: determined: I give my best effort and persevere, even when things are difficult. Update: self-management, problem solving, and kindness traits have been instructed in the classroom. 4. Consultation with a team and district SEL TOSA to provide continued support. SEL committee meets regularly. They have reviewed the CASEL rubric, written down vision and mission for Greenway. Staff PD focused on lagging skills and empowering teaches to help students develop the lagging skills. 5. Continued use of Sanford Harmony Curriculum at 5th grade. Increase in grade levels for 2019-2020 year. 6. Monthly Counseling lessons 7. Explicit instruction of regulation strategies -zones of regulation. 8. Administer Casel Rubric to identify needs of improving practices at Greenway. Done. 	<p>track student growth year to year.</p> <ol style="list-style-type: none"> 2. Provide a rotating duty schedule so that EL teachers can meet with their grade level teachers at least once every two weeks. 3. Provide ongoing PD of co-teaching model, UOS in writing, and language supports embedded during the co-teaching time.
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SCHOOL REPORT

School: **Kinnaman Elementary**

Principal: **Ashlee Hudson**

Years as School Principal: **2**

Years in BSD: **6**

School Demographics 2018-19

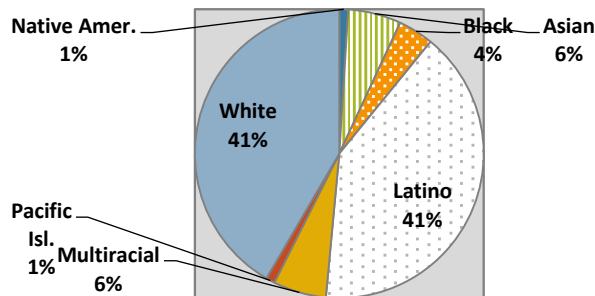
Enrollment: **658**

Economically Disadvantaged: **68%**

Students with Disabilities: **18%**

Ever English Language Learner: **34%**

Different Languages Spoken: **21**



School Metrics

Kindergarten Readiness

Letter Names*	16-17	17-18	18-19	Early Mathematics	16-17	17-18	18-19
All Students	32.1	32	24.9	All Students	9.3	11.6	10.3
Economically Disadvantaged	27.1	28.3	22.7	Economically Disadvantaged	8.6	11	9.5
English Language Learners	23.6	19.8	16.4	English Language Learners	7.8	9.3	8.1
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	13.1	12.7	8.8	All Students	3.5	3.4	3.1
Economically Disadvantaged	11.5	11.2	7.0	Economically Disadvantaged	3.4	3.4	3.0
English Language Learners	11.1	7	4.0	English Language Learners	3.3	3.4	2.8
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	43%	44%	66%	All Students	52%	45%	48%
Economically Disadvantaged	38%	32%	53%	Economically Disadvantaged	46%	34%	38%
English Language Learners	20%	28%	41%	English Language Learners	29%	26%	28%
Ever English Language Learners	20%	28%	41%	Ever English Language Learners	30%	26%	28%
Students with Disabilities	20%			Students with Disabilities	40%		
Talented and Gifted				Talented and Gifted			

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Asian				Asian			
Hispanic/Latino	31%	26%	54%	Hispanic/Latino	29%	27%	35%
White	52%	62%	74%	White	65%	60%	57%
Multi-racial				Multi-racial			
Male	36%	34%	67%	Male	58%	42%	47%
Female	50%	53%	64%	Female	47%	48%	50%

Grade 5 English Language Arts	16-17	17-18	18-19	Grade 5 Mathematics	16-17	17-18	18-19
All Students	50%	64%	48%	All Students	32%	36%	32%
Economically Disadvantaged	47%	57%	44%	Economically Disadvantaged	28%	27%	27%
English Language Learners	25%	50%	35%	English Language Learners	19%	26%	26%
Ever English Language Learners	34%	51%	37%	Ever English Language Learners	20%	28%	27%
Students with Disabilities			21%	Students with Disabilities			10%
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	43%	57%	33%	Hispanic/Latino	21%	23%	18%
White	64%	67%	58%	White	45%	41%	45%
Multi-racial				Multi-racial			
Male	47%	66%	39%	Male	42%	36%	35%
Female	53%	61%	56%	Female	22%	36%	29%

Growth English Language Arts	16-17	17-18	18-19	Growth Mathematics	16-17	17-18	18-19
All Students	52%	55%	53%	All Students	38%	40%	38%
Economically Disadvantaged	49%	53%	54%	Economically Disadvantaged	38%	40%	38%
English Language Learners	44%	56%	59%	English Language Learners	33%	35%	42%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	54%	49%	51%	Students with Disabilities	39%	33%	34%
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	47%	57%	56%	Hispanic/Latino	35%	43%	39%
White	60%	53%	50%	White	39%	38%	39%
Multi-racial				Multi-racial			
Male	50%	57%	51%	Male	36%	41%	39%
Female	54%	52%	56%	Female	40%	39%	36%

2018-19 Participation Rates

Smarter Balanced ELA: **99%**

Smarter Balanced Math: **99%**

Student Survey: **97%**

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	70%	60%	58%	Students reporting that at least one adult cares about them	85%	85%	88%
Students missing class due to suspensions or expulsion	7	10	1	Parents reporting they feel informed and valued as active partners in their child's education	84%	85%	85%
Number of class days missed due to suspensions or expulsion	14	22	1.5	Teachers and staff reporting they contribute to school decision making	94%	75%	56%

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

Successes:

I am cautiously optimistic that the test metrics for Kinnaman Elementary show a 20% increase of students meeting state English Language Arts benchmarks from 2017-18 to 2018-19 for all students in 3rd grade, including a 21% increase

for students who are economically disadvantaged, and a 13% increase for English Language Learners. Granted, the data point only captures one year’s worth of data and will need to be sustained to count as a true success, but it is a start. Additionally, growth is fairly consistent across subgroups in both English Language Arts and Mathematics, meaning that student growth at Kinnaman is not predicted by demographics.

As a school, we are focusing on increasing reading and writing volume in order to continue making progress in English Language Arts, including a campaign to encourage reading at home, aiming for a reading zone of 40-60 pages read per day. Although our students have protected time for reading and writing as part of the workshop model, informal check-ins with students reveal that our students are reading and writing fewer pages than expected during the protected time. Our intervention and classroom teachers are working hard to connect our students to books they love and operating under the guiding principles that students will grow as readers based on the amount of reading they do outside of school and that if we engage them in reading at school, they will want to read outside of school.

Challenges:

Kinnaman Elementary has an opportunity to improve our Mathematics scores. Our students from historically marginalized populations underperform compared to their white peers, although achievement across populations is poor. This is the first year all teachers have been expected to fully implement the math workshop model in the classroom. The challenge associated with the “soft start” approach in rolling out the math adoption is that curriculum implementation has been inconsistent and staff have vastly different levels of comfort in the area of mathematics instruction. To address this, our administrative team collaborated with our Math TOSA to guide staff through a year of professional development on Number talks, launching lessons, conferring, assessment, and Math Congress last year. Teachers had the opportunity to observe the Math TOSA and Math Studio teachers doing demonstration lessons in their classrooms. They collaborated on lessons and debriefed on successes and challenges. This year, we have an Elite Mathletes team of grade level representatives working with me to improve vertical alignment and guide professional development for staff in math.

Another area of concern is behavior and emotional regulation in students. The [Kinnaman Schoolwide Student Success Framework](#) details our philosophy and action plan to address a variety of issues related to behavior and Social Emotional Learning (SEL). As a staff, we are working to teach students social emotional skills through whole-class, small group, and individualized instruction. We have streamlined behavior documentation, developed protocols to respond to challenging behaviors and help de-escalate dysregulated students, and created an intervention system for SEL. Additionally, we continue to develop specific behavior support plans to avoid room clears unless necessary, and provide ongoing SEL professional development for staff. The long-term educational impact of removing students to regulate themselves concerns me, but I recognize the concern for the safety of all members of our school community as well.

Action Plan:

<u>Equity Goal:</u>	<u>Academic Excellence Goal:</u>	<u>Collaboration Goal:</u>
No student will be deprived of access to high quality learning experiences with their age alike peers.	All students will make at least one year of growth in reading, writing, and math.	Meet formally three times yearly with classroom teachers to implement/refine the Professional Collaboration Team processes and procedures in order to meet the needs of all students, including historically underserved populations. Meet frequently as teams.

<p style="text-align: center;"><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Academic intervention and differentiation techniques enacted in the classrooms. • Protected intervention block ensures no student is pulled from core instruction. • Clear alignment and consistent implementation of proactive and reactive Social and Emotional Learning (SEL) strategies outlined in the Kinnaman Schoolwide Student Success Framework across the school. • Coaching, consultation, and support for academic and SEL strategies provided through the collaboration strategies. 	<p style="text-align: center;"><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Confering with students within the workshop model in math, reading, and writing will establish individualized goals and direct instruction opportunities “in the moment.” • Formative assessments will help create strategic grouping within the workshop model and identify key strategies for small group instruction. • Increasing volume of independent work in reading, writing, and math. • STEAM as part of regular specials rotation to promote problem-solving and critical thinking outside of core instruction. 	<p style="text-align: center;"><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Students are reviewed with team of practitioners to engage in reflective dialogue and modify instructional practices including interventions every 6-8 weeks. • Review IRLA data and embedded instructional practices. • Reflection on PCT implementation. • Reflect on Formative Assessments. • Practices within the classroom will be “de-privatized” through the use of peer observation, peer coaching, and PD aligned to impactful instructional strategies. • Use the Dare to Lead glossary as a guide for key language, skills, tools, and practices for building trust and a positive school culture.
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Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For the Period Ended November 30, 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	104.3	-	104.3	276.0
Property Taxes	143.0	143.0	143.0	137.2	-	137.2	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	24.9	-	24.9	35.0
Investment Earnings	1.8	1.8	1.8	-	-	-	1.8
NWRESD Appointment	11.4	11.4	11.4	5.3	-	5.3	11.4
Transfers In	18.4	18.4	18.4	18.4	-	18.4	18.4
Other	8.6	8.6	8.6	2.7	-	2.7	8.6
Total	\$ 515.6	\$ 515.6	\$ 515.6	\$ 310.2	\$ -	\$ 310.2	\$ 515.6
EXPENDITURES:							
Salaries	\$ 267.9	\$ 267.9	\$ 270.5	\$ 90.1	\$ -	\$ 90.1	\$ 270.8
Benefits	172.7	172.7	172.6	55.2	-	55.2	172.8
Purchased services	28.0	28.0	28.4	8.5	12.6	21.1	28.4
Supplies & materials	14.6	14.6	14.8	5.1	1.9	7.0	14.8
Capital outlay	0.7	0.7	0.7	0.4	0.3	0.7	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	\$ 518.7	\$ 162.1	\$ 14.9	\$ 177.0	\$ 519.2
Projected Surplus / (Deficit) Balance							\$ (3.6)
Projected Ending Fund Balance							\$ 21.4
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2020 *							4.2%

*Projected ending fund balance breakdown:	Projected EFB	
General Operating Fund	\$ 21.3	4.1%
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	\$ 306.2	\$ 99.5	\$ 3.6	\$ 103.1	\$ 306.2
Support Services	179.4	179.4	181.4	61.4	11.1	72.5	181.9
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	0.2	2.7	5.7
Contingencies	25.0	25.0	25.0	-	-	-	25.0
Total	\$ 515.6	\$ 515.6	\$ 518.7	\$ 163.4	\$ 14.9	\$ 178.3	\$ 519.2

New Adjustments in Working Budget and Year-End Forecast:

- * Allocation of the Regence refund and adjustments in November 2019.
- * Increase of \$0.4 million in maintenance budget for budget carryover unspent from 2018-19.

Adjustments in Year-End Forecast:

- * Increase of \$0.5 million in salary and benefits due to retiring administrators contractual vacation payouts.

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
For the Period Ended November 30, 2019

Funds	Final Budget	YTD Revenue	YTD Expenditures	Encumb.	YTD Expenditures & Encumb.	Expenditure Budget Variance		Fund Balance
	<i>(Incl Beg Fund Bal)</i>	<i>(Incl Beg Fund Bal)</i>	<i>(Incl transfers out)</i>			\$	%	
Student Body Fund	\$ 10,700,000	\$ 7,732,483	\$ 143,344	\$ 91,755	\$ 235,099	\$ (10,464,901)	2.20%	\$ 7,497,384
Special Purpose Fund	9,160,000	2,750,171	1,661,815	290,436	1,952,251	(7,207,749)	21.31%	797,920
Categorical	4,025,000	2,735,228	257,249	304,407	561,656	(3,463,344)	13.95%	2,173,572
Grant Fund	57,497,749	4,767,273	8,803,620	2,470,744	11,274,364	(46,223,385)	19.61%	(6,507,091)
Equipment Replacement Fund	4,048,000	3,685,711	1,279,444	69,793	1,349,237	(2,698,763)	33.33%	2,336,474
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	6,548,753	4,437,062	3,538,213	7,975,275	(10,791,160)	42.50%	(1,426,522)
Debt Service Fund	85,461,801	56,507,540	8,031,379	-	8,031,379	(77,430,422)	9.40%	48,476,161
Capital Projects Fund	244,134,000	213,200,489	36,043,058	45,251,793	81,294,851	(162,839,149)	33.30%	131,905,638
Insurance Reserve Fund	6,825,667	2,791,570	2,396,095	1,086,947	3,483,042	(3,342,625)	51.03%	(691,472)
Workers' Compensation Fund	3,828,815	2,806,134	1,163,840	131,946	1,295,786	(2,533,029)	33.84%	1,510,348
Scholarship Fund	450,000	405,575	20,250	13,250	33,500	(416,500)	7.44%	372,075
Total	\$ 467,133,746	\$ 326,167,206	\$ 82,650,192	\$ 53,249,284	\$ 135,899,476	\$ (331,234,270)		\$ 190,267,730



BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2019-20
As of 11/30/19

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	14.3	18.3	
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	709.9	853.9	144.0



BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2019-20
As of 11/30/19

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	30.4	37.4	
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	31.1	38.1	
Stoller	1,559	1,560	1	49.6	59.6	50.3	60.3	
Whitford	695	706	11	26.5	32.5	26.5	32.5	
Middle School Total	7,639	7,656	17	256.2	312.2	258.8	314.8	56.00
Aloha	1,700	1,751	51	64.7	75.7	61.4	72.4	
Beaverton	1,491	1,469	(22)	59.5	69.5	59.2	69.2	
Mountainside	1,766	1,787	21	58.7	70.5	57.8	69.6	
Southridge	1,391	1,380	(11)	51.3	60.3	50.6	59.6	
Sunset	1,936	1,971	35	65.5	77.5	65.6	77.6	
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	372.9	440.7	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	1,439.6	1,728.6	289.0

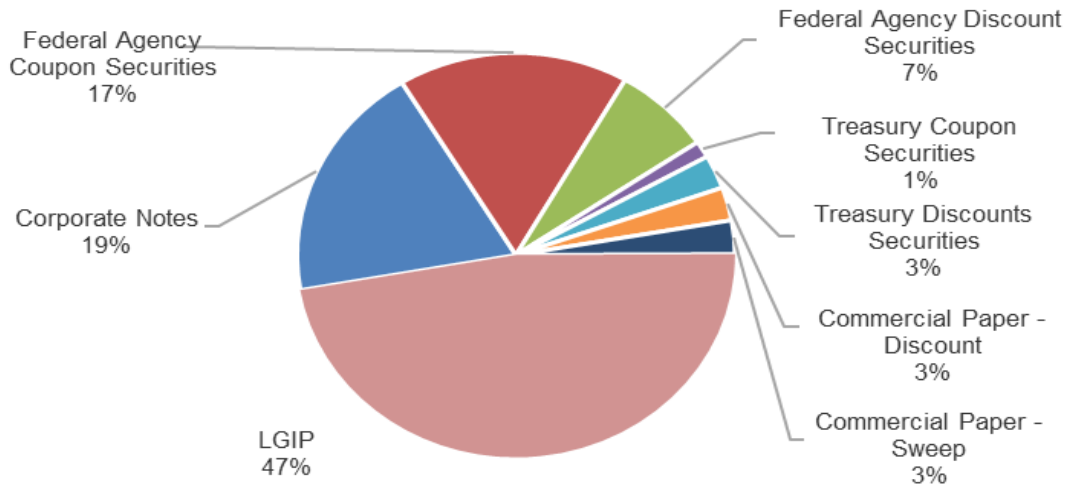
Beginning Fund Balance 7/1/19
 Projected Revenue:
 Projected Expense:
 Projected Fund Balance 6/30/20:

	Adopted Budget	Current Projection	Year-to-Date Actual
\$	-	\$ 93,354	\$ 93,354
	35,000,000	35,000,000	24,987,036
	35,000,000	35,000,000	11,957,407
\$	-	\$ 93,354	\$ 13,122,983



**Beaverton School District
Portfolio Management
Portfolio Summary
November 30, 2019**

Investments	Par Value	Market Value	Book Value	% of Portfolio
Corporate Notes	71,026,000.00	71,512,263.30	70,929,921.15	19.05%
Federal Agency Coupon Securities	63,000,000.00	63,449,350.47	63,463,150.00	17.05%
Federal Agency Discount Securities	27,496,000.00	27,233,150.60	26,998,315.12	7.25%
Treasury Coupon Securities	5,000,000.00	5,057,810.00	4,963,730.00	1.33%
Treasury Discounts Securities	10,590,000.00	10,340,065.41	9,998,577.84	2.69%
Commercial Paper - Discount	10,000,000.00	9,881,000.00	9,881,000.00	2.65%
Commercial Paper - Sweep	10,000,000.00	10,000,000.00	10,000,000.00	2.69%
LGIP	176,061,341.99	176,061,341.99	176,061,341.99	47.29%
	373,173,341.99	373,534,981.77	372,296,036.10	100.00%
Accrued Interest at Purchase		61,937.50	61,937.50	
Total Cash and Investments	373,173,341.99	373,596,919.27	372,357,973.60	



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

November 2019

	ENDING BALANCE 10/31/2019	CASH RECEIPTS	CASH DISBURSEMENTS	NET INVESTMENT TRANSFERS	ENDING BALANCE 11/30/2019
CASH PER BOOKS					
US Bank Checking	\$ 5,678,587	\$ 2,193,069	\$ (55,079,941)	\$ 74,098,590	\$ 26,890,305
Wells Fargo Checking	<u>\$ 1,312,056</u>	<u>856,703</u>	<u>(1,480,111)</u>		<u>688,648</u>
TOTAL CASH PER BOOKS	<u>\$ 6,990,643</u>	<u>\$ 3,049,773</u>	<u>\$ (56,560,052)</u>	<u>\$ 74,098,590</u>	<u>\$ 27,578,953</u>

	ENDING BALANCE 10/31/2019	INVESTMENT RECEIPTS	INVESTMENT PURCHASES	INVESTMENT MATURITIES / SALES	ENDING BALANCE 11/30/2019
INVESTMENTS					
Castle Oak	\$ 3,964,968	\$ -	\$ -	\$ -	\$ 3,964,968
Wells Fargo	\$ 30,272,008	-	-	-	30,272,008
Piper Jaffray	\$ 179,996,308	-	-	(27,998,590)	151,997,718
USB Sweep	\$ 10,000,000	-	-	-	10,000,000
Oregon State LGIP	<u>\$ 20,495,812</u>	<u>201,665,531</u>	<u>-</u>	<u>(46,100,000)</u>	<u>176,061,343</u>
TOTAL INVESTMENTS	<u>\$ 244,729,096</u>	<u>\$ 201,665,531</u>	<u>\$ -</u>	<u>\$ (74,098,590)</u>	<u>\$ 372,296,037</u>
TOTAL CASH & INVESTMENTS	<u><u>\$ 251,719,739</u></u>				<u><u>\$ 399,874,990</u></u>



MIDDLE SCHOOL BOUNDARIES ADJUSTMENT PROJECT UPDATE**POLICY ISSUE / SITUATION:**

The Beaverton School District is currently reviewing a comprehensive update to the existing Middle School attendance boundaries. The purpose of this report is to provide the Board an update on the Middle School Attendance Boundary (MSBA) Update project.

BACKGROUND INFORMATION:

At the June 24, 2019 regular Board meeting, the Board adopted objectives for the Middle School Attendance Boundary Update project. Those objectives are:

1. Create an attendance boundary for the Timberland-area middle school that provides a projected student population sufficient for comprehensive middle school programming.
2. Adjust the attendance boundary for Stoller MS to provide a projected student population of approximately 90% of the permanent capacity of Stoller MS.
3. Review and adjust the attendance boundaries of other middle schools, as needed, to accommodate the new Timberland-area middle school boundary.
4. If warranted, study and recommend minor adjustments to elementary and/or high school attendance boundaries in order to reconcile split feeder patterns or otherwise improve the alignment of attendance boundaries between all school levels.

MSBA PROJECT STATUS:

After a six week open recruitment period, Superintendent Grotting appointed a citizen advisory committee comprised of 17 community members on October 15, 2019. Each of the eight (8) existing Middle Schools have two community members who reside within the schools' attendance boundary. The committee also has one (1) representative from the Student Advisory Committee. The advisory committee roster is attached as Exhibit A. The MSBA advisory committee has conducted three (3) public meetings through November 21, 2019. The advisory committee has only met in public and there have been no confidential meetings. Exhibit A also lists the advisory committee's meeting dates.

At the November 5, and November 21, 2019 committee meetings, the public were provided an opportunity to participate in community mapping workshop exercises. The purpose of the workshops was to have small groups of people work together to prepare ideas for possible boundaries based on their understanding of the neighborhoods in which they live. The results of the workshops were mixed, and the committee does have many ideas proposed by the community to review. The workshop exercises were the initial phase of the project and this initial phase is now complete.

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."

The Committee was scheduled to meet on December 5, 2019 to begin its review of the community's boundary ideas. The submitted workshop maps have been summarized by staff into four (4) theme maps which represent the most commonly expressed ideas from the community. Due to several factors including, the Thanksgiving holiday, the addition of a second community mapping workshop (November 21 meeting), and adequate quality data analysis required by the committee and the public, staff cancelled the December 5, 2019 meeting that was scheduled to take place at Cedar Park Middle School.

The next meeting of the MSBA Advisory Committee will be on December 19, 2019 and take place at Cedar Park Middle School. The four (4) theme maps will be published before the meeting and will be used as starting points for the Committee's deliberations beginning at the December 19, 2019 meeting.

PUBLIC PARTICIPATION:

Public participation has been robust to date. Approximately 400 community members in total have attended the three public meetings that have taken place. As of December 4, 2019:

- over 11,000 unique visitors have viewed the main MSBA project web page;
- over 2,500 unique visitors have viewed the committee meetings on the district's livestream link.
- over 2,100 unique visitors have viewed the MSBA workshop maps;
- over 800 comments have been submitted through the district's web page;

The vast majority of participants are from the northern part of the district. Staff are developing strategies to increase community participation from the central and southern areas of the district. These strategies include staff attending multiple elementary school PTO meetings and focused messaging in weekly elementary school principal newsletters/email.

Exhibit A

MSBA Advisory Committee Roster

(October 24, 2019)

Middle School	Name	School(s) Attending
Cedar	Jason Cowart	WTV
	Kristi Nelson	Cedar Mill
Conestoga	John Vyhldal	Scholls Heights, Springville K8
	Charryse Bigger	Nancy Ryles, McKay, BECC
5 Oaks	Jennifer Uhlman	McKinley, Five Oaks
	Michael Riedel	Elmonica, Five Oaks
Highland	Marne Oyen	Highland Park, Southridge
	Crystal Cardenas Rodriguez	Fir Grove, Highland
Meadow	Yasmin Alkashef	Oak Hills
	Abdulrazaq Adams	Oak Hills
Mtn View	Michelle Hill	ISB
	La'Parisienne Robert-Thomas	Kinnaman, Mtn View
Stoller	Divya Kolar	Jacob Wismer
	Abhijit Sathaye	Findley
Whitford	Matthew Hoferlin	Greenway, Southridge
	Monica Sanders	Vose, Whitford
Student Advisory Committee	Ritika Saripalli	Attended Stoller, Attending Sunset

MSBA Advisory Committee Meeting Schedule

(December 4, 2019)

Date	Location	Meeting objective(s)
October 24, 2019	Central Office	Advisory Committee Orientation Meeting
November 5, 2019	Stoller Middle School	Public kick-off meeting. Community mapping workshop exercise
November 21, 2019	Conestoga Middle School	Community mapping workshop exercise, Committee comments
December 5, 2019	Cedar Park Middle School	Cancelled
December 19, 2019	Cedar Park Middle School	Identify mapping themes & review preliminary data on theme maps
January 16, 2020	Highland Park Middle School	Refine potential boundaries & review pertinent data
January 30, 2020	Meadow Park Middle School	Develop consensus on boundaries - Southern and Central areas
February 13, 2020	Five Oak Middle School	Develop consensus on boundaries - Northern and Central areas
February 25, 2020	Whitford Middle School	Develop findings & preliminary boundary recommendation
March 12, 2020	Central Office (Mtn. View MS?)	Committee approves findings, issue final recommendation
April 2, 2020	If needed - Central Office	If needed, Committee final recommendation



COMPREHENSIVE ANNUAL FINANCIAL REPORT/AUDIT COMMITTEE PRESENTATION**POLICY ISSUE / SITUATION:**

The District Audit Committee met with the District's independent auditors in November to review the Comprehensive Annual Financial Report (CAFR) for the year ended June 30, 2019. The Committee Chair, Rob Drake, will present the CAFR to the School Board tonight.

BACKGROUND INFORMATION:

Audit committees play an important role in the private sector, facilitating communication between management, the independent auditors and the Board of Directors. The Government Finance Officers Association (GFOA) recommends that every government, regardless of size, formally establish an audit committee or its equivalent.

The audit committee's primary responsibility is to oversee the financial reporting and disclosure process, including all aspects of the independent audit, from the selection of the auditor to the resolution of audit findings. The audit committee presents to the governing board and management an annual report of how the committee has discharged its duties and met its responsibilities.

Audit Committee Membership

Rob Drake, Citizen Member - Chair

Samiha Wahid, Citizen Member

Greg Gabriel, Budget Committee Member

Leigh Ahlgren, Citizen Member

Eric Simpson, School Board Member

Anne Bryan, School Board Member

District representation on Committee:

Jim Scherzinger, Interim Chief Financial Officer

Jason Guchereau, Finance Manager

RECOMMENDATION:

It is recommended that the School Board receive the Comprehensive Annual Financial Report as presented by the District Audit Committee.

BE IT RESOLVED that the School Board of Beaverton School District hereby receives the Comprehensive Annual Financial Report for the year ended June 30, 2019 now on file in Business Services.

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

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

**Board Members Present:**

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

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
Danielle Hudson	Administrator for Student Services
Toshiko Maurizio	Administrator for Multilingual Programs
Pat McCreery	Administrator for Equity and Inclusion
Cherie Reese	Principal of Sexton Mountain Elementary School
Robin Kobrowski	Principal of Springville Elementary School
Patrick Meigs	Executive Administrator for Elementary Schools
Steven Sparks	Executive Administrator for Long Range Planning
Jon Franco	Executive Administrator for High Schools and Option Programs
Jon Bridges	Administrator for Accountability
Camellia Osterink	District Legal Counsel
Ken Struckmeier	Executive Administrator for Middle Schools
Kathleen Skidmore	Executive Administrator for Elementary Schools
Nicole Will	Executive Administrator for Elementary Schools
Brian Sica	Administrator for Pre-K – 12 Curriculum, Instruction and Assessment
Jason Guchereau	Finance Manager

Visitors: 125

Media: 0

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BEAVERTON STUDENT ADVISORY COMMITTEE MEMBERS

The School Board and members of the Beaverton Student Advisory Committee met together prior to the Board meeting. Students met with Board members who represent their zone to have a discussion about what was going on in their schools and how they could help.

CALL MEETING TO ORDER & BOARD PROCEDURES – Becky Tymchuk

School Board Chair Becky Tymchuk called the meeting to order at 6:30 p.m. Chair Tymchuk asked for changes to the agenda, there were none.

Pledge to the Flag

Carol Biskupic Knight led the meeting with the Pledge of Allegiance.

RECOGNITIONS

The Board recognized the following:

- Carol Biskupic Knight was recognized for the Presidential Award for Excellence in Science Teaching.

PUBLIC COMMENTS

- Sara Schmitt, BEA spoke about defining student success. Teachers are experiencing burnout early this year. There is a lot of pressure and they are feeling stretched thin. They feel that they are being asked to do more with less before the SSA funding is implemented and that we need to take care of our students as children.
- Dianna Hess and Kyrsti Sackman representing OSEA presented the Board with a check as a donation to the Clothes Closet.
- Zahir Khan spoke about discrimination and the failure to address district-wide discrimination.
- Logan Washburn, Gen-Z for Liberty, spoke about the health curriculum.
- Mark Jackson and Cheryl Twete advocated for the REAP community based partnership to reach all students. They are asking for the next MOU to be renewed for five years. Students and principals testified on their behalf.
- Sidney McReynolds, West TV parent spoke about concerns for students and educators and asked the Board to make seismic issues a priority in the next bond.
- Kelli Caldwell, West TV parent appealed to the Board to send out the seismic assessment to all parents.
- Nabila Hersi, BHS student spoke about the racial inequality and harassment she perceives as happening at Beaverton High School. There have been numerous incidents and she is asking for acknowledgement and something to be done to help students feel safe.
- Sophie Spina, BSD student advocated for daily music and elective classes.
- Madeleine Vinson, student at Five Oaks spoke about students in the Rachel Carson Options program feeling unsafe and the lack of supervision.
- Claire Ott, student at Five Oaks spoke about Rachel Carson Option students feeling isolated and not included.
- Braelyn Hutton, student at Five Oaks spoke about students in the Rachel Carson Options program experiencing bullying and student misbehavior.
- Kristen Haslebacher, parent of a Rachel Carson Options program student spoke about student safety and that the physical space does not promote their safety.
- Fazela Bandukwala, parent and staff member at Rachel Carson Options program spoke about how much staff members at Five Oaks care about all students and that staff cuts are a direct cause of recent problems at the school.
- Nathan Jones, parent of a Rachel Carson Options program student spoke about harassment and bullying that is taking place in the school. He asked the Board to enforce the anti-bullying philosophy.

- Jenny Miller, parent of a Rachel Carson Options program student feels that issues have gone unaddressed at Five Oaks and asked that the Rachel Carson Options program be moved back to Timberland or Raleigh Hills.
- Sharon Crowland, parent of a Rachel Carson Options program student outlined bullying events that have happened this year.
- Kevin Jeffery, parent of a Rachel Carson Options program student commended the teaching staff and appreciate that they are listening about bullying concerns. He would like to see the program work and be successful.
- Eric Sabbe spoke about the Rachel Carson Options program and asked for help with the students in the program.
- Tim Bailey spoke about Rachel Carson Options program school safety.
- Holli Schuler parent of a Rachel Carson Options program student asked that the program be moved back to the Timberland site.
- David Vinson parent of a Rachel Carson Options program student commented that problems at Five Oaks are escalating and are very concerning.
- Keely Walcot, Raleigh Hills student advocated to keep the middle school program at Raleigh Hills.
- Jaidyn Austin, Raleigh Hills student advocated to keep the middle school program at Raleigh Hills.
- Audrey Buddress, Raleigh Hills student advocated to keep the middle school program at Raleigh Hills.
- Eleissa Buddress, Raleigh Hills parent asked the Board to reconsider the middle school program at Raleigh Hills.
- Heather Hellman, Raleigh Hills parent asked the Board to reconsider the middle school program at Raleigh Hills.
- Angie Unruh, Raleigh Hills parent asked the Board to reconsider the middle school program at Raleigh Hills.
- Chris Prah, Raleigh Hills parent asked the Board to reconsider the middle school program at Raleigh Hills.
- Casey Stewart, Raleigh Hills parent asked the Board to reconsider the middle school program at Raleigh Hills. She read a letter from a bus driver about how well behaved the Raleigh Hills students are.
- Jordan and Liz Delapoer, Raleigh Hills parents talked about the social emotional support of the program and advocated for the program to remain.
- Brad Coen, Raleigh Hills parent felt that there was a lack of communication regarding the program change.
- Melissa Buboltz, Raleigh Hills parent would like more input regarding the district decision to transition away from the K-8 program.
- Jodi Whisman, Raleigh Hills parent advocated for students most impacted by the elimination of the K-8 program.

REPORTS

A. Superintendent Comments – Don Grotting

OSBA Conference – Supt. Grotting recently attended the annual Oregon School Board’s Conference where School Board members from Oregon’s 197 districts came together to learn and share the successes and challenges taking place in our schools. Board member, Donna Tyner, facilitated and led a conversation regarding biases and racism taking place in our schools. Maureen Wheeler, Communication Director and David Williams, Government Affairs Specialist also presented.

Student Success Act – Technical assistance will be provided from Northwest Regional ESD with Rob Saxton and Megan Irwin working in consulting roles.

Congratulations are in order for all of our fall sport athletic teams. Several of our teams have been recognized for their sportsmanship.

Supt. Grotting is working with Danielle Hudson, Administrator for Student Services to create three task forces to research, discuss and make recommendations in the area of mental health and behavior at all

three school levels. Members will include teachers, specialists, administrators and other experts in the field.

New Associate Superintendent of Business Services – The District has hired Mike Schofield as the Associate Superintendent of Business Services. Mike has had an extensive, successful experience as a CFO in multiple school districts.

B. School Board Presentations

Sexton Mountain Elementary School – Cherie Reese

Sexton Mountain is proud of their overall math achievement which showed a 4% increase. They dug deep into their data to review the performance of subgroups. They are looking to improve their English Language Arts scores. Although some subgroups improved there are still some scoring below their peer groups. Another area of concern is behavior and self-regulation in students. The staff is working to teach students social emotional skills. They have created specific behavior support plans to avoid room clears unless absolutely necessary.

The school leadership team will be focusing on three areas that they would like to see growth in: equity, academic excellence and collaboration.

Questions/Comments:

- Are you (Cherie) one of Beaverton’s “Grow Your Own” teachers? *Yes, Cherie was first hired by Carl Mead as a teacher.*
- Explain what Math Studio teachers are? *They are teachers that have worked with TOSA’s to learn a protocol and come back to teach other teachers. It’s powerful when teachers learn from other teachers.*
- Appreciate how detailed your plan is. How many room clears has there been in the last three years? *Last year there were about 20 room clears from about six students. This year there have been two room clears from one student. This can be attributed to the Student Success Coach (SSC). They had a .5 SSC but they were able to add additional funds to make them a full-time coach. They address students with individual plans, they talk with teachers about the plan and they talk with the parents about the plan. Are there other supports that would help students? Professional Development and schoolwide structures.*
- Cherie was commended for helping students to express their feelings. This will help them as they move on to middle school.
- Supt. Grotting commented that in Cherie’s second year as a principal she shows tremendous leadership.

Springville K-8 School – Robin Kobrowski and Ellen Arnold

Springville is proud of the progress they have made in ELA achievement. They have worked to build a culture of literacy by having a schoolwide literacy committee that supports professional learning for teachers in reading and writing instruction and aligning the efforts of their PTO to promote their schoolwide literacy work. Student behavior and mental health is challenging at Springville. They see many students coming to school with significant trauma and mental health issues that affects their learning. With only one counselor and a part-time psychologist they have limited resources to meet the needs.

There are a large number of families that travel abroad yearly to visit family that affects their attendance data. Their attendance team is working with these families to talk about travel needs during the school year and how it affects their learning.

Springville realizes that the transition of K-8 to K-5 is necessary due to facility issues and classroom space. They believe that all middle school students deserve a rich and broad experience that is designed to support academic, social and emotional needs of this age group. They struggle to meet those needs in the current K-8 structure. They see middle school students who need more choices in their elective programming. They need more dedicated counseling services that includes post-secondary planning as well as programs like AVID. They see students in both elementary and middle that need more resources. They believe that there are rich opportunities for students at the middle school level.

Questions/Comments:

- Your hard work and leadership is appreciated.
- How many students are in the 6th, 7th and 8th grade programs? *About 158 students. What is the reaction of the transition from K-8 to K-5? Springville is experiencing a different kind of reaction than Raleigh Hills. The community does recognize the difficulties that are faced in meeting all student needs due to overcrowding and what middle school students really need. There are mental health issues in both the elementary and middle school program and only one counselor for approximately 900 students. Robin has met with families individually as they move through the transition.*
- Leadership matters. Robin and her team are making difficult decisions in compassionate ways.

C. Financial Update – Jason Guchereau

Jason reported to the School Board that the projected ending fund balance is \$22.3. New adjustments in the year end forecast include:

1. Benefits were reduced by \$2.1M due to a Regence experience refund to the District.
2. Benefits were increased by \$0.7M due to increased reserve requirements by the District health service.

Questions/Comments:

- Do you know how many teachers or staff are going to take advantage of the new PERS law? Will that make a difference in the projections? *If they take advantage of the work back option it will not make a major impact*

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

The District's work on the Student Success Act continues to move forward. Phase I of the community engagement has closed. Over 4,000 survey responses were submitted representing a wide range of community interests. The District is working with Northwest Regional ESD to analyze the responses and provide a summary that will be used in the next phase of work. The feedback gathered was used to inform the district's Continuous Improvement Plan (CIP) which will be submitted to the Oregon Department of Education later this month.

In Phase II the district will convene a series of expert panels 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. The draft plan will be reviewed and refined by convenings of representative demographic groups. 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.

Questions/Comments:

- Can your information be shared with someone who wants to be involved? *Yes.*
- How were our most at-risk students encouraged to participate? *The survey was sent out to all students and our principals held meetings with their advisory students. It will be documented on our application as part of the process.*

- It is important to monitor the response rate on the different measures.
- How many of the meetings were held here at Central Office and how many off-site? *None of the meetings were held at Central Office.*

E. 2019 – 2020 School Year Enrollment Report – Carl Mead

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.

Questions/Comments:

- New developments are contributing to the growth. There will be growth depending on the price point of housing.
- Why do you think the growth is holding steady? *There is significant growth like new developments in the north and south end of the district.*
- Low income students and the decline, who might be occupying the developments? *We will gain that information in January from Robert McCracken’s projections.*

ACTION ITEMS

A. Appoint Budget Committee Members to Fill Vacancies – Carl Mead

The 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, Miles Glowacki, was selected by Donna Tyner 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, Kristan Lee, was selected by Tom Colett 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.

Anne Bryan made the motion to approve the two appointments in Zone 4 and Zone 7 for the Budget Committee. Tom Colett 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 Tom Colett.

B. 2019 OSBA Elections – Becky Tymchuk

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-year calendar term. Candidates must be elected by official action of a member board within the region.

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.

Tonight 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

Anne Bryan made the motion to elect Maureen Wolf for OSBA Board Position 16, Erika Lopez for OSBA Board Position 20 and Becky Tymchuk for Legislative Policy Committee Position 16. 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 Tom Colett.

C. **Superintendent’s Contract** – Becky Tymchuk

Recently HB1049 was passed allowing employees to retire and work back for up to five years. Supt. Grotting is requesting to retire from PERS effective January 1, 2020 and work back through June 2022. He will be foregoing any COLA request for the remainder of his contract.

Questions/Comments:

- Donna Tyner supports Don’s retirement from PERS and working back. He is an asset to the district. Our graduation rates have increased and he has seen us through many challenges. He is the right person to carry us on.
- Tom Colett echoed Donna’s comments and praised his ability to listen and learn from the community.
- Susan Greenberg supports extending the contract and knows that he always puts students first.
- Anne Bryan spoke about how the hiring and maintaining of a Superintendent is one of the most important jobs that a School Board does. Every decision that Don makes is grounded in his support of students and he wants to work with the Beaverton community. She acknowledged his generosity in negotiating this contract.
- Becky Tymchuk echoed all of the above comments.
- Superintendent Grotting thanked everyone for their great support.

Anne Bryan made the motion to approve the Superintendent’s contract. Tom Colett 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 Tom Colett.

D. **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 Work Session, October 15, 2019 School Board Work Session, October 28, 2019 THPRD/BSD combined meeting and the October 28, 2019 B usiness meeting are hereby approved.

3. **Grant Report**

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

Anne Bryan made the motion to adopt the Consent Agenda. 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 Tom Colett.

BOARD COMMUNICATION – Board Members

A. **Individual School Board Member Comments**

- Becky Tymchuk has attended several school functions in the last few weeks. She recently went to a cultural night with the Indigenous Native American community.

- Donna Tyner thanked Anne and Don for their kind words on her presentation over the weekend at the OSBA Convention. She met individually with one BSAC student from Aloha and that student reported not feeling the racial tensions at Aloha High School.
- Susan Greenberg recently visited McKay and Vose Elementary School and Southridge High School.
- Anne Bryan reported out on her conversation with a Beaverton Student Advisory Committee member earlier in the evening. She applauded Donna for her presentation at OSBA last weekend and her willingness to engage in a courageous conversation.
- Eric Simpson attended his first OSBA conference last weekend and appreciated hearing all of the stories. He's proud of the programs that Don has brought to the district.

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 9:43 p.m.

INFORMATION ITEMS

- 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
NSIF Innovation Leader Grant	Nike, Inc.	\$20,000		12 Sep 2019	Permission to receive funds
NSIF Innovation Leader funds awarded to Southridge and Sunset high schools will focus on helping incoming freshman build a strong foundation for success for school year 2019-20.					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
ESEA Title Funds	Oregon Dept. of Education	\$8,606,695	15 Dec 2019	15 Jan 2020
ESSA School Improvement	Oregon Dept. of Education	\$43,680	19 Dec 2019	15 Jan 2020

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded
Community Health Improvement Plan (CHIP) Grant	Washington County Dept. of Health & Human Services	\$24,788	\$24,788

RECOMMENDATION:

It is recommended that the proposals be approved.

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APPOINTMENT OF CUSTODIANS OF SCHOOL FUNDS

POLICY ISSUE / SITUATION:

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

BACKGROUND INFORMATION:

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

RECOMMENDATION:

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

BE IT RESOLVED that, in accordance with the provisions of ORS 328.441, the School Board of Beaverton School District designates Superintendent Donald Grotting, Associate Superintendent Michael Schofield, Finance Manager Jason Guchereau, and Treasury Specialist Tracy Westerfield as Custodians of School Funds for the 2019-20 fiscal year.

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

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APPOINTMENT OF BUDGET OFFICER

POLICY ISSUE / SITUATION:

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall designate a person to serve as the Budget Officer.

BACKGROUND INFORMATION:

ORS 294.331 requires the School Board to designate a person to serve as the Budget Officer. The Budget Officer shall prepare or supervise the preparation of the budget document. The Budget Officer acts under the direction of the Superintendent of the School District.

RECOMMENDATION:

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

BE IT RESOLVED that Associate Superintendent Michael Schofield is hereby designated the Budget Officer for Beaverton School District for the fiscal year 2019-20.

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

POLICY ISSUE/SITUATION

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

BACKGROUND INFORMATION

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

RECOMMENDATION

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

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

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
School Bus Replacement	Craig Beaver	Sourcewell/NJPA Cooperative Bid 102115-BBB	Western Bus Sales	\$3,335,846.00	12/2019	12/2020	Authorization to Award Contract



PROJECT NAME: Purchase of 26 School Buses

PROJECTTIMELINE: 12/17/2019 – 12/31/2020

PROJECT BUDGET: \$3,335,846.00

PROJECT SCOPE: Replacement of 26 school buses

CONTRACT NAME: School Bus Replacement

RECOMMENDED BY: Craig Beaver

SOLICITATION METHOD: Sourcewell/NJPA Cooperative Bid 102115-BBB

CONTRACTTIMELINE: 12/17/2019 – 12/31/2020

CONTRACT AMOUNT: \$3,335,846.00

CONTRACT SCOPE: Purchase of 26 Blue Bird School Buses including 4 Type-D, 84-Passenger Rear Engine, 5 Type-D, 84-Passenger Front Engine, 13 Type-C, 217" wheelbase propane, 2 Type-C, 189" wheelbase propane, and 2 Type-D, 84-passenger electric-powered buses for delivery beginning March 1, 2020 through December 31, 2020.

RECOMMENDATION: Authorization to Award Contract to Western Bus Sales

FUNDING SOURCE: Equipment Replacement Fund and 2014 Bond Issue Fund

Summary – 2020 - 2021 Bus Purchase Plan

Name	Fund #	Amount
Bond Funds	416.625.2552.0564	\$ 1,754,941
Depreciation	281.625.2552.0564	\$ 1,500,000
18/19 Carry Over	416.625.2552.0564	\$ 141,928
Total Available		\$ 3,396,869

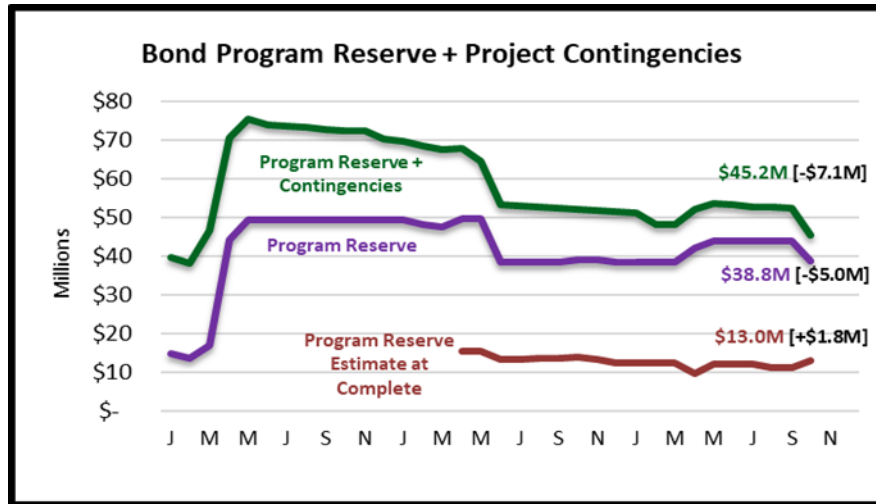
Retirements					
	Unit	Use	Year	Type	Pass
1	525	R Ed	2005	D	83
2	530	R Ed	2007	D	84
3	531	R Ed	2007	D	84
4	532	R Ed	2007	D	84
5	533	R Ed	2007	D	84
6	534	R Ed	2007	D	84
7	536	R Ed	2008	D	78
8	537	R Ed	2008	D	78
9	631	S Ed	2005	D	39/1
10	633	S Ed	2007	C	30/2
11	634	S Ed	2007	C	30/2
12	635	S Ed	2007	C	30/2
13	636	S Ed	2007	C	30/2
14	637	S Ed	2007	C	30/2
15	638	S Ed	2007	C	36/1
16	639	S Ed	2007	C	36/1
17	640	S Ed	2008	D	30/2
18	641	S Ed	2008	D	30/2
19	642	S Ed	2008	D	30/2
20	643	S Ed	2008	D	30/2
21	644	S Ed	2008	D	30/2
22	645	S Ed	2008	D	30/2
23	543	R Ed	2008	D	84
24	659	S Ed	2008	C	30/2

Bond Program Status Report

Through October 2019

2014 Bond Program Executive Summary

October 2019



Bond Program Reserve = Funding available to the Bond Program but not yet allocated to a project
 Project Contingencies = Funding contained within an approved project budget

Bond Program Funding Total	\$	806,755,011
Revised Approved Current Budget	- \$	767,977,646
Bond Program Reserve	\$	38,777,365
Bond Program Reserve	\$	38,777,365
Net Contingency Balance	+ \$	6,419,180
Bond Program Reserve + Contingencies	\$	45,196,545
Bond Program Funding Total	\$	806,755,011
Program Estimate at Complete (EAC)	- \$	793,777,646
Projected Program Reserve Estimate at Complete	\$	12,977,365

Overall Program Perspective

MWSDVE Change:
 Consultants: no change; Contractors: +0.2%; Apprenticeship: no change
 MWSDVE Participation:
 Consultants: 14.9%; Contractors: 13.3%; Apprenticeship: 20%

Budget Perspective

This month the overall Program Reserve decreased by (\$5.0M), while the Reserve + Project Contingencies decreased by (\$7.1M). All projects remain within their current approved budgets. Primary cost events were:

- The Seismic Upgrades budget increased by \$6.8M as approved by the School Board at their 10.28.19 meeting. The increase was based off Aloha High School's Phase 2 GMP, and will allow for the completion of all Seismic and Roof upgrades in Summer 2020.
- ACMA's current budget decreased by (\$1.8M) due to excess contingency after bidding. This change is in line with the Standard Project Contingency Targets in the Cost Management and Control Plan. \$50K of the decrease was added to the New Schools Post-Warranty Fund, while the rest has gone into Program Reserve.
- Maintenance Facility's current contingency decreased by (\$56K) due to stormwater corrections.
- District-Wide Auditoriums' current budget increased by \$879K based on estimates for the final phase of work—occurred within the District-Wide Facility Repairs project and does not impact the current Program Reserve Estimate at Complete.

Schedule Perspective

- ACMA site work is progressing. Footings are being formed, and underground site utility work is ongoing. This month an oil tank was discovered under the old boiler room. The tank has since been successfully emptied and removed—along with surrounding contaminated soil.
- Phase 5 work at Five Oaks continues. Staff is currently exploring with the contractor being able to begin Phase 6 and Phase 8 ahead of schedule. New vestibule to be completed in November, and turned over to the School in early-December.
- Interior Locks should have all portable classroom hardware replaced by the end of the calendar year. Phase 2 survey efforts have begun in order to prioritize additional areas of refuge that require hardware replacements.
- Roof work at West TV is complete outside of the new skylights that are expected to be installed mid-November. Students and staff have been successfully moved back after being temporarily relocated to Timberland.
- Maintenance Facility phase 2 is complete and opened. Phase 3 is currently delayed a month due to stormwater corrections.

School Bond Program 2020 Activity Map

November 14, 2019

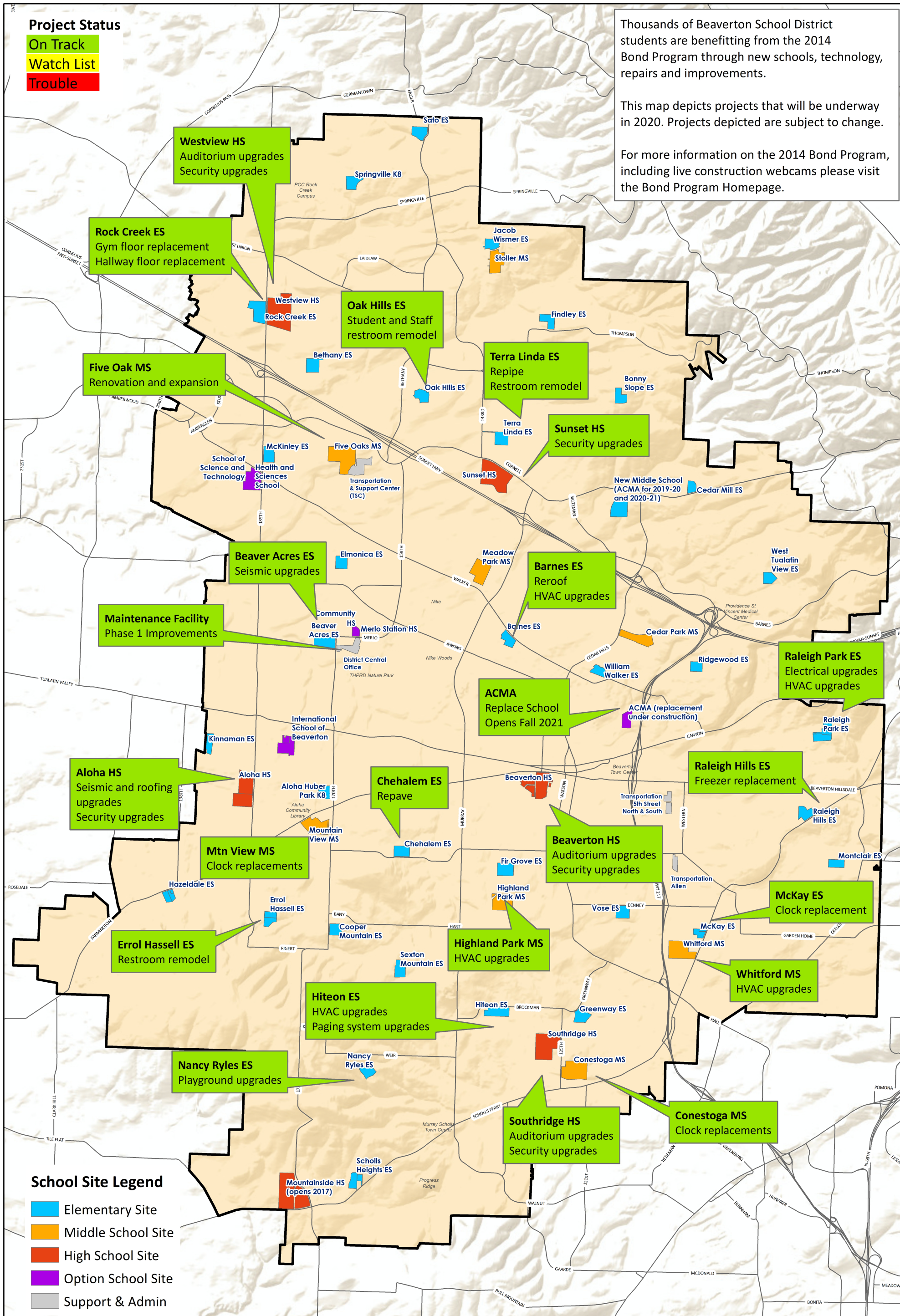
Project Status

- On Track
- Watch List
- Trouble

Thousands of Beaverton School District students are benefitting from the 2014 Bond Program through new schools, technology, repairs and improvements.

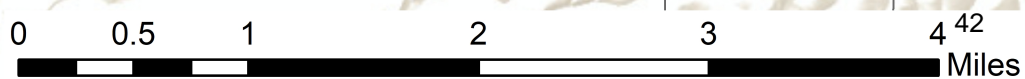
This map depicts projects that will be underway in 2020. Projects depicted are subject to change.

For more information on the 2014 Bond Program, including live construction webcams please visit the Bond Program Homepage.



School Site Legend

- Elementary Site
- Middle School Site
- High School Site
- Option School Site
- Support & Admin



October 2019

Performance Key	
Green = On Track	
Yellow = Watchlist	
Red = Trouble	
Gray = Milestone Complete	
(Date) = Target	
Date = Actual	
N/A = Not Applicable	

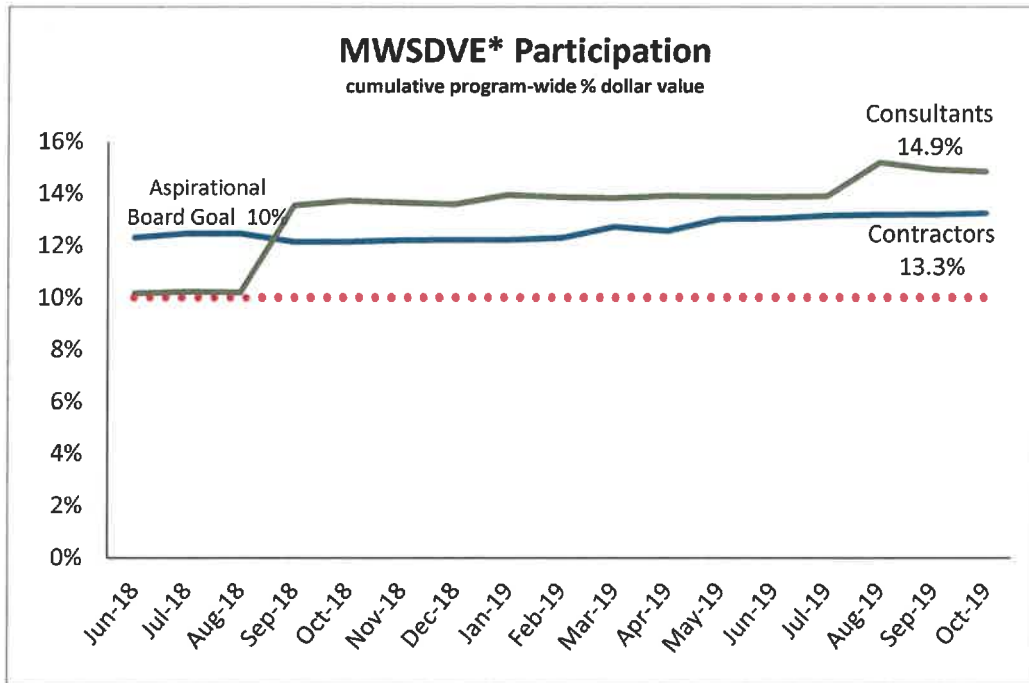
Current Performance Metrics	William Walker Replacement	ACMA Replacement	Five Oaks Renovation	Maintenance Facility	Aloha High School Seismic & Roofing	Highland Park & Whitford HVAC	West TV Roof	Cedar Mill Roof & HVAC	Beaver Acres Seismic & Renovation	Raleigh Park HVAC & Electrical	Barnes Roof & HVAC	Terra Linda Repipe
Overall Budget Performance	On Track	On Track	Watchlist	On Track	On Track	Watchlist	On Track	On Track	On Track	On Track	On Track	On Track
Budget Percent Complete	90.00%	18.00%	63.00%	63.00%	27.00%	2.00%	49.00%	71.00%	0.00%	0.00%	0.00%	2.00%
Overall Schedule Performance	On Track	On Track	On Track	On Track	On Track	On Track	Watchlist	On Track	On Track	On Track	On Track	On Track
Schedule Percent Complete	99.00%	16.00%	53.00%	60.00%	35.00%	0.00%	85.00%	99.00%	0.00%	0.00%	0.00%	0.00%

Schedule Milestones	William Walker Replacement	ACMA Renovation	Five Oaks Renovation	Maintenance Facility	Aloha High School Seismic & Roofing	Highland Park & Whitford HVAC	West TV Roof	Cedar Mill Roof & HVAC	Beaver Acres Seismic & Renovation	Raleigh Park HVAC & Electrical	Barnes Roof & HVAC	Terra Linda Repipe
Design Team Contracted	11-2016	5-2016	6-2016	6-2016	9-2018	9-2018	11-2018	9-2018	8-2019	8-2019	8-2019	7-2019
Design - Schematic Design	6-2017	3-2018	10-2017	3-2017	11-2018	10-2018	12-2018	10-2018	10-2019	(11-2019)	10-2019	9-2019
Design - Design Development	8-2017	8-2018	11-2017	10-2018	1-2019	11-2018	1-2019	11-2018	(11-2019)	(12-2019)	(11-2019)	(11-2019)
Design - Construction Documents	10-2017	2-2019	5-2018	1-2019	3-2019	3-2019	2-2019	1-2019	(1-2020)	(2-2020)	(12-2019)	(1-2020)
Permitting - Land Use	9-2017	1-2019	3-2018	1-2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Permitting - Site Development	7-2018	5-2019	7-2018	4-2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Permitting - Building	8-2018	7-2019	6-2018	4-2019	(11-2019)	(5-2020)	8-2019	5-2019	(5-2020)	(6-2020)	(5-2019)	(6-2020)
Construction - Contract Award	1-2018	5-2019	9-2017	7-2017	2-2019	8-2019	7-2019	3-2019	(2-2020)	(2-2020)	(2-2020)	(3-2020)
Construction - Start	5-2018	7-2019	6-2018	3-2019	6-2019	(6-2020)	8-2019	6-2019	(6-2020)	(6-2020)	(6-2020)	(6-2020)
Construction - Finish	8-2019	(8-2021)	(8-2020)	(8-2020)	(8-2020)	(9-2020)	10-2019	8-2019	(8-2020)	(8-2020)	(8-2020)	(9-2020)
Owner Activities - FF&E Ordered	3-2019	(2-2021)	3-2019	N/A	N/A	N/A	N/A	N/A	(6-2020)	N/A	N/A	N/A
Owner Activities - FF&E Delivered	8-2019	(5-2021)	(8-2020)	N/A	N/A	N/A	N/A	N/A	(8-2020)	N/A	N/A	N/A
Owner Activities - Occupancy	8-2019	(6-2021)	(8-2020)	(8-2020)	(8-2020)	(9-2020)	10-2019	8-2019	(8-2020)	(9-2020)	(9-2020)	(9-2020)
Project Complete (Month - Year)	8-2019	(8-2021)	(8-2020)	(8-2020)	(8-2020)	(8-2020)	10-2019	8-2019	(8-2020)	(9-2020)	(9-2020)	(9-2020)

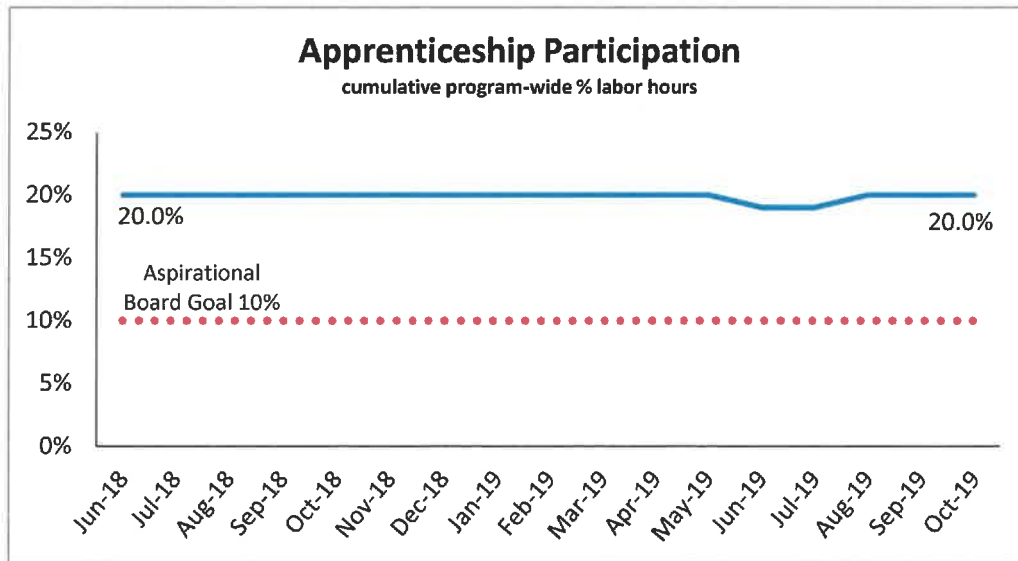
Equity Goals			
Participation	Target %	Current %	Change %
MWSDVE - Consultants	10.0%	14.9%	No change
MWSDVE - Contractors	10.0%	13.3%	0.20%
Apprenticeship	10.0%	20.0%	No change

2014 Construction Bond Program

Equity Performance October 2019 Report



*Minority, Women and Service Disabled Veteran Owned Enterprises



2014 Bond Program Financial Status Report

Financial Summary

Data as of October 31, 2019

Project List	Original Budget Allocations	Revised Approved Current Budget	Sep-19 Est @ Comp	Oct-19 Est @ Comp	Net Contingency Balance		Budget Summary Notes	
ACMA Replacement	\$ 28,300,000	\$ 37,570,155	\$ 39,432,555	\$ 37,570,155	\$ 3,776,780	11.2%	Current budget decreased by (\$1.8M) due to excess contingency after bidding	
AHS Title IX Compliance	\$ 2,000,000	\$ 3,453,433	\$ 3,453,433	\$ 3,453,433			Completed; Final Cost	
Capital Center Improvements & Data Center	\$ 5,000,000	\$ 12,820,187	\$ 12,820,187	\$ 12,820,187			Completed; Final Cost	
District-Wide ADA Compliance	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000			Projects in Process	
District-Wide Communication System	\$ 7,200,000	\$ 5,282,072	\$ 5,282,072	\$ 5,282,072			Completed; Final Cost	
District-Wide Facility Repairs	\$ 98,000,000	\$ 95,106,424	\$ 120,864,837	\$ 120,906,424			Current budget increased by +\$50K due to funds allocated to the Post Warranty Repair project as part of ACMA's contingency transfer	
District-Wide HVAC Controls	\$ 800,000	\$ 800,000	\$ 800,000	\$ 800,000			Projects in Process	
Domestic / Fire Line Separation	\$ 800,000	\$ 977,120	\$ 977,120	\$ 977,120				
Five Oaks MS Renovation & Expansion	\$ 21,100,000	\$ 28,001,419	\$ 28,001,419	\$ 28,001,419	\$ 120,417	0.4%		
Green Energy Technology	\$ 5,000,000	<i>(Budget Moved to Other Projects)</i>						Scope completed via new schools and rebuilds
Hazeldale K-5 Replacement	\$ 24,600,000	\$ 31,756,091	\$ 31,756,091	\$ 31,756,091	\$ 120,024		In Close-Out; Construction Completed 2018	
IT Data Center @ Capital Center	\$ 2,900,000	<i>(Budget Moved to CC Project)</i>						Scope completed via Capital Center Improvements
Kitchen Improvements	\$ 800,000	\$ 977,120	\$ 977,120	\$ 977,120			Projects in Process	
Land for new K-5 @ So. Cooper Mountain	\$ 3,000,000	\$ 7,800,000	\$ 7,800,000	\$ 7,800,000			In Close-Out; Purchase completed 2019	
Maintenance Facility Improvements Phase I	\$ 10,000,000	\$ 11,263,990	\$ 11,263,990	\$ 11,263,990	\$ 222,907	2.0%	Current contingency decreased by (\$56K) due to stormwater connections	
McKay ADA Improvements	\$ 400,000	\$ 634,540	\$ 634,540	\$ 634,540			Completed; Final Cost	
New HS: Mountainside	\$ 109,000,000	\$ 184,135,294	\$ 184,135,294	\$ 184,135,294	\$ 333,978		In Close-Out; Construction Completed 2017	
New ES: Sato K5	\$ 25,000,000	\$ 38,175,000	\$ 38,175,000	\$ 38,175,000	\$ 83,666		In Close-Out; Construction Completed 2017	
New MS @ Timberland	\$ 51,600,000	\$ 61,371,096	\$ 61,371,096	\$ 61,371,096	\$ 261,073		Construction completed 2016; remaining budget reserved for final outfitting	
Raleigh Hills K-8 Improvements	\$ 9,700,000	\$ 1,419,490	\$ 1,419,490	\$ 1,419,490			Completed; Final Cost	
Raleigh Hills K-8 Improvements (Funding Hold)	\$ -	\$ 11,821,753	\$ 11,821,753	\$ 11,821,753				
Security Upgrades	\$ 10,000,000	\$ 14,621,670	\$ 14,601,033	\$ 14,621,670				
Seismic Upgrades	\$ 4,200,000	\$ 22,659,638	\$ 22,659,688	\$ 22,659,638			Current budget increased by +\$6.8M as approved by the School Board at their 10.28.2019 meeting	

2014 Bond Program Financial Status Report
Financial Summary

Data as of October 31, 2019

Project List	Original Budget Allocations	Revised Approved Current Budget	Sep-19 Est @ Comp	Oct-19 Est @ Comp	Net Contingency Balance	Budget Summary Notes
						Completed; Final Cost
						Completed; Final Cost
						Completed; Final Cost
William Walker K-5 Replacement	\$ 24,600,000	\$ 36,684,200	\$ 36,684,200	\$ 36,684,200	\$ 1,500,335	
Added Projects	\$ -	\$ 4,016,007	\$ 4,016,007	\$ 4,016,007		
Program Contingency	\$ 45,400,000					
Program Inflation	\$ 52,800,000					
						Completed; Final Cost
Bond Management Costs	\$ 20,000,000	\$ 30,990,506	\$ 30,990,506	\$ 30,990,506		
Bond Issuance Costs	\$ 6,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000		
Construction Subtotal	\$ 600,000,000	\$ 687,977,646	\$ 715,577,873	\$ 713,777,646	\$ 6,419,180	
Learning Technology	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000		
Critical Equipment	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000		
Tech & Equip Subtotal	\$ 80,000,000	\$ 80,000,000	\$ 80,000,000	\$ 80,000,000		
Grand Totals		\$ 767,977,646	\$ 795,577,873	\$ 793,777,646	\$ 6,419,180	Contingency Balance change of (\$2M)
Added Funding to Bond Program						
Bond Premium (First Bond Sale)	\$ 63,295,961					
Bond Premium (Second Bond Sale)	\$ 30,270,107					
Interest Earnings (First Bond Sale)	\$ 5,340,214					
Interest Earnings (Second Bond Sale)	\$ 13,236,261					
Other Additional Funding (see Tab)	\$ 14,612,468					
Grand Total Added Funding	\$ 126,755,011					
GRAND TOTAL 2014 BOND FUNDING						
						Total Funding Unchanged
Program Reserve		\$38,777,365	\$ 11,177,138	\$ 12,977,365		Program Reserve change of (\$5M)
Program Reserve + Project Contingencies						Change of (\$7M)

2014 Bond Program Financial Status Report
Additional Funding Allocations to Bond Program

Data as of October 31, 2019

Source	Funding	Assigned to Projects	Assigned to Program Reserve	Budget Summary Notes
Remaining 2006 Bond Savings	\$ 576,615	Mountainside HS	\$ -	
Capital Center Rent Revenue Balance	\$ 433,385	Mountainside HS	\$ -	
Construction Excise Tax Revenue	\$ 1,130,655	Capital Center	\$ -	
Construction Excise Tax Revenue forecasted to 2021	\$ 5,021,577		\$5,021,577	
THPRD reimb.	\$ 449,783		\$ 449,783	
SB 1149 reimb.	\$ 2,357,045	District-wide Repairs	\$ -	
ETO reimb.	\$ 1,115,901	District-wide Repairs	\$ 1,066,240	
Facility grants	\$ 3,027,507		\$ 3,027,507	
Sato: TVWD Reimbursement	\$ 500,000	Sato K-5	\$ -	
TOTAL	\$14,612,468		\$9,565,107	

2014 Bond Program Financial Status Report

Data as of October 31, 2019

District-Wide Repair Projects

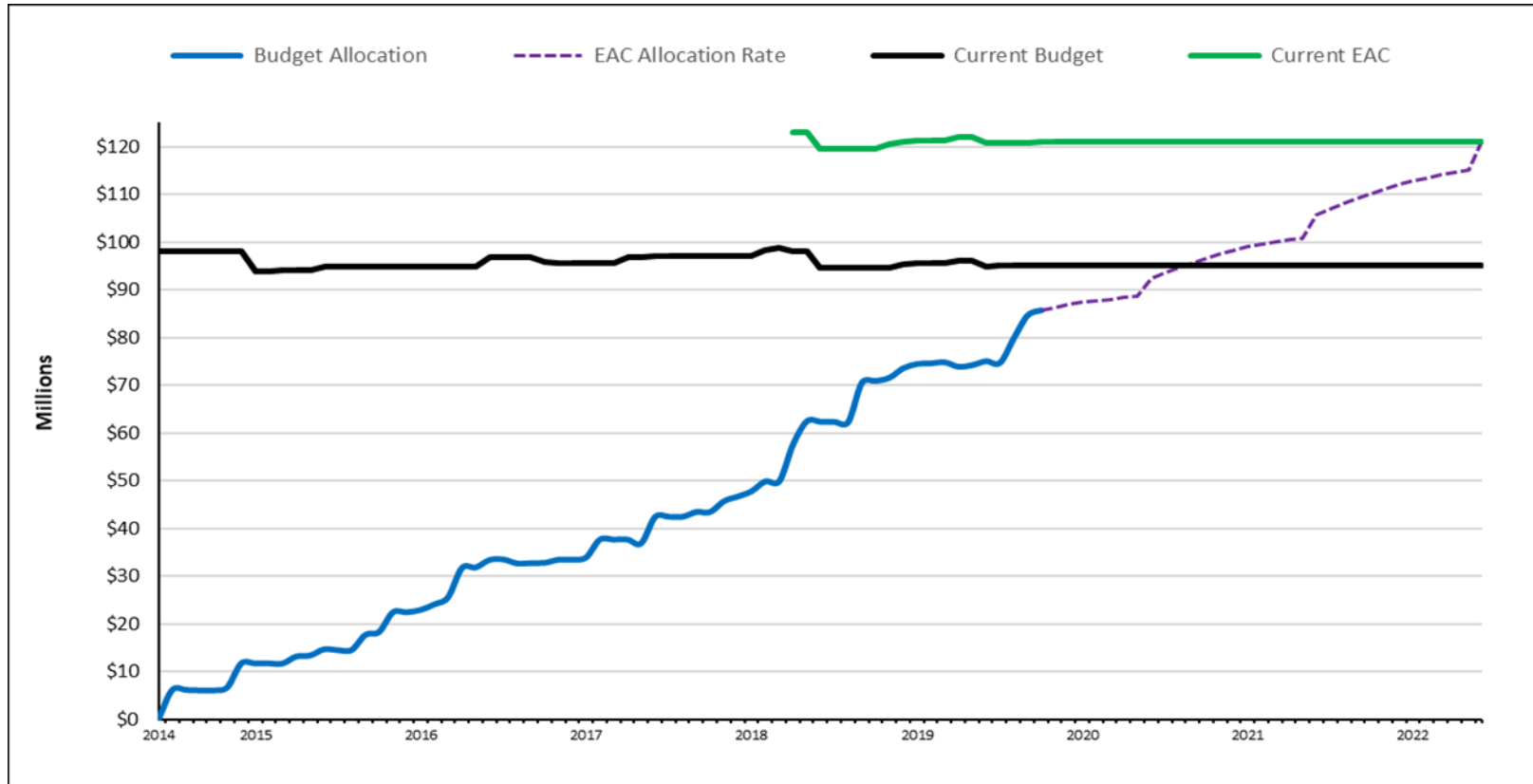
"The \$98M"

Project	Initial Budget	Revised Approved Current Budget	Sep-19 Est @ Comp	Oct-19 Est @ Comp	Net Contingency Balance	Budget Summary Notes
Completed Projects	\$ 15,656,993	\$ 33,780,734	\$ 33,780,734	\$ 33,780,734		Completed; Final Cost
Projects in Close-out	\$ 6,699,183	\$ 24,888,454	\$ 18,583,973	\$ 24,888,454	\$ 1,405,357	6.0%
District-Wide Auditorium Upgrades	\$ 4,384,538	\$ 6,475,346	\$ 6,563,549	\$ 6,475,346		Current budget increased by +\$879K based on designer estimates. Final phase of work necessary to ensure equitable lighting systems in all high school auditoriums.
Highland Park & Whitford HVAC	\$ 1,402,000	\$ 7,926,500	\$ 7,926,500	\$ 7,926,500	\$ 344,462	4.5%
HVAC Controls User Interface Upgrade	\$ 180,000	\$ 180,000	\$ 180,000	\$ 180,000		
New Schools Post-Warranty Fund	\$ -	\$ 150,000	\$ 100,000	\$ 150,000		Current budget increased by +\$50K as part of ACMA contingency transfer
Barnes Roof & HVAC	\$ 592,000	\$ 1,088,000	\$ 1,088,000	\$ 1,088,000	\$ 108,800	11.1%
Raleigh Park HVAC & Electrical	\$ 437,000	\$ 2,420,000	\$ 2,420,000	\$ 2,420,000	\$ 240,000	11.0%
Raleigh Park Sewer	\$ 47,000	\$ 250,000	\$ 250,000	\$ 250,000		0.0%
Terra Linda Repipe and Restroom Remodel	\$ 1,068,000	\$ 1,736,000	\$ 1,736,000	\$ 1,736,000	\$ 173,600	11.1%
Maint Dept Repair & Improvement Projects*	\$ 6,754,138	\$ 6,754,138	\$ 6,710,852	\$ 6,754,138		
Repair Projects Total	\$ 37,220,853	\$ 85,649,172	\$ 85,644,330	\$ 85,649,173		
Repair Program Balance Available		\$ 9,457,252	\$ 9,420,507	\$ 9,457,251		
Repair Program EAC Balance			\$ 25,800,000	\$ 25,800,000		
Repair Program Budget (Less Transfers In/Out)	\$ 95,106,424	\$ 95,106,424	\$ 120,864,837	\$ 120,906,424		
*Budget and Est @ Comp. will increase each month as additional Maintenance Dept. managed Repair Projects are scheduled.						
Transfer Tracking						
Initial Budget	\$ 98,000,000					
SHS Repairs	\$ (1,881,416)					
SHS Emergency Elect	\$ 745,833					
Capital Center Building Repairs	\$ (2,280,000)					
Capital Center Building Repairs	\$ 1,090,725					
Transfer From District Wide Communications System	\$ 81,970					
SB 1149 Reimbursements	\$ 2,357,045					
ETO Reimbursements	\$ 49,661					
Additional Funding - Bethany Repipe - Approved 2.6.18	\$ 1,200,000					
AHS Roofing transferred to AHS Seismic	\$ (4,053,000)					
Door Replacement(s) transferred to Security Upgrades	\$ (9,446)					
Additional Funding - AHP Roof - Approved 12.13.18	\$ 650,000					
Transfer from Seismic Upgrades - Cedar Mill	\$ 166,052					
Transfer from contingencies for Post-Warranty Fund	\$ 150,000					
Cooper Mnt Roofing transferred to Cooper Mnt Seismic	\$ (128,000)					
Beaver Acres Roofing transferred to Beaver Acres Seismic	\$ (1,138,000)					
Additional Funding - Hiteon Flood Rebuild - Approved 7.24.19	\$ 105,000					
Balance	\$ 95,106,424					

2014 Bond Program Financial Status Report

District-Wide Repair Projects Budget Allocation Rate

Data as of October 31, 2019



2014 Bond Program Financial Status Report

Seismic Projects

Data as of October 31, 2019

Seismic Projects	Original Budget	Revised Approved Current Budget	Sep-19 Est @ Comp	Oct-19 Est @ Comp	Net Contingency Balance	Budget Summary Notes	
A/E Scoping/Surveys	\$ -	\$ 222,058	\$ 193,895	\$ 222,058	\$ -	In Close-Out; Study completed 2019	
Aloha HS	\$ 1,732,898	\$ 19,339,227	\$ 19,339,277	\$ 19,339,227	\$ 1,749,321	9.9%	Current budget increased by +\$6.8M as approved by the School Board at their 10.28.2019 meeting
Beaver Acres ES	\$ 1,714,444	\$ 7,137,783	\$ 7,165,946	\$ 7,137,783	\$ 716,800	11.2%	
Beaverton HS	\$ 246,184	<i>(Budget Transferred to Aloha HS)</i>					Scope completed via BHS Gym Ceiling project
Cedar Mill ES	\$ 144,771	<i>(Budget Moved to Facility Repairs)</i>					Scope completed via Cedar Mill Roof & HVAC project
Cooper Mt. ES	\$ 361,703	\$ 3,320,475	\$ 3,320,475	\$ 3,320,475		Scheduled to begin 2021	
(Projects Financially Complete)							
Seismic Projects Total	\$ 4,200,000	\$ 30,019,543	\$ 30,019,593	\$ 30,019,543			
TAPS Seismic Grant	\$ -	\$ (22,545)	\$ (22,545)	\$ (22,545)			
AHS Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)			
Beaver Acres Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)			
Cooper Mnt Seismic Rehabilitation Grant	\$ -	\$ (2,337,360)	\$ (2,337,360)	\$ (2,337,360)			
Seismic Program Bond Cost Balance	\$ 4,200,000	\$ 22,659,638	\$ 22,659,688	\$ 22,659,638			
Seismic Program Less Transfers In/Out	\$ 22,659,638						
The current project budget is fixed at \$22,659,638, which may not match the current estimate at complete. Staff plan on pursuing additional Rehabilitation Grant funds, and there are additional funds/scope to be absorbed from the District-Wide Facility Repair project. Projections for additional funds will be forecasted at a later date (dependent on staff's confidence level) as the project moves between phases.							
Transfer Tracking							
Initial Budget	\$ 4,200,000						
Program Escalation	\$ 1,006,740						
AHS Roofing - From Facility Repairs	\$ 575,193						
Beaver Acres Roofing - From Facility Repairs	\$ 1,138,000						
AHS Roofing - Balance From Facility Repairs	\$ 3,477,807						
Program Reserve - Approved by School Board 6.18.18	\$ 5,450,000						
Transfer to Facility Repairs - Cedar Mill	\$ (166,052)						
Cooper Mnt Roofing - From Facility Repairs	\$ 128,000						
Program Reserve - Approved by School Board 10.28.19	\$ 6,849,950						
Balance	\$ 22,659,638						

2014 Bond Program Learning Technology/Classroom Systems
and Critical Equipment Purchases
October 2019

Data as of October 31, 2019

Learning Technology/Classroom Systems (\$56 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2019-20 Budget	2019-20 Expenditures as of 10/31/2019	Annual Description of Expenditures
Networking Upgrades	\$ 9,132,995	57%	\$ 5,214,890	\$ 430,038	\$ 11,933	Maintaining current wireless networking capacity and addressing specific use cases. For 2019-20, we are expanding wireless access to outdoor spaces at the high schools including athletic fields, press boxes and concession stands. We will be preparing the school layer 2 switch replacement project.
Digital Curriculum Development	\$ 5,382,763	63%	\$ 3,390,657	\$ 716,000	\$ 155,894	Salary for five curriculum developers (5.0 FTE)
Future Ready Schools	\$ 31,485,163	77%	\$ 24,121,359	\$ 5,598,052	\$ 3,234,247	1:1 Chromebook replacement high school students. We are preparing for Chromebook replacement for middle school students and elementary students in grades 3-5.
Technology Modernization	\$ 2,961,479	56%	\$ 1,656,802	\$ 894,744	\$ 90,067	Electrical, physical, and network upgrades at Central Office Data Center. Business Continuity plans continue to be updated yearly. 2019 Security Audit is complete and IT staff are building project plans to address discovered security risks.
Other Technology/Curriculum Projects	\$ 7,037,600	96%	\$ 6,764,505	\$ -	\$ -	Completed Technology/Curriculum Projects. Includes: student laptop replacements in 2014-15, high school science technology in 2015-16, positive change grants 2014-15 through 2016-17.
Learning Technology/ Classroom Systems Total	\$ 56,000,000	73%	\$ 41,148,213	\$ 7,638,834	\$ 3,492,141	

2014 Bond Program Learning Technology/Classroom Systems
and Critical Equipment Purchases
October 2019

Data as of October 31, 2019

Critical Equipment (\$24 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2019-20 Budget	2019-20 Expenditures as of 10/31/2019	Annual Description of Expenditures
Buses	\$ 16,000,000	88%	\$ 14,103,131	\$ 2,008,739	\$ 1,866,811	Approximately \$2 million/year over eight years. In first year, \$4.25 million will be spent and \$2million/year will be spent in years two through seven. \$0 will be spent in the eighth year.
Copiers	\$ 2,343,215	60%	\$ 1,402,659	\$ 350,000	\$ 9,443	Approximately \$375,000/year over eight years.
Athletic Equipment	\$ 1,021,737	16%	\$ 167,764	\$ 203,973	\$ -	Approximately \$100,000/year over three years beginning in year 2. \$75,970 was transferred in year 2 to the Scoreboard Replacements Project.
Maintenance Equipment	\$ 2,289,219	26%	\$ 584,740	\$ 555,000	\$ 39,740	Approximately \$120,000/year over five years beginning in year 2. Year 2 will have \$185,000. Year 6 will only have \$55,000.
Early Learning Playground Equipment	\$ 27,366	34%	\$ 9,366	\$ 6,000	\$ -	Playground equipment for Early Learning program at seven elementary schools.
Other Equipment Purchases	\$ 2,318,463	100%	\$ 2,318,462	\$ -	\$ -	Other critical equipment purchases as needed. Purchase of \$15,000 towards new locker banks at Stoller in 14-15, \$250,000 towards new musical instruments in 14-15 and 15-16, \$184,050 for cafeteria table replacements in 15-16, \$1,397,733 for classroom furniture for full day kindergarten in 2015-16, \$344,973 for high school scoreboard replacements in 2015-16 and 2016-17, \$121,066 towards BSD's portion of shock pad installation at SW Quadrant Park with THPRD in 2016-17 and InTouch Printers in 2018.
Critical Equipment Total	\$ 24,000,000	77%	\$ 18,586,122	\$ 3,123,712	\$ 1,915,994	
Grand Total	\$ 80,000,000	75%	\$ 59,734,335	\$ 10,762,546	\$ 5,408,135	
Total Bond Funds Remaining	\$ 20,265,665					

BOND PROGRAM CASH FLOW



Code: II/IIA-AR
Revised/Readopted: 12/3/19, 1/29/19, 5/12/09
Adopted: 11/93
Orig. Codes: 6000-20,
6000-21

Changes on pg 3 #12

INSTRUCTIONAL MATERIALS SELECTION

The School Board delegates the responsibility for selecting instructional materials for Board approval to the superintendent. The superintendent, or designee, shall be responsible for establishing the selection procedures, appointing appropriate committees, accepting recommendations from committees assigned to the task, and approving the final recommendation when instruction materials are to be approved by the Board.

Policy also states that teachers, administrators and residents of the community shall be involved in a process designed to ensure that each student will be educated to the fullest by means of a wide variety of materials which will be provided to meet curricular needs and the greatest possible diversity of student interests. To the extent possible, all instructional materials used as part of the educational curriculum of a student shall be approved by the Board and available for inspection by the parents or guardians of the student prior to their use.

Definitions

"Instructional material for purpose of Oregon law is defined as any organized system which constitutes the major instructional vehicle for a given course of study, or any part thereof." **OAR 581-011-0050**. The district defines these materials as instructional content provided to the student through textbooks, supplemental texts and library books regardless of format, encompassing printed or representational, audiovisual, and electronic or digital materials. This includes books, periodicals, newspapers, pictures, videos, television recordings, internet sources, software, and audio recordings.

Core Adopted Instructional Materials:

Instructional materials adopted and paid for by the District for use by all teachers with all students.

Supplemental Adopted Instructional Materials:

Instructional materials adopted and paid for by the district, in addition to the Core Adopted Instructional Materials. These may be adopted during the regular adoption window or adopted later in response to student performance data. These materials are selected by teachers for use based upon the needs of their students and their professional judgment.

Teacher-selected additional instructional materials: Instructional materials selected by teachers for use in individual classrooms, in addition to the district-adopted instructional materials.

Selection Criteria for Instructional Materials

Materials selected will be carefully evaluated based on the following selection standards and guidelines. In most instances, the selected materials should meet a significant number of the criteria listed below, although a single resource need not meet all the criteria in order to be selected. Materials will be selected for their strengths rather than rejected for their weaknesses. These criteria apply to the selection of new materials for multiple school use, single school use and individual classroom and library use as well as materials donated to the district.

- Standard 1: Materials shall be consistent with and provide both support and enrichment for the district's general educational goals, its selected program goals and the objectives of specific courses.
- Standard 2: Materials shall meet high standards of quality in: factual content, educational significance, readability, artistic quality and/or literary style presentation, physical format and technical quality.
- Standard 3: Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected.
- Standard 4: Materials shall promote growth in factual knowledge and critical thinking.
- Standard 5: Materials shall stimulate growth in the areas of literary appreciation, social and aesthetic values and ethical standards.
- Standard 6: Selected materials shall support a balanced approach to controversial issues that will include representation of various points of view even when those opinions represented are controversial. The inclusion of controversial materials does not imply endorsement of the ideas by district personnel.
- Standard 7: Materials shall represent the contribution of all people regardless of age; gender; belief system (e.g., religious, spiritual, political, social); racial, ethnic and cultural origin; socio-economic background, diverse ability or disability.
- Standard 8: Materials selected will be in compliance with all criteria and procedures as outlined on OAR 581-011-0050 to -0119 and ORS Chapter 337.

Selection of Adopted Instructional Materials

1. As a part of the district's curriculum review process, a committee, hereby known as the project team, consisting of teachers, administrators, students, community members, and parents will be established. The Board shall affirm the list of members of the project team. The project team shall be given the charge to determine the necessary characteristics of instructional materials to be selected for a particular subject area of discipline. Such characteristics must be consistent with:
 - existing state and district board policies and administrative regulations
 - state achievement standards for students
 - the curricular and instructional philosophy of the district
 - state and district selection criteria for instructional materials (see page 2)
 - any guidelines unique to the curricular area which are established through the review process by the project team
2. The project team will oversee the review of available materials and recommend materials which meet the developed criteria;
3. The materials under consideration shall be available for a period of time for interested residents to review, study and make suggestions if they wish. Comments and recommendations from community residents will be given thorough consideration by the project team. In addition, appropriate notices will be placed in district publications sent to area residents concerning the curriculum review process and timeline;
4. The project team shall prepare a budget for purchase of the recommended materials. Costs shall reflect the per student expenditure needed to provide the materials that are essential, in

line with the state recommendation. In the event that an independent adoption is recommended, the above detailed cost guidelines still apply.

5. The deputy superintendent will review materials recommendations submitted by the above committee for recommendation to the Board.
6. The Board will review, discuss and adopt the instructional materials to be used in schools during the ensuing adoption cycle for each curricular area;
7. If applicable, the superintendent shall notify ODE within 30 days of the Board independently adopting instructional materials.
8. Teachers will choose instructional materials for use from among the materials approved by the Board;
9. Every student must have access to the adopted materials necessary for instruction and be able to access such materials at home as needed.
10. Parents shall have access to all adopted instructional materials for review.
11. The district may revise learning targets between state adoption years, prompted by changing state standards, emerging research, or program changes. Should the district find that adopted materials and staff development do not adequately facilitate student learning as evidenced by lack of achievement growth on state standards and district learning targets, the deputy superintendent for Teaching and Learning may:
 - a. Authorize further data gathering and analysis.
 - b. Authorize further targeted staff development.
 - c. Form a committee to consider potential additional supplemental materials adoptions that address learning targets based upon data gathered and analyzed.
12. Principals may delegate the responsibility of selecting library materials to ~~licensed media specialists~~ *district librarians* who will accept input from faculty, students and parents. The *district* librarians shall select materials by examining literary reviews, lists of recommended books and standard bibliographic tools. The selection of library materials reflects the educational philosophy, instructional goals and the selection criteria for instructional materials. In addition, the district endorses the American Library Association Bill of Rights and the American Association of School Librarians statement of Access to Resource and Services.
13. Principals are responsible to ensure that technological resources purchased are used in accordance with the "electronic Communications" guidelines provided in Board policy IIBGA and administrative regulation IIBGA-AR.

Teacher-Selected Additional Instructional Materials

1. Teachers may use their professional judgment to select additional learning materials in accordance with Selection Criteria for Instructional Materials contained within this document to supplement and enrich the instructional program.
2. All Teacher-Selected Additional materials required by the teacher for student use shall be carefully previewed by the teacher to ensure the instructional value is appropriate to student age level and classroom subject matter. These materials must be used within legal copyright limits and publisher licensing agreements.
3. Parents and guardians are to be informed of the use of supplementary materials, and to the extent possible, all supplementary instructional materials shall be available for inspection by the parents or guardians of the student prior to their use.
4. When the proposed materials may conflict with district criteria, the teacher shall complete the following process:
 - a. Submit a [Teacher-Selected Additional Instructional Materials Approval Form](#) to their principal or designee.
 - b. If use of the additional materials is approved, the teacher will then inform parents/guardians regarding the intended use of these materials.

- i. [Sample Parental Permission Form for Teacher-Selected Instructional Materials](#)
- ii. [Sample Parental Permission Form for Film/Video](#)
- c. If a parent/guardian opts their student out of the additional materials, the teacher shall provide alternative instructional materials for that student.

Film/Video Use

1. The showing of movies and videos must be limited to specific educational purposes. A full-length or clip of a movie or video recording may only be shown in school if the content is relevant to the curriculum and specific educational objectives, is appropriate to the age and maturity of the students, is a productive use of class time and will not cause classroom disruption. For specific details, refer to the Guidelines for the Fair Use of Copyrighted Materials EGAAA AR.
2. A movie or video recording with a G, TV-Y or TV-G rating may be shown to any grade (K-12) with teacher discretion. An alternative assignment must be provided for any student whose parent or guardian denies consent to view a film/video.
3. Staff shall follow District Board Policy, INB - Studying Controversial Issues before requiring student use of controversial learning resources. PG, PG-13 and R rated films or film clips and TV-Y7, TV-PG, TV-14 and TV-MA television programs or program clips shall be considered controversial within the meaning of this policy and require prior approval of the principal and parent notification/permission according to the following guidelines:
 - PG, PG-13 and R rated films/videos or TV-PG, TV-14 or TV-MA television programs shall be considered controversial at the elementary level
 - PG-13 and R rated films/videos or TV-14 and TV-MA television programs shall be considered controversial at the middle level
 - R rated films/videos or TV-MA television programs shall be considered controversial at the high school level
 - X or NC-17 films/videos shall not be used in the Beaverton School District.

Play Selection

1. Theatre Arts specialists will complete the [Play Rationale/Comment Form](#) and submit it and a copy of the script to the building principal prior to publicizing the production or casting.
2. The building principal may review the rationale/comment form to identify evidence of educational value and any concerns about potential sensitivity of topics in the recommended piece in a timely manner determined by the building administrator and Theatre Arts specialist. If there is mutual agreement of support for the proposed play selection, the process should move ahead to step 4.
3. The building principal and the Theatre Arts specialist may begin a dialogue regarding the educational value of the piece as well as discuss any concerns over its topic and/or content. If concerns exist, the building principal, in consultation with the Theatre Specialist, will invite others into the conversation to assist in the decision making process. Invitees could include representatives from Site Council, classroom teachers, the school neighborhood community, District Theatre Arts specialists, and others to be determined by the play selection team at the site. The outcome of the conversations would either be a recommendation to move forward with production, or a recommendation to make another choice of plays to perform. Ultimately, the principal will be responsible for the final decision.
4. Theatre Arts specialists will publicly announce selected play titles two weeks prior to auditions and after step 2 or 3. In the absence of expressed concerns, play production will proceed. Should community members express concerns within that time frame, the site may decide to stop production planning and begin the collaboration process in step 3.

Reconsideration of Instructional Materials

Although care is always exercised in selecting instructional materials, there will be occasions when a member of the community, staff or a district administrator may find certain classroom or library instructional materials inappropriate and wish to request a reconsideration of their use. In such an event, the concerned individual shall contact the teacher or librarian in an attempt to informally resolve the issue but should understand that under no circumstances should the materials in question be removed from circulation as a way to reach agreement.

If the concerned individual is not able to resolve the concerns informally with the teacher or librarian, they shall share their concerns with the building principal, but should understand that under no circumstances the materials should be removed from its intended use. The principal shall try to resolve the matter informally using the [Instructional Materials Conversation Guide for Principals](#). The principal shall acknowledge receipt of all written or verbal requests for reconsideration of the use of instructional materials throughout the process.

If the concerned individual is not able to resolve the concerns with the principal, this formal process shall be followed:

1. The concerned individual will complete the form for [Request for Reconsideration of Library and/or Instructional Materials](#) and submit it to the school principal. If the principal is raising the concern, he/she should also complete the form;
2. The principal shall notify all staff members who are directly involved in the request
3. The principal shall forward the "Request for Reconsideration of Library and/or Instructional Material" and other relevant documentation to the Administrator for Curriculum, Instruction, and Assessment in Teaching & Learning;
4. The principal and the Administrator for Curriculum, Instruction, and Assessment shall ensure that the materials in question shall continue to be used for their designated purpose as originally intended until the formal procedure is complete.
5. The Administrator for Curriculum, Instruction, and Assessment shall notify the Deputy Superintendent of the request for reconsideration.
6. The Deputy Superintendent will review the documentation to ensure that the steps have been followed. When this has been confirmed, the Deputy Superintendent will charge the Administrator for Curriculum, Instruction, and Assessment to form and chair a committee to review the request for reconsideration. The Administrator for Curriculum, Instruction, and Assessment will personally contact the individual requesting reconsideration to clarify the issue;
7. Final action on a request shall be taken by the administration no later than 25 school days after the principal receives the completed "Request for Reconsideration of Library and/or Instructional Material";
8. The individual making the request for reconsideration may withdraw the request at any time during the review process.

Establishment of a Review Committee

The Deputy Superintendent will charge the Curriculum, Instruction, and Assessment Administrator to establish a review committee and serve as chair. The membership shall be representative of the school district by including teachers from the same grade level or subject at which the material(s) is being used, members of the community, parents, district librarians, and a principal(s). The committee may also include student(s). There will be an odd number of participants on the committee. The specific number of representatives from the various categories will be dependent upon the nature and use of the material in question.

Committee Review Procedure

1. Committee members will receive copies of the completed Instructional Materials Conversation Guide for Principals and the Request for Reconsideration of Library and/or Instructional Material.
2. The committee will meet in an open session.
3. Opportunity shall be afforded the person(s) or group questioning the material to meet with the committee and to present their opinions. Committee members may ask the presenter(s) questions for the purpose of better understanding or clarifying their presentations.
4. The committee will review the material in question and form opinions based on the material taken on a whole and not on passages taken out of context. The committee should take into account the applicable instructional objectives and materials selection criteria as well as the age and development of the students using the material.
5. The committee will formulate their recommendations and prepare a written report for the Deputy Superintendent using the [Instructional Materials Reconsideration Review Committee Report](#). This report will present both majority and minority opinions and include a recommendation to retain the material in its original location, to relocate the material to an advisory location, or to remove the material.
6. If the majority report is supported by less than $\frac{2}{3}$ of the committee, then the Deputy Superintendent shall convene a three person panel in Teaching & Learning of two executive administrators from the appropriate level and an Administrator for Curriculum, Instruction, and Assessment.

Action Taken

1. Disposition of the request shall be made known to all parties in the action including committee members, the person submitting the request, the principal, the teacher involved, and all teachers in that subject area.
2. The final decision shall be sent to all district administrators.

Teacher-Selected Instructional Materials Approval Form

This form must be completed and approved by your principal/designated school administrator prior to classroom use of supplemental materials conflicting with the II/IIA AR criteria for Instructional Materials.

<p>The material will be used in this class: _____ Number of students: _____</p> <p>Date material will be used in the class(es) _____</p>
<p>Title: _____</p> <p>Author/Distributor/Publisher: _____</p> <p>Copyright date: _____</p>
<p>Type of Material:</p> <p>___ Book ___ Magazine/Newspaper ___ Film/Video ___ Audio ___ Simulation</p> <p>___ Internet resource ___ Television recording ___ Other (describe) _____</p> <p>Film/video/TV recording: _____ Show in entirety _____ # of minutes _____ Rating</p> <p>_____ Excerpt shown _____ # of minutes</p> <p>Book: _____ Read entire book _____ Reading selection(s) only, list page</p>
<p>Describe relationship to course objectives and curriculum and explain how you will incorporate this instructional material into your classroom activities:</p>
<p>Describe sensitive content:</p>
<p>I previewed the material completely and certify that this is a legally obtained copy that meets the Guidelines for the Fair Use of Copyrighted Materials EGAAA-AR. If available, reviews are attached.</p> <p>Teacher's Signature: _____ Date: _____</p>
<p>Approved for use on the dates above with the listed class(es).</p> <p>Administrator's Signature: _____ Date: _____</p>

Sample Parental Permission Form for Teacher-Selected Instructional Materials

Dear Parent or Guardian:

We are currently studying _____ in _____ class. The Beaverton School District encourages teachers to select and use enrichment materials to supplement Board-adopted curricula. To enhance your student's learning experience and understanding, I selected the material listed below which has been approved for use by our principal. Because portions of the material contain content of a sensitive nature, I am notifying you of its use.

- Title of material:
- Author:
- Description of sensitive content:
- Significance of the selection material(s) to lesson/course/curriculum objectives:

Please email me regarding any questions or concerns.

Please return the form below only if you wish your student to be excused from participating in this part of the lesson. I will gladly provide a relevant and appropriate alternative assignment.

Sincerely,

Teacher Name

Email address

Please return form to school by [insert date] only if you deny permission for your student to participate.

Name of student: _____

Title of material: _____

Class: _____

I do not wish for my student to participate in the use of this material and understand my student is responsible for completing an alternative assignment.

Signature of Parent or Guardian: _____ Date: _____

Sample Letter to Parents Regarding Use of Film/Video

Dear Parent/Guardian:

We are currently studying _____ in _____ class. To enhance your student's learning experience and understanding, I am planning to show the film/film excerpts from _____ on _____ [list date/dates].

The film is rated ____ due to _____ [mention how the film was reviewed]. I believe in its learning value and assure you the film will be shown in appropriate context including discussion and activities before and after viewing. [Explain the learning goals this film or the specific scenes you plan to show will help you achieve.] The use of this film/excerpt has been reviewed and approved by our principal.

Please complete the form below authorizing or exempting your student from viewing by _____ [date].

Please email me regarding any questions or concerns.

Please return the form below only if you wish your student to be excused from participating in this part of the lesson. An alternative assignment will be given.

If you do not wish to have your student view this film, I will gladly provide a relevant and appropriate alternative assignment. Please email me regarding any questions or concerns.

Sincerely,

Teacher Name

Email address

Please return form to school by [insert date] only if you deny permission for your student to participate.

Name of student: _____

Film title: _____

Class: _____

I do not wish for my student to view the film/excerpts of the film and understand my student is responsible for completing an alternative assignment.

Signature of Parent or Guardian: _____ Date: _____

Play Selection Rationale/Comment Form

Theater Arts Specialist:

Date:

Title of selected work:

Questions

1. How does the selected play reflect your program's educational theatre philosophy?

2. How does the selected play meet the district adopted learning targets?

3. State the validity of the play as dramatic art.

4. Describe the theme(s) and the directorial concept of the production.

5. Identify any props resembling weaponry and educational justification for the inclusion of item(s).

6. How is the material age appropriate for students?

7. Might the production be considered controversial? (Does it contain profanity, sexist, racist, liberal or conservative issues, infringe on the separation of church and state, or include controversial topics?)

Give completed form and a copy of the script to the principal for approval.

Instructional Materials Conversation Guide for Principals

Choice reading is endorsed by the Beaverton School District as a key component of literacy and reading instruction. Student choice in reading materials is honored, with the understanding that parents have the final decision in what their child is reading. When instructional materials are challenged, the principles of the freedom to read, listen, and view will also be considered for all students.

Preparing for a Conversation

- The goal is to resolve complaints informally whenever possible.
- Greet the person with a smile. Listen more than talk.
- Communicate an openness to receive inquiries and take any concern seriously.
- Acknowledge the individual's concern.
- As the parent, you are the most important teacher for your child.
- You have options. We will work with you to find an alternative.
- Talk about freedom of choice, the school's role in serving all people, and the responsibility of parents to supervise their own child's book use.
- Avoid giving personal opinions.
- Be prepared to explain the BSD procedures for registering a request for reconsideration.

Selection Criteria for Instructional Materials

Materials selected will be carefully evaluated based on the following selection standards and guidelines. In most instances, the selected materials should meet a significant number of the criteria listed below, although a single resource need not meet all the criteria in order to be selected. Materials will be selected for their strengths rather than rejected for their weaknesses. These criteria apply to the selection of new materials for multiple school use, single school use and individual classroom and library use as well as materials donated to the district.

- Standard 1: Materials shall be consistent with and provide both support and enrichment for the district's general educational goals, its selected program goals and the objectives of specific courses.
- Standard 2: Materials shall meet high standards of quality in: factual content, educational significance, readability, artistic quality and/or literary style presentation, physical format and technical quality.
- Standard 3: Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected.
- Standard 4: Materials shall promote growth in factual knowledge and critical thinking.
- Standard 5: Materials shall stimulate growth in the areas of literary appreciation, social and aesthetic values and ethical standards.
- Standard 6: Selected materials shall support a balanced approach to controversial issues that will include representation of various points of view even when those opinions represented are controversial. The inclusion of controversial materials does not imply endorsement of the ideas by district personnel.
- Standard 7: Materials shall represent the contribution of all people regardless of age; gender; belief system (e.g., religious, spiritual, political, social); racial, ethnic and cultural origin; socio-economic background, diverse ability or disability.
- Standard 8: Materials selected will be in compliance with all criteria and procedures as outlined on OAR 581-011-0050 to -0119 and BPS Chapter 337.

Instructional Materials Conversation Guide for Principals

SCHOOL:

Type of material:

Book DVD Journal Drama Script Audio Other

Title:

Author:

Publisher or Producer:

Request Initiated by:

Phone:

Email:

Street Address:

City:

Zip:

Question/Discussion Prompts:

1. How was the item acquired by your child? (required reading, free choice selection, etc.)

2. Have you taken these concerns to the teacher? If yes, what resulted from this conversation?

3. Was an alternate choice of instructional materials given to your child?

4. How can we make sure your family's needs are met for your child regarding instructional materials?

5. Have you seen or read this material in its entirety?

6. To what do you object and why?

Completed by principal:

Date:

_____ I am satisfied with the results of this conversation and my concerns have been resolved.

_____ I would like to complete the Request for Reconsideration form to continue the process.

Parent signature:

Date:

Request for Reconsideration of Library and/or Instructional Material

Choice reading is endorsed by the Beaverton School District as a key component of literacy and reading instruction. Student choice in reading materials is honored, with the understanding that parents have the final decision in what their child is reading. When instructional materials are challenged, the principles of the freedom to read, listen, and view will also be considered for all students.

School:

Please check type of material:

Book DVD Journal Drama Script Audio recording Other _____

Title:

Author:

Publisher or Producer:

Request Initiated by:

Phone:

Email:

Street Address:

State:

City:

Zip:

Please respond to the following questions.

1. How was the item acquired by the student? (required reading, free choice selection, etc.)

2. Did you take your concerns to the teacher? Yes / No

a. If so, on what date?

b. Summary of conversation:

3. Have you seen or read this material in its entirety? Yes / No

If not, what sections did you review?

4. What do you believe is the main idea or purpose of this material?

5. Does the item include beneficial or informative sections? Yes / No If yes, please list:	
6. To what do you object and why? Please cite evidence from the material:	
7. What do you feel might be the result of a student using this material?	
8. For what age group would you recommend this material?	
9. What action are you requesting the committee consider?	
10. What material do you recommend in its place that would provide information on the subject?	
Signature:	Date:
Received by principal:	Date:

Please return completed form to the school principal.

Instructional Materials Reconsideration Review Committee Report

Committee Chair:	Date:
Committee Members:	
Title of Material:	
Type of material: <input type="checkbox"/> Book <input type="checkbox"/> DVD <input type="checkbox"/> Journal <input type="checkbox"/> Drama Script <input type="checkbox"/> Audio <input type="checkbox"/> Other	
Title:	
Publisher or Producer:	
Has every member of the committee read the material in its entirety? If not, why?	
Resources consulted (include policies, articles, reviews etc.):	
Review Committee Recommendation	
Majority Report	Number of committee members:
Justification and comments:	
Minority Report	Number of committee members:
Justification and comments:	

This report is forwarded to the Deputy Superintendent for Teaching & Learning.

Community Partnership Teams Quarterly Reports:

**FIRST Quarter
2019/20 School Year**

Empo**r**

 **BEAVERTON**
SCHOOL DISTRICT

ELEMENTARY School Name:	Reported by:	List your community partners and their affiliations	<u>Team Goals for the year</u> : dreams, inspirations, in-the-works, etc.	<u>Implementation</u> : plans, timeline, outlook, etc.
Beaver Acres Elementary School	Toni Rosenquist	Holy Trinity Church- Al Schmidt- Weekend Food Backpack Program SMART Reading Program- Stacy Goodwin, Brenda Derville In4All STEM Connect – IBM at Beaver Acres- Matt Gross Salesforce- business partner- Robert Birbeck	We are very happy with the partnerships we currently have. We are always looking to expand services/support and enrichment opportunities for students (and families). Salesforce is a new partnership which we are hoping to expand in scope. The Salesforce team has been amazing in providing volunteers for a variety of projects (career day, pre-service week helping teachers, Shop-with-a-Cop gift wrapping, Nike Marathon Run Club).	Timelines are ongoing.

ELEMENTARY School Name:	Reported by:	List your community partners and their affiliations	<u>Team Goals for the year: dreams, inspirations, in-the- works, etc.</u>	
Beaver Acres Elementary School, cont'd			<p>Team Goals, Continued: We are brainstorming additional ways we could utilize volunteer hours. It is also a goal to find business partners who might want to help "sponsor" our Beaver Dash fundraiser to supplement the fundraising efforts of a community that is need of the fundraising support.</p> <p>We have a volunteer who is passionate about expanding our Scholastic Book Fair. It's her vision to engage local businesses to create a fund to provide a free book voucher to every single student to be able to shop in the book fair. Timeline on this is for the Spring Book Fair. We submitted a grant proposal through BEF that was just funded for \$2500 to provide sensory, technology, and enrichment materials for our ISC classroom.</p>	

ELEMENTARY School Name:	Reported by:	List your community partners and their affiliations	<u>Team Goals for the year</u> : dreams, inspirations, in-the-works, etc.	<u>Implementation</u> : plans, timeline, outlook, etc.
Cedar Mill Elementary	Amy Chamberlain	Tualatin Soil & Water Conservation District - TWIG grant • Cedar Mill PTC • Tualatin Valley Water District • THPRD • Plant nurseries, mulch companies, ReStore for possible materials' donations • Scouts, Master Gardeners, Cedar Mill families, Community members, older students (middle/high schools) for labor assistance • Beaverton Education Foundation • National Wildlife Foundation	Installation of five garden boxes for the school and surrounding community to grow, connect, interact, and learn. The garden will promote improved soil health through organic and layering soil building practices and cover crops. The beds will provide extended habitat for pollinators and native birds.	Multi-year implementation process with the first phase occurring prior to the end of the 2019-20 school year.

ELEMENTARY School Name:	Reported by:	List your community partners and their affiliations	<u>Team Goals for the year: dreams, inspirations, in-the-works, etc.</u>	<u>Implementation: plans, timeline, outlook, etc.</u>
Chehalem Elementary School	Erika Hansen, Angee Silliman	Community Partners for Affordable Housing, Columbia Maritime Museum, OMSI, Oregon State University, Oregon State University Washington County Extension, United States Department of Defense Starbase, Washington County Museum, Oregon Zoo, Tillamook Forest, Jefferson Dancers, Portland Metro STEM Partnership...	In-the-works: 1. Refine learning garden and repurpose memorial garden (native plants/pollinators) 2. Eco-school partnership (w/grant funds for garden) 3. Intentional efforts in becoming more "green" as a building 4. Dreams: Reinstate .5 STEM TOSA to better coordinate STEM efforts building-wide	Attempting to maintain 7-years of partnerships and projects without a coordinator has been challenging. While we have divided responsibility among staff members, the coordination aspect has been difficult to maintain. Our hope is to be able to simply maintain this year and jumpstart growth should additional staffing become available in the years ahead.
		Partners continued: Beaverton Education Foundation, Clean Water Services, State Farm Insurance, Junior Achievement, McDonalds, Sweet Tomatoes, Pastini, BridgeCity Graphics, Tualatin Hills Parks and Recreation District, Lewis & Clark College, University of Portland, Nike, World of Speed, West Beaverton Neighborhood Association, Rotary, Murray Hills Church, Beaverton City Library, Portland Metro STEM Partnership, Fry to Fish, Jesuit High School, Mountain View Middle School, Mountainside High School, Beaverton High School, NCCE, Beaverton Education Foundation, Marie Lamfrom Charitable Organization, Eco Schools USA, National Wildlife Federation, Association of Northwest Steelheaders		

ELEMENTARY School Name:	Reported by:	List your community partners and their affiliations	<u>Team Goals for the year</u> : dreams, inspirations, in-the- works, etc.	<u>Implementation</u> : plans, timeline, outlook, etc.
Cooper Mountain	Ali Montelongo	Sandy Carson, Beaverton Library. *We are interested in building our team and welcome partnership ideas!	We would like to get a food pantry started with a weekly backpack program.	At this point, we are hoping by next fall.
Elmonica Elementary	Kalay McNamee	Holy Trinity - Food backpack program Jesuit High School - Holiday food boxes Sunset Presbyterian Church - Holiday food and toy program Big Brother Big Sister Beyond School Walls and Nike - BBBS mentor program Nike Marathon Kids - Teacher lead running program Anonymous Donor - \$600.00 paid off student lunch balances	We do not have an actual committee. My goal this year is to recruit parents and staff to form a regularly working and meeting committee.	Team recruitment fall 2019. First meeting January 2020.

ELEMENTARY School Name:	Reported by:	List your community partners and their affiliations	<u>Team Goals for the year</u> : dreams, inspirations, in-the- works, etc.	<u>Implementation</u> : plans, timeline, outlook, etc.
Errol Hassell Elementary	Cynthia Moffett	Pet Pals Canfield Place BCL Nike	Creating a MakerSpace Re-imagining the library	Not sure yet.
Fir Grove	Erin Miles	Beaverton Community Church, Fir Grove PTO, Westside Church of Christ, Highland Hills NAC, SMART, Scott Brennan-State Farm Insurance, WashCo Bikes, Meredith Davis- Therapy Dog	Continue to serve 20 families with food backpacks over long weekends. Continue coordinating Holiday baskets. Give away bikes for perfect attendance in Winter/Spring. Develop more partnerships to support mentorships. Continue weekly visits with Wilson our therapy dog.	Outlined in goals

ELEMENTARY School Name:	Reported by:	List your community partners and their affiliations	<u>Team Goals for the year</u> : dreams, inspirations, in-the- works, etc.	<u>Implementation</u> : plans, timeline, outlook, etc.
Hazeldale Elementary	Angela Tran	SMART, in need of a partnership since the church partnership dissolved due to the church itself disbanding.	We don't have a community partner, but our PTO is very involved and cohesive.	NA
Hiteon Elementary School	Meghan Warren	Champions, Rebecca Luedloff, KW Real Estate, Beaverton City Library	We are collaborating with Rebecca Luedloff to gain community financial support for our "Teacher Happiness Project" at Hiteon.	We have had a few meetings to discuss plans and collaboration efforts. The time at our recent CPT Meeting was very helpful!

ELEMENTARY School Name:	Reported by:	List your community partners and their affiliations	<u>Team Goals for the year</u> : dreams, inspirations, in-the-works, etc.	<u>Implementation</u> : plans, timeline, outlook, etc.
Jacob Wismer	Joan McFadden	<p>Marianne Coalson, Bethany Library Branch Manager Kris Neville, Library Assistant, Bethany Library</p> <p>Tricia Buell, Advisor Sunset HS Student Leadership Program</p> <p>Frank Reed, Communications and Youth Education Coordinator Tualatin Valley Water District</p> <p>Josephine Kuever, Programs Operations Manager Young Audiences of Oregon & SW Washington</p>	<p>This year, our primary partnership is with the Cedar Mill and Bethany Community Libraries. In addition to implementing their new Youth Access Card in which students will be able to check out up to five books, borrow ebooks, and access other online library resources from the public library, we hope to partner with possible joint parent education programs, specifically those related to social and emotional learning.</p>	<p>We have begun to implement all of our Community Partnership projects this year and will continue to work with our partners throughout the school year.</p>

ELEMENTARY School Name:		List your community partners and their affiliations	<u>Team Goals for the year: dreams, inspirations, in-the-works, etc.</u>	
Jacob Wismer, cont'd		Partners Continued: E. Raven Brown, Scheduler Mad Science of Portland & Vancouver Erin Bird Senior Program Sales Coordinator Oregon Museum of Science & Industry Kaitlyn Jones, Community Impact Program Manager Rose City Readers Mary Beth Herkert, Director of Civics Education Oregon Secretary of State's Office	TEAM GOALS, CONTINUED: We are also hoping to participate in promoting and participating in youth public library programs. Other partnerships we have established include: 1. Inviting OMSI, Young Audiences, Mad Science and Tualatin Valley Water District to participate in our STEAM Nights. 2. Continuing our partnership with Sunset High School's Student Leadership Program which includes matching leadership students to teachers who assist in their classrooms and helping us with our Student of the Month Assemblies. The leadership students are exceptional role models for our elementary students. 3. Participating in the Kid Governor Program (one of our students was selected this year as Kid Governor). We hope to encourage other students to participate in the future and use this year's winner as a role model. 4. We are taking advantage of more opportunities to use outside organizations as positive academic incentives. An example of this is having Timber Joey read to our kindergarten students on December 13, 2019.	

ELEMENTARY School Name:	Reported by:	List your community partners and their affiliations	<u>Team Goals for the year</u> : dreams, inspirations, in-the-works, etc.	<u>Implementation</u> : plans, timeline, outlook, etc.
Kinnaman Elementary	Carmen Anderson	Beaverton Public Library	Partner to bring greater access to literature, community events, and school wide events over the course of the school year.	We calendared numerous events over the course of the school year. Library cards for all students in 11/2019, kindergarten orientation 4/2020, Dia event 4/2020, summer reading program skit 6/2020. We also connect each season for flyer distributions for reading programs and community outreach opportunities. We have an excellent relationship with the Beaverton City Library and appreciate their willingness to support our school community!
McKay	Erin Kollings	Playworks, Metropolitan Family Services, Girls Inc, Portland Community Church, Preschool Partners, NWRESA (with our Pre-K)	Continue to strengthen our partnership with MFS and develop opportunities for increased parent education nights. A dream would be more connections with health based therapeutic services that could be provided to students and families on site.	We hope to continue with Playworks and will have the 21st century grant for three more years with MFS. We hope to renew after.

ELEMENTARY School Name:	Reported by:	List your community partners and their affiliations	<u>Team Goals for the year</u> : dreams, inspirations, in-the-works, etc.	<u>Implementation</u> : plans, timeline, outlook, etc.
Montclair Elementary	Sean Leverty	<p>This year we are partnering with two community resources: Sandra Stewart MacPhail , Children's Program; and Habiba Addo, Habiba's Village. We've partnered with Al Schmitt, Holy Trinity Catholic Church for our food backpack program. Our team is also made up of PTO members Kitty Leelaamornvichet and Nicola Wallace, as well as staff Anne Duncan, Amanda Elliott and Jill Putzek.</p>	<p>We're focusing on social emotional learning, developing our community to lead students through the challenging process of dealing with our emotions AND we're focusing on celebrating our multicultural community.</p>	<p>This year we're partnering with the Children's Program to provide adult education around supporting our children with their social emotional needs. We're providing multiple educational sessions designed to explore tools and strategies, as well as learn how the brain functions when stress impacts our lives. These sessions will be held in the evening and supper/child care will be provided in order to encourage participation. Additionally, we're learning of ways to support our community with the demands of life, and we're continuing our food backpack program through Holy Trinity Church. This valuable benefit supports many needed families in our community and eases the burden for these families. Finally, our focus on celebrating the multicultural dynamics of our community will engage guest speakers, artists and storytellers in exploring ethnic traditions and cultures that are present at Montclair.</p>

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Raleigh Park	Brian Curl	St. Matthew Lutheran Church Pacific Foods West Slope Community Library PDX First Chick fil A (Raleigh Hills)	Enhance our backpack program to include an in-house "clothes closet", personal care items and books.	We will continue to work with our PTO and community partners, specifically St. Matthew's, to have a functional program serving families prior to the new year. We will continue to enhance the program throughout the 2019-20 school year.
Ridgewood Elementary	Cary Meier	Ridgewood PTC, BSD Facilities, Beaverton City Library, Trinity Catholic Church, THPRD	Library Refresh, continued Action in the Park, continued Backpack program	Library Refresh is a 2-3 year project, the others are ongoing
Rock Creek ES	Tiffany Wiencken	Trevor Parker, Foresters Financial	Grow our new garden program	Our 3rd grade team will continue to integrate the garden into their units of inquiry.

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Sato ES	Annie Pleau	<p>SECO - Sato Elementary Community Organization.</p> <p>Wind and Oar Boat School Cedar Mill & Bethany Libraries Unitus Credit Union Sunset Credit Union Bethany Church</p>	<p>SECO - a robust partnership with Sato, focusing on collaborative projects that support the entire school community in many areas and in the area of STEAM. Coordinated efforts through mini grants teachers can submit to SECO to support STEAM projects (big and small) as well as field trip and in-house experiences funding.</p> <p>TEAM GOALS, CONTINUED: - Reading Challenges, Library Cards for all students and Summer Reading Program. Unitus Credit Union - Taking advantage of the opportunity to have the Rose City Readers including Timber Joey come for an assembly for primary grade levels. Sunset Credit Union - Savings accounts for students. Bethany Church- continued partnership, offers of opening up of their day car free of charge to teachers on non-student contact days, allowing us to use their parking lot to shuttle families to and from the school for big events.</p>	<p>SECO - ongoing throughout the school year. Wind & Oar - November Cedar Mill & Bethany Library Branches - currently doing the Read for Bees winter reading challenge, soon we will work with them to provide library cards to all students and we will kick off their summer reading program with a skit at the end of the school year. Unitus Credit Union - November Sunset Credit Union - Every Wednesday Sunset Credit Union is on site for students to make deposits in savings accounts. Bethany Church - ongoing throughout the school year</p>

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Scholls Heights Elementary	Tracy Bariao-Arce	Briana Cristea (PTO President), Jamie Barrett (PTO President), Andrea Bonard (Parent, Scholls Heights Green Team Leader), Beaverton City Library, Play Fit Fun, Club K	Community Service projects to support various causes that support children (Sock Drive, Toy Drive, Canned Food Drive, Clothing Drive, Book Drive) Green Team Projects (Reducing Food, Paper, and Plastic Waste, enhancing our student garden boxes) Emergency Preparedness (Emergency buckets and supplies)	Our Sock Drive was in October and we collected more than 1,000 pairs of socks! We are doing a Toy Drive December 3-19. Our toys will be given to our families in need, Continuing Education for Young Parent Program at the Merlo Station Campus, and another organization that serves children in Beaverton. We have not set dates for a canned food drive or a book drive yet. We are composting in our cafeteria. Students plant and take care of our garden boxes each year. Eagle Scouts have built the our boxes and we may be adding an additional one. We are in the process of adding to our Emergency Buckets and planning/preparing to have supplies in the event of an emergency. The Beaverton Library attends our parent events and promotes reading. Play Fit Fun has donated a staff team building activity and have offered to donate some play equipment for our Toy Drive. Club K rents space in our building and is interested in partnering with the school for our community service projects.

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Sexton Mountain	Cherie Reese	Carson Mischel- Beaverton Public Library Planting Seeds- Cassandra Buyserie	Library- Decrease reading loss Planting Seeds- Make sure families needs for basics are met	Library- Youth Library cards for all students in the Fall Inviting the Sexton Mountain community to Library events over the breaks.(Winter, Spring & Summer) Collaborating on a One School One Book Project in the Spring Planting Seeds will be an ongoing project as student needs arise.
West Tualatin View Elementary	Scarlet Valentine	Beaverton City Library	Winter Reading Challenge	Students in all grades K-5 will be invited to participate in the "Read for Bees" Winter Reading Challenge. A donor has pledged to buy a hive of honeybees, through a charity that is helping to end world hunger, for every 6,000 hours local kids read between November 25, 2019 and January 17, 2020.

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Vose Elementary	Monique Singleton	Araceli Acosta, Victoria Campbell- Beaverton City Library Nike: sponsor Marathon Kids NAC- Vose (Neighborhood Association)- Dave Strayer, Carmela Bowns Young Audiences Karol Aragon, Morrison Family Centers/Pre-K Oregon Episcopal School Amanda Clark- Beaverton Civic Theatre	Current Projects & Future Projects: Needs, Wants & Wishes: * Early Student Success: - Early learning parent literacy & engagement support (small group parent training sessions so parents can practice learning techniques directly with their students alongside coaching from teaching staff) (3x x \$200 for supplies, snacks, childcare)= \$600 * Literacy: - One Book: schoolwide book for every family - OBOB- Oregon Battle of the Books/Batalla (OBOB in Spanish): need volunteers for coordinators and team coaches, judges for battles, sponsorship for hosting regional Batalla battles at Vose, etc. * Student Engagement & Learning: After School Programs, STEAM + Dual Language - Artist residency= \$4000.00 - Lego Robotics Team start-up and costs for 1 year= \$5000.00 - Ballet Folklorico Dance Club (after school) = \$5000.00 - MakerSpace (materials, storage, etc.) = \$1000.00 - Attendance Improvement Incentives/Prizes (alarm clocks, prizes, rewards like hot cocoa, games, books)= \$500.00

ELEMENTARY School Name:		List your community partners and their affiliations	<u>Team Goals for the year: dreams, inspirations, in-the-works, etc.</u>
Vose Elementary cont'd		Partners, Continued: Lidia Krivoy, Multilingual Department Elena Pineda, Early Learning. Frank Angelo- Southminster Church Umpqua Bank Melissa Maine at Pacific Northwest Properties Leticia Aguilar & Angela Valenzuela at CHICAS/Adelante Mujeres	<p>* Parent Engagement & Outreach:</p> <ul style="list-style-type: none"> - Monthly Coffee with the Principals snacks & coffee= \$30 x 10= \$300 - Parent Corner (chairs, parenting books, coffee pot, coffee, children's books & toys for small children, etc.) = \$1000.00 - Watch DOGS- engagement program for increasing involvement for dad, male family members - Padres Unidos monthly informational meetings (food, childcare, etc) = \$75 x 10 months = \$750.00 - Family Gift Baskets/Holiday Giving Drive - Parent engagement/Tech Help Nights <p>* Social Emotional Learning:</p> <ul style="list-style-type: none"> - Buddy Bench on playground= \$3000.00 - Community Learning Garden/for calming & mindfulness space: Fencing= \$7000.00 Outdoor Classroom Area= \$3000.00 Garden learning boxes = \$400.00 <p>* Staff Appreciation:</p> <ul style="list-style-type: none"> - Monthly staff meeting treats/prizes= \$100/month x 11= \$1100.00 - Staff Appreciation week= \$5 x 80 staff members = \$400.00 - Staff Lunch for PD (August, October, December, March, April, June)= \$200 each x 6= \$1200.00 <p>* School supplies for 2019-20</p>

ELEMENTARY School Name:			<u>Implementation:</u> plans, timeline, outlook, etc.
Vose Elementary cont'd			<p><u>We are in process with these projects as of 11/8/19:</u></p> <ul style="list-style-type: none"> - OBOB- Oregon Battle of the Books/Batalla (OBOB in Spanish): need volunteers for coordinators and team coaches, judges for battles, sponsorship for hosting regional Batalla battles at Vose, etc. - Ballet Folklorico Dance Club (after school) = \$5000.00 - Attendance Improvement Incentives/Prizes (alarm clocks, prizes, rewards like hot cocoa, games, books)= \$500.00 - Padres Unidos monthly informational meetings (food, childcare, etc) = \$75 x 10 months = \$750.00 - Parent engagement/Tech Help Nights <p><u>We have completed or can fully implement these projects:</u></p> <ul style="list-style-type: none"> * School supplies for 2019-20 * Monthly Coffee with the Principals snacks & coffee= \$30 x 10= \$300

ELEMENTARY School Name:			<u>Implementation:</u> plans, timeline, outlook, etc.
Vose Elementary cont'd			<p><u>We could still use help to get these projects off the ground:</u></p> <ul style="list-style-type: none"> - Early learning parent literacy & engagement support (small group parent training sessions so parents can practice learning techniques directly with their students alongside coaching from teaching staff) (3x x \$200 for supplies, snacks, childcare)= \$600 - One Book: schoolwide book for every family - OBOB/Batalla- sponsorship for building rental fee - Artist residency= \$4000.00 - Lego Robotics Team start-up and costs for 1 year= \$5000.00 - Ballet Folklorico- sponsorship for costumes/scholarships for students to participate - MakerSpace (materials, storage, etc.) = \$1000.00 - Parent Corner (chairs, parenting books, coffee pot, coffee, children's books & toys for small children, etc.) = \$1000.00 - Watch DOGS- engagement program for increasing involvement for dad, male family members - Family Gift Baskets/Holiday Giving Drive - Buddy Bench on playground= \$3000.00 - Community Learning Garden/for calming & mindfulness space: Fencing= \$7000.00 Outdoor Classroom Area= \$3000.00 Garden learning boxes = \$400.00 - Monthly staff meeting treats/prizes= \$100/month x 11= \$1100.00 - Staff Appreciation week= \$5 x 80 staff members = \$400.00 - Staff Lunch for PD (6 MONTHS)= \$200 each x 6= \$1200.00

MIDDLE School Name:	Reported by:	List your community partners and their affiliations	<u>Team Goals for the year</u> : dreams, inspirations, in-the-works, etc.	<u>Implementation</u> : plans, timeline, outlook, etc.
Highland Park MS	Curtis Semana	Ian Duncan - Beaverton Library, Marty Miranda - Beaverton Christian Church, Clean Water Services, Si Senor - Band support	Support of our students through tutoring (Library). Support of our students and community in need of food or clothing.	Through Helping Hands, we are actively working with Beaverton Christian Church to provide resources to our community in need. We have advertised the tutoring offered through the library, however more information at a parent night or PTO meeting by semester break is needed.
Meadow Park	Jared Freeman	Lisa Edgington, Nike	Expanding mentorship program Help with Afterschool Programs	October - Mentors assigned December - Evaluation/Expansion Meeting
Mountain View MS	Wendy Rider	Partnerships are in place with THPRD (Sarah Skelly), OSU Extension office (Alice Phillips), and outdoor learning experts at Coyle Outside (Dan Coyle)	Create more opportunities for students to learn outdoors and contribute to their community	We are waiting to hear back from a grant opportunity that will help us make this happen. If we do not earn the grant, then we will begin to look at other forms of transportation, locations, and funding opportunities.

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Whitford Middle School	Brian Peerenboom	OES	<p>We are shifting from a model that was in place for the past 15 years to more of a leadership model. Instead of tutoring students who need help, we are developing leaders. We are also working out some kinks with OES and our after schools programs. Our after school clubs are growing and are well attended so this competes with the OES after school tutoring.</p>	<p>The summer school opportunities are now a mixture of OES and Whitford rising 6th graders. This allows for our partnership to grow from both ends. We want our students to see that we are more alike than different.</p>

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Southridge High School	David Nieslanik	Rebecca Stentz: New Seasons Alex Young: Nike Maria Diaz: Biamp Richard Turnock: PGE, Retired, volunteer Renee Way: SRHS College and Career Center Chris Martin: SRHS College and Career Counselor Lori Krumm: SRHS Assistant Principal Cathi Ellis: THPRD, Conestoga Rec Director Becky O'Malia: SRHS PTO Volunteer Coordinator Justin Vanier: SW Christian Church	We are building monthly Guest Speaker Career Series. Each month has a different career field highlighted, and each career field mirrors our CTE Pathways. We are also building a Trades Fair at SRHS and a District-Wide Spanish Speaking Career Fair. We are also expanding opportunities for internships and job shadows.	Already started with Monthly Guest Speaker Series and working on the other areas, and in different stages in the other areas of our work.

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Merlo Station Campus	Rachel Sip	Urban Gleaners, HomePlate, Neighborhood Health Center, Washington County D & A Resources	Students and families connected to health and safety services	Jessica Pierce as Alt. Solutions Coordinator is focusing on community partnerships.

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Nutrition Services	Lisa Vincent	Angela Hedstrom and Aaron Vargas with Ecotrust of PDX, John Gibson with Aurora Valley Poultry, Dan Thall with Hood River Organic, Jeff Aichele with Aichele farms, Sabrina Taylor with THPRD for after school meals and summer meal programs), Amy Wyckoff with the Beaverton City Library, Lucy De Leon with Salsas Locas, Maureen Quinn with OSU nutrition agency	Our goals are to increase the amount of local food served for all of our programs throughout the school year and into summer as well. We also wish to increase the number of enrichment and educational activities planned for summer meals as well as to diversify the content in order to reach more ethnicities and to encourage participation.	Ongoing throughout the school year and summer

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Teaching & Learning: Title One	Audra Scott	Faye Hall President, Polly Livingston President Elect - Assistance League of Greater Portland	Assistance League of Greater Portland will clothe 1000 K-5 students this fall and 740 MS/HS students this January. This is the 10 year anniversary of Assistance League providing new clothing for our BSD students. Each student gets approximately \$150 in new clothing. The generosity of Operation School Bell provided by Assistance League gives our students hundreds of thousands of dollars in new clothing each year!	Operation School Bell K-5 is open for shopping from September through November. Middle school/High school students shop from January to March. Assistance League plans to continue providing our district with new clothing for the 2019/20 school year. School year 2020/21 they will begin the clothing certificate plan that can possibly include our Pre-K students. Moving in this direction allows Assistance League to put more funds into the Operation School Bell Program and supply more of our BSD students with new clothing than in years past. The outlook for this program is FABULOUS! Along with the clothing for the K-5 OSB program, they give each student a dental kit and a new book after the students have chosen the new clothing they want. Assistance League of Greater Portland is such an amazing group of volunteers who put in countless hours of time for our BSD students! They also provide clothing for the Hillsboro and Portland school districts.