



 AGENDA

I. Welcome	3:00 - 3:05 p.m.	
Becky Tymchuk		
II. District Strategic Measures	3:05 - 4:30 p.m.	2
Ginny Hansmann and T & L Team		
III. Middle School Schedules	4:30 - 5:30 p.m.	78
Ken Struckmeier		
IV. Building Walk Through/Dinner	5:30 - 6:30 p.m.	
Shirley Brock, Five Oaks Principal		
V. Budget Updates	6:30 - 7:00 p.m.	80
Mike Schofield		
VI. Action Items - Consent Agenda	7:00 - 7:05 p.m.	
Becky Tymchuk		
A. Public Contracts		87
B. Personnel		
C. Second Reading of School Board Policy DBDB - Financial Reserves		93
D. Second Reading of School Board Policy DFA - Investment of Funds		95
E. Second Reading of Administrative Regulations (I Policies)		104
VII. Mid-Year School Board Evaluation	7:05 - 7:45 p.m.	
Becky Tymchuk		
VIII. EXECUTIVE SESSION - ORS 192.660(3)	7:45 - 8:00 p.m.	
IX. Negotiation Updates		
X. EXECUTIVE SESSION - ORS 192.660(2)(i)	8:00 - 8:30 p.m.	
XI. Superintendent Mid-Year Report		



Strategic Plan Measures

Objective: The Board will review progress on Beaverton School District's Strategic Plan Measures annually at the Winter Work Session, engage in on-going discussions around successes, areas of growth, action plans, and develop School Board and Superintendent goals based on this information.

Format: Teaching and Learning's presentation of the Strategic Plan Measures report for the 2020 Winter Work Session is designed to maximize engagement with the Board. Key components of the report will be briefly highlighted by Teaching and Learning administrators. The remainder of the time will be dedicated to dialogue and a time to be able to answer questions.

Please come prepared to engage in conversation. If there are further areas of interest that are not addressed in this report, please feel free to reach out to any T&L administrators prior to the session. This will enable staff to be prepared to fully engage in all areas of interest at the session.

Ginny Hansmann - Deputy Superintendent of Teaching and Learning
Kayla Bell - Administrator for PK-12 Curriculum, Instruction, and Assessment and Early Learning
Jon Bridges - Administrator for Accountability
Jon Franco - Executive Administrator for High Schools and Options Programs
Danielle Hudson - Executive Administrator for Student Services
Toshiko Maurizio - Administrator for Multilingual Programs
Patrick Meigs - Executive Administrator for Elementary Schools
John Peplinski - Administrator for PK-12 Curriculum, Instruction, and Assessment
Brian Sica - Administrator for PK-12 Curriculum, Instruction, and Assessment
Kathleen Skidmore - Executive Administrator for Elementary Schools
Ken Struckmeier - Executive Administrator for Middle Schools
Nicole Will - Executive Administrator for Elementary Schools

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.

District Strategic Measures

Organization of the Narrative

Strategic plan measure data, the analysis of successes and issues, and the description of short- and long-term action plans are organized into five sections: 1) principal learning action plan; 2) English language arts K-11; 3) Math and Science K-11; 4) high school graduation and career learning; and 5) K-12 attendance.

Measures

Students proficient or advanced is the percentage of students who:

In grade(s)	Who	On
Kindergarten	Level 1G or higher	Independent Reading Level Assessment/ENIL (Spanish Version)
3	Score at levels 3 or 4	Smarter Balanced ELA and Math
5	Score at levels 3 or 4 Meet or exceed	Smarter Balanced ELA and Math OSAS Science
8	Score at levels 3 or 4 Meet the college- and career-readiness benchmark	Smarter Balanced ELA and Math EXPLORE/Aspire Science
11	Meet the college- and career-readiness benchmark	ACT English, Math, and Science

Cohort graduation rate is the percentage of students in the cohort earning a regular diploma or, beginning in 2010-11 for the four-year cohort and 2009-10 for the five-year cohort, a modified diploma.

The six career related learning areas are:

- Agriculture, Food and Natural Resources Systems
- Arts, Information and Communications
- Business and Management
- Health and Biomedical Sciences
- Human Resources
- Industrial and Engineering Systems

Students missing 10 or more school days are students with 10 or more absences from school (for other than school activities).

Definitions

OSAS: Oregon State Assessment System

The **cohort year** is the first school year in which the student first attended any high school grade in the United States or elsewhere. The cohort is adjusted for students who transfer in, transfer out, emigrate, or are deceased.

A **completer** is any student who earns a regular, modified, extended, or adult high school diploma or a GED.

Students with Disabilities: A student receiving special education services during the year. (For graduation rates, at any time in high school.)

Economically Disadvantaged: A student eligible for free or reduced lunch during the year. (For graduation rates, at any time in high school.)

English Language Learner (ELL): For state assessments, a student receiving or who was eligible for English Language Development services during the year or who was on monitoring status. For college- and career-readiness assessments, Career Technical Education, and attendance data, students receiving ELL services during the school year. For graduation rates, a student receiving or who was eligible for ELD services at any time in high school.

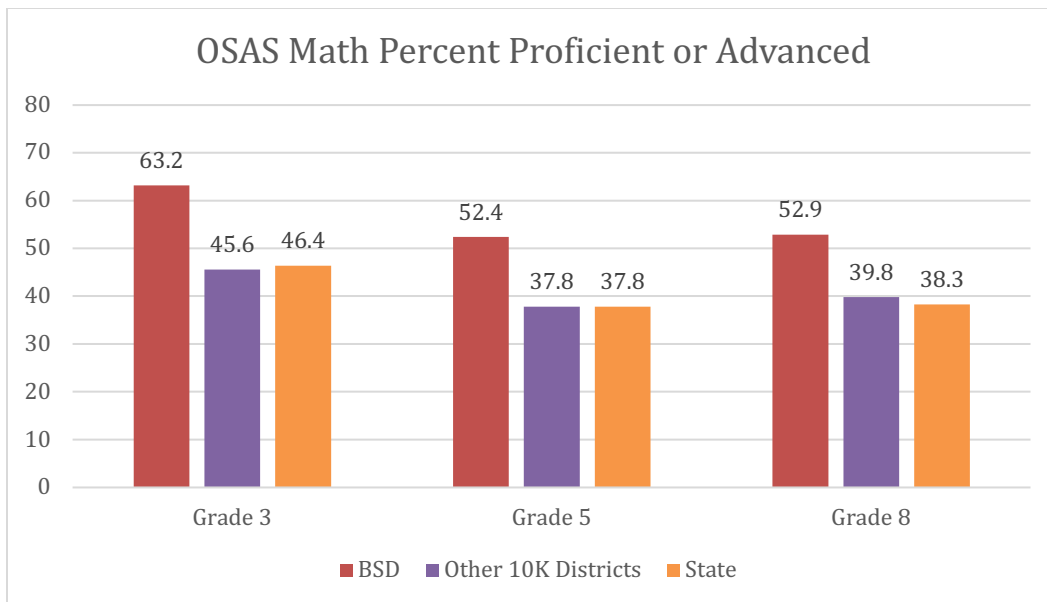
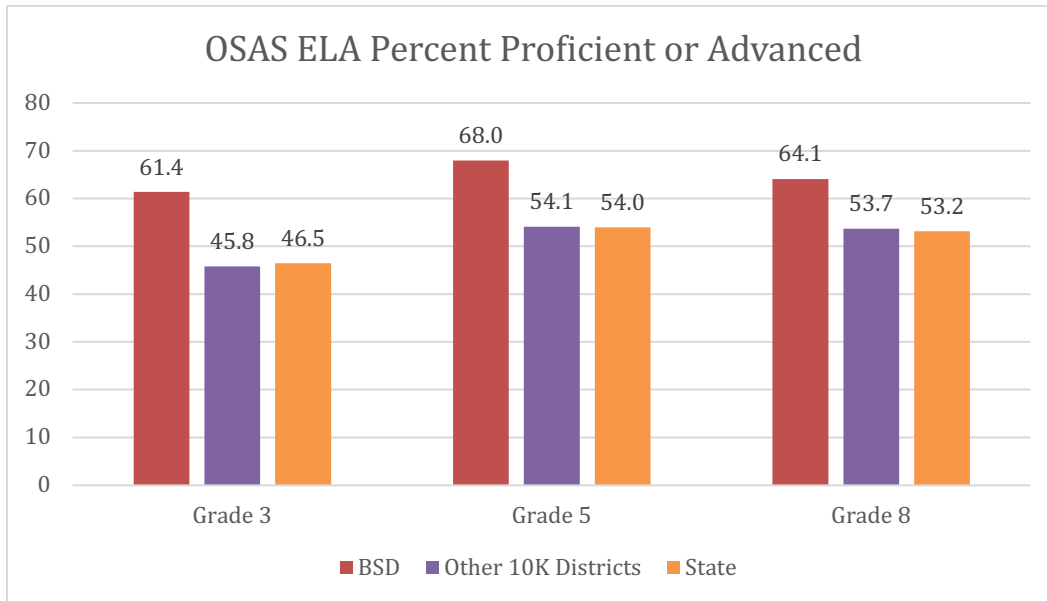
Ever ELL: A student receiving or was eligible for ELL services reported by any district beginning in the 2006-07 school year.

AVID (Advancement Via Individual Determination): For state assessments and college-readiness testing, a student enrolled in an AVID elective class on May 1. For graduation rates, a student who was enrolled in AVID elective at any time in high school.

Disaggregations

Cells with fewer than 20 students in the denominator are not reported.

State Comparisons of Grade 3-8 Measures



District Strategic Measures

Measurement	2016/17	2017/18	2018/19	2019/20 Goal	2020/21 Goal
% of kindergarten students proficient or advanced in:					
• English Language Arts	79.4%	79.1%	74.0%	76.5%	79.0%
• Mathematics	---	---	---	---	---
% of 3 rd grade students proficient or advanced in:					
• English Language Arts*	59.5%	63.6%	62.1%	66.1%	70.3%
• Mathematics	64.5%	64.0%	63.9%	67.7%	71.6%
% of 5 th grade students proficient or advanced in:					
• English Language Arts	66.4%	68.6%	68.5%	71.7%	75.0%
• Mathematics	55.2%	54.9%	53.2%	58.1%	63.4%
• Science	75.2%	73.8%	NA	---	---
% of 8 th grade students proficient or advanced in:					
• English Language Arts	62.5%	64.2%	64.5%	68.2%	72.1%
• Mathematics	54.0%	54.0%	53.4%	58.3%	63.5%
• Science	48.3%	NA	NA	---	---
% of 11 th grade students proficient or advanced in:					
• English	60.5%	60.7%	58.7%	61.8%	65.1%
• Mathematics	43.1%	43.4%	46.1%	50.5%	55.4%
• Science	43.3%	43.4%	40.2%	45.1%	50.6%
% of students graduating in:					
• Four years*	85.9%	86.4%	NA	86.9%	87.4%
• Five years	87.1%	88.9%	NA	89.5%	90.1%
% of graduates completing 4 or more credits with a C or better in the six Career Learning Areas	56.4%	58.8%	NA	61.4%	64.2%
% of students missing 10 or more school days	34.0%	38.1%	40.8%	37.5%	31.9%

Statistics in color indicate the following: green - goal achieved; orange - improvement over previous year but goal not achieved; red - neither improvement or goal achieved; black – no goal set for the year.

* Student Investment Account Metrics

TEACHING AND LEARNING LEADERSHIP LEARNING

Goals

- To strengthen the connections between schools and within schools in relation to student growth, curriculum implementation and social-emotional learning
- To provide principals with support, time and resources to enhance and grow their leadership practices
- To strengthen collective efficacy within our leadership groups through honest dialogue around student achievement data, instructional best practices and learning, as measured by OSAS and other assessment tools at the school level
- Through the advent of school learning plans, school leaders are aligning areas of focus in the following areas:
 - Equity
 - academic excellence
 - collaboration

The more time we spend learning together, planning next leadership moves, setting goals for implementation and staff learning, and spend time reflecting and sharing both our successes and challenges, the stronger both individual principal and collective leadership will become. Central to these goals is keeping student learning, growth and outcomes at the center of principal learning.

Successes:

After each learning time, we have collected feedback. The feedback has been overwhelmingly positive and demonstrates that principals feel that their practice is improving. They have appreciated the three goal/commitment areas under the equity umbrella and have incorporated them into their school learning plans. Principals have shared that their ability to effectively lead has grown. They also report that their understanding of curricular materials has deepened, which in turn is having a positive impact on student growth. It is giving them a better lens on their classroom observations and supports more impactful feedback to teachers.

During academic conferences, principals had opportunities to present their goals and strategies for school improvement, as well as listen to the work and leadership moves of colleagues. These conferences provided principals opportunity to note areas of strength, but more importantly, voice areas of opportunity and growth. Our K-12 perspective was enhanced by the academic conferences in ways that will inform our leadership practices moving forward.

Areas of Growth:

The K-12 perspective that resulted from the academic conferences creates opportunity for increased coherency in the areas of equity, academic excellence and collaboration across and between levels. The vertical alignment of instructional practice, leadership strategies and curriculum implementation are areas for continued growth.

Action Plan

Ongoing:

Executive Administrators continue to use a learning framework with three areas of focus to guide principal learning:

- **Theory:** Building a shared theoretical basis from which the work grows and setting a common foundation for the work together
- **Application:** Fostering and sharing strategies for applications for the work
- **Reflection:** Creating time for reflection and sharing of our collective work in terms of a time to share our success, challenges, mistakes and opportunities

This framework gives us the opportunity to form a consistent and coherent basis for this work.

Executive Administrators are using three commitments/goals to structure principal meetings, small team meetings, assistant principal meetings and school visits. These three focus areas form the backbone to the framework - we are committed to making sure our meetings are centered on these goals. These three commitments/goals are about a focus on high leverage moves to impact student achievement and growth. They are meant to both ground and focus the work of leadership.

The three goals/commitments:

- **Consistent Curriculum** - We work together to build consistent and coherent use of curricular materials across all schools and classrooms. Principal learning times together are about continuing to grow their understanding of district adopted materials, the leadership practices to move the work forward and time to reflect and learn from their successes and challenges along the way.
- **Meaningful Feedback** - John Hattie describes feedback as having a .73 effect size on student learning. In his studies he describes that feedback to and from learners is powerful and makes a difference of more than a year's growth when implemented well. He is not talking about feedback at the end of a process or task, but within the course of the work. This is a central aspect of growing teacher and principal practice to further impact student learning.
- **Social Emotional Learning (SEL)** - Building a collective understanding of the social emotional learning of all children is a central part of the learning for principals and their school teams. We focus on each aspect of SEL and how this is the foundation of our teaching, learning and work with children, both academically and socially. It is important that we de-silo this work and build bridges between SEL and academic learning.

The 5 key areas that teachers and schools integrate into the learning each day are:

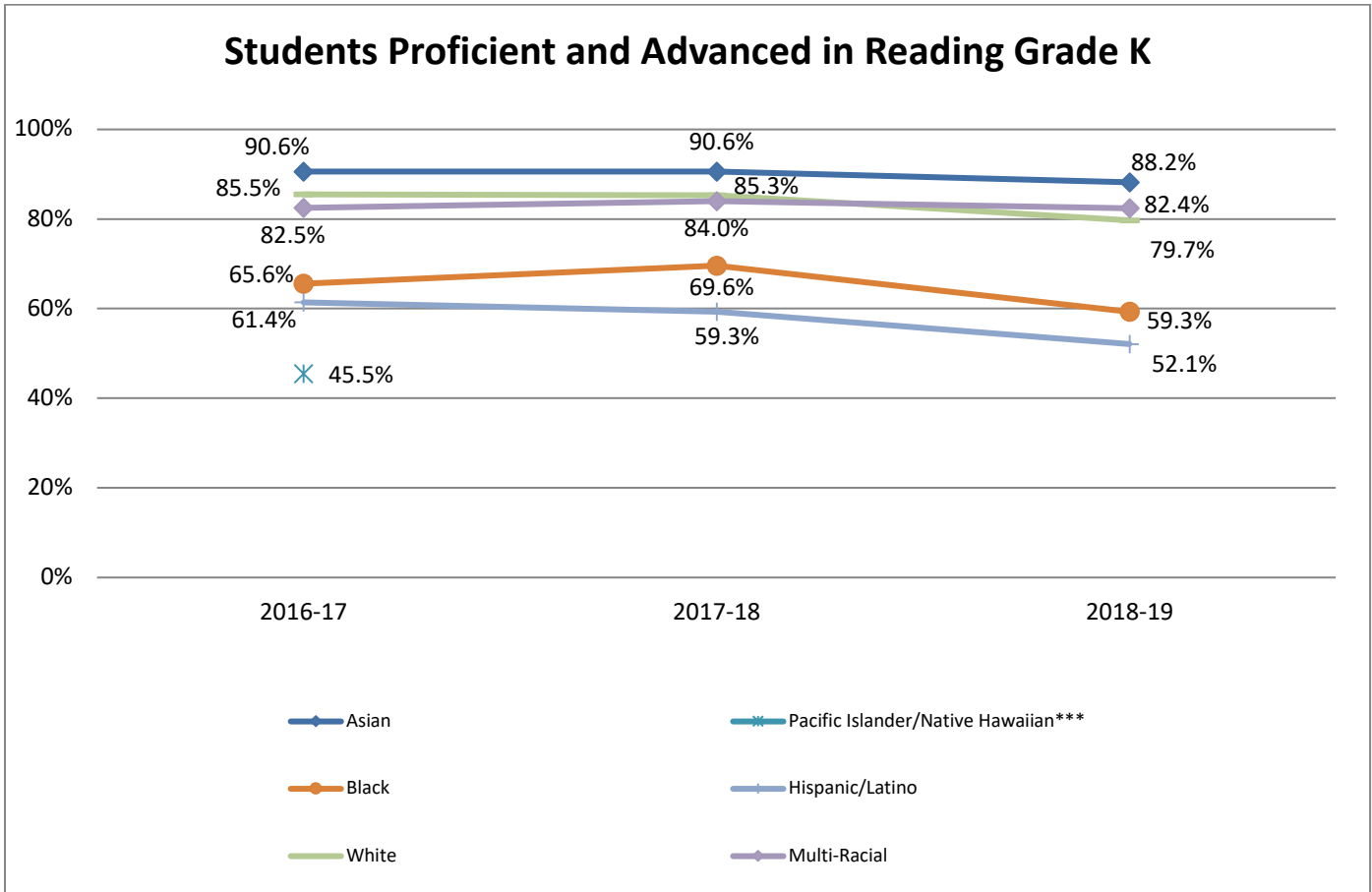
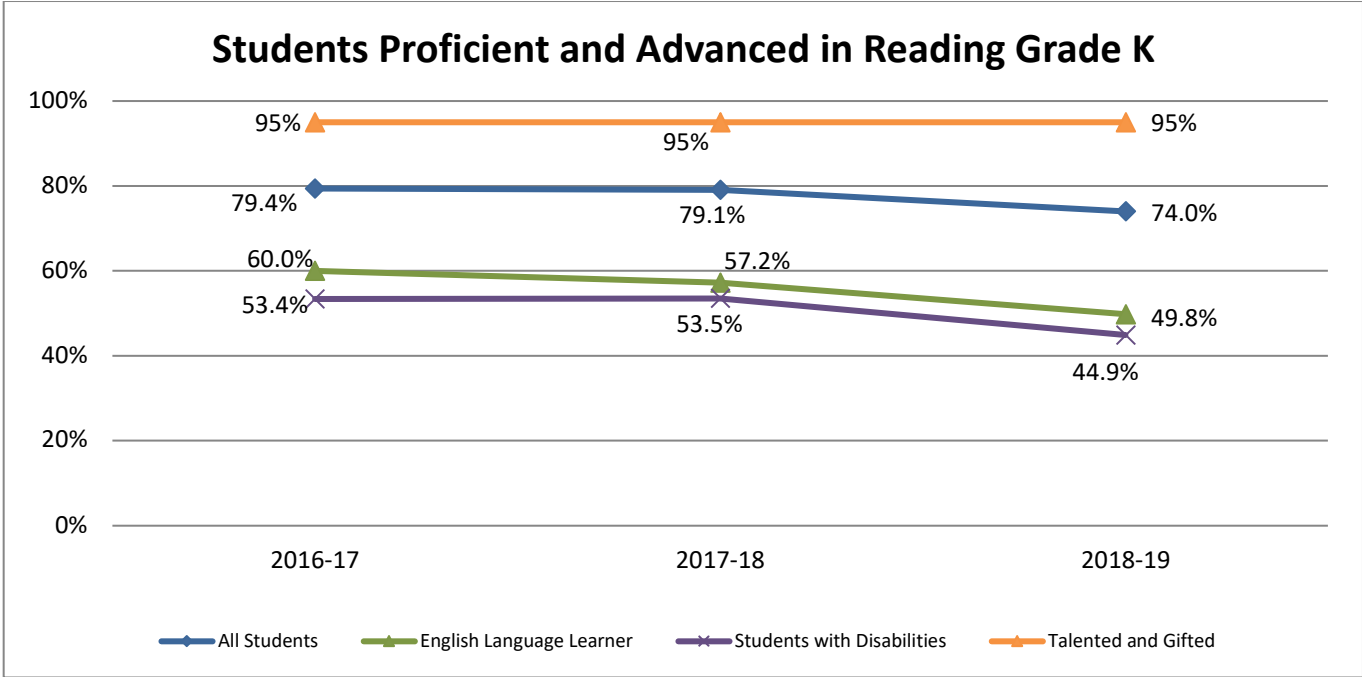
- Building a child's self-awareness
- Helping students to manage themselves and their emotions
- Strengthening their relationship skills
- Developing a strong awareness of the world around them
- Developing the skills and mindset towards making responsible and thoughtful decisions

Under the umbrella of equity, principal learning continues to focus on high leverage leadership moves, decisions and student/staff learning within each school. A critical aspect of this work is focusing on the transitions between 5th and 6th grade and from 8th to 9th grade. Principals are engaged in work around how to create collective efficacy not only amongst our school communities but also as a leadership group in general. Secondary Leaders have honed in on looking at the root causes as to why we believe some of our most underserved students are not accessing rigorous coursework.

ENGLISH LANGUAGE ARTS K-11

Kindergarten Students Proficient or Advanced in Reading

Definition and Source: Students with a reading level of 1G or higher recorded in SchoolPace



Students Proficient and Advanced in Reading, Grade KG	2016-17	2017-18	2018-19
All Students	79.4%	79.1%	74.0%
English Language Learner	60.0%	57.2%	49.8%
Students with Disabilities	53.4%	53.5%	44.9%
Asian	90.6%	90.6%	88.2%
Pacific Islander/Native Hawaiian***	45.5%		
Black	65.6%	69.6%	59.3%
Hispanic/Latino	61.4%	59.3%	52.1%
American Indian/Alaskan Native***			
White	85.5%	85.3%	79.7%
Multi-Racial	82.5%	84.0%	82.4%
Talented and Gifted	>95%	>95%	>95%
Male	77.6%	76.0%	72.9%
Female	81.3%	82.5%	75.1%

School Name	2016-17	2017-18	2018-19
Aloha-Huber Park K-8 School	74.0%	71.8%	67.5%
Barnes Elementary School	31.3%	21.4%	14.4%
Beaver Acres Elementary School	72.5%	70.2%	61.8%
Bethany Elementary School	>95%	>95%	71.1%
Bonny Slope Elementary School	>95%	92.8%	>95%
Cedar Mill Elementary School	53.1%	85.7%	74.6%
Chehalem Elementary School	80.3%	83.3%	61.0%
Cooper Mountain Elementary School	80.0%	88.5%	85.5%
Elmonica Elementary School	76.9%	73.9%	74.8%
Errol Hassell Elementary School	79.2%	64.6%	77.8%
Findley Elementary	92.1%	93.9%	83.9%
Fir Grove Elementary School	77.9%	77.1%	70.2%
Greenway Elementary School	52.4%	73.2%	45.1%
Hazeldale Elementary School	75.8%	79.5%	60.0%
Hiteon Elementary School	88.5%	82.8%	70.1%
Jacob Wismer Elementary School	74.5%	89.7%	82.1%
Kinnaman Elementary School	>95%	90.7%	70.2%
McKay Elementary School	66.7%	63.2%	59.6%
McKinley Elementary School	60.6%	59.6%	66.7%
Montclair Elementary School	82.5%	88.0%	78.4%
Nancy Ryles Elementary School	>95%	>95%	93.9%
Oak Hills Elementary School	85.9%	91.6%	93.8%
Raleigh Hills K-8 School	74.6%	60.0%	54.2%
Raleigh Park Elementary School	71.2%	78.0%	67.2%
Ridgewood Elementary School	90.6%	89.6%	77.8%
Rock Creek Elementary School	93.3%	86.2%	86.3%
Sato Elementary School	---	87.4%	79.8%
Scholls Heights Elementary School	>95%	>95%	93.0%
Sexton Mountain Elementary School	85.4%	>95%	90.4%

Springville K-8 School	79.2%	86.3%	82.5%
Terra Linda Elementary School	92.9%	86.5%	86.4%
Vose Elementary School*	81.6%	63.9%	59.6%
West Tualatin View Elementary School	>95%	89.8%	92.3%
William Walker Elementary School	59.5%	63.2%	69.3%

* Less than half of students assessed in 2018-19

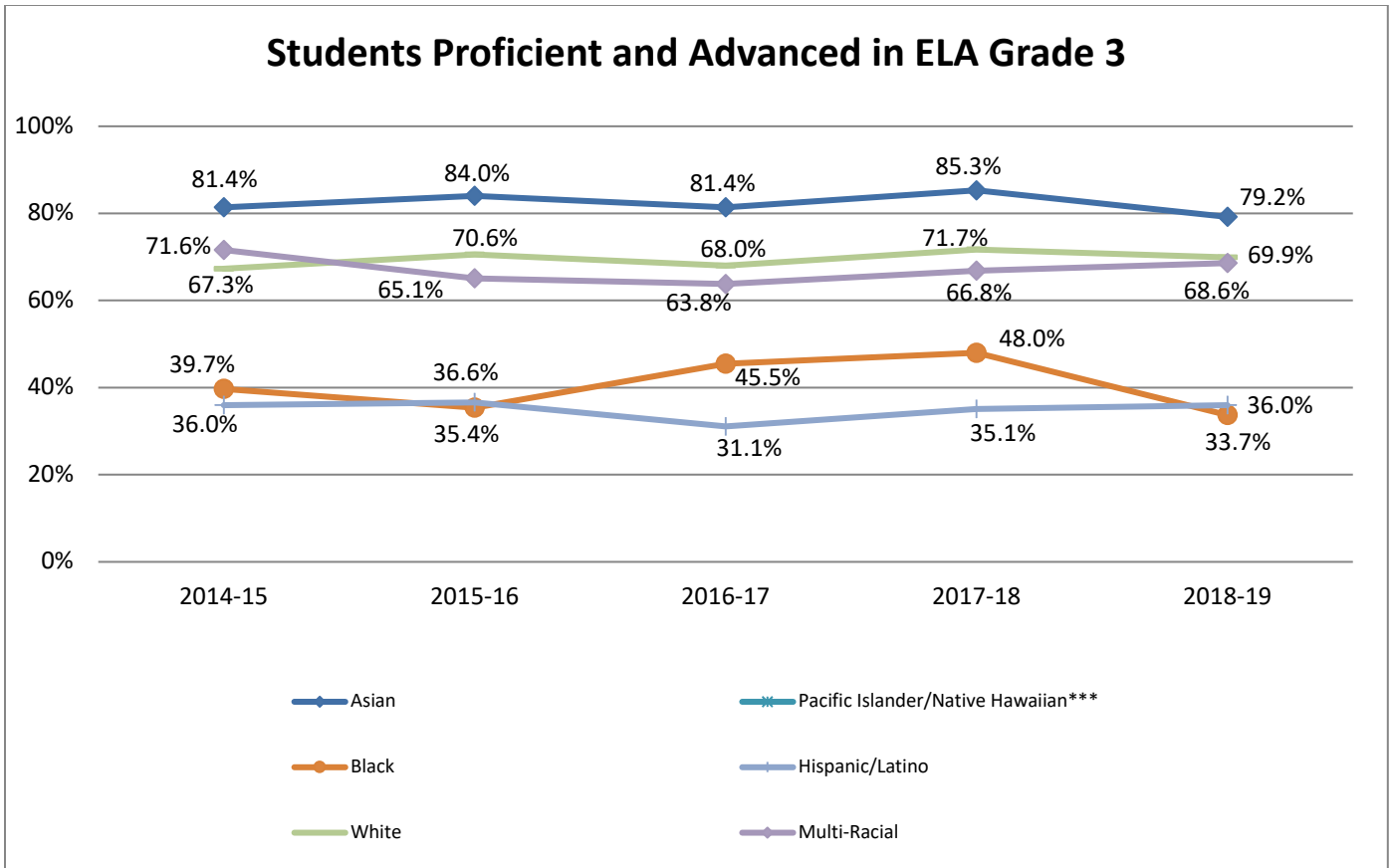
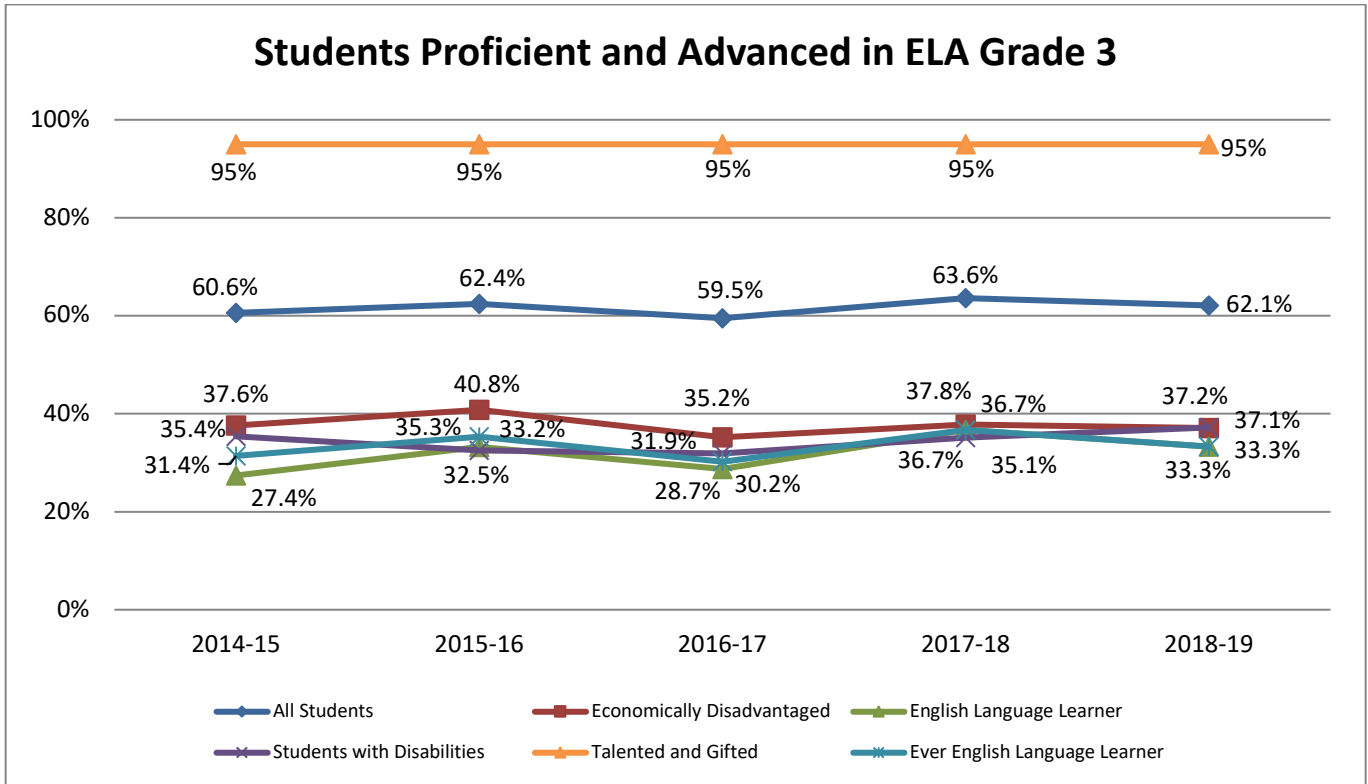
*** Not reported - fewer than 20 students

Students Proficient and Advanced in Reading, Grade K (2018-19)	All Students	Asian	Hispanic /Latino	Multi-Racial	White	Female	Male	Students with Disabilities	Talented and Gifted	English Language Learner
Aloha-Huber Park K-8	68%		57%		74%	71%	64%	40%		57%
Barnes	14%		10%		19%	9%	19%			<5%
Beaver Acres	62%		54%		65%	63%	61%			47%
Bethany	71%				65%	72%	68%			
Bonny Slope	>95%	>95%			>95%	94%	>95%			
Cedar Mill	75%				77%	77%	71%			
Chehalem	61%		55%		67%	72%	51%			52%
Cooper Mountain	86%				93%	88%	83%			
Elmonica	75%	90%	40%		>95%	76%	74%			45%
Errol Hassell	78%				86%	80%	75%			
Findley	84%	94%			69%	83%	85%			
Fir Grove	70%				87%	73%	68%			
Greenway	45%		40%			41%	48%			36%
Hazeldale	60%		52%		67%	56%	66%			
Hiteon	70%				77%	79%	61%			
Jacob Wismer	82%	89%			71%	91%	72%			
Kinnaman	70%		56%		84%	76%	65%			55%
McKay	60%				77%	54%	65%			
McKinley	67%		52%		68%	54%	75%			
Montclair	78%				80%	79%	78%			
Nancy Ryles	94%				>95%	93%	95%			
Oak Hills	94%				>95%	94%	94%			
Raleigh Hills K-8	54%				68%	57%	52%			
Raleigh Park	67%		38%		80%	70%	66%			
Ridgewood	78%				83%	73%	81%			
Rock Creek	86%	91%			91%	86%	86%			
Sato	80%	>95%			68%	79%	81%			
Scholls Heights	93%	95%			>95%	87%	>95%			
Sexton Mountain	90%				89%	94%	86%			
Springville K-8	83%	94%			74%	94%	73%			
Terra Linda	86%				92%	81%	93%			
Vose	60%					62%	57%			
West Tualatin View	92%				>95%	>95%	88%			
William Walker	69%		70%		70%	70%	69%			67%

Native American, Black, and Pacific Islander not displayed since no cells have at least 20 students

Grade 3 Students Proficient or Advanced in English Language Arts

Definition and Source: Smarter Balanced Assessment in English Language Arts (ELA)



Students Proficient and Advanced in English Language Arts, Grade 3	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	60.6%	62.4%	59.5%	63.6%	62.1%
Economically Disadvantaged	37.6%	40.8%	35.2%	37.8%	37.1%
English Language Learner	27.4%	33.2%	28.7%	36.7%	33.3%
Ever English Language Learner	31.4%	35.3%	30.2%	36.7%	33.3%
Students with Disabilities	35.4%	32.5%	31.9%	35.1%	37.2%
Asian	81.4%	84.0%	81.4%	85.3%	79.2%
Pacific Islander/Native Hawaiian***					
Black	39.7%	35.4%	45.5%	48.0%	33.7%
Hispanic/Latino	36.0%	36.6%	31.1%	35.1%	36.0%
American Indian/Alaskan Native***					
White	67.3%	70.6%	68.0%	71.7%	69.9%
Multi-Racial	71.6%	65.1%	63.8%	66.8%	68.6%
Talented and Gifted	>95%	>95%	>95%	>95%	>95%
Native American/Indian Ed/Tribal Enrollment					
Male	55.5%	57.3%	56.5%	60.7%	59.0%
Female	65.4%	67.5%	62.5%	66.8%	65.5%

School Name	2014-15	2015-16	2016-17	2017-18	2018-19
Aloha-Huber Park K-8 School	37.0%	38.1%	30.9%	43.5%	34.2%
Barnes Elementary School	25.0%	30.9%	24.8%	33.0%	32.1%
Beaver Acres Elementary School	40.6%	52.1%	49.6%	54.1%	50.0%
Bethany Elementary School	74.5%	89.2%	83.7%	82.1%	77.8%
Bonny Slope Elementary School	87.1%	84.4%	74.0%	84.5%	78.5%
Cedar Mill Elementary School	79.2%	82.3%	71.4%	71.6%	77.5%
Chehalem Elementary School	39.8%	57.5%	26.9%	37.0%	42.9%
Cooper Mountain Elementary School	57.1%	54.7%	52.3%	53.0%	65.8%
Elmonica Elementary School	54.4%	61.8%	55.7%	45.1%	54.1%
Errol Hassell Elementary School	64.8%	62.0%	56.9%	54.5%	70.8%
Findley Elementary	90.3%	90.3%	95.0%	90.6%	92.9%
Fir Grove Elementary School	56.4%	43.9%	47.1%	50.0%	55.6%
Greenway Elementary School	36.4%	40.0%	36.7%	35.2%	29.4%
Hazeldale Elementary School	72.7%	64.0%	54.4%	50.0%	67.5%
Hiteon Elementary School	60.5%	74.5%	75.2%	76.7%	64.8%
Jacob Wismer Elementary School	92.4%	88.7%	92.0%	94.3%	90.7%
Kinnaman Elementary School	40.2%	62.5%	43.1%	44.1%	65.5%
McKay Elementary School	54.2%	62.7%	39.3%	42.1%	43.1%
McKinley Elementary School	49.0%	53.8%	40.4%	51.8%	37.2%
Montclair Elementary School	72.1%	67.1%	61.1%	80.0%	86.2%
Nancy Ryles Elementary School	60.2%	58.8%	83.0%	70.2%	68.8%
Oak Hills Elementary School	72.1%	74.0%	75.6%	73.3%	81.3%
Raleigh Hills K-8 School	33.9%	41.8%	67.1%	77.6%	60.8%
Raleigh Park Elementary School	65.4%	66.0%	69.4%	60.3%	55.7%
Ridgewood Elementary School	68.5%	82.7%	71.8%	79.4%	66.7%
Rock Creek Elementary School	73.9%	71.4%	65.5%	77.5%	73.2%

Sato Elementary School				88.8%	79.2%
Scholls Heights Elementary School	78.9%	79.0%	69.5%	73.0%	78.8%
Sexton Mountain Elementary School	63.8%	71.4%	72.5%	63.4%	60.7%
Springville K-8 School	71.9%	68.8%	73.7%	78.5%	72.7%
Terra Linda Elementary School	61.7%	57.9%	63.6%	73.2%	66.7%
Vose Elementary School	47.2%	23.1%	30.9%	47.4%	47.4%
West Tualatin View Elementary School	61.0%	71.7%	75.6%	86.4%	76.9%
William Walker Elementary School	27.5%	20.0%	25.0%	31.8%	16.2%

*** Not reported - fewer than 20 students

*Interpret with caution - fewer than 90% of students have valid test scores.

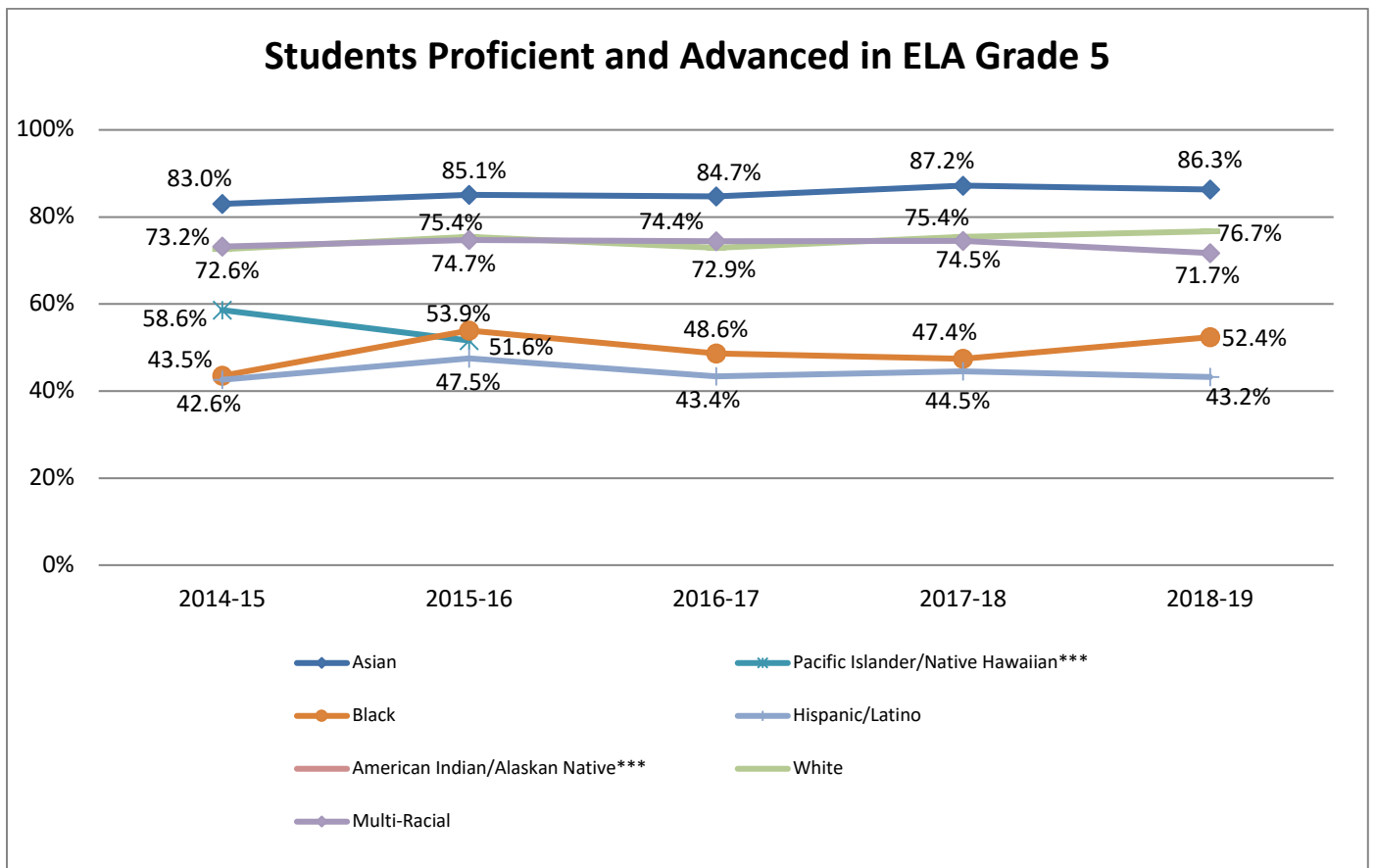
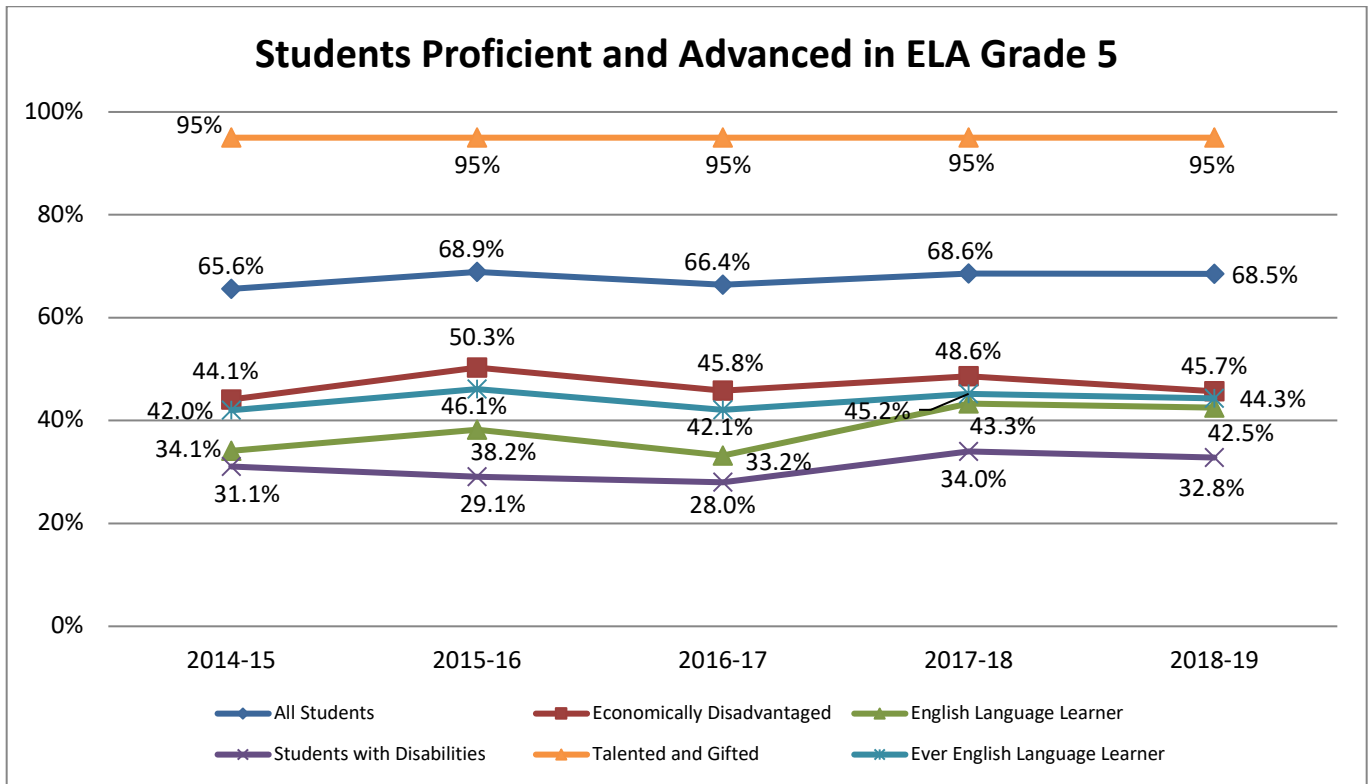
Students Proficient and Advanced in English Language Arts, Grade 3 (2018-19)	All Students	Asian	Hispanic /Latino	Multi-Racial	White	Female	Male	Economically Disadvantaged	Students with Disabilities	Talented and Gifted	English Language Learner	Ever ELL
Aloha-Huber Park K-8	34%		27%		40%	35%	33%	27%			26%	26%
Barnes	32%		18%		56%	31%	33%	14%			6%	6%
Beaver Acres	50%		28%		70%	48%	52%	31%			33%	33%
Bethany	78%	72%			76%	87%	71%					
Bonny Slope	79%	88%			80%	86%	73%					
Cedar Mill	78%				82%	86%	69%					
Chehalem	43%		28%		46%	50%	38%	31%			19%	19%
Cooper Mountain	66%				69%	66%	66%					
Elmonica	54%	60%	36%		64%	54%	55%	41%			31%	31%
Errol Hassell	71%				78%	71%	70%	52%				
Findley	93%	>95%			84%	89%	>95%			>95%	85%	85%
Fir Grove	56%				63%	54%	56%	32%				
Greenway	29%		24%		41%	23%	35%	26%			20%	20%
Hazeldale	68%		46%		78%	69%	67%	50%			52%	52%
Hiteon	65%				77%	69%	60%	47%				
Jacob Wismer	91%	91%			91%	>95%	84%			>95%	83%	83%
Kinnaman	66%		54%		74%	64%	67%	53%			41%	41%
McKay	43%				46%	58%	28%	41%				
McKinley	37%		41%		36%	28%	44%	35%				
Montclair	86%				86%	86%	87%					
Nancy Ryles	69%				68%	64%	73%	40%				
Oak Hills	81%	83%			89%	82%	80%					
Raleigh Hills K-8	61%		52%		75%	65%	55%	51%				
Raleigh Park	56%		38%		61%	68%	43%	32%				
Ridgewood	67%				74%	71%	63%					
Rock Creek	73%				79%	80%	67%					
Sato	79%	91%			76%	92%	71%			>95%		

Scholls Heights	79%				78%	91%	67%					
Sexton Mountain	61%				65%	70%	52%					
Springville K-8	73%	77%				87%	57%				55%	55%
Terra Linda	67%				80%	70%	63%	50%				
Vose	47%		34%			43%	52%	36%			28%	28%
West Tualatin View	77%				75%	70%	83%					
William Walker	16%		7%			19%	14%	16%			6%	6%

Native American, Black, and Pacific Islander not displayed since no cells have at least 20 students

Grade 5 Students Proficient or Advanced in English Language Arts

Definition and Source: Smarter Balanced Assessment in ELA



Students Proficient and Advanced in English Language Arts, Grade 5	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	65.6%	68.9%	66.4%	68.6%	68.5%
Economically Disadvantaged	44.1%	50.3%	45.8%	48.6%	45.7%
English Language Learner	34.1%	38.2%	33.2%	43.3%	42.5%
Ever English Language Learner	42.0%	46.1%	42.1%	45.2%	44.3%
Students with Disabilities	31.1%	29.1%	28.0%	34.0%	32.8%
Asian	83.0%	85.1%	84.7%	87.2%	86.3%
Pacific Islander/Native Hawaiian***	58.6%	51.6%			
Black	43.5%	53.9%	48.6%	47.4%	52.4%
Hispanic/Latino	42.6%	47.5%	43.4%	44.5%	43.2%
American Indian/Alaskan Native***					
White	72.6%	75.4%	72.9%	75.4%	76.7%
Multi-Racial	73.2%	74.7%	74.4%	74.5%	71.7%
Talented and Gifted	>95%	>95%	>95%	>95%	>95%
Native American/Indian Ed/Tribal Enrollment					70.0%
Male	60.0%	63.7%	60.7%	65.0%	64.8%
Female	71.7%	74.2%	71.8%	72.1%	72.2%

School Name	2014-15	2015-16	2016-17	2017-18	2018-19
Aloha-Huber Park K-8 School	38.2%	46.9%	46.8%	50.0%	43.8%
Barnes Elementary School	35.9%	45.1%	47.7%	39.8%	35.6%
Beaver Acres Elementary School	47.6%	56.5%	46.4%	57.5%	58.8%
Bethany Elementary School	84.0%	84.6%	88.1%	79.1%	94.7%
Bonny Slope Elementary School	88.4%	84.5%	86.1%	86.7%	87.0%
Cedar Mill Elementary School	84.1%	90.0%	81.5%	86.1%	78.8%
Chehalem Elementary School	67.7%	56.1%	48.3%	72.3%	48.0%
Cooper Mountain Elementary School	75.0%	76.5%	72.2%	71.9%	76.5%
Elmonica Elementary School	58.8%	61.5%	49.4%	59.8%	58.2%
Errol Hassell Elementary School	56.5%	72.0%	71.4%	62.2%	62.3%
Findley Elementary	92.8%	90.1%	87.3%	93.1%	95.0%
Fir Grove Elementary School	53.0%	45.3%	60.0%	44.2%	60.6%
Greenway Elementary School	50.7%	60.9%	56.4%	62.7%	56.6%
Hazeldale Elementary School	57.1%	62.8%	62.2%	70.1%	59.7%
Hiteon Elementary School	67.5%	76.3%	69.7%	71.7%	75.7%
Jacob Wismer Elementary School	90.7%	89.0%	90.2%	91.2%	92.9%
Kinnaman Elementary School	56.2%	72.0%	50.5%	63.5%	47.8%
McKay Elementary School	50.9%	54.7%	62.2%	48.4%	34.5%
McKinley Elementary School	37.2%	60.2%	39.0%	52.9%	55.4%
Montclair Elementary School	69.5%	72.9%	84.1%	78.9%	74.5%
Nancy Ryles Elementary School	77.5%	77.0%	68.1%	71.8%	78.7%
Oak Hills Elementary School	94.9%	79.0%	79.8%	80.0%	87.1%
Raleigh Hills K-8 School	66.7%	62.5%	58.7%	55.6%	66.2%
Raleigh Park Elementary School	63.2%	65.7%	71.2%	62.5%	72.9%
Ridgewood Elementary School	74.6%	82.1%	77.6%	80.5%	85.1%
Rock Creek Elementary School	77.6%	89.8%	77.4%	70.1%	80.8%

Sato Elementary School				82.8%	74.3%
Scholls Heights Elementary School	82.1%	76.9%	77.5%	79.5%	81.9%
Sexton Mountain Elementary School	68.8%	67.9%	72.3%	77.4%	76.7%
Springville K-8 School	71.2%	73.2%	74.3%	74.1%	84.4%
Terra Linda Elementary School	58.5%	81.8%	65.8%	69.3%	77.1%
Vose Elementary School	40.7%	55.1%	47.1%	46.7%	51.0%
West Tualatin View Elementary School	87.5%	74.5%	65.8%	80.0%	77.6%
William Walker Elementary School	55.3%	51.9%	53.7%	41.9%	44.9%

*** Not reported - fewer than 20 students

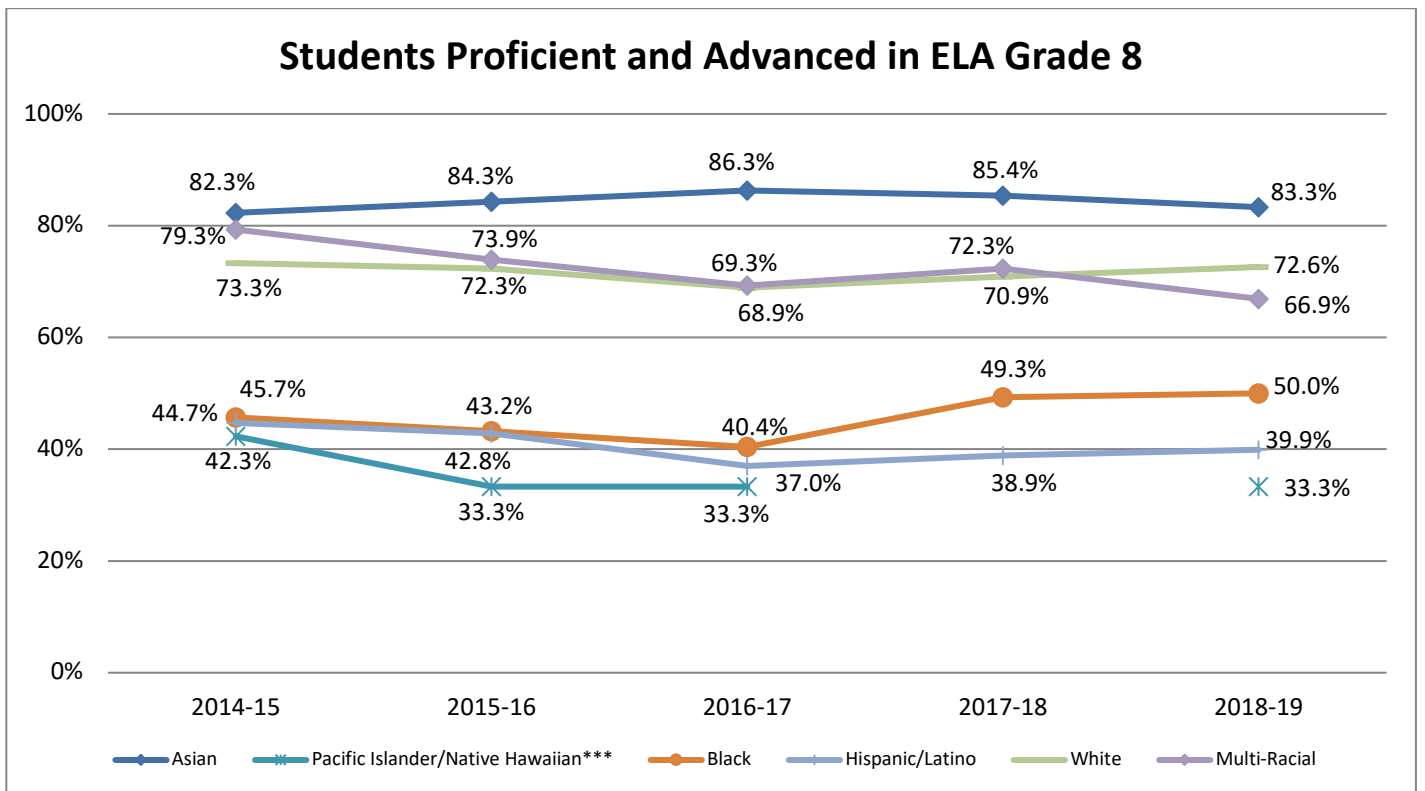
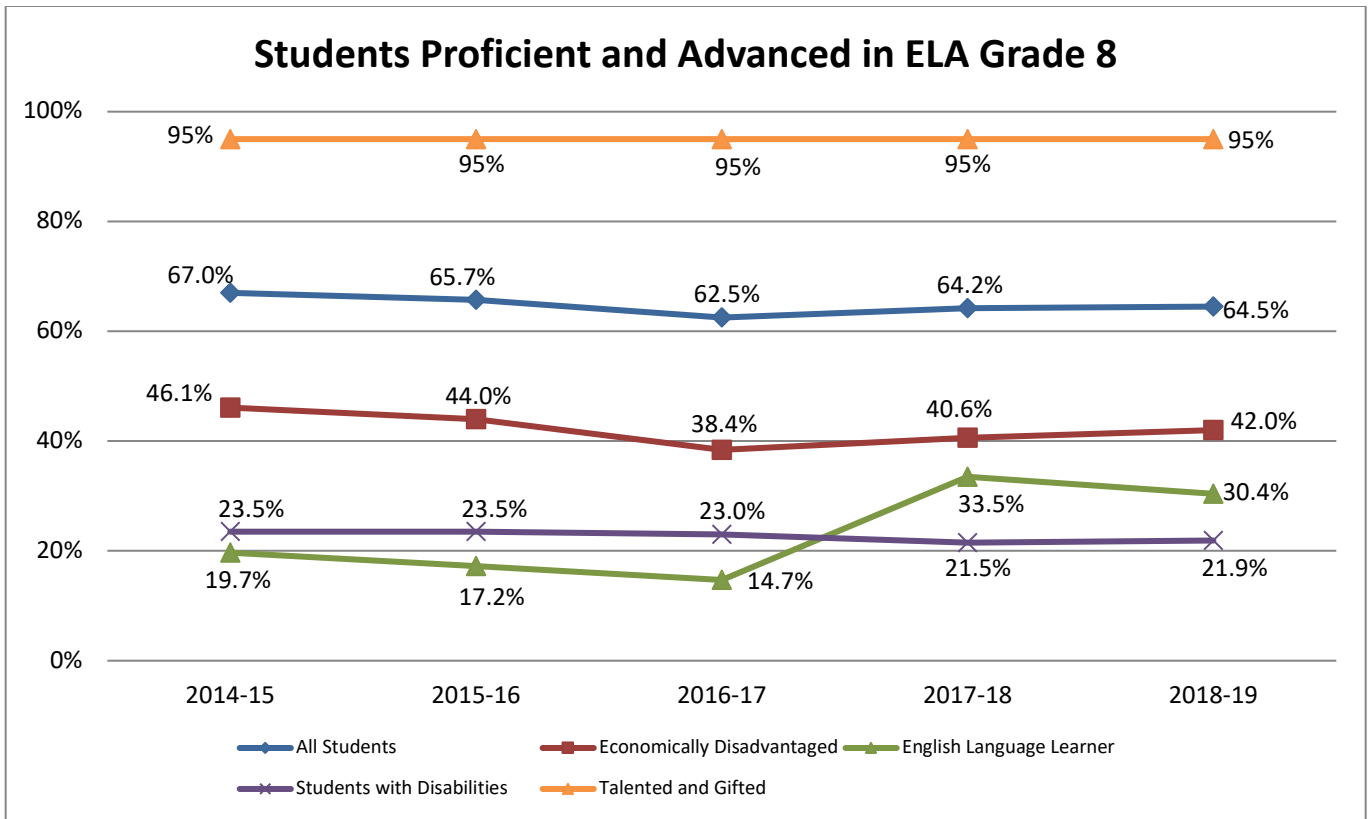
*Interpret with caution - fewer than 90% of students have valid test scores.

Students Proficient and Advanced in English Language Arts, Grade 5 (2018-19)	All Students	Asian	Hispanic /Latino	Multi-Racial	White	Female	Male	Economically Disadvantaged	Students with Disabilities	Talented and Gifted	English Language Learner	Ever ELL
Aloha-Huber Park K-8	44%		39%		43%	46%	42%	39%			36%	36%
Barnes	36%		29%		44%	38%	33%	29%			21%	22%
Beaver Acres	59%		44%		68%	61%	57%	50%	39%		43%	47%
Bethany	95%				95%	>95%	91%			>95%		
Bonny Slope	87%	95%			84%	91%	83%			>95%		
Cedar Mill	79%				83%	84%	76%					
Chehalem	48%		34%		57%	46%	50%	37%			31%	30%
Cooper Mountain	77%				77%	84%	71%					
Elmonica	58%	91%	31%		79%	63%	53%	38%			29%	30%
Errol Hassell	62%				69%	70%	53%	52%				
Findley	95%	95%			95%	94%	>95%			>95%		
Fir Grove	61%		46%		75%	75%	49%	46%				
Greenway	57%				68%	56%	57%	45%				
Hazeldale	60%		41%		64%	56%	64%	41%			50%	52%
Hiteon	76%				80%	82%	67%	58%		>95%	70%	70%
Jacob Wismer	93%	94%			91%	>95%	90%			>95%	84%	86%
Kinnaman	48%		33%		58%	56%	39%	44%	21%		35%	37%
McKay	35%		24%		48%		35%	33%			14%	18%
McKinley	55%		39%		74%	56%	54%	47%			42%	47%
Montclair	75%				74%	72%	77%					
Nancy Ryles	79%				81%	80%	77%	70%				
Oak Hills	87%				90%	89%	85%			>95%		
Raleigh Hills K-8	66%				81%	75%	52%	28%				
Raleigh Park	73%				90%	86%	60%	52%				
Ridgewood	85%				85%	94%	78%					
Rock Creek	81%	88%			83%	87%	75%	58%		>95%		
Sato	74%	81%			76%	73%	75%				55%	59%
Scholls Heights	82%				84%	72%	93%			>95%		
Sexton Mountain	77%				80%	82%	71%	74%				
Springville K-8	84%	89%			78%	84%	85%	75%		>95%	73%	74%
Terra Linda	77%				91%	76%	78%					
Vose	51%		44%			55%	47%	45%			40%	40%
West Tualatin View	78%				81%	83%	73%					
William Walker	45%		37%			37%	51%	45%			35%	35%

Native American, Black, and Pacific Islander not displayed since no cells have at least 20 students

Grade 8 Students Proficient or Advanced in English Language Arts

Definition and Source: Smarter Balanced Assessments in ELA



Students Proficient and Advanced in English Language Arts, Grade 8	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	67.0%	65.7%	62.5%	64.2%	64.5%
Economically Disadvantaged	46.1%	44.0%	38.4%	40.6%	42.0%
English Language Learner	19.7%	17.2%	14.7%	33.5%	30.4%
Ever English Language Learner	48.1%	45.7%	38.6%	42.1%	43.4%
Students with Disabilities	23.5%	23.5%	23.0%	21.5%	21.9%
Asian	82.3%	84.3%	86.3%	85.4%	83.3%
Pacific Islander/Native Hawaiian***	42.3%	33.3%	33.3%		33.3%
Black	45.7%	43.2%	40.4%	49.3%	50.0%
Hispanic/Latino	44.7%	42.8%	37.0%	38.9%	39.9%
American Indian/Alaskan Native***					
White	73.3%	72.3%	68.9%	70.9%	72.6%
Multi-Racial	79.3%	73.9%	69.3%	72.3%	66.9%
AVID			52.7%	51.2%	54.5%
Talented and Gifted	>95%	>95%	>95%	>95%	>95%
Native American/Indian Ed/Tribal Enrollment					50.0%
Male	61.1%	61.2%	56.8%	59.2%	58.7%
Female	73.0%	70.5%	69.0%	69.7%	70.3%

School Name	2014-15	2015-16	2016-17	2017-18	2018-19
Aloha-Huber Park K-8 School	74.5%	58.2%	61.8%	70.9%	72.7%
Arts & Communication Magnet Academy	80.7%	61.9%	65.6%	88.7%	50.0%
Cedar Park Middle School	72.2%	63.8%	62.8%	68.5%	70.9%
Conestoga Middle School	63.9%	73.7%	63.9%	62.9%	68.2%
Five Oaks Middle School	52.4%	46.3%	45.7%	48.9%	54.2%
Health & Science School	56.6%	64.1%	75.2%	82.3%	61.2%
Highland Park Middle School	64.4%	57.5%	55.9%	60.7%	61.6%
International School of Beaverton	95.0%	91.9%	88.7%	>95%	89.4%
Meadow Park Middle School	59.1%	66.4%	50.9%	58.8%	64.4%
Mountain View Middle School	58.6%	57.8%	55.0%	46.0%	41.6%
Raleigh Hills K-8 School	66.7%	85.7%	55.4%	72.5%	67.4%
Springville K-8 School	80.0%	56.9%	67.3%	66.7%	79.7%
Stoller Middle School	80.9%	85.7%	82.6%	85.4%	78.2%
Whitford Middle School	61.9%	55.3%	49.3%	57.1%	57.9%

*** Not reported - fewer than 20 students

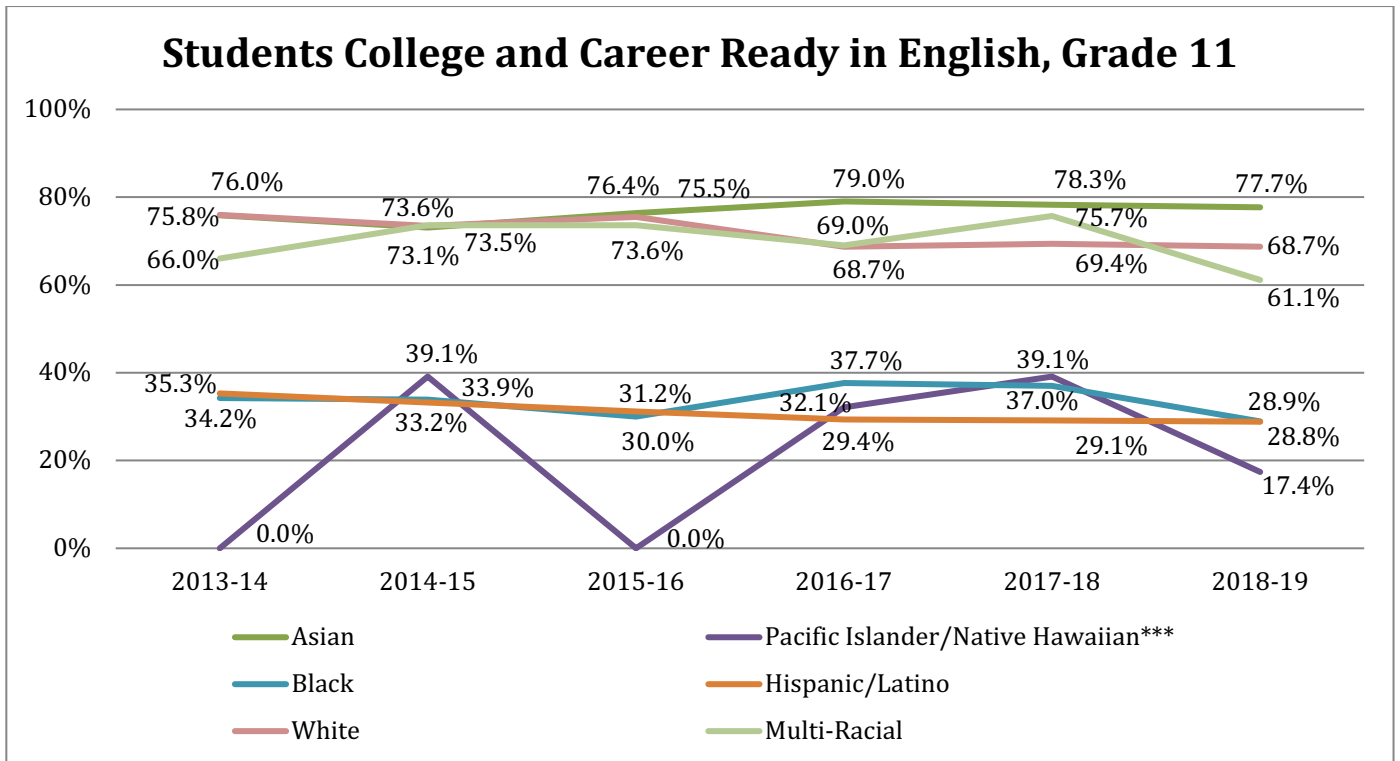
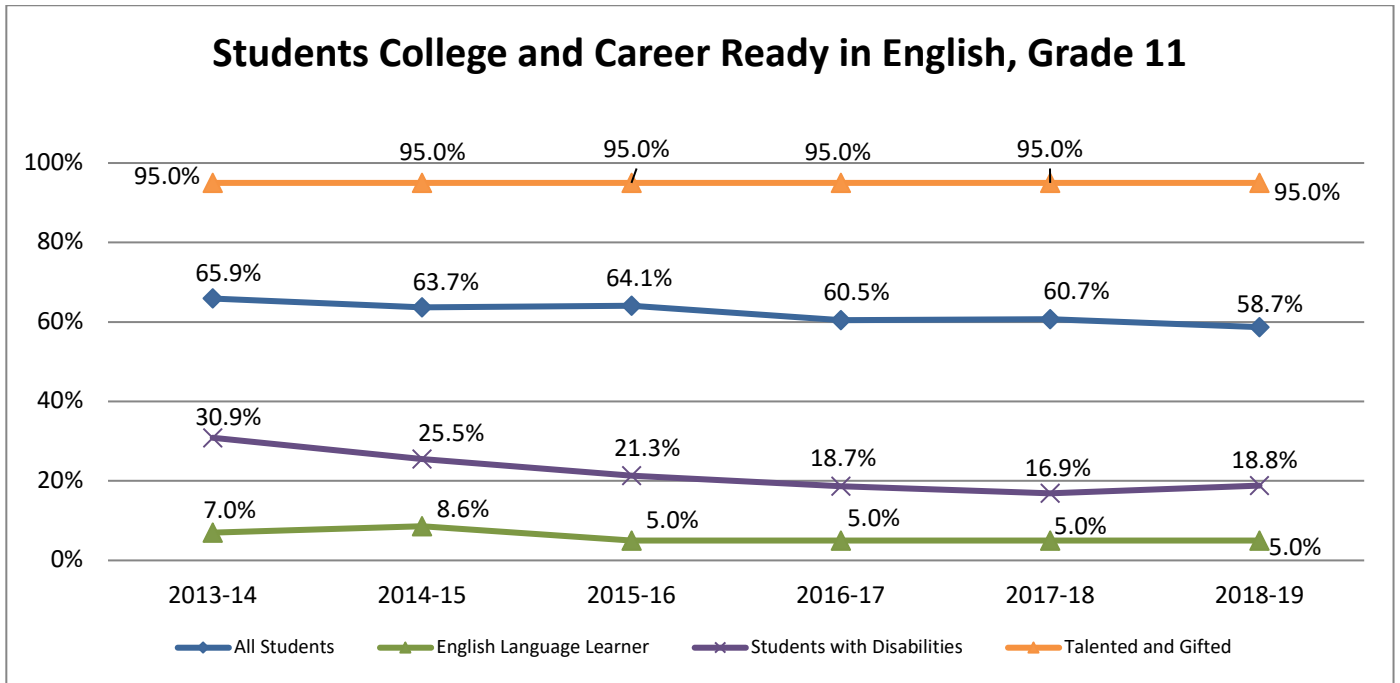
*Interpret with caution - fewer than 90% of students have valid test scores.

Students Proficient and Advanced in English Language Arts, Grade 8 (2018-19)	All Students	Asian	Hispanic /Latino	Multi-Racial	White	Female	Male	Economically Disadvantaged	Students with Disabilities	Talented and Gifted	English Language Learner	Ever ELL	AVID
Aloha-Huber Park K-8	73%		72%			74%	71%	75%			65%	76%	
ACMA	50%				49%	57%	32%	42%					
Cedar Park	71%	88%	43%	67%	80%	76%	67%	49%	25%	>95%	33%	49%	60%
Conestoga	68%	77%	49%	68%	74%	77%	60%	42%	16%	>95%	36%	45%	57%
Five Oaks	54%	76%	29%	59%	73%	62%	45%	43%	16%	>95%	17%	30%	53%
Health & Science	61%		43%		67%	56%	64%	38%				39%	57%
Highland Park	62%	70%	38%	50%	72%	74%	50%	31%	13%	>95%	26%	37%	46%
ISB	89%	94%	70%		94%	95%	84%	74%		>95%		77%	82%
Meadow Park	64%	83%	40%	68%	77%	69%	59%	41%	28%	>95%	31%	42%	39%
Mountain View	42%		28%		51%	46%	37%	35%	9%		26%	35%	50%
Raleigh Hills K-8	67%				79%		54%						
Springville K-8	80%				83%	87%	71%						
Stoller	78%	88%	59%	68%	76%	84%	73%	55%	33%	>95%	43%	58%	53%
Whitford	58%		33%		81%	58%	58%	37%	8%	>95%	21%	34%	67%

Native American, Black, and Pacific Islander not displayed since no cells have at least 20 students

Grade 11 Students College- and Career-Ready in English and Reading

Definition and Source: ACT Grade 11 test results



Students College and Career Ready in English, Grade 11	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	65.9%	63.7%	64.1%	60.5%	60.7%	58.7%
English Language Learner	7.0%	8.6%	<5%	<5%	<5%	<5%
Students with Disabilities	30.9%	25.5%	21.3%	18.7%	16.9%	18.8%
Asian	75.8%	73.1%	76.4%	79.0%	78.3%	77.7%
Pacific Islander/Native Hawaiian***		39.1%		32.1%	39.1%	17.4%
Black	34.2%	33.9%	30.0%	37.7%	37.0%	28.9%
Hispanic/Latino	35.3%	33.2%	31.2%	29.4%	29.1%	28.8%
American Indian/Alaskan Native***						
White	76.0%	73.5%	75.5%	68.7%	69.4%	68.7%
Multi-Racial	66.0%	73.6%	73.6%	69.0%	75.7%	61.1%
AVID				37.3%	37.0%	33.9%
Talented and Gifted	>95%	>95%	>95%	>95%	>95%	>95%
Native American/Indian Ed/Tribal Enrollment						
Male	65.6%	63.9%	61.7%	54.7%	58.3%	56.9%
Female	66.2%	63.4%	66.6%	66.5%	63.1%	60.5%

School Name	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Aloha High School	49.5%	46.1%	43.8%	39.5%	42.2%	36.3%
Arts & Communication Magnet Academy	94.8%	83.8%	85.5%	80.0%	75.0%	72.1%
Beaverton High School	61.4%	61.5%	62.3%	52.6%	53.2%	43.9%
Community School	<5%	26.9%	12.5%	<5%	9.1%	15.9%
Health & Science School	48.1%	44.9%	54.7%	62.9%	58.1%	54.2%
International School of Beaverton	84.1%	84.0%	82.9%	93.6%	91.0%	88.5%
Mountainside High School						63.3%
School of Science & Technology	94.3%	>95%	88.9%	>95%	77.8%	78.6%
Southridge High School	73.0%	65.7%	66.1%	72.3%	65.0%	54.5%
Sunset High School	72.7%	74.0%	72.9%	68.2%	68.8%	72.9%
Westview High School	68.1%	66.5%	67.8%	61.0%	64.7%	66.9%

*** Not reported - fewer than 20 students

College and Career Ready in English in Grade 11 (2018-19)	All Students	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Students with Disabilities	Talented and Gifted	English Language Learner	AVID
Aloha High School	36%	38%	22%	16%	53%	58%	40%	33%	10%	84%	<5%	27%
Arts and Communication Magnet Academy	72%	83%		50%	78%	76%	81%	43%	25%	92%		20%
Beaverton High School	44%	58%	8%	17%	55%	69%	48%	40%	<5%	94%	<5%	38%
Community School	16%	67%	<5%	13%	<5%	14%	24%	5%	11%	<5%	<5%	14%
Health & Science School	54%	>95%	>95%	31%	33%	64%	52%	56%	60%		<5%	35%
International School of Beaverton	89%	91%		56%	>95%	96%	87%	91%		>95%		50%
Mountainside High School	63%	66%	20%	55%	61%	67%	65%	62%	17%	>95%	<5%	28%
School of Science & Technology	79%	75%	<5%	86%	67%	83%	80%	78%	50%	>95%		50%
Southridge High School	54%	39%	46%	23%	81%	70%	57%	52%	23%	>95%	<5%	35%
Sunset High School	73%	90%	<5%	49%	46%	76%	74%	72%	33%	>95%	17%	24%
Westview High School	67%	85%	44%	38%	66%	69%	67%	67%	18%	>95%	6%	50%

Native American and Pacific Islander not displayed since no cells have at least 20 students

English Language Arts K-11

Elementary

Analysis

Successes:

- Three of four kindergarten students are meeting or exceeding reading expectations at the end of kindergarten as measured by the Independent Reading Level Assessment (IRLA).
- Beaverton 3rd and 5th graders outperformed the state average in English Language Arts (ELA) by 14 to 16 percentage points.
- The gap in proficiency rates between female and male students in ELA has narrowed at both grades 3 and 5 over the past 5 years.
- At third grade, Students with Disabilities meeting standard on the ELA increased from 35.1% to 37.2%. We have seen growth of grade 3 students in ELA over the last two years.
- At fifth grade, proficiency rates for Black students have increased over the last five years from 43.5% to 52.4% in ELA.
- Improved teacher practice in understanding the workshop framework and knowing their students as readers
- Ongoing commitment to increasing classroom libraries
- Teacher feedback regarding professional development (PD) was well attended and very positive during Week 3 Professional Development that was implemented during Early Release.

Areas for Growth:

- A smaller percentage of kindergarten students are proficient in reading compared to last year.
- A smaller percentage of English Learners (ELs) and Latino kindergartners were proficient in reading compared to the prior year and the kindergarten gender gap widened.
- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, and ability.
- The gap between the percentage of Students with Disabilities and their typical peers who are proficient and advanced in ELA at grade 5 has widened.

Action Plan

This Year:

- We are supporting the vision for building capacity in best practices in writing and reading around the district. TOSAs are spending time working with teachers directly in order to align practices.
- Intervention teachers continue to receive PD.
- New teachers received an overview of the writing workshop during the New Teacher Academy.
- We offer professional development during the Staff Development Days. Examples include:
 - Units of Study – Writing
 - Independent Reading Level Assessment
 - English Language Arts (ELA) Demonstration Toolkits
 - ELA Learning Progressions

- Matching Students to ELA Books
- Early Literacy
- Writing Between the Units
- Pre-K PD
- Supporting Lower Level Readers in Upper Grade Levels
- Units of Study Phonics
- Conferring with Writers
- Effective Strategies for Teaching Conventions
- Quarterly Intervention Teacher Meetings facilitated by TOSAs
- Revision of ELA Teacher Source page in order to provide easier access to resources for teachers
- Creating Units of Study Writing Resource “Decks” in order to support implementation - Reading Canvas Courses created last year
- Dyslexia screening of incoming kindergarten students and new to the district first graders; and professional development for Intervention teachers who have received training to be the dyslexia point person in their building
- TOSA supported professional development in writing. Establishing a PK-5 Cohort: Calibration, Conferring and Collaborating. Professional development to include the work of Cornelius Minor (68 classroom teachers to participate)
- TOSA supported professional development in reading. Establishing the Intermediate Reading Instruction Think Tank: Connecting Reading Performance Tasks within Units of Study to OSAS and align instructional practices to support reading growth (34 fourth grade teachers to participate)
- Creating “pathways of learning” for Reading & Writing
- Continuing to provide embedded T&L Writing professional development to schools
- Terra Linda, Greenway, and William Walker Elementary schools are participating Lab Schools working directly with Teachers College in Units of Study.
- Providing funding for teachers to increase their classroom libraries and the addition of classroom libraries in all specialized program classrooms
- Utilization of i-Ready, Unique Learning Systems, News to You, and First Author instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom
- For the 2019-20 school year, all levels will continue to implement ELD curricular adoption materials that align with the ELA adoption. Elementary and secondary levels will have access to a variety of classroom libraries that reflect the demographics and language background of students. These classroom libraries and units designed as part of the ELD adoption align to ELA workshop model and adopted best instructional practices.
- The development of a Multi-Tiered System of Support (MTSS) that outlines Tier I, Tier II, and Tier III ELA interventions for students who are working towards grade-level proficiency
- The development of a universal BSD pre-referral system for Special Education
- Progress monitor student growth for students with disabilities three times per year in the area of reading.
- Training for ELD, Special Education Teachers, Counselors and Intervention teachers on how to assess language difference versus learning difference
- Update the assessment practices for evaluating an English Learner for Special Education Services.

Long Term:

- Continue to support the vision for building capacity in best practices in reading and writing around the district. Identify exemplary teachers who can create vlogs for Units of Study writing as well as be open to observations to support all teachers.
- Ensure new teachers are trained and supported in district's vision and goals for ELA.
- Support teachers to maintain implementation of the Literacy adoption as the adoption enters year five.
- Continued focus on the implementation of the Writer's Workshop model and the use of the Writing Units of Study in all elementary schools
- Continued professional development in reading and writing instruction and assessment for general education, ELs, and special education teachers as part of the Quality Curriculum Cycle
- Continue to invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in the areas of ELA and math.
- Continued monitoring of the instructional models for ELs at all levels and in all schools to ensure the integration of language and that content targets are being addressed and professional development for language is aligned to content area PD
- Continued work to ensure all teachers are trained in sheltered instruction strategies so teachers are able to provide access to core content for all ELs.
- Complete redesign of elementary program models begins in the 2019-20 school year and continues through the 2022-23 school year; All ELs will be integrated into the classroom setting and not pulled out for services in 2022-23
- Continue with the Reading Think Tank professional development with third and fifth grade teachers.
- Inclusion of specialized program classrooms in the district ELA curriculum adoption process
- Implementation of a Multi-Tiered System of Support tracking system through Synergy in order to document student interventions and progress monitoring of those interventions.

Secondary Analysis

Successes:

- Beaverton 8th graders continue to outperform the state average in English Language Arts by 11 percentage points.
- Eighth grade ELA scores held steady.
- Over the past five years, the proficiency rate for Black students in ELA has improved at grade 8 by 5% points.
- The rate of Students with Disabilities meeting College and Career Readiness benchmarks in reading increased by 7.7%.
- Proficiency of 8th grade Ever English Learners increased 1.3% from the prior year.
- All Dual Language middle schools (Aloha-Huber Park, Meadow Park, and Whitford) saw growth in the percentage of ELs meeting or exceeding ELA state standards. Aloha-Huber Park Ever ELs show a 76% proficient and advanced rate for ELA at 8th grade which is 3% higher than for all AHP 8th graders.

- The following groups of students saw a higher percentage meeting or exceeding benchmark than the other three largest Oregon districts (Portland Public Schools, Salem Keizer School District, Hillsboro School District) and the state average.
 - All Students (grades 6-8)
 - All Female Students (grades 6-8)
 - All Male Students (grades 6-8)
 - Black/African-American Students (grades 6-8)
 - Hispanic Students (grades 7-8)
- Student cohorts (all students and subgroups) consistently improved in the percentage of students demonstrating proficiency on OSAS ELA in 7th grade compared to their 6th grade year, however proficiency consistently declines in 8th compared to 7th.
- Literacy Leaders in every 6-12 school site supported the ELA adoption and best practices through professional development and are a resource for all staff and building administration.

Areas for Growth:

- 8th grade performance has dropped in English Language Arts since 2014-15.
- For ACT college readiness testing, the percentage of 11th graders meeting college and career-readiness benchmarks in reading has not improved over time. English scores have declined over time.
- Consistent implementation of adopted best practices, position paper, learning targets, and instructional materials in all schools
- Sustain growth in number of students demonstrating proficiency (between 6th and 7th grades) into 8th grade

Action Plan

This Year:

- Creating greater awareness of implementation at the administrator and teacher level
- Middle school teachers engaged in professional development to support implementation of reader's and writer's workshop
- Some middle school teachers conducted fall on-demand writing samples to measure baseline student achievement.
- Provided professional development for district administrators and Literacy Leaders about the OSAS English Language Arts assessment
- Continued implementation of English Language Arts professional development in the areas of writing and reading focusing on choice reading and writer's workshop, for both new and returning teachers
- Continued work toward AVID school-wide implementation in middle and high schools, with an emphasis on reading, writing and organization strategies and culturally relevant teaching
- Provided training and guidance to support the implementation of changes to the Special Education service model for students with disabilities related to literacy
- Progress monitoring of student growth for students with disabilities two times per year in the area of ELA
- For the 2019-20 school year, all levels will continue to implement ELD curricular adoption materials that aligns with the ELA adoption. Elementary and secondary levels have access to a variety of classroom libraries that reflect the demographics and language background of students.
- Implementation of subject specific Resource Room Learning Strategies courses: ELA Learning Strategies

- Selection of Resource Room ELA Learning Strategies learning targets and the development of grading rubrics for the learning targets
- The development of a Multi-Tiered System of Support (MTSS) that outlines Tier I, Tier II, and Tier III ELA interventions for students who are working towards grade-level proficiency
- The development of a universal BSD pre-referral system for Special Education
- Utilization of i-Ready, Unique Learning Systems, News to You, and First Author instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom
- Progress monitor student growth for students with disabilities twice per year in the area of Reading
- The addition of classroom libraries in all specialized program classrooms
- Training for ELD, Special Education Teachers, Counselors and Intervention teachers on how to assess language difference versus learning difference
- Update the assessment practices for evaluating an EL student for Special Education Services.

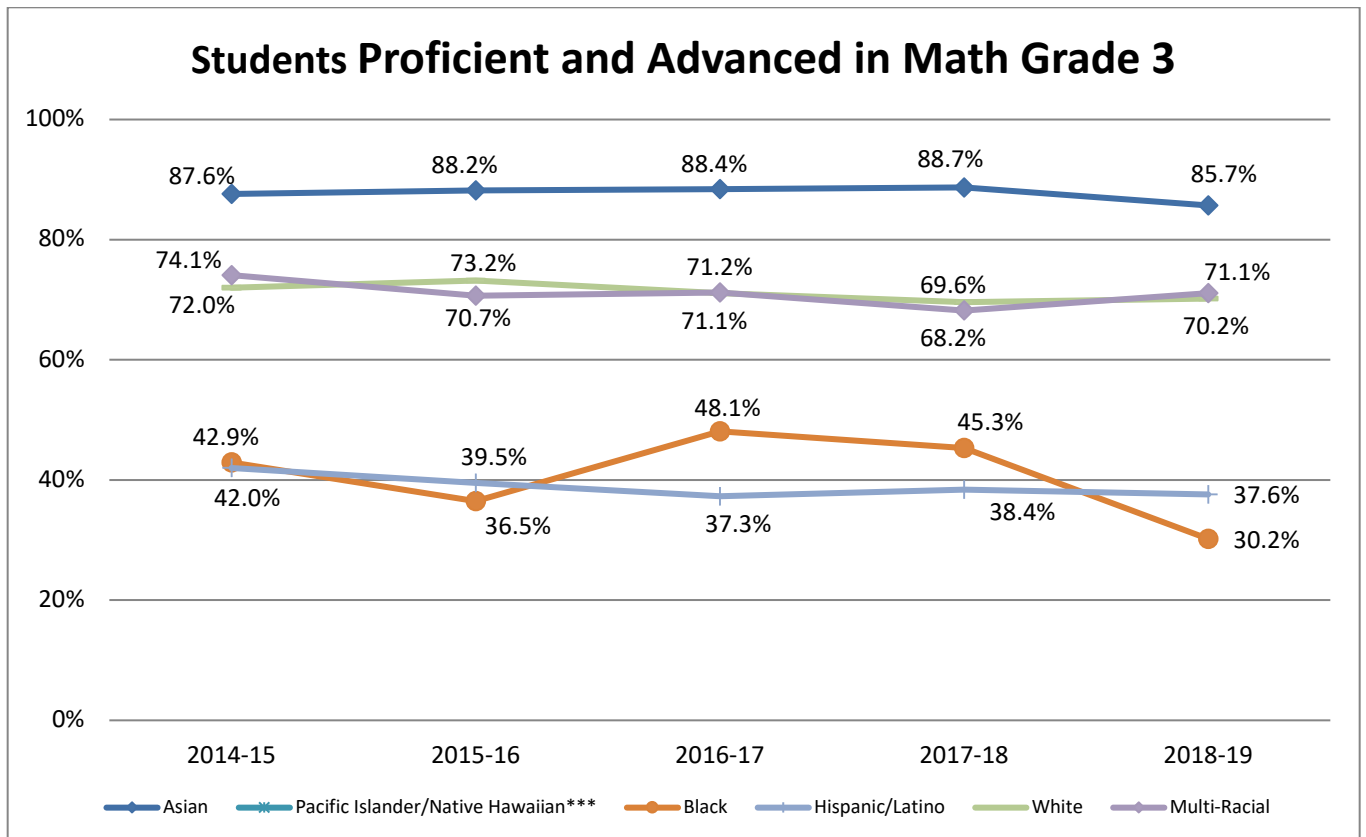
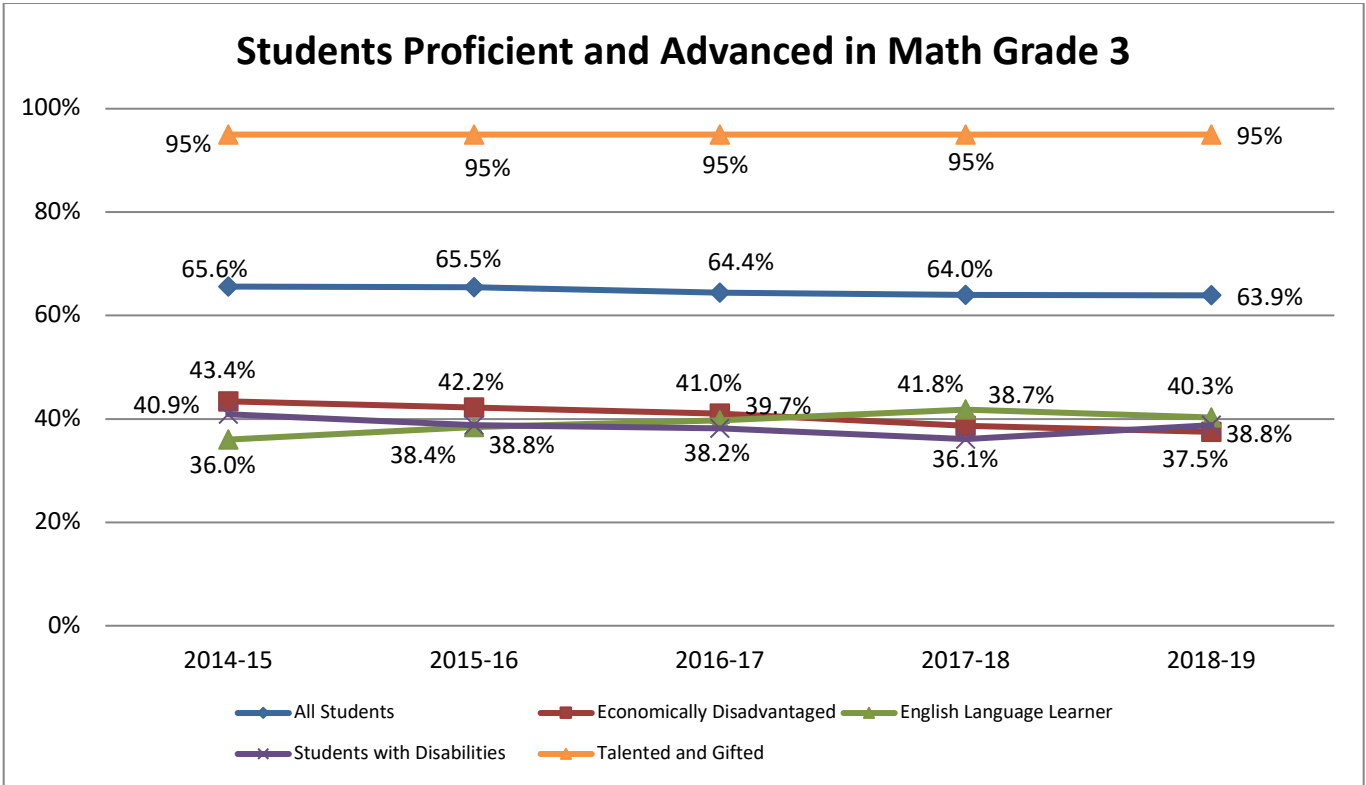
Long Term:

- Continued focus on the implementation of the Writer's Workshop model and the use of the Writing Units of Study in all middle schools
- Increased use of the Reading Workshop model, classroom libraries, and student choice reading
- Continued professional development in reading and writing instruction and assessment for general education, ESL, and special education teachers as part of the Quality Curriculum Cycle
- Support collaboration time for Language Arts/Humanities, ELL, and SPED teachers to strengthen literacy practices.
- Re-establish consistent time for Professional Development, including the impact of literacy leaders in site based professional development.
- Continued implementation of district-wide Learning Team model to support English Language Arts teachers in reading and writing instruction, assessment and intervention/extensions
- Continued implementation of AVID school-wide for improved instructional strategies on writing, inquiry, collaboration, organization, and reading, as well as culturally relevant teaching practices
- Continue to invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in the areas of ELA and math
- Continued monitoring of the instructional models for ELs at all levels and in all schools to ensure the integration of language and content targets are being addressed and that PD for language is aligned to content area professional development
- Continued work to ensure all teachers are trained in linguistically integrated ELA professional development in early February so teachers are able to provide access to core for all EL
- The Multilingual Department will continue to align Dual Language Programs district-wide and research the efficacy of running eight dual language schools. The department will ensure that students starting at a dual language program in elementary have clean feeder patterns all the way to high school to ensure continuity of the acquisition of both languages. The MLD is also working collaboratively with T&L ELA TOSAs to support classroom libraries and books for book clubs.
- The inclusion of specialized program classrooms in the district ELA curriculum adoption process
- The implementation of a Multi-Tiered System of Support tracking system through Synergy in order to document student interventions and progress monitoring of those interventions

MATH K-11

Grade 3 Students Proficient or Advanced in Math

Definition and Source: Smarter Balanced Assessment in Math



Students Proficient and Advanced in Math, Grade 3	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	65.6%	65.5%	64.4%	64.0%	63.9%
Economically Disadvantaged	43.4%	42.2%	41.0%	38.7%	37.5%
English Language Learner	36.0%	38.4%	39.7%	41.8%	40.3%
Ever English Language Learner	39.2%	40.6%	41.0%	41.9%	40.3%
Students with Disabilities	40.9%	38.8%	38.2%	36.1%	38.8%
Asian	87.6%	88.2%	88.4%	88.7%	85.7%
Pacific Islander/Native Hawaiian***					
Black	42.9%	36.5%	48.1%	45.3%	30.2%
Hispanic/Latino	42.0%	39.5%	37.3%	38.4%	37.6%
American Indian/Alaskan Native***					
White	72.0%	73.2%	71.1%	69.6%	70.2%
Multi-Racial	74.1%	70.7%	71.2%	68.2%	71.1%
Talented and Gifted	>95%	>95%	>95%	>95%	>95%
Native American/Indian Ed/Tribal Enrollment					
Male	66.0%	65.6%	65.4%	66.1%	66.5%
Female	65.3%	65.5%	63.4%	61.5%	61.1%

School Name	2014-15	2015-16	2016-17	2017-18	2018-19
Aloha-Huber Park K-8 School	48.8%	43.7%	36.9%	51.1%	45.1%
Barnes Elementary School	27.4%	25.5%	14.1%	23.0%	23.5%
Beaver Acres Elementary School	42.2%	51.2%	50.4%	51.4%	43.4%
Bethany Elementary School	81.2%	91.6%	88.2%	89.3%	85.6%
Bonny Slope Elementary School	85.3%	88.5%	80.0%	86.4%	80.4%
Cedar Mill Elementary School	84.9%	83.9%	78.0%	69.1%	71.8%
Chehalem Elementary School	41.9%	50.0%	25.4%	39.7%	45.1%
Cooper Mountain Elementary School	61.0%	63.8%	64.0%	60.2%	69.9%
Elmonica Elementary School	59.5%	65.8%	58.8%	37.3%	55.7%
Errol Hassell Elementary School	69.0%	60.8%	58.3%	64.9%	67.7%
Findley Elementary	91.6%	94.8%	>95%	92.1%	>95%
Fir Grove Elementary School	44.2%	47.6%	38.5%	29.5%	54.8%
Greenway Elementary School	41.8%	33.8%	31.3%	35.2%	31.4%
Hazeldale Elementary School	80.5%	66.3%	67.9%	43.3%	58.4%
Hiteon Elementary School	60.5%	66.4%	80.0%	79.6%	68.9%
Jacob Wismer Elementary School	94.1%	>95%	>95%	>95%	94.9%
Kinnaman Elementary School	53.8%	55.3%	52.3%	45.3%	48.3%
McKay Elementary School	77.1%	64.2%	41.0%	44.7%	40.0%
McKinley Elementary School	42.7%	60.4%	54.3%	49.4%	44.9%
Montclair Elementary School	82.0%	70.0%	72.2%	84.9%	79.3%
Nancy Ryles Elementary School	60.9%	67.1%	78.8%	73.8%	72.1%
Oak Hills Elementary School	72.1%	82.0%	82.6%	73.3%	73.6%
Raleigh Hills K-8 School	50.0%	41.8%	70.6%	77.6%	60.8%
Raleigh Park Elementary School	78.8%	67.9%	77.4%	66.2%	63.9%

Ridgewood Elementary School	80.8%	79.0%	78.2%	75.0%	67.9%
Rock Creek Elementary School	73.6%	81.0%	73.6%	64.2%	72.2%
Sato Elementary School				82.5%	85.4%
Scholls Heights Elementary School	86.3%	86.0%	86.6%	81.1%	83.5%
Sexton Mountain Elementary School	70.4%	80.5%	85.0%	65.9%	68.5%
Springville K-8 School	75.8%	72.8%	76.1%	80.6%	85.9%
Terra Linda Elementary School	76.5%	67.9%	64.8%	76.8%	63.3%
Vose Elementary School	55.7%	33.7%	46.4%	57.7%	51.6%
West Tualatin View Elementary School	68.3%	76.7%	75.6%	83.3%	76.9%
William Walker Elementary School	40.6%	26.6%	39.2%	30.3%	28.4%

*** Not reported - fewer than 20 students

*Interpret with caution - fewer than 90% of students have valid test scores.

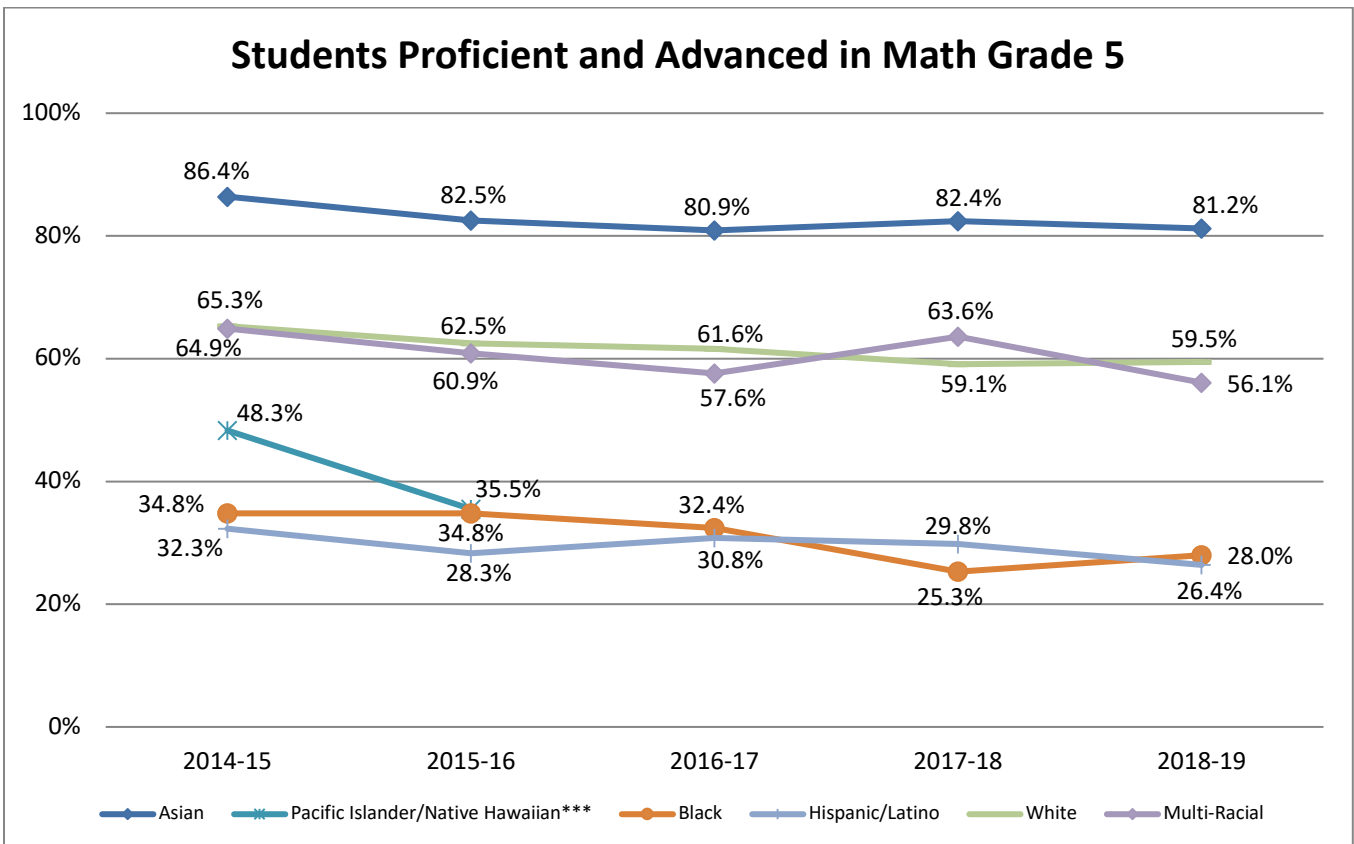
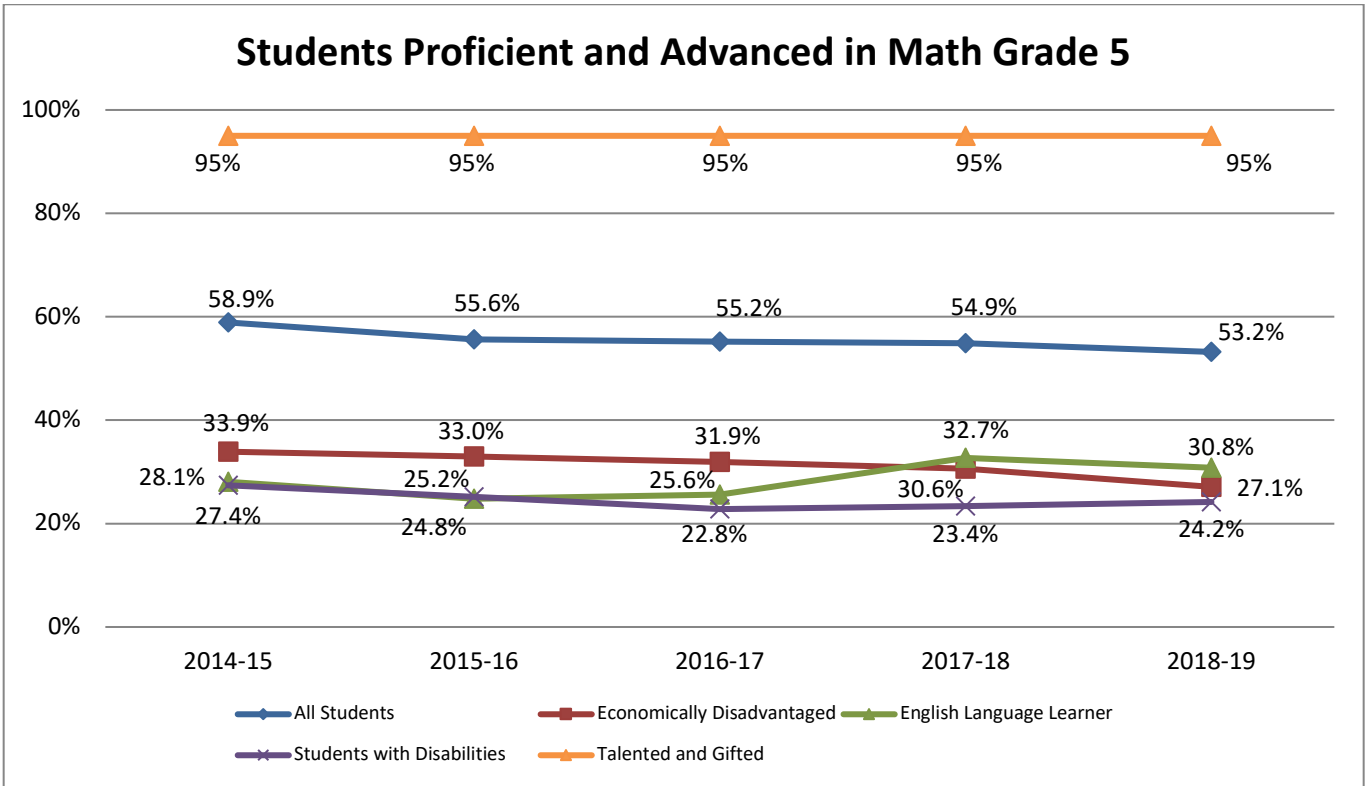
Students Proficient and Advanced in Math, Grade 3 (2018-19)	All Students	Asian	Hispanic /Latino	Multi-Racial	White	Female	Male	Economically Disadvantaged	Students with Disabilities	Talented and Gifted	English Language Learner	Ever ELL
Aloha-Huber Park K-8	45%		42%		51%	43%	48%	32%			40%	40%
Barnes	24%		11%		48%	18%	29%	11%			6%	6%
Beaver Acres	43%		28%		60%	30%	58%	24%			25%	25%
Bethany	86%	96%			83%	85%	86%					
Bonny Slope	80%	92%			77%	84%	78%			>95%		
Cedar Mill	72%				77%	66%	78%					
Chehalem	45%		28%		54%	45%	45%	36%			25%	25%
Cooper Mountain	70%				71%	63%	78%					
Elmonica	56%	71%	33%		67%	49%	64%	42%			33%	33%
Errol Hassell	68%				65%	63%	74%	48%				
Findley	>95%	99%			88%	94%	>95%			>95%	>95%	>95%
Fir Grove	55%				59%	46%	61%	38%				
Greenway	31%		29%		36%	18%	41%	29%			25%	25%
Hazeldale	58%		36%		72%	51%	64%	41%			44%	44%
Hiteon	69%				78%	71%	67%	42%				
Jacob Wismer	95%	96%			>95%	>95%	91%			>95%	91%	91%
Kinnaman	48%		35%		57%	50%	47%	38%			28%	28%
McKay	40%				41%	35%	46%	31%				
McKinley	45%		30%		59%	41%	48%	39%				
Montclair	79%				81%	75%	83%					
Nancy Ryles	72%				76%	62%	83%	50%				
Oak Hills	74%	83%			78%	71%	76%					
Raleigh Hills K-8	61%		52%		79%	61%	60%	51%				
Raleigh Park	64%		57%		70%	65%	63%	45%				
Ridgewood	68%				76%	57%	77%					

Rock Creek	72%				75%	78%	67%					
Sato	85%	93%			82%	92%	81%			>95%		
Scholls Heights	84%				82%	83%	84%					
Sexton Mountain	69%				70%	61%	76%					
Springville K-8	86%	92%				92%	79%				86%	86%
Terra Linda	63%				74%	57%	70%	46%				
Vose	52%		42%			41%	63%	43%			35%	35%
West Tualatin View	77%				78%	70%	83%					
William Walker	28%		20%			23%	33%	29%			19%	19%

Native American, Black, and Pacific Islander not displayed since no cells have at least 20 students

Grade 5 Students Proficient or Advanced in Math

Definition and Source: Smarter Balanced Assessment in Math



*** Not reported - fewer than 20 students

Students Proficient and Advanced in Math, Grade 5	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	58.9%	55.6%	55.2%	54.9%	53.2%
Economically Disadvantaged	33.9%	33.0%	31.9%	30.6%	27.1%
English Language Learner	28.1%	24.8%	25.6%	32.7%	30.8%
Ever English Language Learner	35.6%	32.6%	33.9%	34.7%	31.9%
Students with Disabilities	27.4%	25.2%	22.8%	23.4%	24.2%
Asian	86.4%	82.5%	80.9%	82.4%	81.2%
Pacific Islander/Native Hawaiian***	48.3%	35.5%			
Black	34.8%	34.8%	32.4%	25.3%	28.0%
Hispanic/Latino	32.3%	28.3%	30.8%	29.8%	26.4%
American Indian/Alaskan Native***					
White	65.3%	62.5%	61.6%	59.1%	59.5%
Multi-Racial	64.9%	60.9%	57.6%	63.6%	56.1%
Talented and Gifted	>95%	>95%	>95%	>95%	>95%
Native American/Indian Ed/Tribal Enrollment					47.4%
Male	58.6%	55.9%	56.6%	56.4%	55.9%
Female	59.3%	55.3%	54.0%	53.3%	50.6%

School Name	2014-15	2015-16	2016-17	2017-18	2018-19
Aloha-Huber Park K-8 School	28.5%	34.6%	39.7%	50.9%	26.6%
Barnes Elementary School	29.7%	24.8%	21.8%	21.6%	11.5%
Beaver Acres Elementary School	50.8%	45.7%	34.0%	34.9%	43.1%
Bethany Elementary School	75.0%	82.1%	81.6%	74.1%	77.3%
Bonny Slope Elementary School	82.1%	70.9%	70.4%	76.8%	79.6%
Cedar Mill Elementary School	81.4%	80.0%	71.7%	70.8%	65.2%
Chehalem Elementary School	53.8%	34.1%	36.8%	59.0%	37.3%
Cooper Mountain Elementary School	74.0%	71.6%	58.2%	60.2%	57.6%
Elmonica Elementary School	62.1%	59.0%	42.9%	32.9%	42.4%
Errol Hassell Elementary School	63.8%	55.9%	55.7%	56.1%	49.3%
Findley Elementary	90.8%	88.7%	82.2%	91.0%	87.9%
Fir Grove Elementary School	39.8%	34.9%	41.3%	31.6%	63.6%
Greenway Elementary School	36.2%	29.7%	34.5%	36.2%	32.1%
Hazeldale Elementary School	63.5%	37.2%	47.3%	37.5%	29.9%
Hiteon Elementary School	65.9%	60.7%	56.6%	50.0%	66.7%
Jacob Wismer Elementary School	93.5%	85.6%	87.8%	79.6%	86.6%
Kinnaman Elementary School	32.4%	38.3%	31.5%	35.7%	31.9%
McKay Elementary School	38.6%	42.2%	59.5%	32.8%	22.4%
McKinley Elementary School	28.2%	33.3%	21.0%	23.0%	14.5%
Montclair Elementary School	49.2%	54.4%	68.3%	62.1%	41.2%
Nancy Ryles Elementary School	56.8%	67.8%	57.4%	58.8%	55.2%
Oak Hills Elementary School	91.0%	69.5%	67.4%	72.6%	72.9%
Raleigh Hills K-8 School	54.0%	48.2%	56.0%	50.0%	53.8%
Raleigh Park Elementary School	66.7%	47.1%	44.2%	35.7%	40.7%
Ridgewood Elementary School	74.6%	71.4%	60.5%	72.4%	67.6%
Rock Creek Elementary School	65.8%	75.5%	58.7%	59.8%	69.4%

Sato Elementary School				71.4%	76.2%
Scholls Heights Elementary School	76.2%	65.7%	70.6%	74.1%	67.0%
Sexton Mountain Elementary School	53.3%	58.3%	69.1%	57.0%	70.0%
Springville K-8 School	76.7%	71.8%	75.0%	73.0%	71.8%
Terra Linda Elementary School	45.3%	60.6%	59.5%	49.3%	55.3%
Vose Elementary School	37.0%	40.8%	47.5%	38.2%	47.0%
West Tualatin View Elementary School	71.8%	60.8%	66.7%	70.0%	60.4%
William Walker Elementary School	36.0%	32.9%	38.8%	28.8%	27.5%

*** Not reported - fewer than 20 students

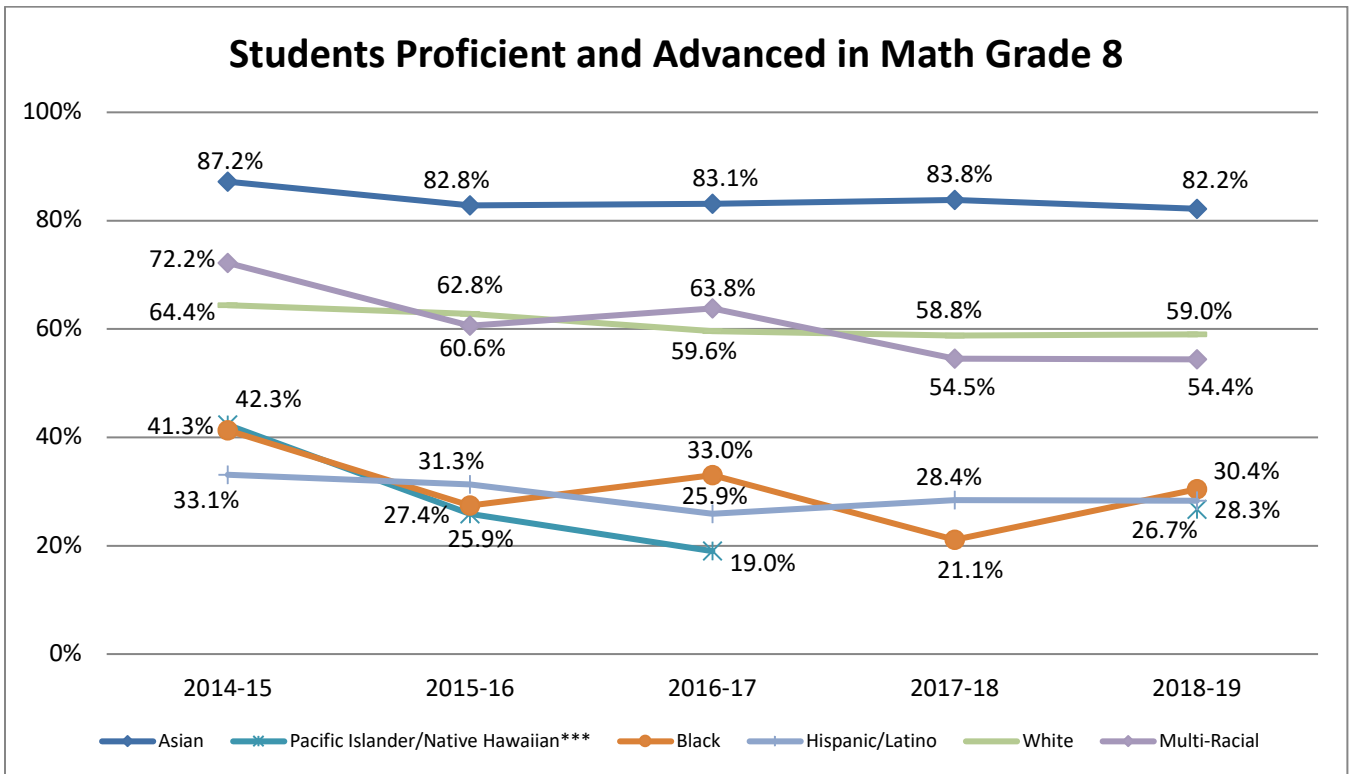
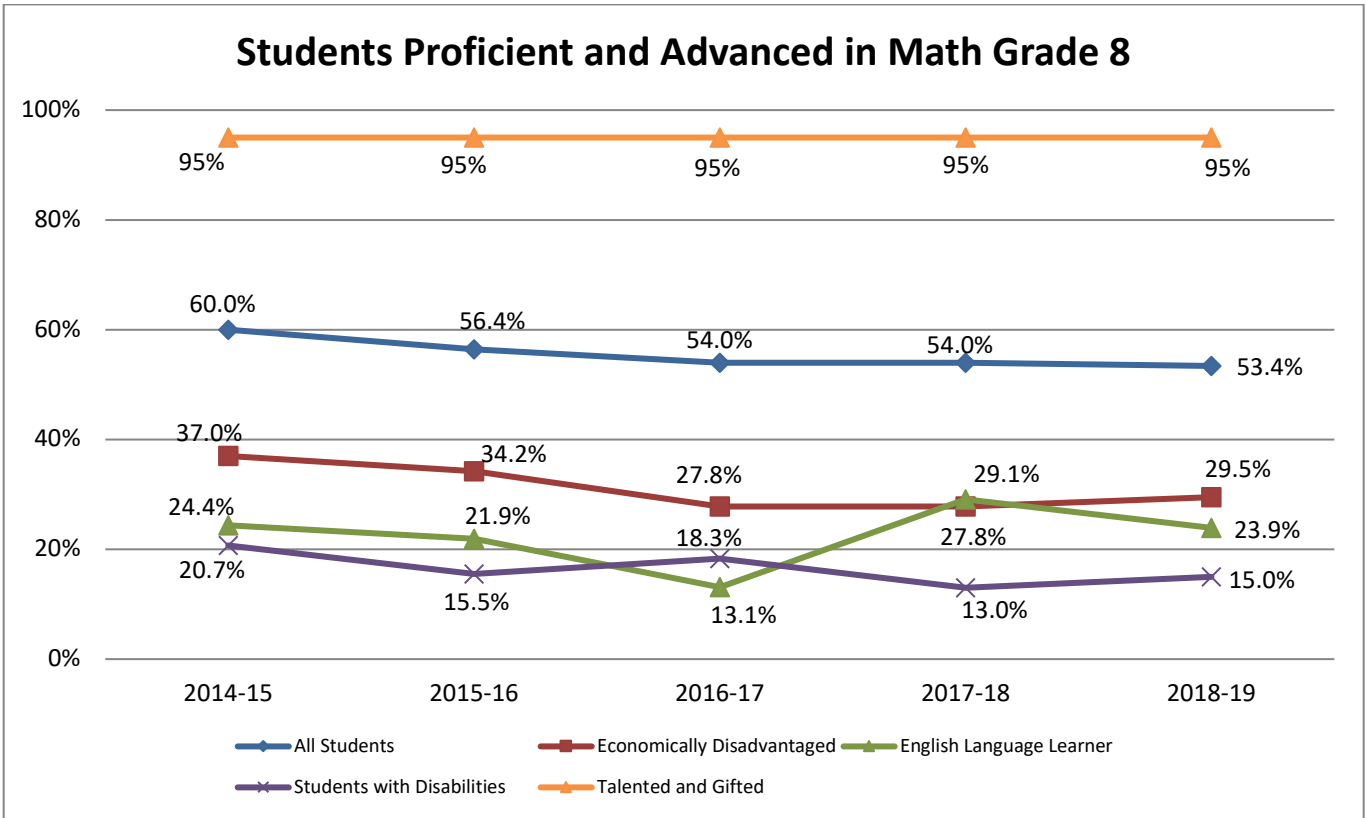
*Interpret with caution - fewer than 90% of students have valid test scores.

Students Proficient and Advanced in Math, Grade 5 (2018-19)	All Students	Asian	Hispanic /Latino	Multi-Racial	White	Female	Male	Economically Disadvantaged	Students with Disabilities	Talented and Gifted	English Language Learner	Ever ELL
Aloha-Huber Park K-8	27%		22%		36%	23%	29%	22%			22%	22%
Barnes	12%		7%		26%	9%	14%	8%			5%	5%
Beaver Acres	43%		23%		53%	32%	57%	28%	22%		27%	28%
Bethany	77%				78%	74%	82%			>95%		
Bonny Slope	80%	95%			75%	76%	84%			>95%		
Cedar Mill	65%				73%	60%	68%					
Chehalem	37%		29%		39%	27%	45%	30%			28%	27%
Cooper Mountain	58%				56%	58%	57%					
Elmonica	42%	87%	21%		50%	41%	44%	19%			18%	20%
Errol Hassell	49%				57%	41%	59%	33%				
Findley	88%	91%			79%	86%	90%			>95%		
Fir Grove	64%		33%		36%	41%	33%	26%				
Greenway	32%				43%	28%	38%	16%				
Hazeldale	30%		14%		33%	24%	36%	19%			21%	24%
Hiteon	67%				75%	68%	65%	46%			50%	50%
Jacob Wismer	87%	95%			71%	91%	82%			>95%	92%	93%
Kinnaman	32%		18%		45%	29%	35%	27%	10%		26%	27%
McKay	22%		12%		33%		28%	19%			10%	14%
McKinley	15%		18%		15%	13%	17%	12%			16%	18%
Montclair	41%				44%	28%	59%					
Nancy Ryles	55%				63%	49%	63%					
Oak Hills	73%				87%	69%	79%			>95%		
Raleigh Hills K-8	54%				69%	58%	48%	28%				
Raleigh Park	41%				51%	38%	43%	20%				
Ridgewood	68%				64%	85%	54%					
Rock Creek	69%	83%			74%	64%	75%	26%		>95%		
Sato	76%	92%			79%	73%	79%				60%	64%

Scholls Heights	67%				62%	58%	77%			>95%		
Sexton Mountain	70%				76%	71%	69%	65%				
Springville K-8	72%	86%			62%	76%	68%	57%		>95%	63%	64%
Terra Linda	55%				73%	56%	55%					
Vose	47%		46%			38%	55%	42%			39%	39%
West Tualatin View	60%				60%	57%	64%					
William Walker	28%		23%			17%	36%	28%			20%	20%

Grade 8 Students Proficient or Advanced in Math

Definition and Source: Smarter Balanced Assessment in Math



Students Proficient and Advanced in Math, Grade 8	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	60.0%	56.4%	54.0%	54.0%	53.4%
Economically Disadvantaged	37.0%	34.2%	27.8%	27.8%	29.5%
English Language Learner	24.4%	21.9%	13.1%	29.1%	23.9%
Ever English Language Learner	46.5%	41.6%	31.2%	36.1%	35.1%
Students with Disabilities	20.7%	15.5%	18.3%	13.0%	15.0%
Asian	87.2%	82.8%	83.1%	83.8%	82.2%
Pacific Islander/Native Hawaiian***	42.3%	25.9%	19.0%		26.7%
Black	41.3%	27.4%	33.0%	21.1%	30.4%
Hispanic/Latino	33.1%	31.3%	25.9%	28.4%	28.3%
American Indian/Alaskan Native***					
White	64.4%	62.8%	59.6%	58.8%	59.0%
Multi-Racial	72.2%	60.6%	63.8%	54.5%	54.4%
AVID			36.6%	33.5%	37.8%
Talented and Gifted	>95%	>95%	>95%	>95%	>95%
Native American/Indian Ed/Tribal Enrollment					35.7%
Male	59.3%	56.0%	53.0%	51.1%	52.3%
Female	60.7%	56.8%	55.1%	56.5%	54.6%

School Name	2014-15	2015-16	2016-17	2017-18	2018-19
Aloha-Huber Park K-8 School	66.7%	63.6%	61.8%	58.2%	87.3%
Arts & Communication Magnet Academy	43.5%	30.9%	48.0%	58.1%	42.7%
Cedar Park Middle School	65.2%	49.7%	54.7%	53.6%	59.7%
Conestoga Middle School	64.5%	53.2%	52.0%	56.6%	55.5%
Five Oaks Middle School	54.1%	40.6%	41.1%	38.6%	41.7%
Health & Science School	53.8%	55.6%	64.4%	60.8%	44.4%
Highland Park Middle School	54.0%	50.5%	45.2%	51.3%	47.6%
International School of Beaverton	84.4%	88.8%	79.9%	73.3%	76.9%
Meadow Park Middle School	54.3%	60.6%	47.2%	43.7%	47.7%
Mountain View Middle School	37.4%	39.7%	44.4%	35.0%	31.9%
Raleigh Hills K-8 School	66.7%	83.3%	44.7%	62.7%	53.5%
Springville K-8 School	78.0%	68.6%	65.4%	56.9%	74.6%
Stoller Middle School	81.3%	82.2%	76.5%	84.6%	68.2%
Whitford Middle School	50.0%	49.0%	36.9%	49.0%	52.3%

*** Not reported - fewer than 20 students

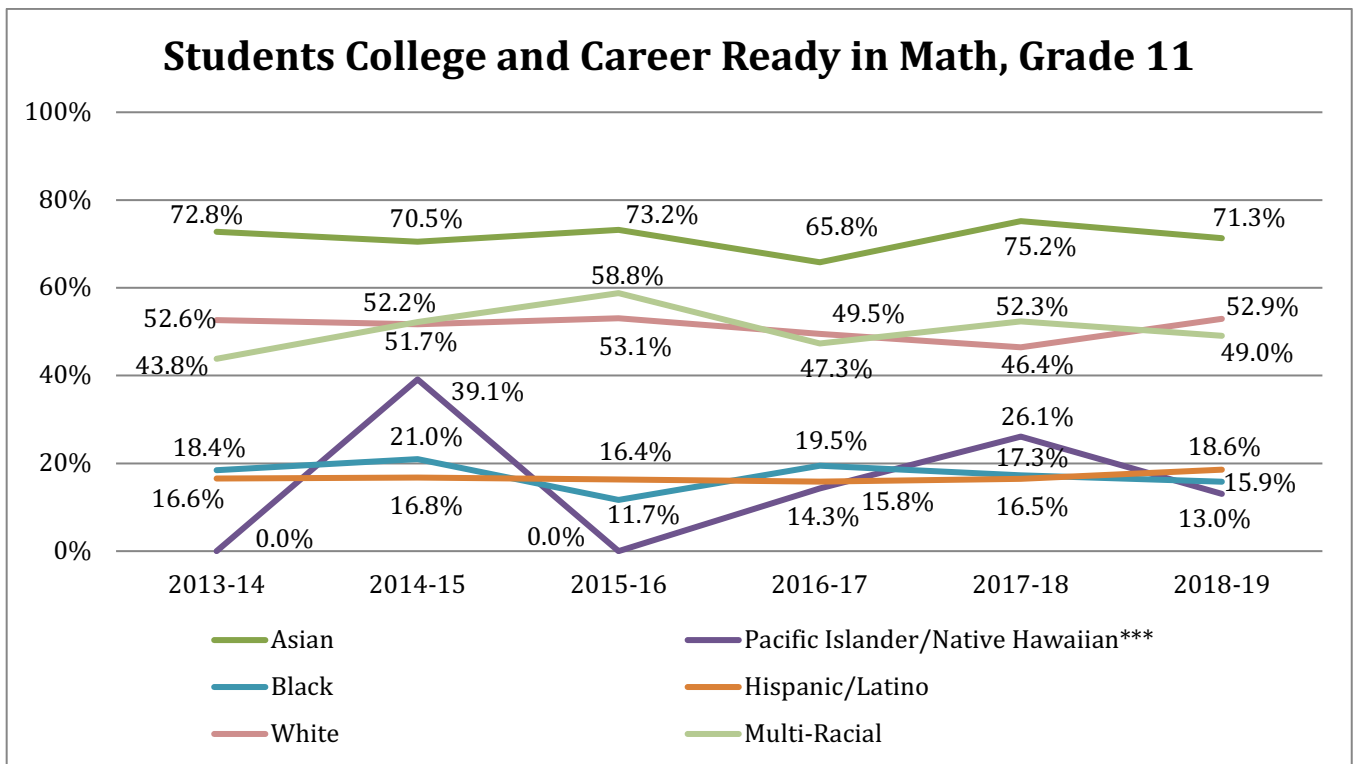
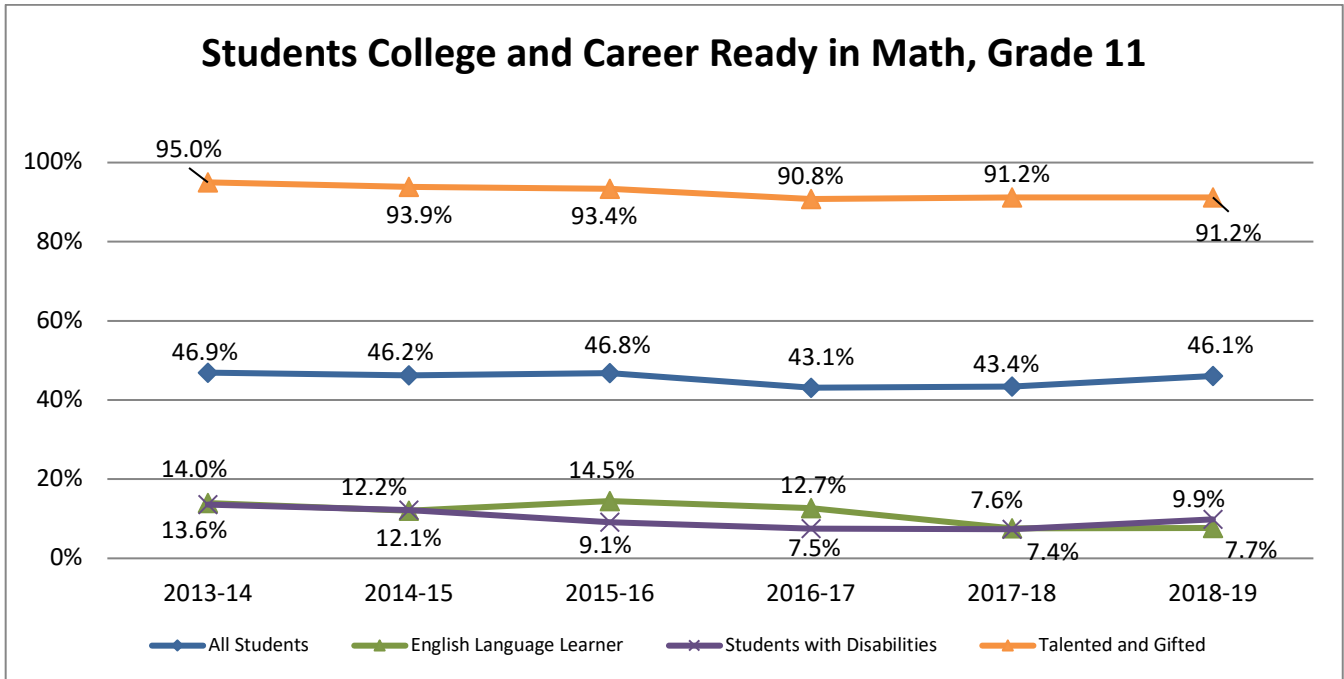
*Interpret with caution - fewer than 90% of students have valid test scores.

Students Proficient and Advanced in Math, Grade 8 (2018-19)	All Students	Asian	Hispanic /Latino	Multi-Racial	White	Female	Male	Economically Disadvantaged	Students with Disabilities	Talented and Gifted	English Language Learner	Ever ELL	AVID
Aloha-Huber Park K-8	87%		90%			93%	82%	93%			85%	90%	
ACMA	43%				47%	42%	45%	42%					
Cedar Park	60%	83%	32%	60%	68%	58%	61%	30%	6%	>95%	25%	40%	60%
Conestoga	56%	74%	38%	60%	58%	58%	53%	29%	11%	94%	36%	41%	57%
Five Oaks	42%	66%	19%	46%	60%	43%	40%	28%	16%	>95%	9%	18%	53%
Health & Science	44%		28%		47%	41%	47%	25%				32%	57%
Highland Park	48%	63%	17%	41%	58%	54%	42%	16%	16%	>95%	17%	23%	46%
ISB	77%	92%	45%		80%	77%	77%	39%				54%	82%
Meadow Park	48%	86%	20%	52%	58%	50%	45%	23%	15%	>95%	15%	25%	39%
Mountain View	32%		21%		40%	33%	31%	25%	6%	>95%	15%	26%	50%
Raleigh Hills K-8	54%				57%		58%						
Springville K-8	75%				74%	77%	71%						
Stoller	68%	90%	33%	45%	57%	71%	66%	24%	18%	>95%	40%	57%	53%
Whitford	52%		25%		76%	49%	56%	33%	17%	>95%	19%	26%	67%

Native American, Black, and Pacific Islander not displayed since no cells have at least 20 students

Grade 11 Students College- and Career-Ready in Math and Science

Definition and Source: ACT Grade 11 Test Results



Students College and Career Ready in Math, Grade 11	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	46.9%	46.2%	46.8%	43.1%	43.4%	46.1%
English Language Learner	14.0%	12.1%	14.5%	12.7%	7.6%	7.7%
Students with Disabilities	13.6%	12.2%	9.1%	7.5%	7.4%	9.9%
Asian	72.8%	70.5%	73.2%	65.8%	75.2%	71.3%
Pacific Islander/Native Hawaiian***		39.1%		14.3%	26.1%	13.0%
Black	18.4%	21.0%	11.7%	19.5%	17.3%	15.9%
Hispanic/Latino	16.6%	16.8%	16.4%	15.8%	16.5%	18.6%
American Indian/Alaskan Native***						
White	52.6%	51.7%	53.1%	49.5%	46.4%	52.9%
Multi-Racial	43.8%	52.2%	58.8%	47.3%	52.3%	49.0%
AVID				16.9%	17.8%	17.1%
Talented and Gifted	>95%	93.9%	93.4%	90.8%	91.2%	92.8%
Native American/Indian Ed/Tribal Enrollment						
Male	51.6%	50.4%	50.5%	44.8%	47.3%	50.5%
Female	42.5%	41.8%	42.7%	41.3%	39.6%	41.3%

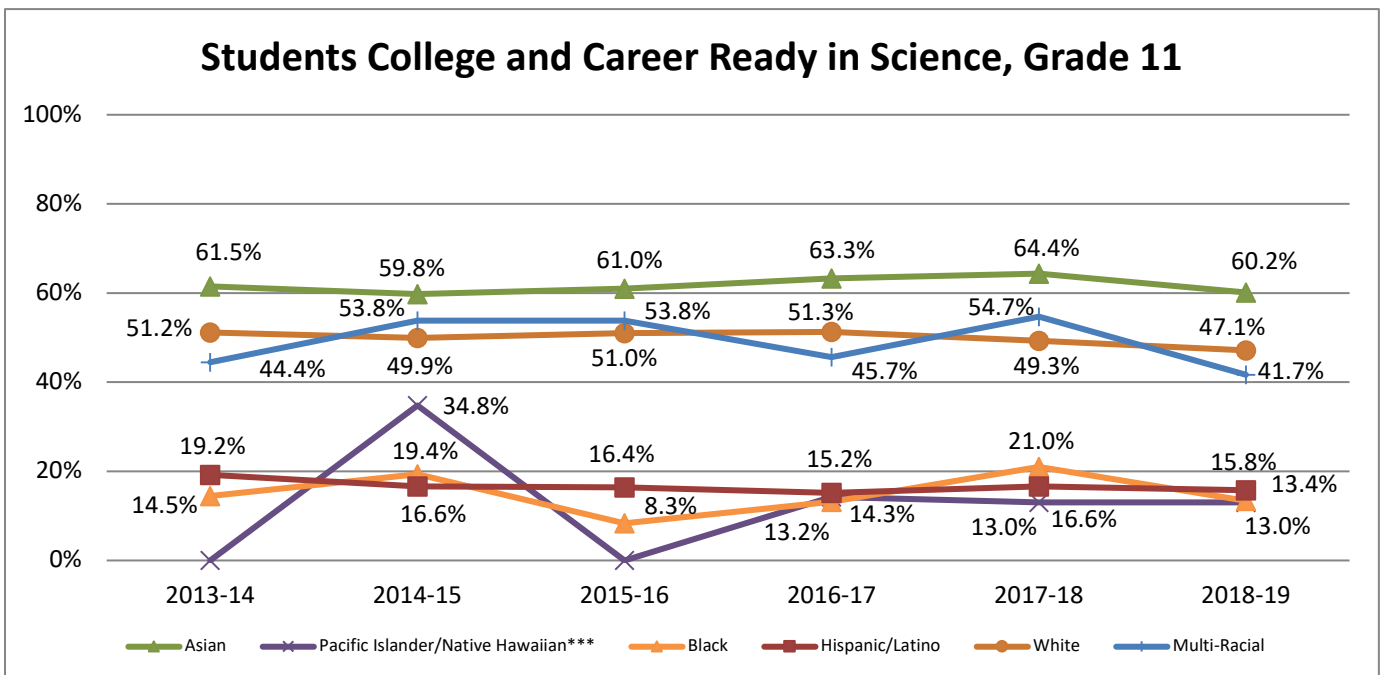
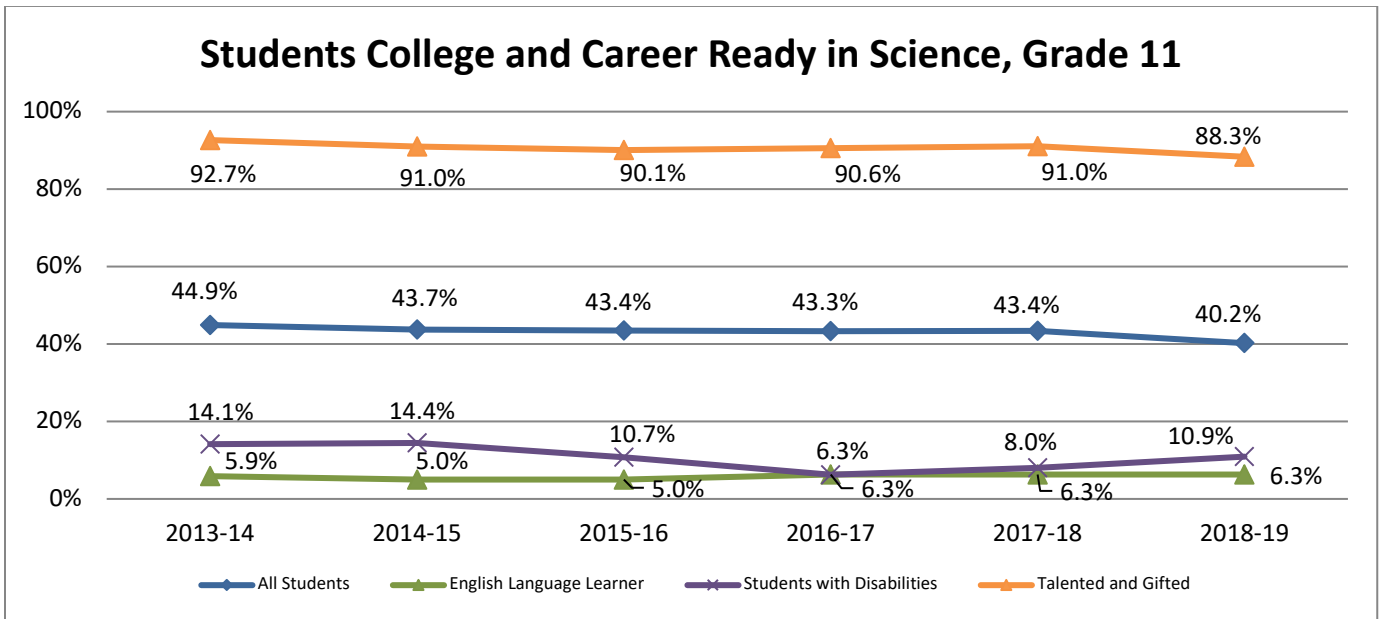
School Name	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Aloha High School	31.3%	27.4%	24.4%	24.5%	23.2%	22.5%
Arts & Communication Magnet Academy	37.7%	44.6%	43.4%	41.5%	31.3%	37.7%
Beaverton High School	41.8%	41.7%	39.0%	29.4%	31.7%	35.8%
Community School	<5%	<5%	<5%	<5%	<5%	<5%
Health & Science School	32.7%	33.3%	41.3%	35.7%	40.5%	45.8%
International School of Beaverton	54.9%	70.7%	68.3%	67.9%	74.2%	78.7%
Mountainside High School						50.7%
School of Science & Technology	91.4%	86.7%	72.2%	83.9%	66.7%	76.2%
Southridge High School	51.4%	47.7%	50.0%	52.6%	48.9%	36.2%
Sunset High School	58.4%	60.4%	59.4%	52.8%	53.8%	62.0%
Westview High School	51.9%	50.9%	54.4%	48.8%	49.9%	54.9%

*** Not reported - fewer than 20 students

College and Career Ready in Math in Grade 11 (2018-19)	All Students	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Students with Disabilities	Talented and Gifted	English Language Learner	AVID
Aloha High School	22%	29%	6%	11%	41%	34%	21%	24%	6%	69%	<5%	10%
Arts and Communication Magnet Academy	38%	67%		17%	44%	39%	38%	36%	<5%	69%		<5%
Beaverton High School	36%	53%	8%	15%	55%	53%	33%	39%	<5%	91%	<5%	24%
Community School	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%
Health & Science School	46%	80%	33%	31%	33%	54%	36%	52%	20%	>95%	<5%	30%
International School of Beaverton	79%	82%		44%	>95%	85%	71%	91%		>95%		50%
Mountainside High School	51%	56%	11%	38%	45%	55%	45%	56%	13%	93%	25%	20%
School of Science & Technology	76%	88%	>95%	57%	67%	78%	60%	81%	50%	>95%		50%

Southridge High School	36%	23%	23%	11%	31%	52%	31%	42%	12%	90%	<5%	21%
Sunset High School	62%	85%	<5%	27%	62%	62%	59%	65%	15%	>95%	50%	12%
Westview High School	55%	81%	28%	22%	51%	54%	50%	60%	12%	>95%	11%	11%

Native American and Pacific Islander not displayed since no cells have at least 20 students



Students College and Career Ready in Science, Grade 11	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	44.9%	43.7%	43.4%	43.3%	43.4%	40.2%
English Language Learner	5.9%	<5%	<5%	6.3%	6.3%	<5%
Students with Disabilities	14.1%	14.4%	10.7%	6.3%	8.0%	10.9%
Asian	61.5%	59.8%	61.0%	63.3%	64.4%	60.2%
Pacific Islander/Native Hawaiian***		34.8%		14.3%	13.0%	13.0%
Black	14.5%	19.4%	8.3%	13.2%	21.0%	13.4%
Hispanic/Latino	19.2%	16.6%	16.4%	15.2%	16.6%	15.8%
American Indian/Alaskan Native***						
White	51.2%	49.9%	51.0%	51.3%	49.3%	47.1%
Multi-Racial	44.4%	53.8%	53.8%	45.7%	54.7%	41.7%
AVID				17.5%	15.7%	14.3%
Talented and Gifted	92.7%	91.0%	90.1%	90.6%	91.0%	88.3%
Native American/Indian Ed/Tribal Enrollment						
Male	50.3%	47.8%	46.6%	42.7%	45.7%	42.2%
Female	39.8%	39.4%	39.9%	43.8%	41.1%	38.0%

School Name	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Aloha High School	27.8%	24.7%	24.4%	23.1%	23.4%	17.7%
Arts & Communication Magnet Academy	48.1%	45.9%	51.8%	41.5%	50.8%	32.8%
Beaverton High School	41.2%	43.5%	39.0%	32.0%	32.8%	30.6%
Community School	<5%	<5%	<5%	<5%	<5%	<5%
Health & Science School	36.5%	37.7%	44.6%	41.4%	51.4%	36.1%
International School of Beaverton	67.1%	64.0%	67.1%	76.9%	73.0%	80.3%
Mountainside High School						44.6%
School of Science & Technology	77.1%	93.3%	75.0%	93.5%	58.3%	66.7%
Southridge High School	50.4%	44.7%	43.5%	55.1%	47.4%	30.9%
Sunset High School	55.0%	53.1%	52.6%	51.2%	53.1%	54.6%
Westview High School	46.9%	48.2%	47.8%	46.2%	47.5%	48.3%

*** Not reported - fewer than 20 students

College and Career Ready in Science in Grade 11 (2018-19)	All Students	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Students with Disabilities	Talented and Gifted	English Language Learner	AVID
Aloha High School	18%	13%	11%	6%	29%	30%	16%	19%	9%	66%	5%	2%
Arts and Communication Magnet Academy	33%	67%		25%	33%	30%	32%	36%	25%	62%		5%
Beaverton High School	31%	37%	<5%	8%	70%	49%	31%	30%	5%	88%	5%	27%
Community School	<5%	<5%	<5%	<5%	<5%	5%	<5%	5%	6%	5%	5%	5%
Health & Science School	36%	40%	33%	16%	67%	49%	36%	37%	20%	67%	5%	20%
International School of Beaverton	80%	82%		56%	>95%	85%	82%	78%		92%		50%
Mountainside High School	45%	53%	<5%	35%	29%	49%	45%	45%	4%	93%	13%	16%
School of Science & Technology	67%	63%	<5%	57%	67%	74%	60%	69%	50%	>95%		25%
Southridge High School	31%	15%	23%	13%	31%	43%	26%	36%	12%	83%	5%	18%
Sunset High School	55%	77%	20%	29%	39%	54%	53%	56%	18%	92%	5%	12%
Westview High School	48%	65%	22%	22%	51%	50%	46%	51%	12%	92%	5%	13%

Native American and Pacific Islander not displayed since no cells have at least 20 students

Math and Science

Elementary Math Analysis

Successes:

- Beaverton 3rd and 5th graders outperformed the state average in Mathematics by 18 and 15 percentage points.
- Increased professional development at schools delivered by math TOSAs
- Moving towards consistent implementation of K-5 math curriculum

Areas for Growth:

- Scores for Latino and economically disadvantaged students declined in math over the past five years.
- The percentage of students scoring at levels 3 and 4 on the state math test changed by less than 2 percentage points from the prior year for both BSD and Oregon 3rd and 5th graders.
- Over the past five years, math proficiency rates for all student groups except English Language Learners have declined in grades 3-8.
- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, and ability.
- Lack of consistent implementation of current math adoption materials and best practices in all schools

Action Plan

This Year:

- Continue to implement consistent K-5 Math Curriculum and best practices in math.
- Increase professional development at schools delivered by elementary math TOSAs, including:
 - Embedded professional development within classrooms
 - Administrators participating with staff
- Implement the Elementary Math Lesson Study that is supporting professional development in the areas of:
 - Math Workshop Best Practices
 - Number Talk
 - Launching a Lesson
 - Productive Struggle during work time
 - Conferring
 - Assessment
 - Closing a Lesson
 - Dreambox
- Math professional development at elementary leadership meetings
- Building professional development, as requested during staff meetings and/or staff development days
- Utilize peer coaches in order to support school-based professional development.
- Progress monitor student growth for students with disabilities three times per year in the area of math.

- Utilization of i-Ready and Unique Learning Systems instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom
- For the 2019-20 school year, all levels will continue to support ELs in all content areas, including mathematics, by providing math teachers with sheltered instruction training to meet the needs of all learners. In a dual language setting, dual language teachers teaching math will receive professional development in the languages of instruction (English and Spanish).
- The development of a Multi-Tiered System of Support (MTSS) that outlines Tier I, Tier II, and Tier III ELA interventions for students who are working towards grade-level proficiency
- The development of a universal BSD pre-referral system for Special Education
- Progress monitor student growth for students with disabilities three times per year in the area of Math.
- Training for ELD, Special Education Teachers, Counselors and Intervention teachers on how to assess language difference versus learning difference
- Update the assessment practices for evaluating an EL student for Special Education Services.

Long Term:

- Continue to provide professional development and respond to the current needs of teachers in math.
- Continued building and administrator support for adopted math curriculum and best practices in math.
- Continue building capacity for an increase in math coaching across the district.
- Use DreamBox - as a communication tool, for data points and for progress monitoring.
- Ensure new teachers are trained and supported in district's vision and goals for math.
- Support teachers to maintain implementation of the Math adoption as the adoption enters year five
- Continue staff support in assessment best practices in math.
- Invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in math.
- Continued monitoring of the instructional models for ELs at all levels and in all schools to ensure the integration of language and that content targets are being addressed and PD for language is aligned to content area professional development; currently in year one of studying the correlation between an integrated and ELD Class Period (pull out) model at the secondary level to determine impact. At the conclusion of the 2019-20 school year, the MLD will work with researchers to determine which model produces the higher correlation to student achievement. A secondary redesign will be implemented in the 2020-21 school year at the conclusion of the study.
- Continued work to ensure all teachers are trained linguistically integrated math strategies so teachers are able to provide access to core for all ELs
- The Multilingual Department will continue to align Dual Language Programs district-wide and research the efficacy of running eight dual language schools. The department will ensure that students starting at a dual language program in elementary have clean feeder patterns all the way to high school to ensure continuity of the acquisition of both languages.
- The inclusion of specialized program classrooms in the district Math curriculum adoption process
- The implementation of a Multi-Tiered System of Support tracking system through Synergy in order to document student interventions and progress monitoring of those interventions

Elementary Science

Analysis

Results for the 2019-20 OSAS Science test aligned with NGSS will be available in February. The analysis and action plan will be updated for the April 6th Board Work Session.

Action Plan

This Year:

- Continue supporting consistent implementation of NGSS standards in elementary classrooms through the following:
 - Science Project Team/Cadre work, including:
 - Vision, mission, best practices and position statement for science
 - Updated elementary science learning targets aligned to the NGSS
 - Selection of instructional materials, including texts, media, and hands-on equipment
 - Implementation of the Science Adoption starting in the 2020-21 school year
 - Professional development to support adoption implementation
 - Integration of science with ELA, math, and other content areas
- Special Education teachers are included in the science adoption cadre and project team to review and then make a recommendation for the purchase of curricular materials for specialized classrooms that teach modified science units and courses.

Long Term:

- Supporting consistent integration of NGSS standards in all elementary classrooms. This support includes professional development and resources adopted by the Board as part of the Science Project Team and Science Cadre work.
- Supporting the ongoing work of curricular integration across subjects
- Ongoing professional development to support teacher pedagogical content knowledge in science, and on instructional strategies that engage students in the science and engineering practices of the NGSS
- Curricular materials for students in Specialized Program classes will continue to be included as part of the district's science adoption.

Secondary Math

Analysis

Successes:

- Beaverton 8th graders continue to outperform the state average in Mathematics by 14 percentage points.
- Beaverton 8th graders in 2019 (class of 2023) had a 2% increase in the percent of students proficient in math from their 6th grade scores in 2017. At the same time around the state, the proficiency rate fell by just over 1%. 8th grade students classified as Economically Disadvantaged had a roughly 4% higher proficiency rate than when they were in 6th grade. Statewide from 6th to 8th grade the same cohort saw about a 2% decrease. The proficiency rate for 8th grade students identified as Hispanic/Latino rose by more than 5% from the rate in 6th grade. For this group the proficiency rate rose above other large districts and the statewide proficiency rate for students identified as Hispanic/Latino.
- Two student groups in the district received higher ratings from ODE for growth in math at Grades 6 - 8: students identified as Economically Disadvantaged and students identified as Asian.
- The college- and career-readiness of 11th grade Asian students has increased over time in science and Black students have made gains in college- and career-readiness over time in math.
- For ACT college readiness testing, the percentage of 11th graders meeting college and career-readiness benchmarks in math has increased two years in a row.

Areas for Growth:

- 8th grade performance has dropped in Mathematics since 2014-15 and did not improve from last year. Over the past five years, no 8th grade student group has improved in mathematics.
- Beaverton's 6th graders last year (graduating class of 2025) had a lower proficiency rate in math than when they were fifth graders. This decrease from 5th to 6th grade is pervasive and affects all student groups.
- The percentage of 11th graders meeting college and career-readiness benchmarks in math in 2019 is the same as it was in 2015.
- College and career-readiness of 11th grade students with disabilities has declined over time in math.
- The percentage of Students with Disabilities identified as proficient and advanced decreases as the students move through grade levels.
- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, and ability.
- Lack of consistent implementation of current math adoption materials and best practices in all schools

Action Plan

This Year:

- Continued implementation of professional development to teachers in their first year of College Prep Math curriculum (middle school math courses) and in their first year of Math Vision Project curriculum (AGS courses).

- Continue implementation of a consistent and aligned math sequence at the high school.
- Initiate professional development focused on studio classroom observations and on peer observation and reflection.
- Continue Professional Development and Collaboration with Teachers Development Group at Mountain View MS, Five Oaks MS, and Aloha HS.
- Provide training and support for GoFormative to support 6-12 math teachers in providing more frequent formative assessment.
- Provide training and support for Dreambox to support 6 - 8 math teachers in using adaptive math supports.
- Work toward AVID school-wide implementation in middle and high schools. 95 teachers have been trained in AVID math instructional strategies.
- Provided training and guidance to support the implementation of changes to the Special Education service model for students with disabilities related to mathematics
- Progress monitoring of student growth for students with disabilities two times per year in the area of Math
- Third-year implementation of the adopted College Prep Math (CPM) program in middle schools
- For the 19-20 school year, all levels will continue to support English Learners in all content areas, including mathematics, by providing math teachers with integrated language instruction training to meet the needs of all learners. In a dual language setting, dual language teachers teaching math will receive professional development in the languages of instruction (English and Spanish).
- Implementation of subject specific Resource Room Learning Strategies courses: Math Learning Strategies
- Selection of Resource Room Math Learning Strategies learning targets and the development of grading rubrics for the learning targets
- The development of a Multi-Tiered System of Support (MTSS) that outlines Tier I, Tier II, and Tier III Math interventions for students who are working towards grade-level proficiency
- The development of a universal BSD pre-referral system for Special Education
- Utilization of i-Ready and Unique Learning Systems instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom
- Progress monitor student growth for students with disabilities twice per year in the area of Math.
- Training for ELD, Special Education Teachers, Counselors and Intervention teachers on how to assess language difference versus learning difference
- Update the assessment practices for evaluating an EL student for Special Education Services.

Long Term:

- Continued implementation of a consistent math course sequence at the middle and high school levels to ensure alignment and outcomes to strategic measures
- Continued professional development for math teachers focused on the CCSS Mathematical Practices and the Effective Mathematics Teaching Practices identified in the National Council of Teachers of Mathematics report Principles to Actions (2014)
- Continued development of dual credit opportunities for students in math and science at the high school level in partnership with PCC and other post-secondary institutions. This effort helps to encourage students to take math beyond the required three credits.
- Continued implementation of AVID elective in grades 6-12 to increase access, opportunity and expectation for historically underrepresented students
- Continued implementation of AVID school-wide for improved instructional math and science strategies

- Monitor student progress for all new Special Education curricular items and include these materials as part of the formal curriculum adoption process.
- Invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in math.
- Continued monitoring of the instructional models for ELs at all levels and in all schools to ensure the integration of language and that content targets are being addressed and professional development for language is aligned to content area professional development
- Continued work to ensure all teachers are trained in sheltered instruction strategies so teachers are able to provide access to core for all ELs
- The Multilingual Department will continue to align Dual Language Programs district-wide and research the efficacy of running eight dual language schools. The department will ensure that students starting at a dual language program in elementary have clean feeder patterns all the way to high school to ensure continuity of the acquisition of both languages.
- The inclusion of specialized program classrooms in the district math curriculum adoption process
- The implementation of a Multi-Tiered System of Support tracking system through Synergy in order to document student interventions and progress monitoring of those interventions

Secondary Science

Analysis

Results for the 2019-20 OSAS 8th grade Science test aligned with NGSS will be available in February. The analysis and action plan will be updated for the April 6th Board Work Session.

Successes:

- In the last five years, IB and AP science enrollment increased for all students by 35%. The race/ethnicities with the largest gains were Hispanic and American Indian/Native Alaskan subgroups, with increases of 51% and 50% respectively. Multiple, Asian, and Black/African American race/ethnicities had the next highest growths with 36%, 34%, and 33%, respectively. White and Native Hawaiian/Pacific Islander increased the least, with 18% and 13% respectively. All subgroups increased in AP/IB science enrollment. In the same timeframe, total district high school enrollment increased by 17%.
- For ACT college readiness, comparison between 2019 and 2013 (before 11th graders had the common high school sequence), ACT college readiness has increased by 6% (and an improvement of 9% for 2018 compared to 2013). Additionally, ACT Science scores have increased for all racial and ethnic subgroups since 2013 (Multiracial +2.0, Asian +1.7, Black +0.9, Latino +0.7, White +0.3). EL students also increased on the ACT science (+1.5).

Areas for Growth:

- For ACT college readiness testing, students with disabilities have declined since 2013 (-0.1).
- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, and ability.

Action Plan

This Year:

- The Science Project team has convened to make a recommendation on Curriculum and Professional Development for 6-8 science program to the Board in Winter of 2020.
- Continued implementation of the Next Generation Science Standards in Physics, Chemistry, and Biology
- Five-day training for all Biology teachers on the updated units of study in Patterns Biology
- Continued iteration of the high school science sequence course instructional materials to meet the needs of all learners, including differentiated supports and language integration
- Training of all high school science teachers in strategies for supporting English Language Learners
- Preparation for roll out of the Middle School Science adoption next year, including professional development planning
- Work toward AVID school-wide implementation in middle and high schools. 69 teachers have been trained in AVID science instructional strategies.
- The development of a universal BSD pre-referral system for Special Education
- Utilization of i-Ready and Unique Learning Systems instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom. Unique has science components and we will add additional resources with the adoption.
- Training for ELD, Special Education Teachers, Counselors and Intervention teachers on how to assess language difference versus learning difference
- Update the assessment practices for evaluating an EL student for Special Education Services.

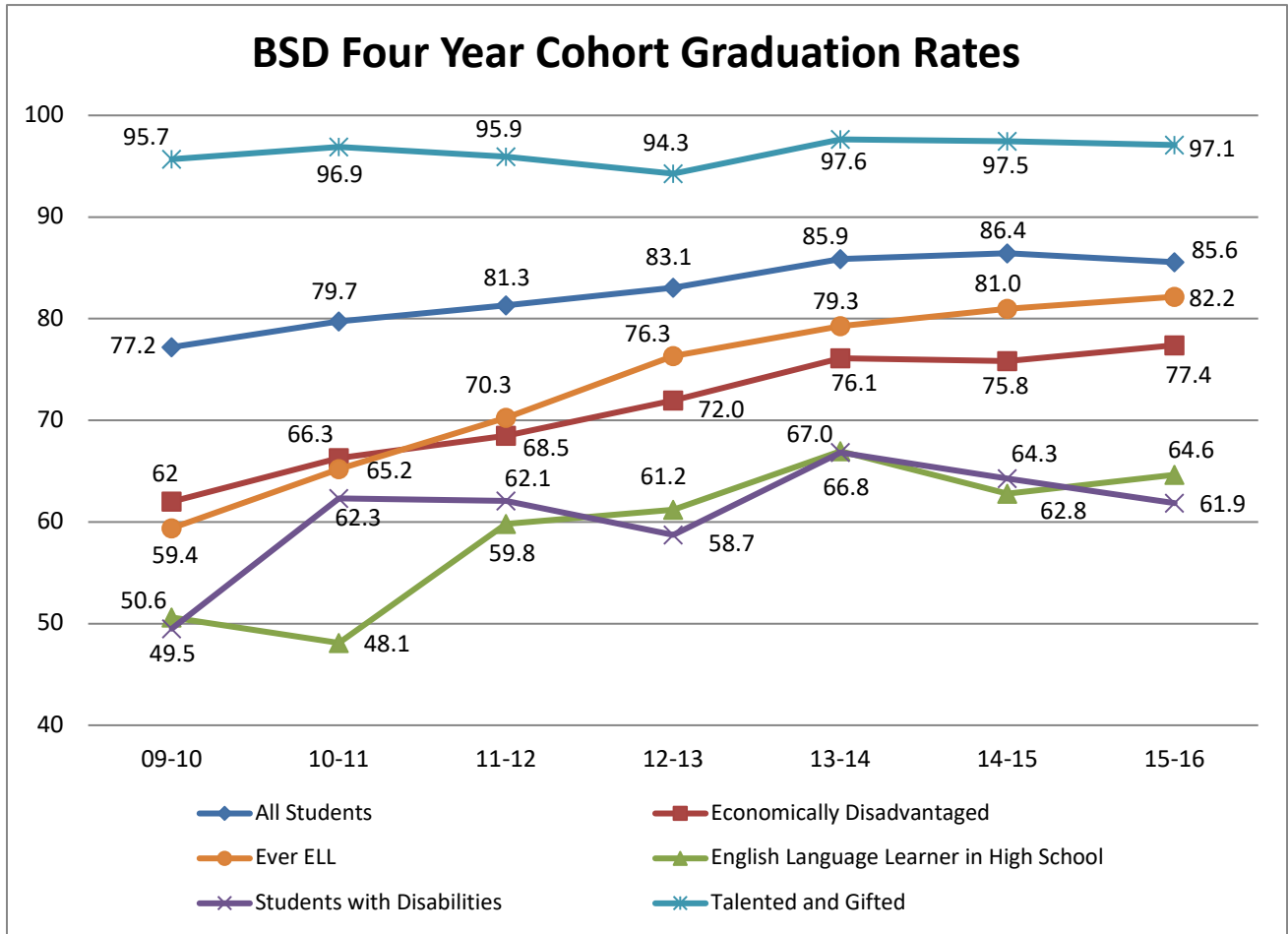
Long Term:

- Continued professional development for science teachers focused on the NGSS Science and Engineering Practices and culturally responsive teaching
- Continued implementation of a consistent math course sequence at the middle and high school levels to ensure alignment and outcomes to strategic measures
- Continued development of dual credit opportunities for students in science at the high school level in partnership with NWRESA's NW Promise Program (for Anatomy and Physiology dual credit in all high schools), PCC, and other post-secondary institutions. This effort helps to encourage students to take science beyond the three credits required for graduation.
- Continued implementation of AVID elective in grades 6-12 to increase access, opportunity and expectation for historically underrepresented students
- Continued implementation of AVID school-wide for improved instructional science strategies.
- Monitor student progress for all new Special Education curricular items and include these materials as part of the formal curriculum adoption process.
- Provide training for secondary Resource Room teachers on tools for supporting reading, writing, and math goals with science.
- Continued monitoring of the instructional models for ELs at all levels and in all schools to ensure the integration of language and that content targets are being addressed and professional development for language is aligned to content area professional development

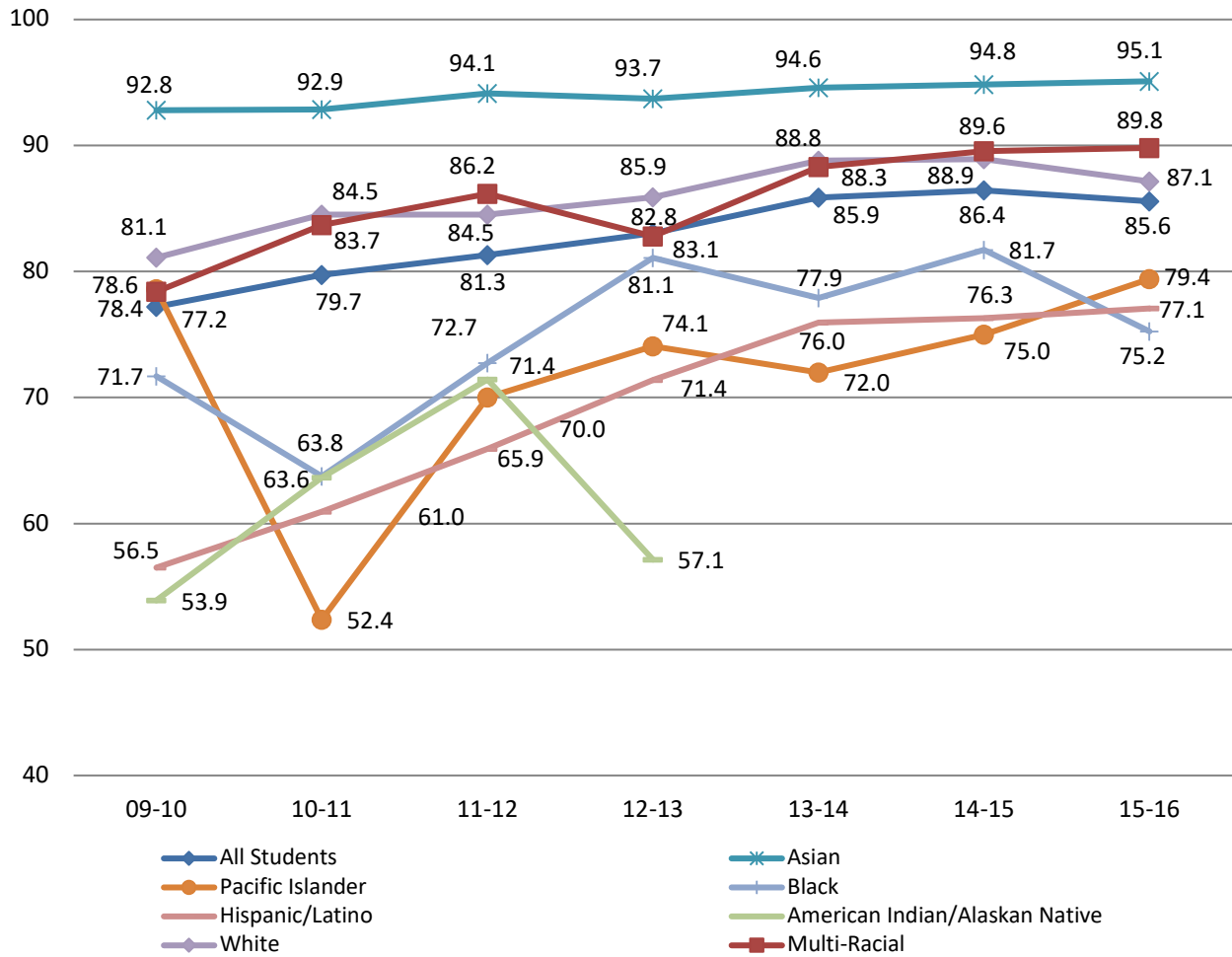
- Continued work to ensure all teachers are trained in linguistically integrated instruction strategies so teachers are able to provide access to core for all ELs
- Training all new secondary science teachers in their grade-level/subject (5-day trainings for high school, 4 days for new middle school teachers)
- The Multilingual Department will continue to align Dual Language Programs district-wide and research the efficacy of running eight dual language schools. The department will ensure that students starting at a dual language program in elementary have clean feeder patterns all the way to high school to ensure continuity of the acquisition of both languages.
- The implementation of a Multi-Tiered System of Support tracking system through Synergy in order to document student interventions and progress monitoring of those interventions

HIGH SCHOOL GRADUATION AND CAREER LEARNING

Four-Year Cohort Graduation Rates



BSD Four Year Cohort Graduation Rates



4 Year Cohort Graduation Rates							
9th Graders Entering in:	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Students graduating during or before:	12-13	13-14	14-15	15-16	16-17	17-18	18-19
State	68.7	72.0	73.8	74.8	76.7	78.7	80.0
Beaverton School District	77.2	79.7	81.3	83.1	85.9	86.4	85.6
Aloha High School	67.9	72.9	74.8	75.6	78.1	78.1	79.2
Arts & Communication High School	93.4	85.7	94.1	88.6	97.7	97.1	88.9
Beaverton High School	72.6	73.7	73.9	79.5	81.9	81.0	79.3
Community School	41.2	40.0	35.0	53.1	54.1	53.5	62.5
Health & Science School	72	86.0	84.6	93.9	96.3	94.8	90.9
ISB High	98.6	100.0	98.7	98.6	98.8	100.0	100.0
School of Science & Technology	84.9	86.1	81.1	89.7	97.2	100.0	96.7
Southridge High School	83.2	88.7	89.6	86.0	88.1	88.6	85.4

Sunset High School	79.8	83.2	89.2	85.9	89.6	90.1	91.7
Westview High School	82.4	80.9	84.3	87.7	88.2	90.7	88.9
9th Graders Entering in:	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Students graduating during or before:	12-13	13-14	14-15	15-16	16-17	17-18	18-19
All Students	77.2	79.7	81.3	83.1	85.9	86.4	85.6
Economically Disadvantaged	62	66.3	68.5	72.0	76.1	75.8	77.4
Ever ELL	59.4	65.2	70.3	76.3	79.3	81.0	82.2
English Language Learner in High School	50.6	48.1	59.8	61.2	67.0	62.8	64.6
Students with Disabilities	49.5	62.3	62.1	58.7	66.8	64.3	61.9
Asian	92.8	92.9	94.1	93.7	94.6	94.8	95.1
Pacific Islander	78.6	52.4	70.0	74.1	72.0	75.0	79.4
Black	71.7	63.8	72.7	81.1	77.9	81.7	75.2
Hispanic/Latino	56.5	61.0	65.9	71.4	76.0	76.3	77.1
American Indian/Alaskan Native	53.9	63.6	71.4	57.1			
White	81.1	84.5	84.5	85.9	88.8	88.9	87.1
Multi-Racial	78.4	83.7	86.2	82.8	88.3	89.6	89.8
AVID in HS	-----	-----	-----	-----	-----	86.4	91.1
Talented and Gifted	95.7	96.9	95.9	94.3	97.6	97.5	97.1
Male	73.7	75.7	79.8	80.8	84.0	84.2	83.0
Female	81	84.0	82.8	85.5	87.9	88.8	88.3

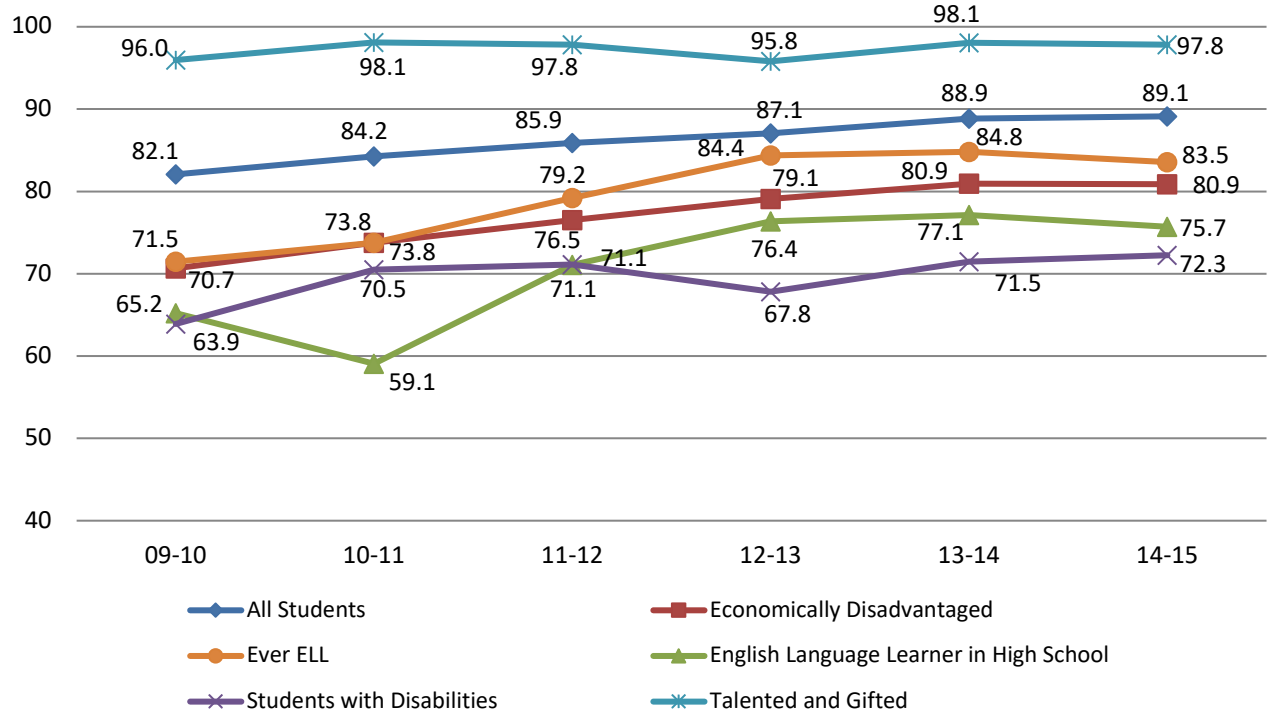
Results for groups with fewer than 20 students are not reported

Students with modified diplomas are included as graduates beginning with 9th graders entering in 2009-10

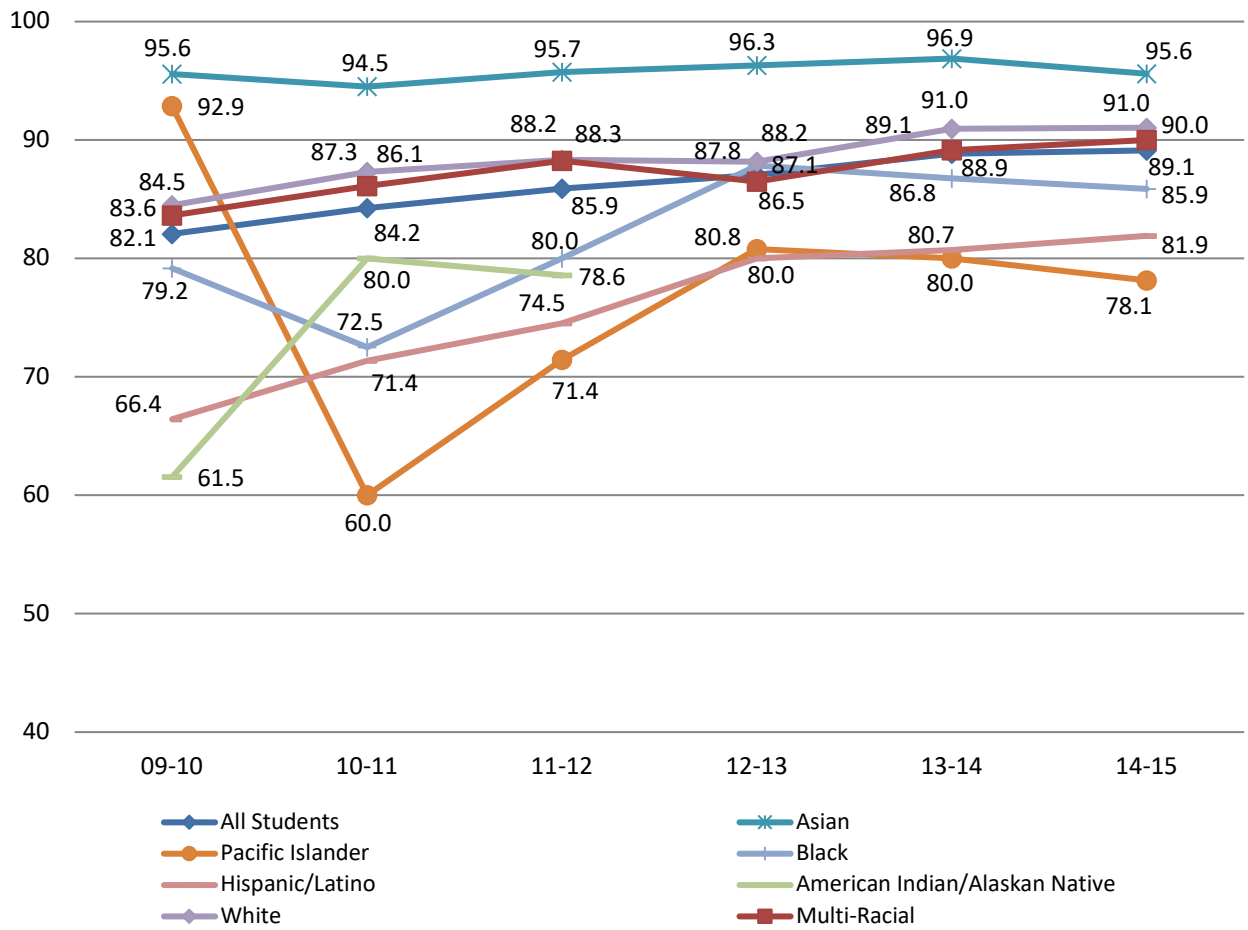
4 Year Cohort Graduation Rates (2018-19)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Students	85.6%	79.2%	88.9%	79.3%	62.5%	90.9%	100.0%	96.7%	85.4%	91.7%	88.9%
Economically Disadvantaged	77.4%	77.3%	86.4%	71.4%	66.7%	90.6%	100.0%		76.6%	83.0%	77.4%
Ever ELL	82.2%	82.9%		69.5%	58.3%	91.7%	100.0%		79.3%	91.1%	85.6%
English Language Learner	64.6%	60.0%		50.0%					64.7%	85.4%	68.8%
Students with Disabilities	61.9%	64.3%		51.2%					52.3%	73.0%	65.4%
Asian	95.1%	84.6%		81.3%			100.0%		96.3%	99.0%	97.2%
Pacific Islander	79.4%										
Black	75.2%	73.0%									86.4%
Hispanic/Latino	77.1%	77.2%		71.1%	61.5%	88.5%			74.4%	85.3%	76.2%
American Indian/Alaskan Native											
White	87.1%	79.1%	92.7%	84.0%		91.2%	100.0%	95.0%	86.8%	92.3%	89.2%
Multi-Racial	89.8%	88.2%		88.5%					90.6%	88.6%	90.7%
AVID in HS	91.1%	97.1%		85.5%		95.5%			85.0%	91.2%	97.1%
Talented and Gifted	97.1%	89.5%		96.2%			100.0%		94.9%	99.3%	98.2%
Male	83.0%	76.1%		76.6%	56.5%	89.8%	100.0%	100.0%	83.7%	88.0%	86.7%
Female	88.3%	82.9%	88.2%	82.3%	65.6%	92.9%	100.0%		87.1%	95.7%	91.1%

Results for groups with fewer than 20 students are not reported

BSD Five Year Cohort Graduation Rates



BSD Five Year Cohort Graduation Rates



5 Year Cohort Graduation Rates						
9th Graders Entering in:	09-10	10-11	11-12	12-13	13-14	14-15
Students graduating during or before:	13-14	14-15	15-16	16-17	17-18	18-19
State	75.9	76.5	77.8	78.9	80.0	81.6
Beaverton School District	82.1	84.2	85.9	87.1	88.9	89.1
Aloha High School	75.0	79.8	79.7	82.3	81.7	81.6
Arts & Communication High School	94.7	95.6	97.6	96.1	98.8	98.5
Beaverton High School	78.6	77.9	80.4	83.7	85.0	83.3
Community School	63.8	61.0	69.3	78.5	83.1	83.6
Health & Science School	85.7	89.8	94.1	97.0	97.5	94.8
ISB High	98.6	100.0	100.0	100.0	98.8	100.0
School of Science & Technology	100.0	90.2	91.4	96.6	97.2	100.0
Southridge High School	86.7	90.5	92.6	87.1	87.7	91.1
Sunset High School	82.9	88.0	88.9	89.0	93.5	93.9
Westview High School	84.9	84.6	86.7	89.3	90.4	91.2

9th Graders Entering in:	09-10	10-11	11-12	12-13	13-14	14-15
Students graduating during or before:	13-14	14-15	15-16	16-17	17-18	18-19
All Students	82.1	84.2	85.9	87.1	88.9	89.1
Economically Disadvantaged	70.7	73.8	76.5	79.1	80.9	80.9
Ever ELL	71.5	73.8	79.2	84.4	84.8	83.5
English Language Learner in High School	65.2	59.1	71.1	76.4	77.1	75.7
Students with Disabilities	63.9	70.5	71.1	67.8	71.5	72.3
Asian	95.6	94.5	95.7	96.3	96.9	95.6
Pacific Islander	92.9	60.0	71.4	80.8	80.0	78.1
Black	79.2	72.5	80.0	87.8	86.8	85.9
Hispanic/Latino	66.4	71.4	74.5	80.0	80.7	81.9
American Indian/Alaskan Native	61.5	80.0	78.6			
White	84.5	87.3	88.3	88.2	91.0	91.0
Multi-Racial	83.6	86.1	88.2	86.5	89.1	90.0
AVID in HS	-----	-----	-----	-----	-----	90.8
Talented and Gifted	96.0	98.1	97.8	95.8	98.1	97.8
Male	79.1	81.1	84.6	85.1	87.8	86.9
Female	85.3	87.6	87.1	89.2	90.1	91.5

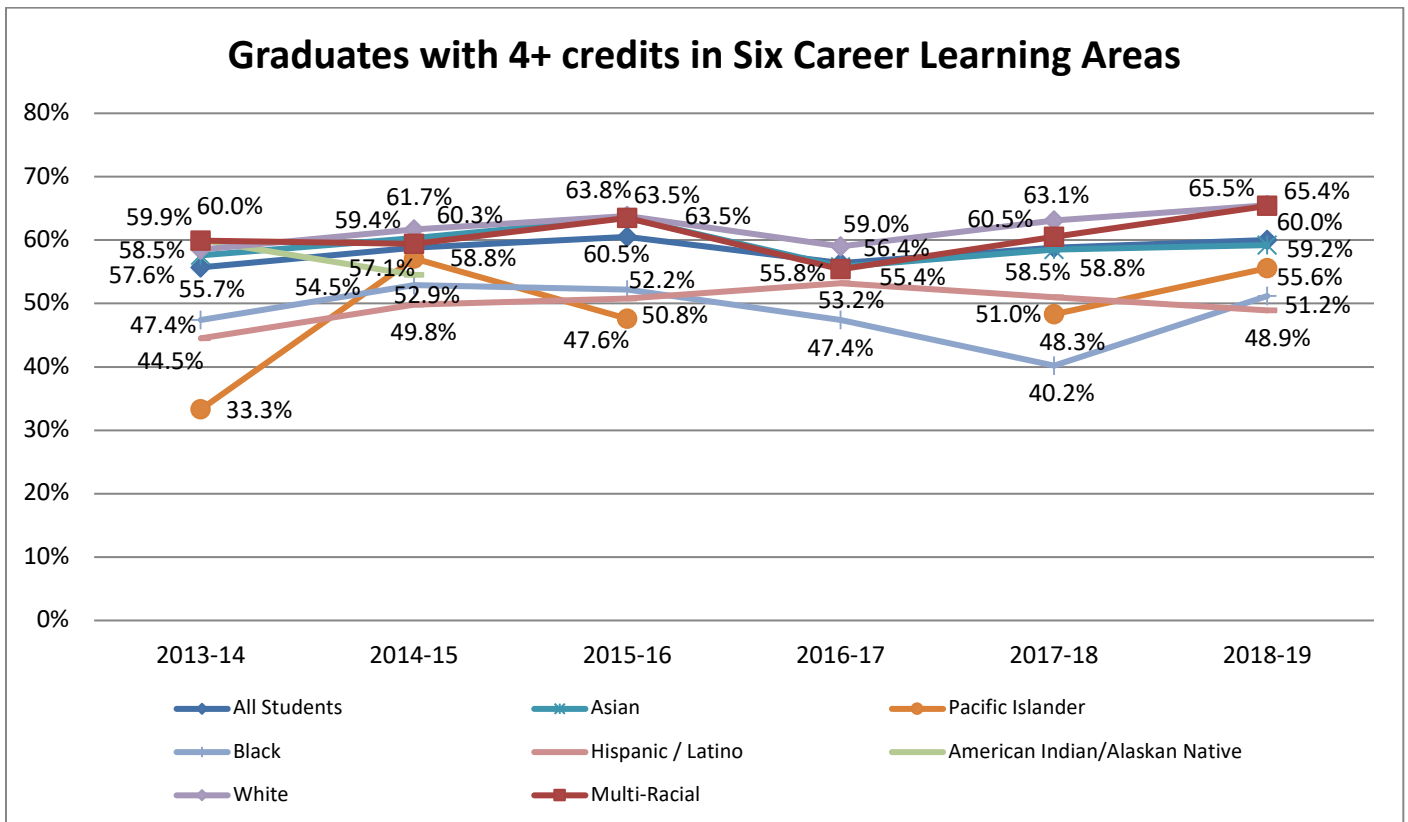
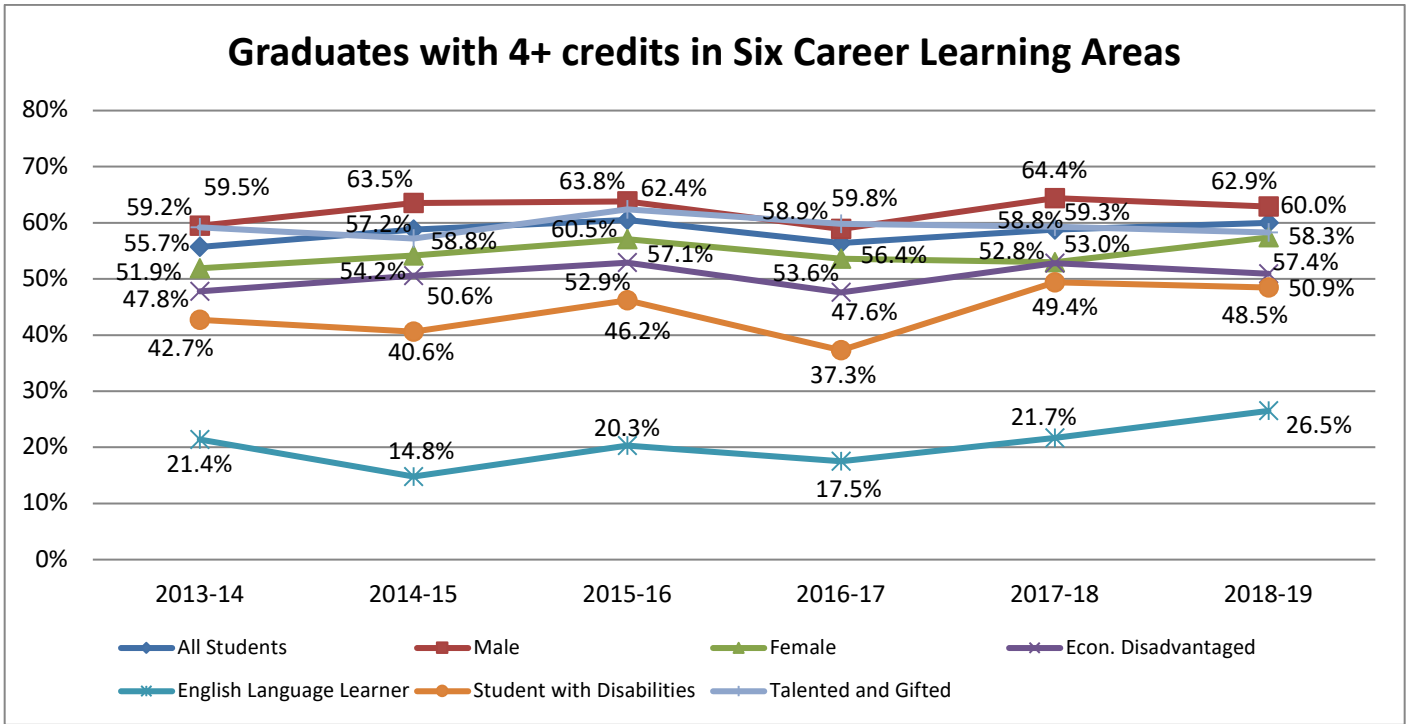
Results for groups with fewer than 20 students are not reported

Students with modified diplomas are included as graduates beginning with 9th graders entering in 2009-10

5 Year Cohort Graduation Rates (2018-19)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Students	89.1%	81.6%	98.5%	83.3%	83.6%	94.8%	100.0%	100.0%	91.1%	93.9%	91.2%
Economically Disadvantaged	80.9%	78.1%		75.9%	82.2%	92.3%			83.1%	85.0%	81.4%
Ever ELL	83.5%	81.7%		79.6%	90.5%	90.0%	100.0%		85.5%	88.5%	89.5%
English Language Learner	75.7%	76.2%		69.2%						73.3%	85.0%
Students with Disabilities	72.3%	57.3%		67.5%	76.9%				77.1%	80.6%	80.0%
Asian	95.6%	83.3%		86.4%			100.0%		93.9%	96.6%	97.6%
Pacific Islander	78.1%										
Black	85.9%	81.8%									89.7%
Hispanic/Latino	81.9%	79.8%		76.8%	80.7%	88.5%			85.9%	83.7%	82.5%
American Indian/Alaskan Native											
White	91.0%	84.8%	97.7%	87.4%	90.0%	97.5%	100.0%	100.0%	91.6%	95.6%	91.6%
Multi-Racial	90.0%	69.7%		94.1%					95.4%	93.8%	89.1%
AVID in HS	90.8%	83.3%		94.3%		100.0%			85.0%	95.8%	87.0%
Talented and Gifted	97.8%	92.3%		96.8%			100.0%		97.0%	100.0%	98.6%
Male	86.9%	74.4%		79.4%	84.0%	97.8%	100.0%	100.0%	91.5%	93.0%	89.8%
Female	91.5%	89.2%	98.0%	87.3%	83.3%	90.3%	100.0%		90.7%	95.0%	92.8%

Graduates Completing Four Credits in Oregon Skill Sets

Career Learning Areas: C or better in 4 years of coursework in one or more of the following areas - Ag, Food and Natural Resource Systems; Arts, Information and Communications; Business and management; Health Sciences; Human Resources; Industrial and Engineering Systems. Graduates are student (regardless of high school entry year) who earned a diploma or GED by June 30.



Graduates completing 4+ credits (C or better) in the six Career Learning Areas						
Beaverton School District	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	55.7%	58.8%	60.5%	56.4%	58.8%	60.0%
Male	59.5%	63.5%	63.8%	58.9%	64.4%	62.9%
Female	51.9%	54.2%	57.1%	53.6%	53.0%	57.4%
Econ. Disadvantaged	47.8%	50.6%	52.9%	47.6%	52.8%	50.9%
English Language Learner	21.4%	14.8%	20.3%	17.5%	21.7%	26.5%
Student with Disabilities	42.7%	40.6%	46.2%	37.3%	49.4%	48.5%
Talented and Gifted	59.2%	57.2%	62.4%	59.8%	59.3%	58.3%
Asian	57.6%	60.3%	63.5%	55.8%	58.5%	59.2%
Pacific Islander	33.3%	57.1%	47.6%		48.3%	55.6%
Black	47.4%	52.9%	52.2%	47.4%	40.2%	51.2%
Hispanic / Latino	44.5%	49.8%	50.8%	53.2%	51.0%	48.9%
American Indian/Alaskan Native	60.0%	54.5%				
White	58.5%	61.7%	63.8%	59.0%	63.1%	65.5%
Multi-Racial	59.9%	59.4%	63.5%	55.4%	60.5%	65.4%

School Name	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Aloha High School	59.5%	65.9%	70.9%	67.5%	66.3%	68.8%
Arts & Communication Magnet Academy	88.3%	87.8%	83.3%	69.4%	82.4%	67.9%
Beaverton High School	56.4%	58.9%	60.1%	60.5%	62.2%	58.7%
Community School	28.6%	32.1%	33.3%	23.1%	20.8%	42.3%
Health & Science School	88.4%	95.3%	84.8%	93.7%	91.8%	91.4%
International School of Beaverton	0.0%	0.0%	0.0%	3.8%	7.8%	7.1%
School of Science & Technology	10.5%	16.7%	37.0%	33.3%	45.5%	50.0%
Southridge High School	53.3%	62.6%	65.1%	54.3%	62.3%	64.8%
Sunset High School	62.2%	57.7%	65.0%	62.0%	63.4%	68.1%
Westview High School	66.8%	69.5%	67.9%	64.1%	63.9%	65.7%

Results for groups with fewer than 20 students are not reported

Graduates completing 4+ credits (C or better) in the six Career Learning Areas (2018-19)	BSD	Aloha	ACMA	Beaverton	Community School	Health & Science	ISB	SST	Southridge	Sunset	Westview
All Students	60%	69%	68%	59%	42%	91%	7%	50%	65%	68%	66%
Male	63%	76%		57%		96%	8%		65%	70%	65%
Female	57%	61%	71%	61%	41%	85%	6%		65%	66%	66%
Econ. Disadvantaged	51%	66%		41%	42%	82%	4%		49%	50%	59%
English Language Learner	27%	24%		23%					19%	28%	39%
Student with Disabilities	49%	63%		21%					36%	57%	73%
Talented and Gifted	58%	57%		69%			11%		66%	71%	61%
Asian	59%	82%		56%			8%		54%	71%	62%
Pacific Islander	56%										
Black	51%	54%									
Hispanic / Latino	49%	63%		41%	39%	83%			49%	48%	62%
Native American											
White	66%	73%	68%	70%	48%	97%	9%		71%	71%	72%
Multi-Racial	65%	79%		71%					81%	78%	58%

Results for groups with fewer than 20 students are not reported

High School Graduation and Career Learning

Graduation Analysis

Successes:

- The five-year cohort graduation rate rose to an **all-time** high of 89.1%. Five-year cohort graduation rates increased at all schools except Aloha, ACMA, Beaverton, and HS2. Five-year cohort graduation rates hit all-time highs for Students with Disabilities, Hispanic/Latino, Multi-racial, and female students.
- The four-year cohort graduation rate rose to an **all-time** high for Economically Disadvantaged, Ever English Language Learners, Asian, Hispanic/Latino, Pacific Islander, and Multi-racial students. This is narrowing the achievement gap.
- 83% of students with disabilities who graduated from BSD in 2017-18 are engaged in higher education, competitive employment, or enrolled in some other type of school or work. This is 9% higher than the state average.
- In 2018-19, Beaverton students in every subgroup graduated at a higher percentage than the state average in both 4- and 5-year graduation rates, with the exception of the four-year rates for Students with Disabilities and migrant students and five-year rates for Students with Disabilities and Pacific Islander/Native Hawaiian students. The percentage improvements in four-year cohort graduation rates for most of our historically underserved students are notably higher than the improvement for all students:

<i>Percentage Improvements since 2014</i>	<i>Beaverton</i>	<i>State of Oregon</i>	<i>OR rate 2019</i>
<i>All Students</i>	<i>+5.8</i>	<i>+8.0</i>	<i>80.0</i>
<i>Black/African American</i>	<i>+11.5</i>	<i>+10.2</i>	<i>70.4</i>
<i>Hispanic/Latino</i>	<i>+16.1</i>	<i>+11.3</i>	<i>76.2</i>
<i>English Language Learner in High School</i>	<i>+16.5</i>	<i>+8.5</i>	<i>60.2</i>
<i>Economically Disadvantaged</i>	<i>+11.1</i>	<i>+10.2</i>	<i>74.4</i>
<i>Students with Disabilities</i>	<i>-0.5</i>	<i>+12.3</i>	<i>63.4</i>

Areas for Growth:

- Four-year cohort graduation rates fell for the first time. The graduation rate for Black students is at its lowest point in the last four years. Students with Disabilities in Beaverton are less likely to graduate than their Oregon peers.
- Graduation rates remain predictable by gender, based on race/ethnicity, economic status, and program participation although differences have narrowed over time.

Action Plan

This Year:

- AVID elective classes support first generation college students and other historically underrepresented students on the development of college preparation and persistence skills while AVID school-wide implementation efforts focus on developing college- and career readiness culture and enhancing instructional strategies in all content areas focused on writing, inquiry, collaboration, organization and reading.
- Professional development on culturally relevant teaching and creating environments focused on collective efficacy at all secondary schools. Collective efficacy has the largest effect size of all educational research-based strategies, according to Hattie.
- Partnering with Teachers College for a middle school teacher leader cohort with a focus on conferring and small groups
- Schools are taking steps to de-track courses and promote access to rigorous coursework for all students.
- 2019 summer school programs for credit recovery coursework
- School Learning Target recovery resulting in credit recovery
- High School credit recovery opportunities
- Continued use of our District's Early Warning System (EWS) for attendance and academic progress data
- District focus on the State High School Success initiative with an emphasis on 9th Grade On-Track
- Continued support for District Passages Program at Community School
- Focus on reducing student exclusions from school (75% reduction in expulsions September – December 2019 compared to the same time period in 2018); Advent of new high school prep program for struggling middle school students (Upgrade)
- Continued expansion of BSD Flex to increase the availability of anytime, anywhere credit recovery opportunities for high school students. All high schools make Flex programming available to their students.
- Continue Oregon Youth Challenge Program
- Measure 98 Efforts:
 - Graduation Mentors: Staff who work with school personnel, students and families to improve student attendance and credit attainment, ultimately helping increase graduation rates.
- Career and Technical Education staff and program development - CTE teachers meet monthly for professional development with a focus on increasing CTE participation and concentration with historically underrepresented students. An equity summit for CTE teachers was held in the fall. Creation of a CTE construction program at Merlo expands the opportunities to engage in CTE learning, remain connected with school, and develop a post-secondary plan.

- LITT positions (Library Instructional Technology Teachers) and their work as “instructional technology coaches” in our secondary schools, although these positions have been reduced
- Apex professional development for Resource Room Teachers to support the implementation of Apex credit recovery in Learning Strategy classes
- Every high school has developed a school learning plan with a consistent focus on equity, collaboration, and academic excellence. All schools have goals to improve graduation rates and/or 9th grade on track rates in their plans.
- High school principals have intentionally shared report card grade data after each grading period by subject with their high school staffs to identify where students are succeeding and promote collaboration in support of improving student achievement.
- Revise the School Allocation Model (SAM) with increased attention to allocations that support historically underserved students
- Secondary school (grades 6-12) administrators conducting joint walkthroughs with a focus on identifying and replicating quality instructional practices across all schools
- TOSAs have trained or scheduled with 18 of the 21 6-12 schools in BSD training on GoFormative. We are seeing more and more teachers implementing formatives in their classroom which facilitates more timely and effective feedback to students.

Long Term:

- Providing professional learning for K-12 educators in Culturally Relevant Teaching practices (K-12 training), Math (secondary training only), and Content Area Writing: A Schoolwide Approach (K-12 training)
- Providing professional learning for secondary educators focused on researched-based effective classroom strategies for all content areas to increase writing, critical thinking, collaboration, and student-directed learning, organizational skills, and critical reading (WICOR)
- Providing training in WICOR strategies for K-12 educators, community members and certified subs that support student SEL growth, student agency, rigorous academic skills, and opportunity knowledge.
- Supporting implementation of the AVID academic elective class (which currently results in a 98% graduation rate for students in the elective (of which, over 75% qualify for Free/Reduced lunch, over 75% identify as underrepresented, and over 50% identify as multilingual learners).
 - Part of this implementation support includes the recruitment, training, and placement of AVID Tutors which impacts the academic achievement of AVID elective students (training also includes a content-based approach that any educator can use across any content area)
- Supporting the growth of AVID Schoolwide by working with/and providing professional learning to AVID Site Coordinators and AVID Interdisciplinary Site Teams to focus on closing expectations, opportunity, and access gaps for the entire campus. AVID Coordinators and Site Teams do this by examining ways to improve the instruction, systems, leadership, and culture of their campuses. By using the Coaching and Certification Instrument they examine high leverage indicators and data points to impact achievement for all students across the campus.
- Supporting AVID Coordinators/Site Teams/Administrative Teams in the annual and ongoing data collection and analyzation and certification process required by AVID. By moving towards schoolwide implementation of all indicators on the CCI schools, close graduation achievement gaps and raise graduation rates for all students.

- Supporting and design of the AVID School-based budget to support AVID Schoolwide and Elective implementation (AVID supplies, AVID professional learning, college field trips, and family engagement)
- Providing resources and professional learning in family engagement best practices (specifically for underrepresented groups)
- High School Success Teams with an emphasis on 9th Grade on-track
- Providing professional development in areas such as reading strategies, conferring, reading assessment, linguistically integrated instruction, and the reading and writing units of study
- Continue working with teams and teachers to deepen understanding of strong literacy practices
- Providing professional development to secondary administrators on instructional shifts in language arts
- Collaborating with MLD and SPED on literacy work
- Providing books for classroom libraries that are accessible, diverse, and culturally relevant
- Continue partnering with Teachers College for a middle school teacher leader cohort with a focus on conferring and small groups
- Facilitating a group of teacher leaders from all schools focused on vertical alignment, reading and writing work, problems of practice, and culturally relevant teaching with a language arts lens
- Working with Math Leaders and interested teachers to improve curricular resources available to CPM and AGS teachers, students and parents
- Preparing, sharing and assisting teams of teachers/and building leaders to evaluate outcome data relating to middle school math program changes
- Offering opportunities for peer observation and studio classroom style professional development in high performing classrooms in high poverty schools
- Requiring professional development for all high school science teachers in the following areas:
 - language integration strategies to support our multilingual students
 - differentiation strategies
 - culturally responsive teaching in science
 - assessment
- Curriculum and assessment iteration by our subject area part-time TOSAs and teacher leaders in Physics, Chemistry, and Biology to improve curriculum and assessment for the above areas addressed in professional development. This includes the development of new and improved common assessments, as well as more varied assessment opportunities.
- Targeted instructional coaching for Physics teachers (starting this spring)
- Supporting multiple pathways for students to earn three credits in science after they have attempted all three core courses, including rigorous credit recovery options that align to the NGSS
- Adding career and CTE connections to all three courses
- School professional development on the intersections of Equity, Social Emotional Learning (SEL), and Social Studies to improve student outcomes
- Upcoming Social Studies cadre work will focus on improving and creating more access to engaging, culturally relevant/responsive curriculum, instruction and assessment.
- Cadre work will also provide an analysis and improvement of pathway(s) for students to earn three credits and be prepared to graduate high school.
- Collaboration on Social Studies curriculum & instruction with MLD, SPED, Flex
- Professional development and building collaboration on language integration strategies, differentiation, alignment with language arts and literacy skills
- Opportunities for teacher observation, collaboration, and instructional coaching

- Consistent use of student data through our district’s Early Warning System
- Growth and District support of high school Dual Language programs
- Development of action plan and implementation of instructional and program delivery models to support ELL
- Implementation of Apex course in Learning Strategies for students eligible for Special Education in grades 11 & 12 to support credit recovery for Students with Disabilities
- Implementation of focused core Learning Strategies classes at the Middle and High Schools, i.e. a transition from Learning Strategies to ELA Learning Strategies and Math Learning Strategies
- District work on a consistent vision on what constitutes student success (i.e. the Graduate Profile)
- More defined attendance/intervention process (i.e. attendance teams, CARE teams, truancy support at every school). An attendance framework will be implemented in Fall 2020, providing consistency on language and process for intervening with students with low school attendance.
- The Multilingual Department will work with middle and high school teams to create graduation plans for 8th graders going into high school to ensure there is a plan for graduation for every English Learner in the district. Currently this is done only for newcomer students.
- Continued leadership learning professional development for all secondary administrators, centered on instructional leadership, clarity, feedback, Culturally Relevant Teaching and data
- Increase in the number of Students with Disabilities enrolling in CTE courses
- Full funding of High School Success (Measure 98) will provide additional support positions in high schools to support social-emotional learning.
- Addition of 2 Community Transition Program teachers to support work experience opportunities for Students with Disabilities

Graduates Completing 4 Credits in Oregon Skill Sets

Analysis

Successes:

- The district average rose 1.2% points from the previous year and is the second highest rate ever.
- The success rate for female, Multiracial, and White students and English Language Learners reached an all-time high in 2018-19. The success rate for Black students increased 11 percentage points from last year’s all-time low.
- The success rate on this measure at Community School doubled from the prior year.

Areas for Growth:

- Some of our district options schools struggle to offer the curriculum options that fall within this measurement. Due to school program requirements and specific areas of focus, this measurement for these schools will continue at this rate.
- The success rate for TAG students fell for the third consecutive year.

Action Plan

This Year:

- Increase the number of students completing CTE certified courses available throughout our district as we work on a districtwide improvement model for CTE courses.
- Continue expansion of our district Health Occupations magnet CTE program to increase the opportunity to historically underrepresented students.
- Submit High School Success Plan to ODE and monitor the implementation.
- Investigate increasing the number of dual credit courses in career learning areas that have weighted grades.
- Conduct Perkins (CTE) needs assessment and determine District needs to improve student access.
- Re-establish collaboration with Hillsboro Chamber of Commerce for career-related learning experiences.
- The redesign of support for English Language Learners at the high school through an integrated model has the potential to allow ELL learners to access more elective courses in the career learning areas. Integrated models are currently being piloted at selected secondary schools.

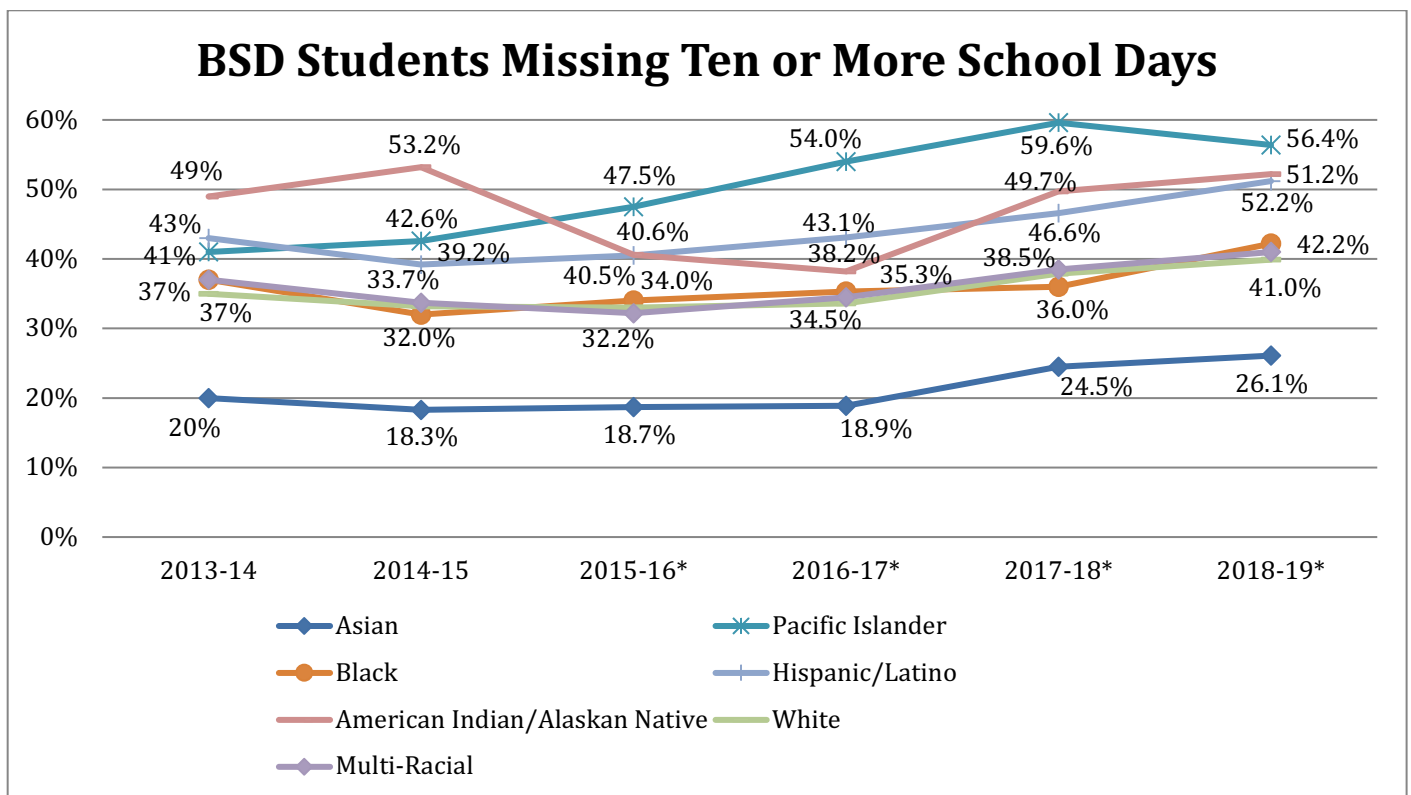
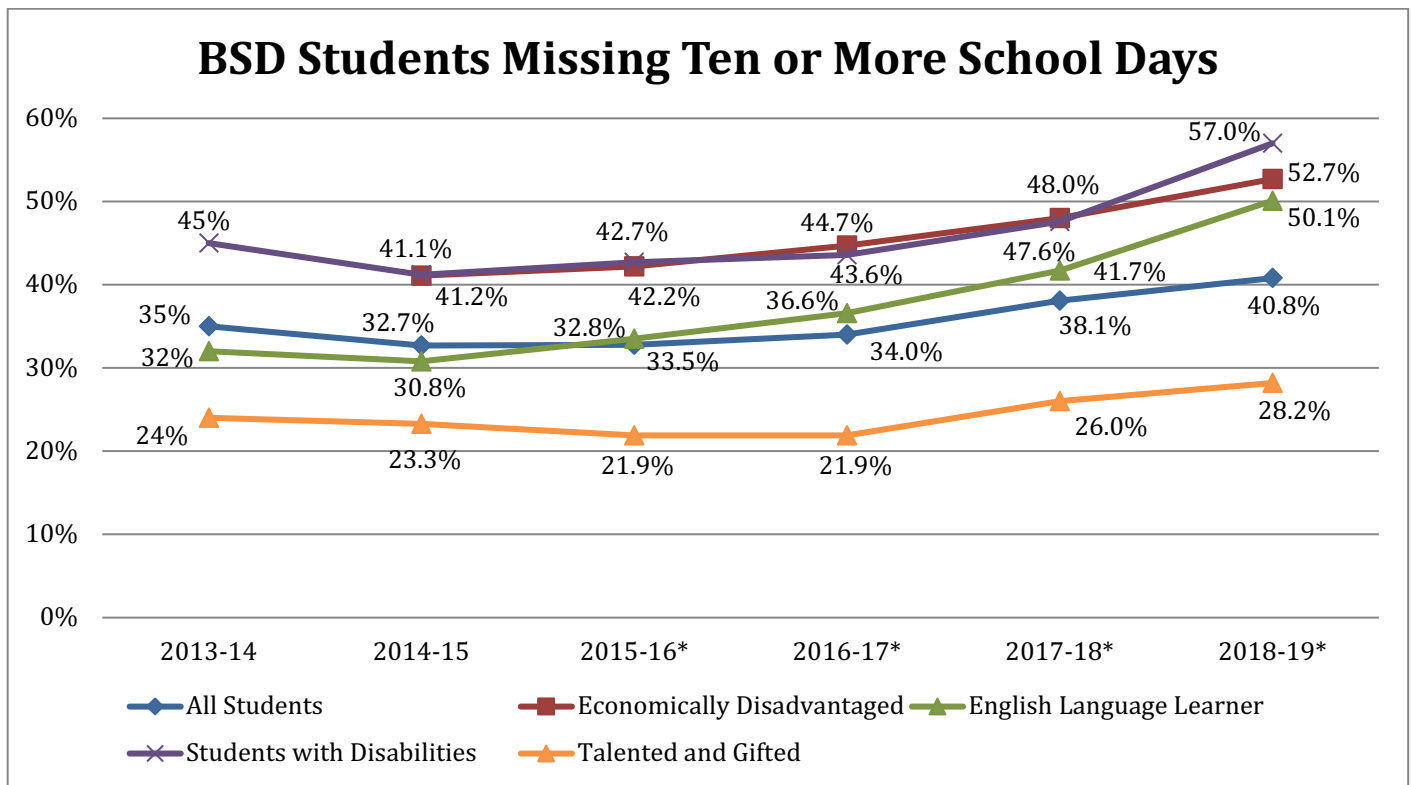
Long Term:

- Continue plans for expansion and student access with the development of district program development through Measure 98 (High School Success).
- Establish new CTE programs at Merlo (Construction) and at Westview (Manufacturing).

K-12 Attendance

Students Missing 10 or More School Days

Definition and Source: Students with 10 or more absences from school (for other than school activities). Annual ADM Collection.



Students Missing Ten or More School Days

Students Missing Ten or More School Days	2013-14	2014-15	2015-16*	2016-17*	2017-18*	2018-19*
All Students	35%	32.7%	32.8%	34.0%	38.1%	40.8%
Economically Disadvantaged		41.1%	42.2%	44.7%	48.0%	52.7%
English Language Learner	32%	30.8%	33.5%	36.6%	41.7%	50.1%
Students with Disabilities	45%	41.2%	42.7%	43.6%	47.6%	57.0%
Asian	20%	18.3%	18.7%	18.9%	24.5%	26.1%
Pacific Islander	41%	42.6%	47.5%	54.0%	59.6%	56.4%
Black	37%	32.0%	34.0%	35.3%	36.0%	42.2%
Hispanic/Latino	43%	39.2%	40.5%	43.1%	46.6%	51.2%
American Indian/Alaskan Native	49%	53.2%	40.6%	38.2%	49.7%	52.2%
White	35%	33.2%	33.0%	33.6%	37.9%	39.9%
Multi-Racial	37%	33.7%	32.2%	34.5%	38.5%	41.0%
Talented and Gifted	24%	23.3%	21.9%	21.9%	26.0%	28.2%
Native American/Indian Ed/Tribal Enrollment						57.2%
Male	34%	31.2%	31.7%	32.9%	37.0%	40.2%
Female	37%	34.3%	34.0%	35.1%	39.3%	41.6%

School Name	2013-14	2014-15	2015-16*	2016-17*	2017-18*	2018-19*
<i>K-5 Schools</i>						
Barnes Elementary School	27%	36%	38%	41%	46%	49%
Beaver Acres Elementary School	26%	31%	30%	32%	40%	40%
Bethany Elementary School	20%	20%	21%	20%	28%	32%
Bonny Slope Elementary School	24%	23%	24%	26%	28%	26%
Cedar Mill Elementary School	22%	21%	23%	26%	26%	28%
Chehalem Elementary School	25%	27%	28%	30%	41%	41%
Cooper Mountain Elementary School	25%	23%	25%	26%	35%	27%
Elmonica Elementary School	19%	21%	26%	30%	37%	37%
Errol Hassell Elementary School	26%	27%	32%	37%	32%	41%
Findley Elementary	15%	15%	14%	16%	22%	24%
Fir Grove Elementary School	28%	27%	29%	26%	36%	37%
Greenway Elementary School	26%	40%	32%	38%	39%	43%
Hazeldale Elementary School	26%	32%	31%	38%	43%	36%
Hiteon Elementary School	22%	25%	29%	25%	32%	32%
Jacob Wismer Elementary School	18%	19%	22%	21%	29%	27%
Kinnaman Elementary School	31%	35%	34%	31%	40%	42%
McKay Elementary School	28%	32%	35%	31%	34%	37%
McKinley Elementary School	33%	33%	35%	33%	39%	46%
Montclair Elementary School	21%	21%	28%	26%	28%	30%
Nancy Ryles Elementary School	21%	21%	29%	28%	33%	31%
Oak Hills Elementary School	20%	24%	18%	23%	28%	28%
Raleigh Park Elementary School	19%	24%	27%	24%	31%	29%
Ridgewood Elementary School	20%	30%	31%	32%	36%	36%
Rock Creek Elementary School	23%	22%	27%	28%	34%	33%

Sato Elementary School					31%	30%
Scholls Heights Elementary School	19%	26%	23%	23%	30%	25%
Sexton Mountain Elementary School	19%	19%	26%	26%	26%	30%
Terra Linda Elementary School	24%	25%	25%	31%	32%	41%
Vose Elementary School	29%	29%	34%	41%	39%	44%
West Tualatin View Elementary School	18%	25%	23%	26%	23%	27%
William Walker Elementary School	32%	30%	30%	32%	36%	39%

K-8 Schools

Aloha-Huber Park K-8 School	25%	27%	30%	34%	40%	46%
Raleigh Hills K-8 School	29%	30%	32%	37%	38%	45%
Springville K-8 School	20%	20%	21%	23%	29%	33%

6-8 Schools

Cedar Park Middle School	29%	33%	34%	34%	42%	42%
Conestoga Middle School	36%	35%	35%	34%	41%	44%
Five Oaks Middle School	38%	35%	37%	40%	43%	46%
Highland Park Middle School	33%	34%	32%	35%	39%	41%
Meadow Park Middle School	31%	35%	33%	33%	40%	36%
Mountain View Middle School	38%	41%	42%	44%	46%	49%
Stoller Middle School	22%	25%	22%	21%	27%	33%
Whitford Middle School	37%	38%	38%	43%	44%	43%

6-12 Schools

Arts & Communication Margent Academy	53%	42%	41%	46%	47%	46%
Health & Science School	41%	36%	34%	29%	37%	43%
International School of Beaverton	24%	23%	21%	20%	22%	23%

9-12 Schools

Aloha High School	66%	52%	53%	51%	53%	60%
Beaverton High School	54%	42%	45%	46%	51%	56%
Community School	73%	62%	65%	55%	59%	53%
Mountainside High School					36%	42%
School of Science & Technology	36%	27%	32%	26%	32%	38%
Southridge High School	51%	41%	41%	43%	48%	54%
Sunset High School	49%	35%	37%	34%	37%	39%
Westview High School	53%	42%	41%	38%	48%	48%

*Kindergarten included starting in 2015-16

Students Missing Ten or More School Days (2018-19)	All Students	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Economically Disadvantaged	Special Education	Talented and Gifted	English Language Learner
<i>K-5 Schools</i>												
Barnes	49%	26%	36%	53%	56%	45%	51%	46%	54%	62%	29%	55%
Beaver Acres	40%	32%	18%	39%	46%	43%	39%	40%	40%	47%	35%	33%
Bethany	32%	29%	<5%	33%	46%	33%	35%	29%	37%	44%	28%	53%
Bonny Slope	26%	15%		35%	17%	30%	27%	25%	33%	33%	21%	31%
Cedar Mill	28%	28%		45%	26%	25%	25%	30%	31%	25%	21%	23%
Chehalem	41%	24%		47%	45%	39%	46%	37%	47%	43%		44%
Cooper Mountain	27%	24%		34%	36%	25%	27%	27%	40%	33%	19%	50%
Elmonica	37%	30%	36%	45%	49%	34%	35%	40%	44%	52%	26%	42%
Errol Hassell	41%	32%		49%	35%	41%	41%	42%	48%	47%	28%	48%
Findley	24%	19%		26%	31%	30%	23%	25%	43%	33%	19%	30%
Fir Grove	37%			46%	37%	32%	39%	36%	46%	41%	48%	35%
Greenway	43%			51%	27%	42%	45%	51%	45%	56%		49%
Hazeldale	36%	10%		41%	41%	37%	37%	36%	41%	39%	22%	35%
Hiteon	32%	21%		54%	31%	27%	32%	33%	50%	40%	16%	56%
Jacob Wismer	27%	23%		46%	32%	34%	27%	27%	39%	37%	22%	33%
Kinnaman	42%	27%	31%	41%	54%	43%	41%	42%	43%	49%	40%	42%
McKay	37%			47%	31%	34%	33%	40%	40%	34%		43%
McKinley	46%	39%	26%	48%	50%	51%	45%	47%	47%	50%		46%
Montclair	30%			54%	34%	27%	29%	30%	59%	33%	27%	
Nancy Ryles	31%	25%		41%	27%	32%	28%	34%	42%	37%	25%	37%
Oak Hills	28%	32%		37%	18%	24%	26%	29%	42%	38%	18%	37%
Raleigh Park	29%			43%	20%	23%	31%	27%	40%	36%	23%	40%
Ridgewood	36%	22%		47%	37%	33%	32%	39%	51%	51%	14%	35%
Rock Creek	33%	27%		49%	24%	32%	33%	33%	49%	41%	22%	36%
Sato	30%	24%		34%	39%	36%	29%	31%	45%	44%	20%	31%
Scholls Heights	25%	17%		30%	32%	25%	26%	25%	44%	34%	17%	34%
Sexton Mountain	30%	26%		37%	27%	31%	25%	36%	43%	36%	24%	28%
Terra Linda	41%			46%	35%	41%	40%	41%	39%	44%	27%	42%
Vose	44%			43%	61%	43%	43%	44%	45%	49%	24%	45%
West Tualatin View	27%	23%		44%	25%	24%	24%	29%	51%	29%	24%	
William Walker	39%			41%	40%	38%	39%	39%	40%	48%		43%

<i>K-8 Schools</i>												
Aloha-Huber Park K-8	46%	39%	53%	44%	43%	51%	43%	49%	48%	57%	31%	47%
Raleigh Hills K-8	45%		43%	52%	60%	37%	43%	46%	52%	50%	33%	51%
Springville K-8	33%	30%	35%	33%	36%	35%	33%	32%	44%	38%	26%	36%

<i>6-8 Schools</i>												
Cedar Park	42%	18%	38%	48%	49%	43%	43%	42%	52%	54%	34%	46%
Conestoga	44%	20%	43%	57%	42%	45%	45%	44%	55%	49%	30%	55%
Five Oaks	46%	30%	43%	54%	47%	43%	46%	47%	54%	55%	28%	55%

Highland Park	41%	28%	35%	50%	33%	41%	39%	44%	51%	50%	27%	43%
Meadow Park	36%	20%	34%	43%	38%	36%	34%	39%	44%	58%	23%	39%
Mountain View	49%	22%	57%	53%	48%	48%	51%	46%	53%	60%	26%	51%
Stoller	33%	23%	30%	42%	41%	42%	32%	34%	55%	52%	25%	28%
Whitford	43%	16%		47%	42%	41%	43%	42%	52%	60%	24%	54%

6-12 schools

Arts and Communication	46%	39%		52%	38%	47%	48%	40%	54%	53%	44%	
Health & Science School	43%	24%	44%	45%	39%	47%	48%	39%	49%	46%	30%	46%
International School of Beaverton	23%	11%	14%	31%	28%	29%	26%	20%	37%	46%	24%	

9-12 Schools

Aloha High School	60%	42%	60%	66%	70%	55%	61%	60%	66%	65%	42%	64%
Beaverton High School	56%	43%	67%	63%	66%	48%	61%	50%	64%	59%	35%	61%
Community School	53%			57%		48%	62%	43%	55%	50%		38%
Mountainside High School	42%	22%	47%	54%	38%	42%	45%	38%	53%	47%	26%	41%
School of Science & Technology	38%	18%		23%		50%	34%	40%	41%		33%	
Southridge High School	54%	34%	53%	62%	48%	52%	55%	53%	63%	65%	43%	64%
Sunset High School	39%	24%	39%	59%	43%	39%	42%	36%	62%	50%	26%	44%
Westview High School	48%	33%	62%	63%	52%	47%	51%	44%	66%	59%	36%	49%

*Note: attendance is attributed to the last school of enrollment
Data reported for groups of 20 or more students*

K-12 Attendance

Increasing attendance for all students, especially the chronically absent, continues to be a key area of focus. We know that when kids are not in school, they are not engaging in or benefitting from the learning from their peers and/or their teachers. Principals and school teams work together on school level high leverage strategies to improve overall attendance for all students.

Analysis

Successes:

- In 2018-19, for all student groups except for Migrant, Economically Disadvantaged, Hispanic/Latino, Pacific Islander, more BSD students were regular attenders (missed 10% or less of school days) than their statewide peers.
- The improvements made in our Early Warning System provides secondary schools with a resource to identify attendance concerns. Synergy elementary attendance reports were implemented showing student attendance and trends.
- The Multi-tiered System of Supports (MTSS) and district attendance teams are working to create an MTSS framework and attendance manual for the district.

Areas for Growth:

- 16 elementary schools, all K-8's, five middle schools, two option schools and five comprehensive high schools had an increase in the percentage of students missing 10 or more school days.
- In 2018-19, compared to their statewide peers, BSD Migrant, Pacific Islander, Hispanic/Latino and Economically Disadvantaged students were less likely to be regular attenders (missed 10% or less of school days) than their statewide peers.

Action Plan

This Year:

- Continue to implement consistent use of the secondary Early Warning System and provide teachers with access to early warning data on their students in Synergy.
- Continue to support teachers in creating a positive classroom climate through AVID philosophy and instructional strategies and culturally relevant teaching at the secondary level.
- District counselors and nurses continue to support struggling students and families in an effort to develop good attendance habits.
- Graduation mentors at the high school level support students to attend regularly and remain on track to graduation.
- Implement District-wide attendance guidelines including improvements in areas of consistent reporting, communication and interventions.
- Implementation of 9th Grade Success Teams at all high schools to improve attendance, behavior, and course completion

- Attendance Guidelines sent out to all Principals calling for schools to implement student support teams, effective use of data, and multi-tiered systems of support
- Community Involvement launched campaign on importance of attendance
- Each elementary school is implementing attendance plans to reduce the number of students missing 10 or more days.
- Multi-Tiered System of Support Team is meeting to develop district attendance manual.

Long Term:

- More defined attendance intervention process (i.e. attendance teams, Pre-CARE and CARE teams, truancy support at every school)
- Each school will have attendance goals and strategies listed in their School Learning Plan.
- Continued support for Graduation Mentors and 9th grade success teams
- Continue Community Involvement campaign on importance of attendance.
- Focus on Cultural Relevant Teaching leading to greater sense of student belonging.
- Development and implementation of a district wide Multi-Tiered System of Support Framework (MTSS)
- Development and implementation of elementary Early Warning System to provide principals and teachers with access to early warning data on their students in Synergy
- Advent of Trauma Informed Coordinators to assist with middle and high school systems of support funded through High School Success Fund



MIDDLE SCHOOL SCHEDULES

Background

Earlier this school year, Superintendent Grotting directed Deputy Superintendent Ginny Hansmann and Ken Struckmeier, Executive Administrator for Middle Schools to prepare recommendations to create common middle school course offerings and schedules that will be in place in comprehensive middle schools in the District beginning in the 2020-2021 school year.

It is important for middle school students to have middle school course offerings and schedules that are standardized across the Beaverton School District. Currently, period lengths vary and the number of elective courses students can access are not consistent. Members of the Common Middle School Experience Committee embraced the language found in the 2017 report on a Common Middle School Experience that stated, “We believe that all of our students, regardless of their home address, economic status, home language, initial proficiency levels, or other discriminating factors should have the same opportunities as their peers across the system.”

In September 2019, Deputy Superintendent Hansmann and Ken Struckmeier convened a group of building leaders and central office administrators to review the work that middle school administrators and Executive Administrator Matt Casteel had completed between 2014-2018 and to make recommendations to meet the objectives stated by Superintendent Grotting. The group met nearly every week between September 2019 and December 2019 to research, strategize, and discuss the courses and schedules that would best meet the needs of students in Beaverton middle schools.

The following people served on the Common Middle School Experience Committee in the fall of 2019:

- Shannon Anderson, Principal, Cedar Park Middle School
- Jon Bridges, Administrator for Accountability
- Thao Do-Gwilliam, Assistant Principal, Stoller Middle School
- Jon Franco, Executive Administrator for High Schools & Option Schools
- Jared Freeman, Principal, Meadow Park Middle School
- Ginny Hansmann, Deputy Superintendent
- Jessica Jones, Budget Manager
- Toshiko Maurizio, Administrator for Multilingual Programs
- Pat McCreery, Administrator for Equity
- John Peplinski, PK-12 Administrator for Curriculum, Instruction, & Assessment
- Susan Rodriguez, Administrator for Human Resources
- Curtis Semana, Principal, Highland Park Middle School
- Brian Sica, PK-12 Administrator for Curriculum, Instruction, & Assessment
- Ken Struckmeier, Executive Administrator for Middle Schools

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 began by examining the previous work that was done by the following committees and groups:

- 2014-2015 Community Work Group
 - Students, Families, Teachers, and Administrators
- 2015-2018 Middle School Administrator Work Group
- 2018-2019 Middle School Principal Work Group

The Committee presented their findings to Superintendent Grotting and his Cabinet in December 2019. Beginning with three schedules that emerged from the previous Work Groups, the Committee analyzed how these schedules would:

- meet the Common Middle School Board Objectives
- support the priorities developed by the previous Work Groups
- utilize financial resources to support the educational program

School Board Objectives

In September 2019, the Planning Committee of the Beaverton School Board Provided these Scheduling Objectives to the Common Middle School Experience Committee:

- A Common Middle School Experience
- Developmentally-appropriate class length
- Meet PE Requirements
- Student Choice: 2 Electives in addition to PE
- Quality Electives: At least one meets daily
- Equitable Access

Engagement of Staff and Community

Teachers in neighborhood middle schools attended staff meetings on January 21 where they were provided with information about the Common Middle School Experience process, potential schedules, and how those schedules would influence the experiences of students and staff. Teachers were encouraged to provide feedback through a survey that will remain open for participation until February 6.

On February 6, each neighborhood middle school will host a Community Middle School Experience Listening and Learning Session. Families will be provided with the same information that staff received and be able to participate in a survey that will remain open for participation until February 19.

Decision

Superintendent Grotting will consider the feedback from the staff and community, as well as the information from the Committee to make a final decision and create an implementation timeline for the Common Middle School Experience.



BOARD BUDGET UPDATE



FIVE OAKS MIDDLE SCHOOL

FEBRUARY 3, 2020

Topics for Tonight

- 2019-2020 Budget update
- 2020-2021 Budget update (process and timeline)
- Financial reserves – Initial thoughts
- Next steps

2019-2020 Budget

- Working budget adjustments of approximately \$4.1 million will likely have a negative impact on projected ending fund balance (reserve)
- Business office currently projects the ending fund balance between \$20-\$22 million compared to \$25 million budgeted
- Final projection will be made in March 2020 for inclusion in 2020-2021 budget
- This may require additional reductions in 2020-2021 to maintain the 5% reserve requirement

2020-2021 Budget

- Listening and Learning sessions complete
- Drafting and costing underway for Student Investment Account (SIA)
- Budget reductions for central cost centers nearly complete
- Further reductions will be considered through modifications of the new Staffing Allocation Model (SAM) and additions through the SIA during the month of February
- Total reductions currently estimated at \$17 million (increases if reserves are below 5% in 2019-2020) – Final estimate in March 2020
- Total SIA funds estimated at \$32 million

Financial Reserves – Initial Thoughts

- Consider creating a specific reserve for the Public Employee Retirement Fund (PERS)
 - Allows for a “tax” on all funds similar to PERS debt service payment mechanism
 - Provides funds for future participation in the PERS employer match program and/or “buy down” of future rate increases
 - Establish during 2021-2023 biennium when rates may decline
- Consider budgeting for a transfer to the financial reserve fund that only occurs if additional revenue and/or underspending is projected in the Spring of 2021

Next steps

- Finalize SAM reductions and SIA uses in February 2020
- Finalize 2020-2021 budget in March 2020
- Develop clear communication regarding reductions and investments for 2020-2021 in March 2020
- Propose budget in April 2020
- Adopt budget in June 2020

Questions?



**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	
Beaverton High School Fire Restoration	Nathan Potter	Emergency Declaration	BELFOR, USA Property Restoration	\$2,400,000.00	1/2020	5/2020	Authorization to Award Contract
Merlo Station CTE General Contractor Services	Aaron Boyle	ITB 19-0035	RA Gray Construction	\$598,000.00	3/2020	9/2020	Authorization to Award Contract
Uniform Rental and Laundry Services	Charity Ralls and Nathan Potter	RFP 19-0029	Unifirst Corporation	\$150,000.00	6/2019	7/2024	Authorization to Award Contract
Whitford HVAC/Roof Guaranteed Maximum Price (GMP)	Aaron Boyle	RFP 19-0025	Inline Commercial Construction	\$6,267,939.00	9/2019	10/2020	Authorization to Amend Contract



PROJECT NAME: Beaverton High School Fire Restoration

PROJECT TIMELINE: 01/2020 – 05/2020

PROJECT BUDGET: \$2,400,000.00

PROJECT SCOPE: Emergency services to implement damage control measures after property loss at Beaverton High School.

CONTRACT NAME: Beaverton High School Fire Restoration

RECOMMENDED BY: Nathan Potter

SOLICITATION METHOD: Emergency Declaration pursuant to Beaverton School Board Policy DJ-AR and OAR 137-049-0150

CONTRACT TIMELINE: 1/2020 – 5/2020

CONTRACT AMOUNT: \$2,400,000.00

CONTRACT SCOPE: Emergency services including securing the property, erecting safety barriers, initiating temporary structural repairs, conducting safety inspections, securing and sealing the property from the elements, providing temporary power, water extraction, dehumidification, corrosion control, smoke mitigation and manipulation, debris removal, deodorization/cleaning/storage of personal property, clean up and disposal, and demolition services at Beaverton High School. Reconstruction services will be addressed when the damage mitigation work is complete.

RECOMMENDATION: Authorization to Award Contract to BELFOR, USA Property Restoration.

FUNDING SOURCE: Insurance claim and supplemented by district funds as needed.



PROJECT NAME: Merlo Station Career and Technical Education (CTE)

PROJECT TIMELINE: 02/2019 – 09/2020

PROJECT BUDGET: \$940,304.00

PROJECT SCOPE: Conversion of three existing classrooms (118-120), loading dock, exterior storage yard and miscellaneous storage spaces in the SW corner of the building into one CTE pre-apprenticeship construction trade education program classroom/workshop space.

CONTRACT NAME: Merlo Station CTE General Contractor Services

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 19-0035

CONTRACT TIMELINE: 3/2020 – 9/2020

CONTRACT AMOUNT: \$598,000.00

CONTRACT SCOPE: General Contractor services to convert three existing classrooms (118-120), loading dock, exterior storage yard and miscellaneous storage spaces in the SW corner of the building into one CTE pre-apprenticeship construction trade education program classroom/workshop space.

RECOMMENDATION: Authorization to Award Contract to RA Gray Construction

FUNDING SOURCE: Measure 98, Career Technical Education



PROJECT NAME: Uniform Rental and Laundry Services

PROJECTTIMELINE: 6/2019–7/2020

PROJECT BUDGET: \$150,000.00

PROJECT SCOPE: Contractor to provide Beaverton School District Nutrition Services, Custodian, and Maintenance Department with the year-round provision of Uniform Rental and Laundry Services on a weekly basis.

CONTRACT NAME: Uniform Rental and Laundry Services

RECOMMENDED BY: Charity Ralls, Administrator for Nutrition Services and Nathan Potter, Administrator for Maintenance Services

SOLICITATION METHOD: Request for Proposal (RFP) 19-0029

CONTRACTTIMELINE: 6/2019–7/2024

CONTRACT AMOUNT: \$150,000.00

CONTRACT SCOPE: Provision of Uniform Rental and Laundry Services for Nutrition Services and Maintenance/Custodian Department on a weekly basis.

RECOMMENDATION: Authorization to Award Contract to Unifirst Corporation

FUNDING SOURCE: Nutrition Services and Custodial Funds



PROJECT NAME: Highland Park & Whitford HVAC

PROJECTTIMELINE: 4/2018 – 10/2020

PROJECT BUDGET: \$7,926,500.00

PROJECT SCOPE: HVAC/Roof Upgrades

CONTRACT NAME: Whitford HVAC/Roof Guaranteed Maximum Price (GMP)

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Request for Proposal (RFP) 19-0025

CONTRACTTIMELINE: 9/2019 – 10/2020

CONTRACT AMOUNT: \$6,267,939.00

CONTRACT SCOPE: Whitford HVAC/Roof Upgrades

RECOMMENDATION: Authorization to Amend Contract to Inline Commercial Construction to establish GMP for Whitford HVAC and Roof

FUNDING SOURCE: 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; Highland Park & Whitford HVAC



Second Reading of School Board Policy

POLICY ISSUE/SITUATION:

Attached is the second reading of School Board policy:

- DBDB – Financial Reserves

BACKGROUND INFORMATION

In the fall of 2016 the Beaverton School Board contracted with Oregon School Boards Association to review and readopt all Beaverton School District policies and administrative regulations. The review of policies was completed in June of 2018. The Policy Committee continues to meet to discuss suggested changes by OSBA. All departments continue to work to reach compliance of administrative regulations.

RECOMMENDATION:

It is recommended that the School Board adopt this policy change.

Edits

Code DBDB

Readopted: 5/15/17

Adopted: 5/18/15

Orig. Code(s): DBA

Financial Reserves

The Board recognizes the importance of financial reserves to deliver sustainable and stable levels of instruction, staffing, number of instructional days and operation of facilities.

The reserves are necessary to:

1. Maintain financial stability for program continuity and public confidence;
2. Ensure budget and financial compliance with Oregon Revised Statutes and Oregon Administrative Rules;
3. Provide an emergency reserve to balance risk of availability and liquidity of resources in other funds as well as the potential drain upon general fund resources; liquidity; and designations. Such factors will be reviewed annually;
4. Protect the district from unnecessary borrowing in order to meet cash flow needs;
5. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events and accommodate volatile PERS rates;
6. Meet the uncertainties of state and federal funding; and
7. Help ensure a district credit rating that would qualify the district for lower interest costs and greater marketability of bonds that may be necessary in the construction and renovation of school facilities.

District reserves include both a sufficient general fund ending fund balance and a ~~rainy day~~ financial reserve.

General Fund Balance

The Board directs the superintendent to manage the adopted district budget in such a way as to ensure an ending general fund balance of at least five percent of total actual revenues.

~~Rainy Day~~ Financial Reserve

The Board also directs the superintendent to ~~develop a rainy day~~ maintain a financial reserve of five percent of the total resources of the general fund. ~~within three years of the effective date of this policy.~~

Use of Reserves

The Board may authorize use of the general fund balance to address unanticipated, nonrecurring needs and may authorize use of the ~~rainy day~~ financial reserve to address adverse ~~economic~~ conditions which negatively affect the district's revenues ~~and~~ or ability to meet the needs of students.

Replenishment of Reserves/Notice of Shortfall

In the event the Board authorizes use of reserves, the superintendent shall propose a plan for the replenishment of the reserves as soon as practicable, ~~within three years of use~~ considering state financial reserves and annually report progress against the plan. Prior to the reserves becoming less than projected, the superintendent will notify the Board of the possibility the reserves may fall below the minimum targeted level.

END OF POLICY

Legal Reference(s):

[ORS 294.311\(18\)](#)

[ORS 294.398](#)

[ORS 332.107](#)



SECOND READING OF SCHOOL BOARD POLICY DFA

POLICY ISSUE

Attached is the second reading of School Board policy DFA – Investment of Funds for re-adoption.

BACKGROUND INFORMATION

The primary objectives for this investment policy, in priority order, shall be preservation of capital, maintenance of a liquid position and maximum yield. The CFO shall annually review the investment policy and submit the policy and revisions to the OSTF if required. The policy and any revisions shall be presented annually to the board for re-adoption. There are no changes since the re-adoption on May 15, 2017.

RECOMMENDATION

It is recommended that the School Board adopt this policy.

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.

Investment of Funds

1. Scope and Pooling of Funds

This policy applies to the investment of short-term operating funds and capital project funds (including bond proceeds and bond reserve funds) held by the district. Investments of employees' retirement funds, deferred compensation plans, and funds held and invested by trustees, escrow agents or fiscal agents are not covered by this policy. This policy does not apply to the district's checking account.

Except where legally required to hold separate funds, the district will consolidate cash balances from all funds to maximize investment earnings. Investment income will be allocated to the various funds monthly based on their respective cash balances.

2. General Objectives

The primary objectives for this investment policy, in priority order, shall be: preservation of capital; maintenance of a liquid position; and maximum yield.

a. Safety

Safety of principal is the foremost objective of the investment program. Investment decisions shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The objective will be to mitigate credit risk and interest rate risk.

- (1) Credit Risk: The district will minimize credit risk, the risk of loss due to the financial failure of the security issuer or backer, by:
 - (a) Limiting exposure to poor credits and concentrating the investments in the safest types of securities.
 - (b) Diversifying the investment portfolio so that potential losses on individual securities will be minimized.
 - (c) Monitoring the investment portfolio holdings for rating changes, changing economic/market conditions, etc.
- (2) Interest Rate Risk: The district will minimize the price risk, due to changes in general market interest rates, associated with the sale of securities prior to maturity, by:
 - (a) Structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations and/or capital projects, thereby avoiding the need to sell securities on the open market prior to maturity.
 - (b) Investing operating funds primarily in shorter-term securities or local government investment pool.

b. Liquidity

The investment portfolio shall remain sufficiently liquid to meet all operating, capital and construction requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with anticipated cash needs. In addition, a portion of the portfolio should also be placed in the Oregon Local Government Investment Pool (LGIP), or a similar investment vehicle, to provide immediately available funds.

c. Yield

The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of lesser importance compared to the safety and liquidity objectives described above. The portfolio investments are limited to highly rated/low risk securities in anticipation of earning a fair return relative to the risk being assumed.

Securities shall not be sold prior to maturity with the following exceptions:

- (1) A security with declining credit may be sold early to minimize loss of principal.
- (2) A security swap that would improve the quality, yield, or target duration in the portfolio.
- (3) Liquidity needs of the portfolio require that the security be sold.
- (4) To liquidate a security purchased in error that violates state law or this policy.

3. Standards of Care

a. Prudence

The standard of prudence to be used by investment officials shall be the “prudent person” standard and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and this investment policy and exercising due diligence shall be relieved of personal responsibility for an individual security’s credit risk or market price changes, provided deviations from expectations are reported to the School Board in a timely fashion, and the liquidation and/or sale of securities are carried out in accordance with the terms of this policy.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.

b. Ethics and Conflicts of Interest

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could impair their ability to make impartial decisions. Employees, officers and their families shall not undertake personal investment transactions with the same individual with whom business is conducted on behalf of the district. Officers and employees shall, at all times, comply with the state of Oregon Government Ethics Commission set forth in Oregon Revised Statute (ORS) Chapter 244.

c. Delegation of Authority

The chief finance officer (CFO) shall manage the district’s investment program and ensure compliance with the investment policy, designate eligible investment institutions, review periodic investment reports and monitor investment transactions.

The CFO will designate the cash manager under his/her supervision to administer the policy, place investments, maintain accounting records and prepare investment reports.

4. Authorized Financial Dealers and Institutions

A list will be maintained of financial institutions authorized to provide investment and safekeeping services. In addition, a list will also be maintained of approved security broker/dealers selected by credit worthiness and other factors considered relevant by the district. These may include primary dealers or regional dealers that qualify under Securities and Exchange Commission (SEC) Rule 15C3-1 (uniform net capital rule).

Regional brokers and dealers must have an office in Pacific Northwest in order to be considered for doing business with the district. The district will limit all security purchases to institutions on the approved lists.

All financial institutions and broker/dealers who desire to become qualified for investment transactions must supply the following, as appropriate:

- a. Audited financial statements;
- b. Proof of National Association of Securities Dealers (NASD) certification;
- c. Proof of state registration;
- d. Completed broker/dealer questionnaire;
- e. Certification of having read and understood the district's investment policy;
- f. References from other Oregon local government clients.

A review of the financial condition and registration of qualified financial institutions and broker/dealers will be conducted by the CFO at least every five years. Additions and deletions to the list may be made at the discretion of the CFO.

5. Internal Controls

The CFO, in cooperation with the Financial Reporting staff and the external auditor, will establish and maintain an adequate internal control structure designed to reasonably protect the investments of the district from loss, theft or misuse. The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by the CFO.

The district shall establish a process for an annual independent review by an external auditor to assure adequate internal controls, as well as compliance with policies and procedures. In addition, the internal controls may be tested by an external auditor upon any extraordinary event, such as turnover of key personnel.

6. Accounting Method

The district shall comply with all required legal provisions and Generally Accepted Accounting Principles (GAAP) relating to investment accounting. The accounting principles are those contained in the pronouncements of authoritative bodies including but not necessarily limited to, the Governmental Accounting Standards Board (GASB); the American Institute of Certified Public Accountants (AICPA); and the Financial Accounting Standards Board (FASB).

7. Delivery, Safekeeping and Collateral

- a. Delivery and Safekeeping

Prior to sending funds to a broker/dealer for an investment purchase, the cash manager will require a trade ticket listing the details of the transaction. Securities may be held by the broker/dealer in the district's name in the broker/dealer's account or they may be held by a third-party safekeeping agent.

The purchase and sale of securities, repurchase agreement and guaranteed investment contract transactions shall be settled on a delivery versus payment basis in accordance with Oregon Revised Statute (ORS) 294.145(4) and (5). It is the intent of the district that all purchased securities shall be perfected in the name of the district.

Sufficient evidence to title shall be consistent with modern investment and commercial practices.

b. Collateral

Cash management tools, defined as bank deposits, time deposits, certificates of deposit and savings accounts, shall be held in qualified Oregon depositories and collateralized in accordance with ORS Chapter 295.

ORS 294.035(3)(j) requires repurchase agreement collateral to be limited in maturity to three years and priced according to percentages prescribed by written policy of the Oregon Investment Council or the Oregon Short-Term Fund Board.

On March 12, 1996, the OSTF Board adopted the following margins:

- (1) U.S. Treasury securities: 102%;
- (2) U.S. Agency discount and coupon securities: 102%;
- (3) Mortgage backed securities, although allowed by ORS Chapter 294, are not allowed as repurchase agreement collateral under this policy.

A signed Master Repurchase Agreement must be in place between the district and the securities dealer, prior to entering into any repurchase agreement with that dealer.

At the minimum, the district will monitor the collateral requirements weekly for guaranteed investment contracts.

8. Authorized Investments

The following investments will be permitted by this policy and are authorized for investment under ORS 294.035, ORS 294.052 and 294.810:

- a. U.S. Treasury securities and other lawfully issued general obligations of the United States, including general obligations of agencies and instrumentalities of the United States or enterprises sponsored by the United States government;
- b. Debt of the agencies and instrumentalities of the states of Oregon, California, Idaho and Washington and their political subdivisions;
- c. Time deposit open accounts, certificates of deposit, bank deposit, and savings accounts;
- d. Bankers acceptances;
- e. Corporate indebtedness;
- f. Repurchase agreements;
- g. Oregon Short-Term Fund (OSTF) (also known as the Local Government Investment Pool – LGIP);

- h. For investment of bond proceeds only and with Board approval: various investment agreements that meet the requirements of ORS 294.052 and the collateral requirements; and restrictions of this policy.

9. Investment Parameters

- a. Diversification

The investments shall be diversified by:

- (1) Limiting investments to avoid over-concentration in securities from a specific issuer or business sector (excluding U.S. Treasury securities);
- (2) Investing in securities that have high credit quality;
- (3) Limiting investments in high interest rate risk, such as variable rate securities;
- (4) Investing in securities with varying maturities; and
- (5) Continuously investing a portion of the portfolio in readily available funds such as the Oregon Short-Term Fund (or LGIP).

Maximum Maturities and Percentage of Investments by Type

The maximum percentages for direct investments of surplus funds are as shown in the chart below. Surplus funds are defined as the sum of all investments, cash balances, deposit balances of all types and LGIP balances. The maximum maturity is measured from the settlement date of the investment transaction.

Capital project funds are funds specifically dedicated to capital projects, and will typically include proceeds from the district’s bond sales. All bond fund reserve requirements will be considered to be capital project funds. The district may designate (upon approval by the Board) other funds as capital project funds. Operating funds are all surplus funds that are not capital project funds.

Security	Maximum % of total Portfolio	Maximum Maturity
U.S. Treasury Bills, Notes and Bonds and obligations secured by the U.S. Treasury	100 percent	18 months for operating funds, and 3 years for capital project funds
U.S. Government Agencies and Instrumentalities, including Government Sponsored Enterprises	100 percent	18 months for operating funds, and 3 years for capital project funds
State and Local Government Securities	30 percent	18 months for operating funds, and 3 years for capital project funds
Time Certificates of Deposit	50 percent	18 months
Repurchase Agreements	25 percent	30 days
Banker’s Acceptances	25 percent	6 months
Corporate Indebtedness (commercial paper and bonds)	35 percent	18 months

OSTF - Local Government Investment Pool	Statutory Limit	N/A
Time Deposit Open Accounts, Bank Deposit and Savings Accounts	10 percent	N/A

In addition to the above, the district may invest up to 100 percent of the proceeds from any bond issue in investment agreements that meet the requirements of ORS 294.052 and the repurchase agreement collateral requirements and restrictions of this policy.

In order to achieve issuer diversification, this policy sets limits on the maximum holdings by issuer for certain investment types.

- (6) There shall be a limit of 35 percent of the portfolio held in securities issued by any single US government agency.
- (7) Time certificates of deposit and banker’s acceptances can all be issued by a single banking institution. In order to avoid over-concentration in a single banking institution, there shall be a limit of 10 percent for overall holdings of one institution.

In addition to this policy, ORS 294.035 limits investment in a single corporate entity to no more than 5 percent of total surplus funds.

Due to fluctuations in the aggregate surplus funds balance, maximum percentages for a particular issuer or investment type may be exceeded at a point in time subsequent to the purchase of a particular security. Securities need not be liquidated to realign the portfolio, but consideration should be given to this matter when future liquidations are made or when reinvestment occurs. Portfolio percentage limits are in place to ensure diversification in the investment portfolio; a small, temporary imbalance will not significantly impair that strategy.

b. Liquidity of Funds

Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds, such as the OSTF or overnight repurchase agreements, or held in bank balances to ensure that appropriate liquidity is maintained to meet on-going obligations.

Maturity limitations will depend upon whether the funds being invested are considered short-term or long-term funds. All funds will be considered short-term except those reserved for capital projects. Except for special situations, as directed by the investment officer, investments will be limited to maturities not exceeding 18 months.

Short-term portfolio – Investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs. In addition, the following maturity limits are designed to ensure liquidity in the portfolio:

Length of Maturity	Minimum % of Total Portfolio
Under 30 days	10 percent
Under 90 days	25 percent

Under 180 days	50 percent
Under 360 days	90 percent
Under 18 months	100 percent

If these maturity limits are inadvertently exceeded at the time of a specific investment, the purchase does not need to be liquidated. Future investments must not be made to longer maturity dates until the limits will be met, however.

Long-term portfolio – Instruments and diversification for the long-term portfolio shall be as for the short-term portfolio. Long-term portfolio is defined as “maturities over 18 months and maximum of 36 months”. Maturity scheduling shall be timed according to anticipated need. For example, investment of capital project funds shall be timed to meet projected contractor payments.

The investments of bond proceeds are restricted under bond covenants that may be more restrictive than the investment parameters included in this policy. Bond proceeds shall be invested in accordance with the most restrictive parameters of this policy and the applicable bond covenants and tax laws.

This investment policy has been submitted for review by the OSTF Board as specified above and in accordance with ORS 294.135(1)(a).

c. Credit Ratings

The minimum credit rating levels for the permissible investments are set out in ORS 294.035. These credit rating levels apply to the security at the transaction settlement date. If the credit rating of a security is subsequently downgraded below the minimum rating level for a new investment of that security, the CFO shall evaluate the downgrade on a case-by-case basis in order to determine if the security should be held or sold. The CFO will notify the School Board about the credit rating downgrade and whether the decision was made to sell or hold the security.

d. Securities Lending and Reverse Repurchase Agreements

The district will not lend securities nor directly participate in a securities lending or reverse repurchase program.

e. Competitively Priced Securities

Before any security purchase or sale is initiated, the cash manager shall gather information about current market interest rate levels from various sources, including investment dealers, internet financial websites, financial publications and other sources. Each security purchase shall be made at competitive market interest rate levels. The cash manager shall use their discretion in determining whether to seek competitive bids or offers.

10. Reporting

a. Methods

The cash manager shall prepare an investment report monthly including a management summary that provides an analysis of the status of the current investment portfolio and transactions made over the previous month. The report will be submitted to the CFO for review. This management summary will

be prepared in a manner that will allow the CFO to ascertain whether investment activities during the reporting period have conformed to the investment policy. In addition, the cash manager will prepare a regular monthly board report. At a minimum, this report will include the following:

- (1) Listing of individual securities held at the end of the reporting period;
 - (2) Average weighted yield to maturity of portfolio on investments as compared to applicable benchmark(s);
 - (3) Listing of investments by maturity date, call date, cost and current fair value;
 - (4) Percentage of the total portfolio that each type of investment represents along with the percentages authorized in this policy.
- b. Performance Standards
The investment portfolio will be managed in accordance with the parameters specified within this policy. The appropriate benchmark will be the monthly yield for the LGIP. Because bond proceeds are expected to be invested at the time they are received, and are therefore invested in an interest rate environment that exists at that point in time, that portion of the portfolio will be excluded from ongoing benchmark performance measurement.
- c. Marking to Market
The market value of the portfolio shall be calculated at least annually and a statement of the market value of the portfolio shall be issued at fiscal year-end.

11. Policy Adoption and Re-Adoption

The CFO shall annually review the investment policy and submit the policy and revisions to the OSTF if required. The policy and any revisions shall be presented annually to the Board. The Board will approve all revisions to the policy.

END OF POLICY

Legal Reference(s):

[ORS 294.033](#)
[ORS 294.035](#)
[ORS 294.125](#)
[ORS 294.135](#)
[ORS 294.145](#)
[ORS 294.155](#)



Second Reading of School Board Administrative Regulations (AR's)

POLICY ISSUE/SITUATION:

Attached are the second readings of School Board I Administrative Regulations (AR's):

- IGBA-AR–Special Education–Participation in Regular Education Programs** (*edits*)
- IGBAE-AR–Special Education–Participation in Regular Education Programs** (*edits*)
- IGBAF-AR–Special Education–Individualized Education Program (IEP)** (*proposed new OSBA language*)
- IGBA G-AR–Special Education–Procedural Safeguards** (*edits*)
- IGBAH-AR–Special Education–Evaluation and Eligibility Procedures** (*proposed new OSBA language*)
- IGBAI-AR–Special Education–Private schools (*proposed new OSBA language*)
- IGBAJ-AR–Special Education–Free Appropriate Public Education (FAPE) II (*edits*)
- IGBAL-AR–Special Education–Services for Home-Schooled Students with Disabilities** (*edits*)

BACKGROUND INFORMATION

In the fall of 2016 the Beaverton School Board contracted with Oregon School Boards Association to review and readopt all Beaverton School District policies and administrative regulations. The review of policies was completed in June of 2018. The Policy Committee continues to meet to discuss suggested changes by OSBA. All departments continue to work to reach compliance of administrative regulations.

RECOMMENDATION:

It is recommended that the School Board adopt these AR changes.

Proposed OSBA Language

Code: IGBA-AR

Revised/Readopted: 3/7/06, 4/1/00

Students with Disabilities - Child Identification Procedures**

1. The district's Child Find efforts include:
 - a. Public awareness. District child find activities involve local media resources and direct contact activities, such as presentations at community meetings, business group meetings, services agencies or advocacy organizations.
 - (1) The district provides information about special education services in the district and the district's special education referral process to public and private facilities and public charter schools located in the district, including day care centers, homeless shelters, group homes, county jails, hospitals, medical officer and other facilities that serve children birth to 21 years old.
 - (2) The district provides information about special education services and how to make a referral to any migrant education programs operating in the district.
 - b. Notice of confidentiality. Before any major child find activity, the district publishes notice in newspapers or other media, or both, informing parents that confidentiality requirements apply to these activities. Circulation for this notice must be adequate to inform parents within the district's jurisdiction.
 - c. Staff awareness. The district ensures that staff are knowledgeable of the characteristics of disabilities and the referral procedures for students, including preschool children, suspected of having disabilities.
 - d. Communication to parents. District staff shall inform parents about the availability of special education services in the district and provide them with information about initiating referral for special education evaluation, including the information about early intervention/early childhood special education services (EI/ECSE) and the designated referral and evaluation agencies with which the district collaborates.
2. Private School Children with Disabilities
 - a. The district's child find system applies to children, including those children who are residents of another state, that are enrolled by their parents in private schools located within the boundaries of the district.
 - b. The district's child find activities for private school students enrolled by their parents in private schools are similar to, and completed within a comparable time period, as child find activities for students in district public schools.
 - c. The district does not include the cost of conducting child find activities for private school students, including individual evaluations, in determining whether it has spent a proportionate share of its federal Individuals with Disabilities Education Act (IDEA) funds on parentally- placed school students with disabilities.

- d. The district consults with private school representatives and parents of private school students with disabilities about how to carry out these child find activities, including:
 - (1) How private school children suspected of having a disability can participate equitably; and
 - (2) How parents, teachers and private school officials will be informed of the process.
- e. The district child find process for parentally-placed private school students ensures the equitable participation of parentally-placed private school students with disabilities and an accurate count of such children.

3. Home-Schooled Students with Disabilities

- a. The district collaborates with the education service district that serves the district to ensure that the district responds promptly to information about home-schooled students with suspected disabilities.
- b. The district collaborates with home schooling organizations in the district's jurisdiction and provides information about special education services in the district and how to make a referral.
- c. If the district has reason to suspect that a home-schooled student has a disability, the district will obtain parent consent for initial evaluation.

PROPOSED

Code: IGBA-AR
Readopted: 2/28/08
Adopted: 11/3/81
Orig. Code(s): 6000-33

Students with Disabilities - Find Procedures

1. General Child Find

- a. The district uses an ongoing system to locate, identify and evaluate all children birth to 21 residing in the district including children with disabilities who are homeless, wards of the state and children attending private schools, suspected of being eligible for special education unless these children are no longer entitled to a free appropriate public education under OAR 581-015-0600 to -0602. This ongoing system includes:
 - (1) Public awareness activities (using local media resources such as television, radio, internet and newspaper; direct contact activities in the community, including presentations at community meetings, business group meetings and other meetings; outreach to those who may not understand English or who may live in rural or isolated areas).
 - (2) A system in each school, public charter school and public alternative school in the district to ensure that:
 - (a) District staff are knowledgeable of the characteristics of disabilities and appropriate referral of students suspected of having disabilities; and
 - (b) Special education referrals from parents, teachers and others, including state agencies, are directed to appropriate special education staff.

2. Private School Children with Disabilities

- a. The district's child find activities for students in private schools are comparable to activities for students in the district's public schools, including the time period in which the child find process shall be completed.
- b. The district conducts timely and meaningful consultation with appropriate representatives of private schools and parents of private school children with disabilities on how to carry out these child find activities and how parents, teachers, and private school officials will be informed of the process.
- c. The district child find process includes all students in private schools, even those who are residents of another school district.

3. Home-Schooled Students with Disabilities

- a. The district collaborates with the ESD that serves the district to ensure that the district responds promptly to information about home-schooled students with suspected disabilities.

- b. If the district suspects that a home-schooled student has a disability, the district contacts the parent to determine the needs for evaluation and obtain informed parental consent.

DELETED

w/edits

Code: IGBAE-AR

Revised/Readopted: 3/7/06

Adopted: 4/1/00

Special Education - Participation in Regular Education Programs

1. Placement of the Student

- a. The placement decision for each eligible student is:
 - (1) Made by a group of persons, including the parent/guardian, and other persons knowledgeable about the student, the meaning of the evaluation data and the placement options;
 - (2) Made in conformity with the requirements of least restrictive environment;
 - (3) Determined at least annually;
 - (4) Based on the student's individualized education program (IEP); and
 - (5) The student is educated in the school that he/she would attend if nondisabled unless the child's IEP requires some other arrangement or as close as possible to the student's home if the school the student would attend if they were non-disabled if placement is determined to be elsewhere in the district.
- b. The district ensures that:
 - (1) A continuum of placement options is available to meet the needs of students with disabilities for special education and related services and to the extent necessary to implement the ~~individualized education program~~ IEP for each student with a disability;
 - (2) The continuum of placement options includes instruction in regular classes (with special education and related services and/or supplementary aids and services as identified on the IEP), special classes, special schools, home instruction and instruction in hospitals and institutions.
 - (3) Placement options, including instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions are available to the extent necessary to implement the IEP for each student with a disability.
- c. Placement decisions must be made in conformity with the least restrictive environment (LRE) provisions. These provisions direct that to the maximum extent appropriate, students with disabilities be educated with students who are nondisabled, and that special classes, separate schooling or other removal of students with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of services which he or she needs. Placement must be made in the school that the student would attend if not disabled unless unique circumstances prevent this placement or the student's IEP requires some other arrangement. A student with a disability cannot be removed from education in age-appropriate regular classrooms solely because of the needed modifications in the general education curriculum.
- d. Placement teams, including the parent, select the least restrictive environment for each student using the following process: ~~will also be used to determine and document placement:~~
 - (1) Complete the IEP, including determining the student's special education and related service, and determining the extent to which these services can be provided to the student in the regular class.

- (2) Document the names of each participant in the placement meeting. The parent/guardian of a child with a disability and the district may agree to use alternative means of meeting participation, such as video conferencing and conference calls;
- (3) The Placement Team reviews current evaluation information. Any evaluation information used in determining IEP placement should be identified;
- (4) After reviewing the IEP and evaluation data:
 - a. Identify each placement option considered. (If the Placement Team is documenting that a regular classroom placement is appropriate to implement the services identified on the IEP, the Team may, but is not required to consider additional placement options that would be considered more restrictive unless the parent/guardian requests a more restrictive placement.)
 - b. For each of the placement options considered, describe:
 - (i) The benefits of this placement;
 - (ii) The possible harmful effects on the child and/or on the services in this placement option;
 - (iii) The modifications/services that were considered to reduce the potential harmful effects.
- (5) Document which placement option is selected.
- (6) ~~Document the names of the of the team members involved in the placement decision.~~
- (7) Provide parents/guardian with a copy of the IEP and placement determination.
- (8) Provide applicable prior written notice and consent.
 - (a) All initial placements require Prior Written Notice and Consent
 - (b) Any subsequent changes in placement require Prior Written Notice. The team may provide this notice by using a Prior Notice of Special Education Action.
 - (c) The district must also provide prior written notice of refusal if the parent/guardian requests a placement that the team refuses.

2. Youth Incarcerated in Adult Correctional Facilities

- a. ~~For students otherwise entitled to free appropriate public education FAPE, the placement team may modify the student's placement if the state has demonstrated a bona fide security or compelling penological interest that cannot be otherwise accommodated. The requirements related to least restrictive environments do not apply with respect to these modifications.~~

3. Nonacademic Settings

- a. The district takes steps, including providing the supplementary aids and services determined appropriate and necessary by the student's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities.
- b. Nonacademic and extracurricular services and activities include all those available to nondisabled students and may include:
 - (1) Counseling services;
 - (2) Athletics;
 - (3) Transportation;
 - (4) Health services;
 - (5) Recreational activities;
 - (6) Special interest groups or clubs sponsored by the district;
 - (7) Referrals to agencies that provide assistance to individuals with disabilities; and
 - (8) Employment of students.

PROPOSED

Code: **IGBAF-AR**

Revised/Readopted: 3/4/08, 4/11/06

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
 - b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
 - c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
 - d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
 - e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
 - f. The district ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.
- The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- g. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The district's IEP team members include the following:
 - (1) The student's parent(s);
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
 - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.

- b. Student participation:
 - (1) Whenever appropriate, the student with a disability is a member of the team.
 - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
 - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.
- c. Participation by other agencies:
 - (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
 - (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
 - (1) The parent and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
 - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:

- (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including parents;
 - (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short term objectives. The goals and, if appropriate, objectives:
- (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
 - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
- (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
- (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
 - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.

- (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
 - (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
 - (1) For a student whose behavior impedes his or her learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;

- (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and
 - (5) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the IEP in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.
 - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

9. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP; and
 - (3) Provided at no cost to the parent.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The district's criteria for determining the need for extended school year services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

10. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

11. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parents) provides a free

appropriate public education to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

- (1) Adopts the student's IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide a free appropriate public education to the student, including services comparable to those described in the student's IEP from the previous district, until the district:

- (1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

Special Education - Individualized Education Program (IEP)

1. General IEP Information

- a. An IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student; and
 - (2) At the beginning of each school year.
- b. The District uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. An IEP is implemented as soon as possible following the IEP meeting.
- d. The District provides all the special education and related services, including program modifications, supports and/or supplementary aids and services, identified on the IEP.
- e. The District makes a good faith effort to assist the student to achieve the annual goals and short-term objectives identified on the IEP. The District will not be held accountable if, despite good faith implementation, a student does not achieve the anticipated progress identified on the IEP.
- f. The IEP will be accessible to each of:
 - (1) The student's regular education teacher(s);
 - (2) The student's special education teacher(s); and
 - (3) The student's related services provider(s) and other service provider(s).
- g. The District ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP.

2. IEP Meetings

- a. The District initiates and conducts IEP meetings at least annually (every 365 days) for the purpose of developing, reviewing and revising an eligible student's IEP.
- b. IEP meetings are conducted within 30 calendar days of determination that the student needs special education and related services.
- c. Each eligible student's IEP is reviewed at least once a year to determine whether annual goals

for the student are being achieved, and to make necessary revisions to address:

- (1) Any lack of anticipated progress toward annual goals and in the general education curriculum, where appropriate;
 - (2) Results of any reevaluation;
 - (3) Information provided about the student provided to, or by, the parent/guardian;
 - (4) The student's anticipated needs; and
 - (5) Other matters.
- d. The District conducts an IEP meeting any time it believes that a change in the IEP may be necessary to ensure free appropriate public education (FAPE) to the student.
- e. A parent/guardian may request a meeting at any time to review or revise the IEP if they believe that the District has not acted in good faith in developing or implementing the IEP, if they believe that IEP is not effective or for any other reason for which a review would be appropriate.
- f. When the parent/guardian requests a meeting the District will either:
- (1) Schedule a meeting within a reasonable time; or
 - (2) Provide written prior notice of the District's refusal to hold a meeting.
- g. If a participating agency fails to provide agreed upon transition services contained in the IEP, an IEP meeting is initiated for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the IEP.
- h. The District provides prior written notice to the parent/guardian upon completion of the IEP, and before implementation of IEP services, if:
- (1) The IEP changes the provision of FAPE to the student (e.g., adding or discontinuing a special education or related service); or
 - (2) The IEP team refuses a parent/guardian request for a change in the provision of FAPE to the student.

3. IEP Team Members

- a. IEP team members include the following:
- (1) One or both of the student's parent/guardian;
 - (2) At least one of the student's special education teachers or special education service providers;
 - (3) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment;
 - (4) A representative of the District, who may also be another member of the team, who is qualified to provide or supervise the provision of special education and is knowledgeable about the general curriculum, and about program options, academic, nonacademic and extracurricular activities. A representative of the District will have the authority to commit District resources, and be able to ensure that all services identified in the IEP can be delivered;
 - (5) An individual, who may also be another member of the team, who is knowledgeable about the student's disability, and who can interpret the instructional implications of the evaluation results;

- (6) At the discretion of the parent/guardian or District, other individuals, including related services personnel, as appropriate, who have knowledge or special expertise regarding the student;
- (7) The student when appropriate. The student is a required IEP team member beginning with the first IEP in effect when the student turns 16. The student must have the opportunity to indicate his/her preferences and interests during the IEP meeting when transition services are being considered. If the student does not attend the IEP meetings when transition services are being discussed, the District must take steps to ensure the student's interests and preferences are being considered;
- (8) For students of transition age, a representative of any other agency that is likely to be responsible for providing or paying for transition services. If an agency does not send a representative to the meeting, the District must take other steps to obtain the participation of the agency in the planning of any transition services; and
- (9) If the District has referred or placed a student in an ESD, state-operated program, private facility or any other program, IEP team membership will include a representative from those agencies. Participation may consist of attending the meeting, conference call or participating through other means.

b. Participation of the regular education teacher:

- (1) If the student is, or may be, participating in the regular educational environment, the regular education teacher will, to the extent appropriate, participate in the development and review of the IEP. If the student has more than one regular education teacher, the District will determine which teacher or teachers will participate. The regular education teacher(s) will participate in discussions and decisions regarding:
 - (a) Participation in the general curriculum and in the regular education environment;
 - (b) Supplemental aids and services, program modifications and/or supports to be provided for the student or on behalf of the student;
 - (c) Appropriate positive behavioral interventions and strategies; and
 - (d) All portions of the IEP they may be implementing.

c. Attendance and Excusal

- (1) A member of the IEP team is not required to attend the IEP meeting, in whole or in part, if the parent/guardian of a child with a disability and the District agree that the attendance of such a member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. The District must separately document this agreement in writing, retain the written submission in the student's education records, and the student's IEP should reflect no changes to that area of curriculum or related service.
- (2) A member of the IEP team may be excused from attending the IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the members' area of the curriculum or related services if the parent/guardian and the school District consent to the excusal, and the member submits in writing to the parent/guardian and to the IEP team input into the development of the IEP before the meeting. The District must, separately document this agreement, and retain the written submission in the student's education records.
- (3) The District representative is not excused under these provisions.

d. Alternate Means of Participation

- (1) When conducting IEP team meetings, the parent/guardian of the child with a disability and the school District may agree to use alternate means of meeting participation, such as video conferencing and conference calls.

4. Content of the IEP

a. The IEP for each eligible student includes:

- (1) A written statement of the student's present levels of academic achievement and functional performance. The statement:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including the parent/guardian; and
 - (d) Is clearly linked to the annual goal statement(s).
- (2) A statement of measurable annual goals, including academic and functional goals and for students with disabilities who take alternate assessments aligned to alternate achievement standards, a description of short-term objectives designed to:
 - (a) Meet the student's needs that result from the disability to enable the student to be involved in and progress in the general education curriculum, as appropriate; and
 - (b) Meet each of the student's other educational needs that result from the disability.
- (3) A description of how the student's progress toward meeting each annual goal will be measured and when periodic reports on the progress the student is making toward meeting each annual goals will be provided.
- (4) A statement of the special education services, related services, supplementary aids and services based on peer-reviewed research to the extent practicable, program modifications and supports for school personnel that will be provided to the student, or on behalf of the student. These services, modifications and supports are developed for the student to:
 - (a) Meet the annual goals;
 - (b) Be involved and progress in the general education curriculum;
 - (c) Be involved and participate in extracurricular and other nonacademic activities; and
 - (d) Be educated and participate with other students, with and without disabilities, in academic, nonacademic and extracurricular activities.
- (5) For each special education service, related service, supplementary aid and service, program modification and support for school personnel that will be provided to the student, or on behalf of the student, a description of:

- (a) The projected date for initiation;
 - (b) Projected duration, or ending date;
 - (c) The anticipated amount and frequency;
 - (d) Who is responsible for implementation and
 - (e) The anticipated location.
- (6) A statement explaining the extent, if any, to which the student will not participate:
- (a) With non-disabled students in the regular academic class; and
 - (b) In nonacademic and extracurricular activities.
- (7) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district wide assessments of student achievement that are needed for the student to participate in that assessment;
- (8) A student shall not be exempt from participation in state or districtwide assessment, including extended and juried assessments, because of a disability, unless the parent/guardian requested an exemption under OAR 581-022-0612;
- (9) If the team determines that a student will not participate in a general statewide and/or districtwide assessment of student achievement (or part of an assessment), a statement of why that assessment is not appropriate for the student and how the student will be assessed;
- (10) A statement of why the student cannot participate in the regular assessment and why the alternate is appropriate if the team determines that the student shall take an alternate assessment.

5. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent/guardian for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student; and
 - (3) As appropriate, the results of the student's performance on any general state or district wide assessment; and
 - (4) The academic, developmental, and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:

- (1) For a student whose behavior impedes his/her learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of reading and writing media, including evaluation of future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate; and
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
- d. If, in considering these special factors, the team determines that a student needs a particular device or service (including an intervention, accommodation, or modification) for the student to receive a free appropriate education, the team includes a statement to that effect in the IEP.
- e. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the IEP in effect when the student turns 16 and updated annually thereafter appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including course of study) need to assist the student in reaching those goals;
 - (2) A statement that the student has been informed, at least one year before rights transfer that his/her rights will transfer to him/her upon reaching the age of majority, marriage or emancipation, whichever occurs first.

6. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
- (1) Participation of students with disabilities in state and districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling penological interest that cannot be otherwise accommodated.

7. Extended School Year Services

- a. The District makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary.
- b. ESY services are:

- (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP; and
 - (3) Provided at no cost to the parent/guardian.
- c. Consideration of ESY services will not be limited to particular categories of disability, and will not be limited to a type, amount or duration of service.
 - d. ESY services are available to maintain the student's skills or behavior; ESY services are not necessarily provided to teach new skills or behaviors.
 - e. The District has established the following criteria for determining the need for ESY services:
 - (1) This criteria includes:
 - (a) Evidence of the student's regression and recoupment of skills and/or behavior, based on documented evidence or, if no documented evidence, on predictions according to the professional judgment of the team;
 - (b) Regression means a significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in educational services;
 - (c) Recoupment means the recovery of skills and/or behavior to a level that was achieved prior to the interruption of service.
 - (2) Additional criteria which may be used in determining the need for ESY includes:
 - (a) The nature and severity of the disability;
 - (b) The student's rate of progress, as evidenced through evaluation data and/or progress on the IEP;
 - (c) The nature of the services requested (e.g., services that may be extraordinary or integral to the program); and
 - (d) Any skills that may be emerging or developing that would be lost without ESY services.

8. Assistive Technology

- a. The District ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the District permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, the parent/guardian are liable for loss, theft or damage due to negligence or misuse of the devices. When the student is no longer eligible for special education services in the District, assistive technology devices will be returned to the District.

9. Transfer Students

- a. In State

- (1) If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the District and enrolls in a District school within the same school year, the District (in consultation with the student's parent/guardian) provides a free appropriate public, education to the student (including services comparable to those described in the student's IEP from the previous District), until the District either:
 - (a) Adopts the student's IEP from the previous district; or
 - (b) Develops, adopts, and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of State

- (1) If a student transfers into the District with a current IEP from a district in another state, the District, in consultation with the student's parent/guardian, will provide a free appropriate public education to the student, including services comparable to those described in the student's IEP from the previous district, until the District conducts an initial evaluation (if determined necessary by the new district to determine Oregon eligibility) with parent/guardian consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the District develops, adopts, and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the District provides prior written notice to the parent/guardian explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

w/edits

IGBAG-AR

Adopted: 4/1/00

Revised/Readopted: 3/7/06,

3/4/08, 2/14/11

Special Education - Procedural Safeguards

1. Procedural Safeguards

a. The district provides procedural safeguards to:

- 1) Parents/guardians (unless the guardian is a state agency) or persons in parental relationship to the student;
- 2) Surrogate parent/guardian; and
- 3) Students whose rights have transferred (called "adult students").

b. The district gives parent/guardian and adult student a copy of the Notice of Procedural Safeguards:

- 1) Once a year;
- 2) At the first referral or parent/guardian request for evaluation to determine eligibility for special education services;
- 3) When the parent/guardian (or adult student) requests a copy;
- 4) To the parent/guardian and the student one year before the student's 18th birthday or upon learning that the student is ~~considered~~ emancipated.

c. The Notice of Procedural Safeguards is:

- 1) Written in the native language of the parent/guardian (unless it is clearly not feasible to do so) and language clearly understandable to the public.
- 2) If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure:
 - i) That the notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication;
 - ii) That the parent/guardian understands the content of the notice; and
 - iii) That there is written evidence that the district has met these requirements.

2. Content of Procedural Safeguards Notice

The procedural safeguards notice includes all of the content provided in the *Notice of Procedural Safeguards* published by the Oregon Department of Education (ODE).

3. Parent/Guardian of Adult Student Meeting Participation

a. The district provides parent/guardian or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized education program (IEP) and educational

- placement of the student, and the provision of a ~~free appropriate public education~~ (FAPE) to the student.
- b. The district provides parent/guardian or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
- 1) States the purpose, time and place of the meeting and who is invited to attend;
 - 2) Advises that parent/guardian or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - 3) Advises that the team may proceed with the meeting even if they are not in attendance;
 - 4) Advises who to contact before the meeting to provide information if they are unable to attend; and
 - 5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
 - a) Indicates that the student will be invited; and
 - b) Identifies any agencies invited to send a representative.
- c. The district shall take steps to ensure that one or both of the parent/guardian of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
- 1) Notifying parent/guardian of the meeting early enough to ensure that they will have an opportunity to attend; and
 - 2) Scheduling the meeting at a mutually agreed on time and place.
- d. If neither parent/guardian can participate, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
- e. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.
- f. The district may conduct an IEP or placement meeting without the parent/guardian or adult student if the district is unable to convince the parent/guardian that he/she should participate.
- Attempts to convince the parent/guardian to participate will be considered sufficient if the district:
- 1) Communicates directly with the parent/guardian to arrange a mutually agreeable time and place and written notice was sent to confirm the arrangement; or
 - 2) Proposes a time and place in the written notice stating that a different time and place may be requested and confirms that the notice was received.
- g. If the district proceeds with an IEP meeting without a parent/guardian, the district must have a record of its attempts to arrange a mutually agreed upon time and place such as:
- 1) Detailed records of telephone calls made or attempted and the results of those calls;
 - 2) Copies of correspondence sent to the parent/guardian and any responses received; and
 - 3) Detailed records of visits made to the parent/guardian home or place of employment and the results of those visits.

- h. The district takes whatever action is necessary to ensure that the parent/guardian understands the proceedings at a meeting, including arranging for an interpreter for parent/guardian who are deaf or whose native language is other than English.
 - i. The rights to parents/guardian to participate in meetings transfers to the adult student under Oregon Administrative Rule OAR 581-015-2325.
 - j. After the transfer of rights to an adult student, the district shall provide written notice of meetings to the adult student and parent/guardian, if the parent/guardian can be reasonably located. A parent/guardian receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the district.
 - k. An IEP meeting does not include:
 - 1) Informal or unscheduled conversations involving school district personnel;
 - 2) Conversations on issues such as teaching methodology, lesson plans or coordination of service provision if those issues are not addressed in the student's IEP; or
 - 3) Preparatory activities that district or public personnel engage in to develop a proposal or response to a parent/guardian proposal that will be discussed at a later meeting.
4. Surrogate Parent
- a. The district ensures that the rights of a student with a disability, or suspected of having a disability, are protected by appointing a surrogate parent not more than 30 days after a determination by the district that the child needs a surrogate when:
 - 1) The parent/guardian cannot be identified or located after reasonable efforts;
 - 2) The student is a ward of the state or an unaccompanied homeless student and there is reasonable cause to believe that the student has a disability; or
 - 3) The parent or adult student requests the appointment of a surrogate parent.
 - b. The district secures nominations of persons to serve as surrogates. The district appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
 - c. The district ensures that each person approved to serve as a surrogate:
 - 1) Is not an employee of the district or the ~~Oregon Department of Education~~ ODE;
 - 2) Is not an employee of any other agency involved in the education or care of the student;
 - 3) Is free of any conflict of interest that would interfere with representing the student's special education interests; and
 - 4) Has knowledge and skills that ensure adequate representation of the student in special education decisions. The district will provide training, as necessary, to ensure that the surrogate parent has the requisite knowledge.
 - d. The district provides all special education rights and procedural safeguards to an appointed surrogate parent.
 - e. A surrogate will not be considered an employee of the district solely on the basis that the surrogate is compensated from public funds.

- f. The duties of the surrogate parent are to:
- 1) Protect the special education rights of the student;
 - 2) Be acquainted with the student's disability and the student's special education needs;
 - 3) Represent the student in all matters relating to the identification, evaluation, IEP and educational placement of the student; and
 - 4) Represent the student in all matters relating to the provision of a ~~free appropriate public education~~ FAPE to the student.
- g. A parent/guardian may give written consent for a surrogate to be appointed.
- 1) When a parent/guardian requests that a surrogate be appointed, the parent/guardian shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the district appoints a surrogate at parent request, the district will continue to provide to the parent copy of all notices and other information to the surrogate.
 - 2) The surrogate, alone, shall be responsible for all matters relating to the special education of the student unless the parent/guardian revokes consent for the surrogate's appointment.
 - 3) If a parent/guardian gives written consent for a surrogate to be appointed, the parent/guardian may revoke consent at any time by providing a written request to revoke the surrogate's appointment;
 - 4) In the case of a child who is a ward of the court and who has been placed in foster care, the foster parent can serve as a parent. The district need not appoint a surrogate parent.
- h. A student to whom rights have transferred at age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the adult student shall retain all rights to receive notice and all of the information provided to the surrogate. The surrogate, alone, shall be responsible for all matters relating to the special education of the adult student unless the student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- i. The district may change or terminate the appointment of a surrogate when:
- 1) The person appointed as surrogate is no longer willing to serve;
 - 2) Rights transfer to the adult student or the student graduates with a regular or modified diploma;
 - 3) The student is no longer eligible for special education services;
 - 4) The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
 - 5) A foster parent is identified who can carry out the role of parent;
 - 6) The parent/guardian, who previously could not be identified or located, is now identified or located;
 - 7) The appointed surrogate is no longer eligible;
 - 8) The student moves to another school district;
 - 9) The student is no longer a ward of the state or an unaccompanied homeless youth;
 - 10) An adult student rescinds consent for appointment of a surrogate.
- j. The district will not appoint a surrogate solely because the parent/guardian or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.

5. Transfer of Rights at Age of Majority

- a. When a student with a disability reaches the age of majority, marries or is emancipated, rights previously accorded to the student's parents under the special education laws, transfer to the student. A student for whom rights have transferred is considered an "adult student" under OAR 581-015-2000(1).
- b. The district provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:
 - 1) At least one year before the student's 18th birthday;
 - 2) More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or
 - 3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The District provides written notice to the student and to the parent at the time of the transfer.
- d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
- e. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the district.

6. Prior Written Notice

- a. The district provides prior written notice to the parent/guardian of a student, or adult student, within a reasonable period of time when before the district proposes to initiate or change, or refuses to initiate or change, the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child.
 - (1) Proposes to initiate or change, the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child; or
 - (2) Refuses to initiate or change the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child.
- b. The content of the prior written notice will include:
 - 1) A description of the action proposed or refused by the district;
 - 2) An explanation of why the district proposed or refused to take the action;
 - 3) ~~A description of any options that the district considered and reasons why those options were rejected~~
 - 4) A description of each evaluation procedure, assessment, record or report used as a basis for the proposal or refusal;
 - 5) ~~A description of any other factors that are relevant to the District's proposal or refusal;~~
 - 5) A statement that the parent/guardian of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the ~~Notice of Procedural Safeguards Notice~~ may be obtained; ~~and~~
 - 6) Sources for parent/guardian to contact to obtain assistance in understanding their procedural safeguards.
 - 7) A description of other options the IEP team considered and the reasons why those options were rejected; and
 - 8) A description of other factors that are relevant to the agency's proposal or refusal.

- d. The prior written notice is:
 - 1) Written in language understandable to the general public; and
 - 2) Provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian, unless it is clearly not feasible to do so;
 - 3) If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that:
 - a) The notice is translated orally or by other means to the parent/guardian in the parent/guardian native language or other mode of communication;
 - b) A reasonable effort is made to help the parent/guardian to understand the content of the notice; and
 - c) There is written evidence that the requirements of this rule have been met.
- e. ~~If the proposed action requires prior written notice and written consent, the District may give notice at the same time consent is requested.~~

7. Consent¹ - Initial Evaluation

- a. The district provides notice and obtains informed written consent from the parent/guardian or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and related services.
- b. The district makes reasonable efforts to obtain informed consent from a parent/guardian for an initial evaluation to determine a child's eligibility for special education services. If a parent/guardian does not provide consent for an initial evaluation or does not respond to a request for an initial evaluation, the district may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

8. Consent – Initial Provision of Special Education Services

- a. The district provides notice and obtains informed written consent from the parent/guardian or adult student before ~~the initial provision of special education and related services to the student~~ conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and relate services.
- b. The district makes reasonable efforts to obtain informed consent from a parent/guardian for an initial evaluation to determine a child's eligibility for special education services. ~~but~~ If a parent/guardian ~~or adult student~~ does not provide consent for an initial evaluation or does not respond to a request for an initial evaluation, the district may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures. ~~of special education and related services, the district does not seek to provide special education and related services through mediation or due process hearing procedures. The district will not be considered to be in violation of the requirement to make free~~

¹ "Consent means that the parent or adult student: 1) has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought; and b) understands and agrees in writing to the carrying out of the activity for which his/her consent is sought. Consent is voluntary on the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

~~appropriate public education (FAPE) available to the student under these circumstances. The district stands ready to serve the student if the parent/guardian or adult student later consents.~~

9. Consent – Reevaluation

- a. The district obtains informed parent/guardian consent before conducting any reevaluation of a child with a disability.
- b. Exceptions:
 - 1) The district does not need written consent for a reevaluation, if, after reasonable efforts to obtain informed consent, the parent/guardian does not respond. However, the district does not conduct individual intelligence tests or tests of personality without consent.
 - 2) If a parent/guardian refuses to consent to the reevaluation, the district may, but is not required to, pursue the reevaluation by using mediation or due process hearing procedures.

10. Consent – Revocation

- a. A parent/guardian or adult student may revoke consent at any time before the completion of the activity for which they have given consent.
- ~~b. A parent/guardian or adult student may revoke consent for an evaluation or reevaluation that has not yet been conducted.~~
- ~~c. A parent/guardian or adult student may revoke consent for initial provision of special education services before the initiation of those services.~~
- b. If a parent/guardian or adult student revokes consent, that revocation is not retroactive.

11. Consent – Other Requirements

- a. The district documents its reasonable efforts to obtain parent/guardian consent, such as phone calls, letters, and meeting notes.
- b. If a parent/guardian of a student who is home schooled or enrolled by the parent/guardian in a private school does not provide consent for the initial evaluation or the reevaluation, or if the parent/guardian does not respond to a request for consent, the district:
 - 1) Does not use mediation or due process hearing procedures to seek consent; and
 - 2) Does not consider the child as eligible for special education services.
- c. If a parent/guardian or adult student refuses consent for one service or activity, the district does not use this refusal to deny the parent/guardian or child any other service, benefit or activity, except as specified by these rules and procedures.
- d. If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district:
 - 1) May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
 - 2) May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
 - 3) The district will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services;
 - 4) The district is not required to convene an IEP team meeting or develop and IEP for the child for further provision of special education or related services;

~~5) Is not required to amend the student's education records to remove any references to the student's receipt of special education and related services because of the revocation of consent.~~

12. Exceptions to Consent

- a. The district may review existing data as part of an evaluation or reevaluation without consent.
- b. The district may administer a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parent/guardian of all students.
- c. The district may conduct evaluations, tests, procedures or instruments that are identified on the student's individualized education program (IEP) as a measure for determining progress without parent/guardian consent.
- d. If the district can demonstrate that it has taken reasonable measures to obtain written consent, and the parent/guardian has failed to respond, written consent need not be obtained for reevaluation, except for tests of individual intelligence and all tests of personality.
- e. The parent's rights have been terminated in accordance with state law; or
- f. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
 - 1) If the district proceeds with a reevaluation without parent/guardian consent, the district will maintain a record of attempts to gain parental/guardian consent, such as:
 - a) Detailed records of telephone calls made or attempted and the results of those calls;
 - b) Copies of correspondence sent to the parent/guardian and any responses received;
 - c) Detailed records of visits made to the parent/guardian home or place of employment and the results of those visits:
 - 2) Written parental consent is not required if an administrative law judge (ALJ) determines that the evaluation or reevaluation is necessary to ensure that the student is provided with a free appropriate public education.
 - 3) The district does not need written parent/guardian consent before conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.

13. Independent Educational Evaluations (IEE)

- a. A parent of a student with a disability has a right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the district.
- b. If a parent/guardian requests an independent educational evaluation at public expense because the parent/guardian disagrees with an evaluation obtained by the district, the district provides information to parent/guardian about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations.
- c. If a parent/guardian requests an independent educational evaluation at public expense, the district, without unnecessary delay, either:
 - 1) Initiates a due process hearing to show that its evaluation is appropriate; or

- 2) Ensures that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent/guardian did not meet district criteria.
- c. The district criteria for independent educational evaluations are the same as for district evaluations including, but not limited to, location, examiner qualifications and cost.
- 1) Criteria established by the district do not preclude the parent/guardian access to an independent educational evaluation.
 - 2) The district provides the parent/guardian the opportunity to demonstrate the unique circumstances justifying an IEE that does not meet the district's criteria.
 - 3) A parent/guardian may be limited to one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent/guardian disagrees.
- d. If a parent/guardian requests an independent educational evaluation, the District may ask why the parent/guardian disagrees with the public evaluation. The parent/guardian may, but is not required to, provide an explanation. The District may not:
- 1) Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
 - 2) Except for the criteria in c., impose conditions or timelines related to obtaining an IEE at public expense.
- e. The district considers an independent educational evaluation submitted by the parent/guardian, in any decision made with respect to the provision of a free appropriate public education FAPE to the student.

14. Dispute Resolution – Mediation

- a. The district or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The district acknowledges that:
 - 1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques and may not be used to deny or delay a parent's right to a due process hearing or filing a complaint.
 - 2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
 - 3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
 - (a) Sates the terms of the agreement;
 - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
 - (c) Is signed by the parent and a representative of the district who has the authority to bind the district to the mediation agreement.
 - 4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.

- 5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

15. Dispute Resolution – Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a district or education service district (ESD) is violating or has violated the Individuals with Disabilities Education Act (IDEA) or associated regulations within one year before the date of the complaint. Upon receiving a parent complaint, the ODE forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.
- b. Upon receiving a request for response from ODE, the district responds to the allegations and furnishes any requested information or documents within 10 business days.
- c. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.
- d. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
- e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligation in a timely manner.
- f. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

16. Due Process Hearing Requests

- a. The district acknowledges that parents may request a due process hearing if they disagree with a district proposal or refusal relating to the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special educations.
- b. The district may request a due process hearing regarding the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- c. When requesting a due process hearing, the district or the attorney representing the district provides notice to the parent and to ODE.
- d. The party, including the district, that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent had not yet received prior written notice of the district’s proposal or refusal, the district, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
 - 1) An explanation of why the district proposed or refused to take the action raised in the hearing request;
 - 2) A description of other options that the district considered and the reasons by those options were rejected;
 - 3) A description of each evaluation procedure, assessment, record or report the district used as the basis for the proposed or refused action; and
 - 4) A description of the factors relevant to the district’s proposal or refusal.

17. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the district will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
- b. This meeting will include a representative of the district who has decision-making authority for the district.
 - 1) The district will not include an attorney unless the parent brings an attorney.
 - 2) The district will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the district has an opportunity to resolve the dispute.
 - 3) The district and parent may agree in writing to waive the resolution meeting. If so, the 45-day hearing timeline will begin the next business day, unless the district.

18. Time Limitations and Exception

- a. A parent must request a due process hearing within two years after the date of the district act or omission that gives rise to the parent's hearing request.
- b. This timeline does not apply to a parent if the district withheld relevant information from the parent or incorrectly informed that parent that it had resolved the problem that led the parent's hearing request.

19. Due Process Hearing Costs:

- a. The District will reimburse the ~~Oregon Department of Education~~ ODE for the administrative law judge costs related to conducting the hearing, including prehearing conferences, scheduling arrangements and other related matters;
- b. The District will provide the parent/guardian with a written or, at the option of the parent/guardian, an electronic verbatim recording of the hearing, within a reasonable time of the closing of the hearing.
- c. The District does not use Individuals with Disabilities Education Act (IDEA) funds to pay attorney's fees or other hearing costs.

20. Discipline and placement in interim alternative setting - see JGDA/JGEA.

~~20~~ Transfer of Rights at Age of Majority

- a. ~~When a student with a disability reaches the age of majority, marries or is emancipated, rights previously accorded to the student's parent/guardian under the special education laws transfer to the student. A student for whom rights have transferred is considered an "adult student" under OAR 581-015-2000(1).~~
- b. ~~The District provides notice to the student and the parent/guardian that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:~~
 - 1) ~~At least one year before the student's 18th birthday;~~
 - 2) ~~More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or~~
 - 3) ~~Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.~~

- ~~c. The District provides written notice to the student and to the parent/guardian at the time of the transfer.~~
- ~~d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile facility or jail.~~
- ~~e. After transfer of rights to the student, the District provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent/guardian if the parent/guardian can be reasonably located.~~
- ~~f. After rights have transferred to the adult student, receipt of notice of an IEP meeting does not entitle the parent/guardian to attend the meeting unless invited by the adult student or the District.~~
- ~~g. After the rights have transferred, an adult student may ask the school district to appoint a surrogate parent if the adult student prefers not to exercise these rights and has no court appointed guardian.~~

PROPOSED NEW LANGUAGE by OSBA

Code: IGBAH-AR

Revised/Readopted: 3/4/08, 3/7/06

Special Education - Evaluation and Eligibility Procedures**

(This is the AR that as has been reviewed and approved by ODE.)

1. Request for Initial Evaluation
 - a. Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.
 - b. Upon receiving a request from a parent or public agency for an initial evaluation, the district designates a team to determine whether an initial evaluation will be conducted.
 - (1) The district team includes the parent and at least two professionals, at least one of whom is a specialist knowledgeable and experienced in the evaluation and education of children with disabilities.
 - (a) The team may make the decision to evaluate with or without a meeting.
 - (b) The district documents team members' input, including parents whether or not the district convenes a meeting.
 - c. If a meeting is held, the district invites parents to participate.
 - d. If the district agency refuses an evaluation requested by the parent, the district provides the parent with prior written notice of its refusal to conduct an evaluation.
 - e. The district acknowledges the parent's rights to challenge its refusal to conduct an evaluation.
2. The initial evaluation consists of procedures:
 - a. To determine if the child has a disability; and
 - b. To identify the child's educational needs.
3. The district conducts the initial evaluation within 60 school days of receiving ~~parental~~ consent for evaluation unless:
 - a. The district and the parents in writing to extend the timeline for an evaluation to determine eligibility for specific learning disabilities;
 - b. The child moves from another district during the evaluation, the district is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and the district agree in writing to a specific time when the evaluation will be completed; or
 - c. The parent repeatedly fails or refuses to produce the child for evaluation.

4. Re-evaluation

a. The district conducts re-evaluations:

- (1) When the educational or related services needs, including improved academic achievement and functional performance of the child, warrant an evaluation;
- (2) When the child's parents or teacher request a re-evaluation; and
- (3) At least every three years, unless that parent and the district agree that a re-evaluation is unnecessary.

b. The district does not conduct reevaluation more than once a year, unless the parent and district agree otherwise.

5. Evaluation Planning

a. The district, or designated referral and evaluation agency for preschool children, ensures that, as part of an initial evaluation (if appropriate), the child's individualized education program (IEP) or individualized family service plan (IFSP) team, including the parents and other qualified professionals, as appropriate, review and document their review of existing evaluation data on the child including:

- (1) Evaluations and information provided by the child's parents;
- (2) Current classroom-based, local or state assessments and classroom-based observations; and
- (3) Observations by teachers and related service providers.

b. On the basis of that review and input from the child's parents, identify what additional data if any is needed to determine:

- (1) Whether the child has a disability;
- (2) The child's present levels of academic achievement and related development needs;
- (3) Whether the child needs or continues to need early intervention/early childhood special education (EI/ECSE) or special education and related services; and
- (4) For re-evaluation, whether the child needs any additions or modifications to the special education and related services or, for a preschool child, any additions or modification to ECSE services:
 - (a) To enable the child to meet the measurable annual goals in the child's IEP or IFSP; and
 - (b) To participate, as appropriate, in the general education curriculum or, for preschool children, appropriate activities.

6. Evaluation Procedures

- a. The district assesses the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
- b. The evaluation is sufficiently comprehensive to identify all of the child's special education and related needs, whether or not commonly linked to the disability category in which the child has been classified.
- c. The evaluation includes information provided by the parent and a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child that assist in determining:
 - (1) Whether the child has a disability; and
 - (2) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).
- d. The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of educational need, used to assess a child:
 - (1) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (2) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to do so;
 - (3) Are used for the purposes for which the assessments or measures are valid and reliable;
 - (4) Are administered by trained and knowledgeable personnel; and
 - (5) Are administered in accordance with any instructions provided by the producer of the assessments.
- e. The district selects and administers assessments to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure).
- f. The district uses technically sound instruments that may assess the relative contribution of cognitive factors and behavioral factors in addition to physical or developmental factors.
- g. The district does not use any single measure of assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

7. Requirements if Additional Evaluation Data is not Needed to Determine Eligibility

- a. If the child's IEP or IFSP team determines that no additional data is needed to determine whether or not the child is or continues to be a child with a disability, and to determine the child's educational and developmental needs, the district provides prior written notice of that decision, the reasons for it, and the right of parents to request an assessment.

- b. When the IEP or IFSP team determines that no additional data is needed to determine eligibility, the district does not conduct an assessment of the child unless requested to do so by the parents.

8. Evaluation Procedures for Transfer Students

When a child with disabilities transfers from one district to another district in the same school year, the district coordinates with the previous district to complete any pending assessment as quickly as possible.

9. Eligibility Determination

- a. Once evaluation is completed, the district designates an eligibility team to determine whether the child is eligible for special education services.
- b. This team includes:
 - (1) Two or more professionals, one of whom will be knowledgeable and experienced in evaluating and teaching students with the suspected disability; and
 - (2) The student's parent(s).
- c. For consideration of eligibility in the area of specific learning disabilities, the district eligibility team includes:
 - (1) A group of qualified professionals and the parent;
 - (2) The child's regular classroom teacher or, if the child does not have a regular classroom teacher, a regular classroom teacher qualified to teach a child of his or her age, or for a child of less than school age, a preschool teacher; and
 - (3) A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or other qualified professional.
- d. In interpreting evaluation data, each district team carefully considers and documents information from a variety of sources, including but not limited to, aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior and all required elements of the evaluation.
- e. Each eligibility team prepares a written eligibility statement that includes:
 - (1) Identification of the evaluation data considered in determining the child's eligibility, including the required evaluation components for the disability under consideration;
 - (2) A determination of whether the child meets the minimum evaluation criteria for one or more of the disability categories in Oregon Administrative Rule;
 - (3) A determination of whether the primary basis for the suspected disability is:
 - (a) A lack of appropriate instruction in reading (including the essential components of reading) or math; or
 - (b) Limited English proficiency.

- (4) A determination of whether the child's disability has an adverse impact on the child's educational performance;
 - (5) A determination of whether, as a result of the disability, the child needs special education services;
 - (6) The signature of every team member and an indication of whether each agrees with the eligibility determination;
 - (7) For a child suspected of having a specific learning disability, the team's written report includes additional specific documentation as required by Oregon Administrative Rule.
- f. The team does not find a child eligible as a child with a disability if the determinant factor for that eligibility decision is:
- (1) Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of appropriate instruction in math; or
 - (2) Limited English proficiency; and
 - (3) The child does not otherwise meet the eligibility criteria found in Oregon Administrative Rule for the category(ies) of disability under consideration.
- g. The team finds a child eligible if the child has a disability and needs special education and related services, even though the child is advancing from grade to grade.
- h. A child may have disabilities in more than one disability category, but the team needs to find the child eligible in only one category. However, the district evaluates the child in all areas related to the suspected disability or disabilities, and the child's IEP addresses all of the child's special education needs.

Special Education - Evaluation and Eligibility Procedures

1. Requirements for Initial Evaluation
 - a. The District conducts a full and individual evaluation of a student's educational needs that meets the criteria established in the Oregon Administrative Rules before determining that the student is eligible for special education services, and before beginning to provide special education and related services.
 - b. Parent/guardian, the district, state agencies or other interested individuals may refer a student for an initial special education evaluation. An initial eligibility evaluation will be conducted if the district suspects that a student may have a disability that has an adverse impact on educational performance and the student may need special education services as a result of the disability.
 - c. The district designates a team to determine whether an evaluation will be conducted. The team includes at least two professionals, at least one of whom is a specialist knowledgeable and experienced in the evaluation and education of students with disabilities, and the parent/guardian.
 - d. In determining what testing and/or further assessment may be necessary, the team will review existing information. (See Evaluation Planning, Review of Existing Information and Evaluation Procedures below.)
 - e. For an initial evaluation, the District:
 - (1) Provides the parent/guardian with prior written notice of the intent to conduct an initial evaluation, and obtains consent for such evaluation;
 - (2) Seeks to obtain informed consent from the parent/guardian for such an evaluation;
 - (3) Shall provide prior written notice of the refusal to conduct an initial evaluation.
 - f. If the parent/guardian refuses consent for initial evaluation, the District may seek a due process hearing in order to initiate the evaluation.
 - g. The District shall not be required to obtain informed consent from the parent/guardian of a child for an initial evaluation if;
 - (1) The agency cannot discover the whereabouts of the parent/guardian;
 - (2) The rights of parent/guardians have been terminated in accordance with state law; or
 - (3) The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with state law and consent for evaluation has been given by an individual appointed by the judge to represent the child.

2. Requirements for Reevaluation

a. The District conducts a complete reevaluation:

- (1) At least once every three years unless the parent/guardian and District agree in writing the reevaluation is unnecessary and not more than once a year unless the parent/guardian and District agree otherwise; or
- (2) If the District determines that the educational or related services needs, including improved academic achievement and functional performance of the child warrant reevaluation or whenever conditions warrant a reevaluation, including if the student's parent/guardian or teacher(s) requests a reevaluation.

3. Evaluation Planning and Review of Existing Information: Evaluation and Reevaluation

a. As part of an initial evaluation (if appropriate) and as part of any reevaluation, the IEP team, and other professionals as appropriate, shall review existing data and other information that is available, including:

- (1) Any evaluations and information provided by the parent/guardian;
- (2) Any current classroom-based, local or state assessments and observations; and
- (3) Any observations by teachers and other related service providers; and

b. On the basis of that review, and input from the child's parent/guardian, identify what additional data, if any are needed to determine:

- (1) Whether or not a student is eligible under any category(ies) of disability(ies), and the educational needs of the child or in case of reevaluation of a student, whether the student continues to have such a disability and such educational needs; including the need for special education and related service(s);
- (2) The present levels of academic achievement and related development needs;
- (3) Whether the student needs special education and related services or case of a reevaluation, whether the student continues to need special education and related services; and
- (4) In the case of reevaluation, whether any additions or modifications in the special education and related services are needed to allow the student to meet the measurable annual IEP goals, and to participate in the general education curriculum.

c. The IEP team and other professionals, as appropriate, may review existing information without a meeting, but the parent/guardian information is required as described above. If a meeting is held, the parent/guardian will be provided the opportunity to participate.

d. If the IEP team determines that no additional data are needed to determine whether the student continues to be a student with a disability and to determine the student's educational needs, the District:

- (1) Shall notify the student's parent/guardian of that determination, and the reasons for the determination; and the rights of the parent/guardian to request an assessment; and
- (2) Is not required to conduct further assessment unless requested to do so by the parent/guardian.

- e. If additional data are determined to be necessary, the District provides the parent/guardian with written prior notice of the proposed evaluation and requests written parent/guardian consent for the evaluation. If the parent/guardian fails to respond to the request for consent, the District documents that reasonable measures were taken to obtain consent (including, at a minimum, documentation that the parent/guardian received the notice and request) and then, except for personality or individual intelligence tests, conducts the reevaluation despite the lack of consent. If the parent/guardian refuses consent for reevaluation or fails to respond to a request for consent to personality or individual intelligence testing, the District may seek a due process hearing in order to demonstrate the need for reevaluation.
- f. Parent/guardian consent is obtained prior to any testing of intelligence or personality.

4. Evaluation Procedures

- a. The District uses a variety of assessment tools and strategies to gather relevant functional, developmental and academic information, including information provided by the parent/guardian.
- b. The District ensures that all tests and evaluations used to assess a child are:
 - (1) Selected and conducted so as not to be racially or culturally discriminatory;
 - (2) Provided and administered in the student's native language or other form of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally or other mode of communication, unless it is clearly not feasible to do so;
 - (3) Used for purposes for which assessments or measures are valid and reliable;
 - (4) Administered by trained and knowledgeable personnel;
 - (5) Administered in accordance with any instructions provided by the producer of such assessments; and
 - (6) For students with limited English proficiency, are reflective of the student's English language skills; the assessments will measure the extent to which the student may have a disability and need special education, and not solely reflect the student's limited English proficiency.
- c. Tests and other evaluation measures include those that are designed to assess specific areas of educational need, not only those designed to provide a single intelligence quotient.
- d. When testing students with impaired sensory, manual or speaking skills, the tests used will accurately reflect the student's actual abilities rather than solely reflect the impairment.
- e. No single evaluation tool will be used as the sole instrument in determining eligibility for special education, including the need for special education and related services.
- f. Each student is assessed in all areas related to each suspected disability, including, if appropriate:
 - (1) Health;
 - (2) Vision;
 - (3) Hearing;
 - (4) Social and emotional status;
 - (5) General intelligence;
 - (6) Academic performance;

- (7) Communication skills; and
 - (8) Motor abilities.
- g. The evaluation is comprehensive enough to identify all the student's special education and related service needs, whether or not these needs are commonly associated with the suspected or identified disability category(ies).
 - h. The District uses technically sound instruments that may assess the relative contribution of:
 - (1) Cognitive factors;
 - (2) Behavioral factors; and
 - (3) Physical or developmental factors.
 - i. The student is evaluated in a manner that assists in determining his/her educational needs.
 - j. The District completes the assessment in a reasonable period of time. Reasonable period of time means within 60 school days of receiving parent/guardian consent for evaluation except in the following circumstances documented in the student's records:
 - (1) Special circumstances beyond the control of the District require a longer period;
 - (2) The District and the parent/guardian agree in writing to extend the deadline for an evaluation to determine eligibility for specific learning disabilities in accordance with OAR 581-015-2170.
 - (3) The parent/guardian repeatedly fails or refuses to produce the child for an evaluation.
 - k. The team prepares an evaluation report that describes and explains the results of the evaluation conducted. The District provides a copy of the evaluation report to the parent/guardian.
 - l. Assessment of children with disabilities who transfer from one school district to another in the same academic year are coordinated with children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations. If a child enrolls in a school after the 60 day timeline has begun and prior to a determination of eligibility by the previous school district, the 60 day timeline does not apply to the new district, if the new district is making sufficient progress to ensure a prompt completion of the evaluation and the parent/guardian and the District agree to a specific time for completion.

5. Eligibility Determination

- a. Once evaluation is completed, the District designates an eligibility team to determine:
 - (1) Whether or not the student is a student with a disability; and
 - (2) The special educational needs of the child.
- b. The team will include:
 - (1) Two or more professionals, one of whom will be knowledgeable and experienced in evaluating and teaching students with the suspected disability; and
 - (2) The student's parent/guardian.
- c. In interpreting evaluation data to determine eligibility and the student's educational needs, the team draws upon information from a variety of sources and ensures that the information is

documented and carefully considered.

- d. The District prepares a written eligibility statement and provides a copy to the parent/guardian. The eligibility statement includes:
 - (1) A description of all evaluation data used in determining the student's eligibility;
 - (2) Determination of whether or not the student meets the eligibility criteria for one or more of the disabilities described in Oregon Administrative Rules.
 - (3) A determination of whether the disability has an adverse impact on the student's education performance; and
 - (4) A determination of whether the student needs special education as a result of the disability.
 - (5) A determination of whether the primary basis for the suspected disability is:
 - (a) a lack of instruction in reading or math;
 - (b) limited English proficiency;
 - (6) The signature of each member of the eligibility team, indicating their agreement or disagreement with the eligibility determination. If disagreeing, the team member(s) includes a separate statement of his/her conclusions.

- e. For students who may be eligible in more than one disability category, the District ensures that:
 - (1) The student is evaluated in all the areas related to the suspected disability(ies); and
 - (2) The student's IEP addresses all the special education and related service needs.

- f. In addition to the above, for students with suspected specific learning disabilities:
 - (1) The eligibility team includes:
 - (a) The student's regular classroom teacher, or if the student doesn't have a regular classroom teacher, a regular classroom teacher qualified to teach students who are the same age; and
 - (b) A person qualified to conduct individual diagnostic examinations (e.g., school psychologist, speech-language pathologist, other qualified professionals).

 - (2) The written evaluation report includes:
 - (a) Statement regarding whether the student has a specific learning disability;
 - (b) The basis for this determination;
 - (c) A description of relevant behavior that was documented during an observation of the student, including a description of the relationship of that behavior to the student's academic functioning;
 - (d) If appropriate, educationally relevant medical findings;
 - (e) Whether there is a significant discrepancy between intellectual ability and achievement which is not correctable without special education; and
 - (f) A statement of eligibility team determination regarding the effects of environmental, cultural or economic disadvantage.

- g. The team may not find a child eligible for special education services if the determinant factor for such determination is lack of appropriate instruction in reading, math, or limited English proficiency.

6. Termination of Special Education Eligibility

- a. Before determining that a student is no longer eligible for special education and related services, the district completes a reevaluation, except when:
 - (1) The student becomes ineligible because of graduation with a regular high school diploma; or
 - (2) The student becomes ineligible due to age.

DELETED

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Special Education - Private Schools

Approved Private Schools

1. Obligations of the district:
 - a. The district ensures that parents/guardians are included in any decision about their child's evaluation, eligibility, placement or provision of services.
 - b. If the district refers a student with a disability to, or places such a student in, a private school or facility as a means of providing special education and related services, the district ensures that the student receives an education that meets the standards of the state in a private preschool, school or facility approved by the Oregon Department of Education (ODE) to provide such education in conformance with an individualized education program (IEP), and at no cost to the parents/guardians, and has all the rights of a student with a disability who is served by the district.
 - c. Before placing a student with a disability in an approved private school or preschool, the district ensures that the program has current ODE approval to provide special education and related services.
 - d. The district or public agency fulfills all federal and state requirements relating to the evaluation, the IEP/individualized family service plan (IFSP) development and placement when determining whether to place the child in an approved private preschool or school for special education services.
 - e. For each student age three through 21, the district's or public agency's placement team, including the parent, determines whether placement in an approved private school constitutes a free appropriate public education in the least restrictive environment.
 - (1) When proposing to place a child with a disability in an approved private school or preschool, the district ensures that school-age students are district residents or preschool- age children are eligible to receive early intervention/early childhood special education (EI/ECSE) or special education services.
 - (2) The district initiates and conducts an individualized education program team meeting that includes a representative of the approved private school. If a representative of the approved private school, or other member of the IEP/IFSP team is unable to attend the IEP/IFSP meeting, the district and the parent may agree to use alternative means of meeting participation such as individual or conference telephone calls, or video conferences.
 - (3) After the district initially places a student in an approved private school, any subsequent meetings to review or revise an IEP/IFSP or placement are the responsibility of the district or public agency, unless the district or public agency requests by written agreement that the approved private school initiate and conduct meetings to review and revise the IEP or IFSP.

- (4) The district may, by written agreement, request that the approved private school initiate and conduct meetings to review and revise the IEP or IFSP. Under such an agreement the district remains responsible for ensuring the private school or preschool meets:
 - (a) All federal and state requirements related to these meetings; and
 - (b) Ensures the participation of parents/guardians and the district or public agency representative.
- (5) The private school or preschool may not determine or implement program changes without the participation and agreement of the parents/guardians and the district or public agency representative.
- (6) The district in which the child resides provides transportation to and from the approved private school or preschool at no cost to the parent.
- (7) The district or public agency terminates the placement of students in a private school or preschool if ODE suspends, revokes or refuses to renew the approval of a private school or preschool.
 - (a) The district ensures that every student with a disability who is placed in or referred to a private school or facility by the district as a means of providing special education and related services:
 - (i) Receives education and services that constitute a free appropriate public education in the least restrictive environment at no cost to the parents/guardians;
 - (ii) Is provided an education that meets the standards that apply to education provided by the public agency; and
 - (iii) Has all of the rights of a student with a disability who is served by the public agency.
 - (b) The district ensures that all applicable federal and state requirements relating to the evaluation, eligibility, IEP development, placement and procedural safeguards are followed when determining whether the student will be placed in an approved private school for special education services.
 - (c) The district initiates and conducts an IEP meeting at which an IEP is developed based upon the needs of the student before determining placement of a student with a disability in an approved private school.

2. Out-of-State Placements for Special Education

- a. The district ensures that any private educational institution located outside the state of Oregon with which it contracts to provide special education and related services to Oregon students is approved by the state educational agency of the state in which the educational institution is located. If the state does not have a formal approval process, the educational institution shall meet whatever requirements apply for private schools to serve publicly placed students in that state.
- b. The district maintains documentation of such approval and makes it available to ODE upon request.

- c. The district makes contractual agreements for out-of-state placements for the provision of special education and related services when, in accordance with applicable federal and state law, the district has:
 - (1) Developed an individualized education program;
 - (2) The placement team has determined that no appropriate in-state placement options are available.

- 3. District Responsibility for Students Enrolled by their Parents/Guardians in Private Schools
 - a. The district provides equitable services, funded by a proportionate share of federal special education funds, for resident and nonresident students with disabilities enrolled by their parents/guardians in private schools located within district boundaries. Nonresident students include children who are residents of another state.
 - b. The district consults with private school officials about procedures and services and provides child find activities, evaluations, reevaluations and eligibility determinations comparable to those provided for the district's public schools.
 - c. The district maintains in its records and provides annually to the Oregon Department of Education, a count of the number of parentally-enrolled private school students evaluated, the number found eligible and the number to whom it provides services.

- 4. Consultation with Representatives of Private School Students with Disabilities
 - a. The district consults, in a timely and meaningful way with representatives of private schools and parents/guardians of parentally placed private school students with disabilities enrolled in private schools located within the district's boundaries.
 - b. Consultation includes:
 - (1) The child find process, including:
 - (a) How parentally-placed private school children with disabilities may participate equitably, as they do not have an individual entitlement to the same level of special education services as children enrolled in public schools; and in the child find process and how parents/guardians, teachers and private school officials will be informed of the process;
 - (b) How parents/guardians, teachers and private school officials will be informed of the process;
 - (c) How, where and by whom the special education and related services will be provided;
 - (d) The determination of the proportionate amount of federal funds available including how the amount is calculated, the proportionate share of federal funds available to serve parentally placed private school children with disabilities and how this is calculated;
 - (e) How services will be apportioned if funds are insufficient, and how and when these decisions will be made;
 - (f) A written explanation of service decisions that the district provides to officials of private schools if the district disagrees with the views of the private school officials about the services to be provided or the methods of providing these services.

- c. Written affirmation and complaint:
 - (1) The district requests a written affirmation, signed by the administrator of each private school participating in the consultation process that a timely and meaningful consultation occurred;
 - (2) If private school officials do not provide this affirmation within a reasonable period of time, the district forwards its documentation of the consultation process to the ODE;
 - (3) The district maintains documentation of its consultation process;
 - (4) The district acknowledges the right of a private school official to submit a complaint to the ODE regarding the district's implementation of these requirements. Should such a complaint occur, the district forwards to ODE appropriate documentation, including documentation of the district's consultation process.
- d. The district makes the final decisions with respect to the services to be provided to eligible private school students.
- e. Child Find for Parentally-Placed Private School Children
 - (1) The district's child find process includes all resident and nonresident parentally placed students attending private schools located within the district's boundaries.
 - (2) The district provides child find activities that are similar to, and completed within a comparable time period as child find activities for students in the district's public schools.
 - (3) The district consults with private school representatives and parents/guardians about how to implement the child find activities and how to keep parents/guardians and private school personnel informed.
 - (4) The district ensures the equitable participation of parentally placed private school students in the child find process.
 - (5) The district does not include the cost of conducting child find activities for private school students, including individual evaluations in determining whether it has spent a proportionate share of its federal Individuals with Disabilities Education Act (IDEA) funds on parentally placed private school students with disabilities.
 - (6) The district ensures an accurate count of these children is made between October 1 and December 1 of each year and uses this count in determining the amount the district spends for services in the subsequent fiscal year.

5. Provisions for serving students placed by their parents/guardians in private schools:

- a. District decisions about the services that are provided to private school students with disabilities are made throughout the consultation process and in accordance with the district's plan for service of parentally-placed private school students and their services plans.
- b. The services provided to private school students with disabilities are provided by personnel meeting the same standards as personnel providing service in the district program.
- c. The district may provide private school students with disabilities a different amount of services than students with disabilities attending public schools in the district.
- d. The district may provide services to private school students with disabilities onsite at the student's private school, including a religious school, to the extent that services can be provided in a religiously neutral setting within the private school. These services will be provided during the student's regular school day, unless stated otherwise in the student's service plan.

- e. If a parent of a private school student with a disability requests an meeting from the resident district, the resident district will either:
 - (1) Hold an IEP meeting within a reasonable time; or
 - (2) Provide the parent with prior written notice of the district's refusal to hold an IEP meeting.

6. Evaluation, Reevaluation and Eligibility of Private School Students with Disabilities

- a. The district conducts evaluations, reevaluations and eligibility determinations, in accordance with federal and state laws and regulations, for both resident and nonresident students enrolled by their parents/guardians in private schools located within district boundaries.
- b. Eligibility for special education and related services will be determined by the district in the same manner as for public school students with disabilities.
- c. The district in which the private school is located reevaluates private school students with disabilities at least every three years to determine whether the student continues to be eligible for special education, whether the student is or is not currently receiving services under a services plan.
- d. If parents/guardians who enroll a student in a private school at their own expense do not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, the district does not use due process procedures to override the lack of consent. The district does not, and is not required to, consider the child as eligible for special education services in these cases.
- e. If a parent refuses a reevaluation that is necessary to determine whether the student continues to be a student with a disability, and as a result the team cannot determine the student's continuing eligibility, the student will no longer be considered "eligible" and shall not be counted as a private school student with a disability for the purposes of the private school student count.
- f. Following an initial determination of eligibility, and upon any subsequent determination of eligibility, the district will notify the parent in writing that the resident district will make a free appropriate public education available to the student if the student is enrolled in a district program, and conducts a meeting to develop, review or revise the students services plan.
- g. If the parent does not choose to remove the child from private school to enroll in a district public school, the district initiates and conducts a meeting to develop, review or revise the student's services plan, consistent with the procedures for IEP meetings and timeline and in light of the service provision the district has determined through the consultation process.
- h. The district in which the private school is located does not release evaluation and eligibility determination information or other personally identifiable information to the student's resident district without written parental consent, unless parents/guardians seek enrollment in the student's resident district and the resident district requests records.

7. Services Plan

- a. If a student with a disability is enrolled by a parent in a private school the district offers a services plan.
- b. The district ensures that the services plan describes the specific special education and related services the district will provide to the student in light of the services that have been determined through the consultation process.

- c. The district convenes individual meetings to develop, review and revise the services plan consistent with procedures for IEP team membership, parent participation and IEP content, to the extent appropriate.
- d. The district ensures that a representative of the private school attends each meeting. If the representative cannot attend, the district will use other methods to ensure participation by the private school, including individual or conference telephone calls.
- e. The district is not required to provide transportation from the student's home to the private school. If necessary for the student to benefit from or participate in the services provided by the district the district must provide transportation:
 - (1) From the student's school or the student's home to a site other than the private school; and
 - (2) From the service site to the private school, or to the student's home, depending on the timing of the services.

8. Property, Equipment and Supplies

- a. The district keeps title to and exercises continuing administrative control of all property, equipment and supplies that the district acquires with IDEA funds for the benefit of private school students with disabilities.
- b. The district may place equipment and supplies in a private school for a period of time needed to implement the service plan of a private school student with disabilities or for child find purposes.
- c. The district ensures that the equipment and supplies placed in a private school:
 - (1) Are used only for implementation of special education activities; and
 - (2) Can be removed from the private school without remodeling the private school facility.
- d. The district removes equipment and supplies from a private school if:
 - (1) The equipment and supplies are no longer needed for special education activities, programs or services; or
 - (2) The district determines removal is necessary to avoid unauthorized use of the equipment and supplies.
- e. The district does not use IDEA funds for repairs, minor remodeling or construction of private school facilities.

9. Separate Classes Prohibited

The district does not use IDEA funds for classes that are organized separately on the basis of school enrollment or religion of the students if:

- a. The classes are at the same site; and
- b. The classes include students enrolled in public school programs and students enrolled in private schools.

10. Funds and Property Not to Benefit Private Schools

- a. The district will not use IDEA funds to finance the existing level of instruction in a private school or to otherwise benefit the private school.

- b. The district will use IDEA funds to meet the special education needs of students enrolled in private schools, but not for:
 - (1) The needs of a private school; or
 - (2) The general needs of the students enrolled in the private school.

11. Use of School Personnel

- a. The district may use IDEA funds to make public school personnel available in other than public facilities:
 - (1) To the extent necessary to implement any of the requirements related to private school students with disabilities; and
 - (2) If those services are not normally provided by the private school.
- b. The district may use IDEA funds to pay for the services of an employee of a private school to provide services to private school students if:
 - (1) The employee performs the services outside of his/her regular hours of duty; and
 - (2) The employee performs the services under public supervision and control.

12. Federal Funds Available for Services

- a. The district calculates a proportionate share of federal funds available to provide special education and related services to private school students with disabilities using the formula specified in the IDEA.
- b. If the district does not expend the proportionate share of funds by the end of the fiscal year, the district obligates the remaining funds to be used in the following year.
- c. The district does not include child find expenditures in determining whether the district has met its expenditure requirements for parentally placed private school students, but may include the cost of transportation required for students to access required special education services.
- d. The district does not supplant the proportionate amount of federal funds required to be expended for parentally placed private school students.

Special Education - Private Schools

District-Placed Private School Students

1. Obligations of District

- a. The District may contract with private schools that have been approved by ODE as contractors for the provision of special education services.
- b. The District ensures that every student with a disability who is placed in or referred to a private school or facility by the District as a means of providing special education and related services:
 - (1) Receives education and services that constitute a free appropriate public education in the least restrictive environment at no cost to the parent/guardian;
 - (2) Is provided an education that meets the standards that apply to education provided by the public agency; and
 - (3) Has all of the rights of a student with a disability who is served by the public agency.
- c. The District ensures that all applicable federal and state requirements relating to the evaluation, eligibility, IEP development, placement and procedural safeguards are followed when determining whether the student will be placed in an approved private school for special education services.
- d. The District initiates and conducts an IEP meeting that includes a representative of the approved private school. An IEP is developed based upon the needs of the student before determining placement of a student with a disability in an approved private school.
- e. If a representative of the approved private school is unable to attend the IEP meeting, the District uses other methods to ensure participation including, but not limited to, individual or conference telephone calls or individual meetings;
- f. After the District initially places a student in an approved private school, any subsequent meetings to review or revise an IEP are the responsibility of the District;
- g. The District may request by written agreement that the approved private school initiate and conduct IEP meetings to review and revise an IEP. If the approved private school initiates and conducts these meetings, the District will ensure that the parent/guardian and a representative of the District:
 - (1) Are involved in any decision about the student's education program; and
 - (2) Agree to any proposed changes in the program before those changes are implemented.
- h. The District conducts IEP and placement meetings following the same requirements as for students attending schools in the District.

- i. The District provides all procedural safeguards to the parent/guardian of students placed in approved private schools.
 - j. The District ensures that transportation to and from the approved private school is provided at no cost to the parent/guardian.
2. Out-of-State Placements for Special Education
- a. The District maintains documentation of approval, by the Oregon Department of Education (ODE) for any out-of-state programs that provide special education to District students eligible for special education.
 - b. Contractual arrangements for out-of-state special education services will be made only after:
 - (1) An IEP has been developed;
 - (2) It has been determined that no appropriate in-state placement options are available.

Parentally-Placed Private School Students

1. Consultation with Representatives of Private School Students with Disabilities
- a. The District consults, in a timely and meaningful way, with representatives of private schools and the parent/guardian of parentally placed private school students with disabilities during all phases of the development and design of the special education services to be provided to them.
 - b. Consultation includes:
 - (1) The equitable participation of parentally placed private school children in the Child Find process and how parent/guardian, teachers, and private school officials will be informed of the process;
 - (2) How the process will operate throughout the school year to ensure meaningful participation of children identified through child find in special education and related services;
 - (3) How, where, and by whom the special education and related services will be provided;
 - (4) The determination of the proportionate amount of federal funds available including how the amount is calculated;
 - (5) How services will be apportioned if funds are insufficient, and how and when these decisions will be made;
 - (6) That the District provides a written explanation to the private school if the District disagrees with the views of the private school regarding types and provision of services.
 - c. Written Affirmation and Complaint
 - (1) The District will seek to obtain a written affirmation, signed by the representatives of participating private schools, that a timely and meaningful consultation occurred;
 - (2) If private school representatives do not provide this affirmation within a reasonable period of time, the District will forward its documentation of the consultation process to the state.
 - (3) A private school official has the right to submit a complaint to the state that the District did not engage in timely and meaningful consultation as defined.

- d. The District makes the final decisions with respect to the services to be provided to eligible private school students. (District plan attached.)

2. Child Find for Parentally-Placed Private School Children

- a. The District's Child Find process includes all parentally placed students attending private schools located in the District, without regard to the student's resident district;
- b. The District shall maintain in its records and provide to the Oregon Department of Education, the number of private school children:
 - (1) Evaluated;
 - (2) Determined to be children with disabilities; and
 - (3) Served by the District.
- c. The District provides child find activities that are similar to and completed within a comparable time period as child find activities for students within the District's public schools.
- d. The District consults with private school representatives and parent/guardian about how to implement the child find activities and how to keep the parent/guardian and private school personnel informed.
- e. The District ensures the equitable participation of parentally placed private school students in the child find process.
- f. The District does not include the cost of conducting child find activities for private school students, including individual evaluations, in determining whether it has spent a proportionate share of its federal IDEA funds on parentally placed private school students with disabilities.
- g. The District ensures an accurate count of these children is made as of December 1 of each year and uses this count in determining the amount the District spends for services in the subsequent fiscal year.

3. Provisions for Serving Students Placed by Their Parent/Guardian in Private Schools

- a. District decisions about the services that are provided to private school students with disabilities are made through the consultation process and in accordance with the District's plan for serving parentally-placed private school students and their service plans.
- b. The services provided to private school students with disabilities are provided by personnel meeting the same standards as personnel providing services in the District program.
- c. The District may provide private school students with disabilities a different amount of services than students with disabilities attending public schools in the District.
- d. The District may provide services to private school students with disabilities onsite at the student's private school, including a religious school, to the extent that services can be provided in a religiously neutral setting within the private school. These services will be provided during the student's regular school day, unless stated otherwise in the student's service plan.
- e. If a parent/guardian of a private school student with a disability requests an IEP meeting from the resident district, the resident district will either:
 - (1) Hold an IEP meeting within a reasonable time; or

- (2) Provide the parent/guardian with prior written notice of the District's refusal to hold an IEP meeting.

4. Evaluation, Reevaluation and Eligibility of Private School Students with Disabilities

- a. The District ensures that all requirements for evaluation, reevaluation and eligibility that apply to public school students with disabilities will be met with regard to evaluations for private school students who are suspected of having a disability.
- b. Eligibility for special education and related services will be determined by the District in the same manner as for public school students with disabilities.
- c. The District will reevaluate private school students with disabilities at the same intervals as students in public schools to determine whether the student continues to be eligible for special education, whether or not the student is receiving services under a services plan.
- d. If a parent/guardian refuses an evaluation that is necessary to determine a student's eligibility, continuing eligibility or present level of performance for developing a service plan, the District will notify the parent/guardian in writing that it is prepared to complete the necessary evaluations upon parent/guardian consent or if the parent/guardian enrolls the student in a District program.
- e. If a parent/guardian refuses a reevaluation that is necessary to determine whether the student continues to be a student with a disability, and as a result the team cannot determine the student's continuing eligibility, the student will no longer be considered "eligible" and shall not be counted as a private school student with a disability for the purposes of the private school student count.
- f. Upon an initial determination of eligibility, and upon any subsequent determination of eligibility, the District will notify the parent/guardian in writing that the resident district will make a free appropriate public education available to the student if the student is enrolled in a school District program and is a resident of the District.

5. Service Plans

- a. If a student with a disability is enrolled by a parent/guardian in a religious or other private school and will receive special education or related services from the District, the District will:
 - (1) Initiate and conduct meetings to develop, review and revise a service plan for the student consistent with the procedures for IEP meetings and timelines; and
 - (2) Ensure that a representative of the religious or other private school attends each meeting. If the representative cannot attend, the District will use other methods to ensure participation by the private school, including individual or conference telephone calls.
- b. The services plan will describe the specific special education and related services that the District will provide to the student in light of the services that the District has determined, through the consultation process, it will make available to private school students with disabilities.
- c. The services plan will, to the extent appropriate:

- (1) Meet requirements for IEP content with respect to the services provided; and
- (2) Be developed, reviewed and revised consistent with procedures for IEP team membership and parent/guardian participation.

- d. The District is not required to provide transportation from the student's home to the private school.
- e. If necessary for the student to benefit from or participate in the services provided by the public agency, a private school student with a disability will be provided transportation:
 - (1) From the student's school or the student's home to a site other than the private school; and
 - (2) From the service site to the private school, or to the student's home, depending on the timing of the services.

6. Property, Equipment and Supplies

- a. The District keeps title to and exercises continuing administrative control of all property, equipment and supplies that the District acquires with IDEA funds for the benefit of private school students with disabilities.
- b. The District may place equipment and supplies in a private school for a period of time needed to implement the service plan of a private school student with disabilities or for child find purposes.
- c. The District ensures that the equipment and supplies placed in a private school:
 - (1) Are used only for implementation of the service plan or for child find activities; and
 - (2) Can be removed from the private school without remodeling the private school facility.
- d. The District will remove equipment and supplies from a private school if:
 - (1) The equipment and supplies are no longer needed for the purposes identified in b. above; or
 - (2) Removal is necessary to avoid unauthorized use of the equipment and supplies.
- e. The District will not use IDEA funds for repairs, minor remodeling or construction of private school facilities.

7. Separate Classes Prohibited

- a. The District will not use IDEA funds for classes that are organized separately on the basis of school enrollment or religion of the students if:
 - (1) The classes are at the same site; and
 - (2) The classes include students enrolled in public school programs and students enrolled in private schools.

8. Funds and Property Not to Benefit Private Schools

- a. The District will not use IDEA funds to finance the existing level of instruction in a private school or to otherwise benefit the private school.
- b. The District will use IDEA funds to meet the special education needs of students enrolled in private schools, but not for:
 - (1) The needs of a private school; or
 - (2) The general needs of the students enrolled in the private school.

9. Use of School Personnel

- a. The District may use IDEA funds to make public school personnel available in other than public facilities:
 - (1) To the extent necessary to implement any of the requirements related to private school students with disabilities; and
 - (2) If those services are not normally provided by the private school.
- b. The District may use IDEA funds to pay for the services of an employee of a private school to provide services to private school students if:
 - (1) The employee performs the services outside of his/her regular hours of duty; and
 - (2) The employee performs the services under public supervision and control.

10. Expenditures for Parentally-Placed Private School Students

- a. The District uses the following formulas for determining funds available for provision of special education and related services to private school students with disabilities.
- b. In providing special education and related services to school-age private school students with disabilities, the District will spend an amount that is the same proportion of the District's total subgrant of IDEA funds as the number of school-age private school students with disabilities attending private schools in its jurisdiction is to the total number of school-age students with disabilities in its jurisdiction. In calculating the proportionate amount of federal funds, the District after timely and meaningful consultation with representatives of private schools, shall conduct a thorough and complete child find process to determine the number of parentally placed children with disabilities attending private schools located in the District.
- c. The District uses the student count to determine the amount that the District will spend on providing special education and related services to private school students with disabilities in the next fiscal year.
- d. The District will not consider expenditures for child find activities in determining whether the school District has met its expenditure requirements for parentally-placed private school students.
- e. The District may include the cost of transportation in determining whether the school District has met its expenditure requirements for parentally-placed private school students.

Process to Determine Special Education Services Provided by the District to School-age Students who are Parentally Placed in Private Schools within its Jurisdiction

A meeting is convened in the fall of each school year. The director, or representative, from each private school within the District's attendance boundary is invited. The meeting is jointly facilitated by a special education administrator and an administrator, or designee, who is knowledgeable regarding Title services.

From the perspective of the Special Education Department, the purpose of the meeting is to:

- provide an overview of IDEA 2004 requirements (see attached sample agenda from the Oregon Department of Education);
- consult with attendees regarding the identification and provision of services to students; and
- receive assistance with identification of nonresident students who are eligible for special education services and who are parentally placed in a private school within the District.

For private school representatives who cannot attend the meeting, an alternative venue for communication of this information and consultation (including individual or group meetings, phone conversations, or other strategies) will be provided.

A similar opportunity for consultation will be provided to a group of parent/guardian representatives.

Based on input from private school representatives and parent/guardian representatives, the decision regarding types of services and service delivery mechanisms will be made by the special education administration and confirmed in writing to private school directors.

Directors of private schools will be asked to provide written confirmation that the prescribed consultation occurred, as required by IDEA 2004 (see attached sample document entitled "Affirmation of Consultation with Private school" from the Oregon Department of education).

7/6/06

SAMPLE FORM
Affirmation of Consultation with Private School

Special Education Services for parentally Placed Private School Students.

IDEA 2004 requires school Districts to engage in timely and meaningful consultation with representatives of private schools and with the parent/guardian about the provision of special education and related services for parentally placed private school students attending private schools within the District's Jurisdiction. The consultation process must include specific discussion of the following topics:

IDEA 2004 requires that school District's ask private school officials to provide written affirmations of a satisfactory consultation process. Private school officials are not required to provide a written statement if they believe the process to be unsatisfactory.

Consultation may include individual or group meetings, interviews, or other effective and efficient strategies. The law does not require use of a specific strategy.

- a. The child find process, including how resident and non-resident students suspected of having a disability can participate equitably. Child find includes evaluations, eligibility determinations, and reevaluations.
- b. How parents, teachers, and private school officials will be informed of the child find process;
- c. The determination of the proportionate amount of federal funds to be expended and how the proportionate share was calculated;
- d. The consultation process and how the consultation process will operate through the year to ensure that students identified through the "child find process" can meaningfully participate in special education and related services;
- e. How, where, and by whom special education and related services will be provided, including a discussion of types of services and services delivery mechanisms;
- f. How such services will be apportioned if funds are insufficient to serve all students, and how and when these decisions will be made;
- g. How, if the District disagrees with the views of the private school officials about the provision of services or the type of services, the District shall provide a written explanation of the reasons why the District chose not to provide services.

I, the undersigned authorized representative of

Name of Private School

Affirm that timely and meaningful consultation about items a-g above occurred with

(Name of School District)

<i>Printed/Typed Name and Title of Authorized Representative of the Private School:</i>	
<i>Signature:</i>	<i>Date:</i>

**Private School Consultation
Special Education and Related Services for parentally Placed Private School Students**

Participant Name/Position	Organization	Signature

Item	Discussion Points	Action
Introductions and Agenda Review		
Overview of IDEA 2004 Requirements: Special Education Services for Parentally Placed Private School Students		
1. CHILD FIND PROCESS <ul style="list-style-type: none"> • Activities • Timelines • Equitable Participation 		
2. AVAILABLE IDEA FUNDS <ul style="list-style-type: none"> • Determining Proportionate Share • IDEA Funds Available for 2007-2008 		
3. CONSULTATION PROCESS <ul style="list-style-type: none"> • Basic Requirements • Operation throughout the year • Affirmation by private school officials 		
3. DECISIONS about PROVIDING SERVICES <ul style="list-style-type: none"> • What Services • How and where • By whom • Service delivery mechanism (contract; direct service) 		
5. DECISIONS ABOUT SERVICES WHEN FUNDS ARE INSUFFICIENT to SERVE ALL IDENTIFIED STUDENTS <ul style="list-style-type: none"> • Apportionment of Services • How and when decisions will be made 		
6. RESOLVING DIFFERENCES BETWEEN DISTRICT and PRIVATE SCHOOL OFFICIALS <ul style="list-style-type: none"> • When District must provide written explanations to private school officials about services to be provided • Opportunities for dispute resolution under IDEA 		
7. Other topics (e.g. referrals for evaluation)		

w/Edits

Code: IGBAJ-AR

Revised/Readopted : 3/4/08, 3/7/06

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

1. FAPE and Age Ranges

The district provides special education and related services to all resident school-age students with disabilities, including students with disabilities who are enrolled in public charter schools located in the district except as provided below.

- a. "School-age children" are children who have reached 5 years of age but have not yet reached 21 years of age on or before September 1 of the current school year.
- b. The district will admit an otherwise eligible student who has not yet reached 21 years of age on or before September 1 of the current school year.
- c. An otherwise eligible person whose 21st birthday occurs during the school year will continue to be eligible for FAPE for the remainder of the school year.
- d. The district provides FAPE to students with disabilities who have been suspended or expelled from school in accordance with the special education discipline rules.

2. Nonacademic Services

- a. The district provides equal opportunity for students with disabilities for participation in nonacademic and extracurricular services and activities.
- b. Nonacademic and extracurricular services and activities may include meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies and employment of students, including both employment by the district and assistance in making outside employment available.
- c. The district ensures that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of each individual child.

3. ~~Interagency Agreements~~

- ~~a. The district will enter into a written agreement with any ESD, other district, School for the Deaf, School for the Blind or approved private school that serves as an attending program for resident students with disabilities through placement by the District.~~

- b. ~~The district will enter into a written agreement with any ESD, other district or private alternative school that serves resident students through placement by the District, whether or not the students are identified as students with disabilities.~~
- c. ~~These written agreements provide that:~~
 - 1) ~~The resident district retains all responsibility for ensuring provision of FAPE and that the parent/guardian and student are afforded all special education rights and procedural safeguards under federal and state law, including:~~
 - a) ~~Child find and initial evaluation if the resident district suspects that the child has a disability and needs special education;~~
 - b) ~~Initiation of individualized education program (IEP) meetings, unless the written agreement specifies that the attending district will initiate IEP meetings;~~
 - c) ~~Provision of District representative at IEP meetings;~~
 - d) ~~Provision of IEP and placement that comply with all state and federal requirements;~~
 - e) ~~Provision of prior written notice and notice of procedural safeguards when required;~~
 - f) ~~Compliance with any stay put requirements that allow the student to remain in the present educational placement in the attending program unless the resident district and the parent/guardian agree otherwise; and~~
 - g) ~~Acting as the school district of record for any special education due process hearing arising out of the student's placement or program.~~
 - 2) ~~The attending program agrees to:~~
 - a) ~~Allow the student to remain in the present educational placement in the attending program during the pendency of any special education due process hearing unless the parent/guardian and resident district agree otherwise;~~
 - b) ~~Immediately notify the resident district superintendent or special education director if the attending program suspects that the student may have a disability and need special education services;~~
 - c) ~~Immediately notify the resident district superintendent or special education director if the student, whether disabled or not, has engaged in conduct that may lead to suspension or expulsion; and~~
 - d) ~~Immediately notify the resident district superintendent or special education director of any complaint made by the parent/guardian regarding the student's regular or special education program at the attending program.~~

3. Graduation

- a. A student who receives a regular high school or modified diploma is no longer entitled to FAPE.
- b. If the district chooses to provide special education to a student with a regular high school diploma, that student remains eligible for FAPE.

- c. The district provides prior written notice a reasonable time before a student with a disability graduates with a regular high school or modified diploma.
- d. The district may, but is not required to, conduct a reevaluation before terminating eligibility due to graduation with a regular high school or modified diploma.
- e. The district may award an alternative document as described in Board policy to a student with a disability. (See Board policy IKF - Graduation Requirements) Graduation with an alternative document does not terminate eligibility, or require an evaluation or written prior notice.
- f. The district may, but is not required to, provide special education and related services to a student who has graduated with a regular or modified diploma.

4. Incarcerated Youth

- a. The district makes FAPE available to those individuals with disabilities 18 through 21 years old who have been convicted as adults and are incarcerated in an adult correctional facility who have not graduated with a regular diploma, and in their last educational placement before their incarceration in the adult correctional facility:
 - 1) Were identified as being a student with a disability as defined in Oregon Administrative Rule (OAR) 581-015-~~0005~~(3) 2000; or
 - 2) Had an individualized education program.
- b. The district's provisions of FAPE does not include:
 - 1) The requirements relating to participation of children with disabilities in statewide and district assessments.
 - 2) Requirements relating to transition planning and transition services, with respect to the students whose eligibility will end, because of their age, before they will be eligible to be released from adult correctional facilities based on consideration of their sentence and eligibility for early release.
 - 3) The IEP team may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. Least-restrictive environment requirements do not apply with respect to these modifications.
 - 4) The public agency responsible for the special education of students in an adult correctional facility is not required to provide notice of meetings to the parent/guardian after rights transfer to the student.
- c. "Identified as being a student with a disability" means has been determined eligible or was involved in the process of determining the individual's disability and eligibility for special education and related services under OAR 581-015-~~0051~~ 2120.
- d. "Last educational placement" includes juvenile correctional facilities.

5. Residential Placement

If the district places a student in a public or private residential program to provide special education and related services to a student with a disability, the district ensures that the program,

including non-medical care and room and board, is provided at no cost to the parent/guardian of the student.

6. Physical Education

- a. The district provides physical education services, specially designed if necessary, to each eligible student.
- b. The district provides the opportunity to participate in the regular physical education program available to nondisabled students unless the student is enrolled full-time in a separate facility or the student needs specially designed physical education.
- c. If specially designed physical education is prescribed in a student's IEP, the district will provide the services directly or make arrangements for them to be provided by other agencies or programs.
- d. The district ensures that physical education is provided for eligible students enrolled in separate facilities, if the district is responsible for the education of such students.

7. Public Charter Schools

- a. ~~The District ensures that all procedural safeguards are afforded to resident students with disabilities who attend public charter schools and their parent/guardian whether or not the charter school is chartered by the District. The district serves children with disabilities attending public charter schools located in the district in the same manner and in accordance with applicable laws and rules governing the district's provision of services to children with disabilities in its other schools.~~
- b. The district ensures that all resident students who attend charter schools located in the district receive FAPE. ~~whether or not the charter school is chartered by the District.~~
- ~~c. The District is responsible for providing any required special education and related services to resident public charter school students identified as students with disabilities under the IDEA whether or not the charter school is chartered by the District.~~
- ~~d. The District treats charter schools the same as other schools in the District regarding provision of on-site services. The specific arrangements for providing special education and related services to charter schools within the District will be described in the charter between the District and the charter school.~~
- ~~e. The district ensures that IEP and placement decisions for students with disabilities are made by the student's IEP/placement team.~~
- c. The district shall, in consultation with the student's parent, guardian or person in parental relationship, provide FAPE to the student, in accordance with Oregon Administrative Rule (OAR) 581-015-2230(1), until the district implements the IEP from the previous district or develops, adopts and implements a new IEP that meets acceptable requirements. If the information received was in effect in a previous district in another state, the district will implement the IEP in accordance with OAR 581-015-2230(2).
- d. The district provides supplementary and related services onsite at a district public charter school to the same extent to which the district has a policy or practice of providing such services on the site to its other public schools.

- e. A school district in which a public charter school is located must provide individuals with the school district provides those funds to other public schools in the district, including proportional distribution based on relative enrollment of children with disabilities, at the same time as funds are distributed to other public schools in the district.
- f. If a child with a disability enrolls in a public charter school, the public charter school is considered the school the child would attend if not disabled. Enrollment in any public charter school is by parent choice. Enrollment in any out-of-district public charter school does not require an interdistrict transfer agreement.

When a student enrolls in a public charter school, the district in which the public charter school is located shall:

- a. Provide written notification of the student's enrollment to the district in which the student resides;
- b. Request, in accordance with applicable confidentially provisions in state and federal laws, the records of the student, including all information related to an individualized education program developed for the student;
- c. Provide written notification to the student's parent, guardian or person in parental relationship to provide information about:
 - (1) The district's responsibility to identify, locate and evaluate to determine a student's need for special education and related services and to provide those special education services in the public charter school; and
 - (2) The methods by which the district may be contacted to answer questions or provide information related to special education and related services.

When a student no longer is enrolled in a public charter school for any reason other than graduation, the district in which the public charter school is located shall notify;

- a. The district in which the student resided to provide notice:
 - (1) That the student no longer is enrolled in the public charter school; and
 - (2) That the district will provide the student education records including all information related to the student's IEP if the student seeks enrollment or services from the district in which the student resides.
- b. The student's parent, guardian or person in parental relationship to provide information about:
 - (1) The responsibility of the school district in which the student resides to identify, locate and evaluate students and implement services
 - (2) The methods by which the student's resident district may be contacted to answer questions or provide information about special education and related services; and
 - (3) The responsibility of the district to provide student records, including information related to the student's IEP, if the student seeks enrollment or services from another district, including the parent's resident district.

8. Misclassified Students

- a. The district ensures that students identified on the special education child count under Part B of the Individuals with Disabilities Education Act (IDEA) are limited to students who:
 - 1) Meet eligibility requirements under OAR 581-015-~~0051~~ 2120 to 2180;
 - 2) Have a current IEP that is being implemented;
 - 3) Are receiving a free appropriate public education FAPE;
 - 4) Are enrolled in the district.

~~10. Students with Disabilities Covered by Public Insurance~~

~~With regard to services required to provide FAPE to a student with disabilities, the District:~~

- ~~a. Will not require a parent/guardian to sign up for or enroll in public insurance programs in order for their student with disabilities to receive FAPE under Part B of the IDEA;~~
- ~~b. Will not require parent/guardian to incur an out-of-pocket expense in order for their student with disabilities to receive FAPE under Part B of the IDEA; and~~
- ~~c. Will not use the student's benefits under a public insurance if that use would:
 - ~~1) Decrease available lifetime coverage or any other insured benefit;~~
 - ~~2) Result in the family paying for services that would otherwise be covered by the public insurance program and that are required for the student outside the time the student is in school;~~
 - ~~3) Increase premiums or lead to the discontinuation of insurance; or~~
 - ~~4) Risk the loss of eligibility for home and community based waivers, based on aggregate health-related expenditures.~~~~

~~11. Students with Disabilities Covered by Private Insurance~~

- ~~a. Each time the District proposes to access a parent/guardian private insurance proceeds, the District will:
 - ~~1) Obtain parent/guardian consent (as defined in OAR 581-015-0039); and~~
 - ~~2) Inform the parent/guardian that their refusal to permit the District to access the private insurance does not relieve the District of its responsibility to ensure that all required services are provided at no cost to the parent/guardian.~~~~
- ~~b. The District may use its IDEA Part B funds for a specified service required to ensure FAPE if the District is unable to obtain consent to use a child's private insurance.~~
- ~~c. If the parent/guardian would incur a cost for the District's use of private insurance, the District may use its Part B funds to pay the cost the parent/guardian otherwise would have to pay to use the private insurance (e.g. the deductible or co-pay amounts).~~

9. Student with Disabilities under IDEA Enrolled in Public Benefits or Insurance.

A district may use the state’s Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for special education and related services required under IDEA, and permitted under the public benefits or insurance programs as specified below.

With regard services required to provide FAPE to a child with disabilities under IDEA, a district;

a. May not require parents to sign up for or enroll in public benefits or insurance programs in order for their child with disabilities to receive FAPE under the IDEA, but may pay the cost that the parent otherwise would be required to pay; and

b. May not use the child’s benefits under a public insurance program if that use would:

(1) Decrease available lifetime coverage or any other insurance benefit;

(2) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program, and that are required for the child outside of the time the child is in school.

(3) Increase premiums or lead to the discontinuation of insurance; or

(4) Risk loss of eligibility for home and community-based waiver, based on aggregate health-related expenditures; and

Prior to accessing a student’s or parent’s public benefits or insurance for the first time, and annually thereafter, the district must provide prior written notification to the student’s parents and must obtain written consent¹ that:

a. States the personally identifiable information that may be disclosed (e.g. records or information about the services that may be provided to the student);

b. State the purpose of the disclosure (e.g. billing for services under IDEA);

c. Names the agency to which the disclosure may be made (e.g. Medicaid);

d. Specifies that the parent understands and agrees that the public agency may access the parent’s or student’s public benefits or insurance to pay for services under IDEA;

e. Acknowledges the district may not require parents to incur an out-of-pocket expense (i.e. payment of a deductible or co-payment incurred in filing a claim for special education or related services), but may pay the cost that the parent otherwise would be required to pay; and

f. Acknowledges the district may not use the student’s benefits under a public insurance program, if that use would:

(1) Decrease available lifetime coverage of any other insured benefit;

(2) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school;

(3) Increase premiums or lead to the discontinuation of insurance; or

¹ “Consent” means that the parent or adult student 1) has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought and b) understands and agrees in writing to the carrying out of the activity for which his/her consent is sought. Consent is voluntary of the part of the parent and meeting the requirements of consent provisions for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

(4) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

10. Accessible Materials

a. Districts must ensure the timely provision of print instructional materials, including textbooks that comply with the National Instructional Materials Accessibility Standards (NIMAS) for students who are blind or print disabled.

b. Districts must ensure the timely provision of instructional materials in accessible formats to children who need instructional materials in accessible formats, including those children who are not blind or print disabled.

14. Extended School Year (ESY) services as per administrative regulations, Special Education – Individualized Education Program (IEP) – IGBAF-AR.

15. Assistive technology devices or services as per administrative regulations, Special Education - Individualized Education Program (IEP) – IGBAF-AR.

EDITS

Code: IGBAL-AR

Revised/Readopted: 3/7/06

Special Education - Services for Home-Schooled Students with Disabilities

1. Home Schooling for Students with Disabilities
 - a. When the district is informed that a resident student with disabilities is home schooled, the district provides written notice to the parent that it stands ready to provide a free appropriate public education if the student enrolls in the district.
 - b. The district offers and documents to the parent an individualized education program (IEP) meeting to consider providing special education and related services to the student with a disability in conjunction with home schooling.
 - c. The district provides an annual written notice that it stands ready to provide a free appropriate public education if the student enrolls in the district as long as:
 - (1) The student remains eligible for special education;
 - (2) The student is exempt from compulsory education as a home-schooled student; and
 - (3) The student is not receiving special education and related services from the district.
 - d. An IEP will only be developed for a student with a disability if the IEP team determines that a free appropriate public education can be provided in conjunction with home schooling. Services may be provided in the home only to the extent that special education or related services would be provided in the home if the student was not home schooled.
 - e. The student's IEP team will be convened and an IEP developed, consistent with the requirements for IEP team meetings, IEP team membership and IEP content, with the following exceptions:
 - (1) The student's parent shall be treated as both parent and regular education teacher of the student unless the parent designates another individual as the regular education teacher;
 - (2) Under "extent of nonparticipation in regular education" the IEP shall state that the student is exempt from compulsory school attendance and regular education is provided through home schooling; and
 - (3) The IEP will state how "satisfactory educational progress" will be determined for the student. A parent may use a privately developed plan (PDP) to determine satisfactory progress. If so, the IEP indicates that satisfactory progress will be determined by the PDP team, at parent request. If the student may enroll in a regular education class, pursuant to the district's policy for students who are home schooled, the IEP team includes a regular education teacher.
 - f. The district ensures that:

- (1) Students with disabilities who are home schooled are reevaluated at least every three years unless waived by mutual agreement of the parent and the district, and not more than once a year unless the parent and district agree otherwise;
- (2) If the team determines a specific evaluation is necessary to continue eligibility or to determine appropriate special education and related services for the student's IEP, and the parent refuses consent for such evaluation, or refuses to make the student available, the district will document to the parent that the district stands ready to conduct the evaluation when the parent gives consent or makes the student available;
- (3) If the district does not have sufficient evaluation information to determine eligibility or to develop an IEP, the district is not required to complete these activities. The district will provide prior written notice if the district terminates eligibility or services under these circumstances.

2. Testing and Reporting Requirements

- a. If a student with a disability is receiving IEP services from the district and the IEP includes a provision for IEP team assessment of satisfactory educational progress, the district:
 - (1) Completes the assessment; and
 - (2) Provides the parent with a copy of the results, including a summary statement indicating whether the student has made satisfactory educational progress in light of the student's age and disability.
- b. If a student with a disability is receiving IEP services in a core area of instruction, the district includes the student in statewide assessments, unless an exemption is requested by the parent/guardian.

3. Child Find

- a. If the district suspects that a home-schooled student has a disability, the district:
 - (1) Obtains parent consent for initial evaluation; and
 - (2) Conducts an initial evaluation and determines the student's eligibility to receive special education and related services.
- b. If the student is eligible, the district notifies the parent and offers an opportunity for an IEP meeting to consider initiation of special education and related services to the student with a disability.
- c. If the parent refuses consent, does not respond or refuses to make the student available, the district documents to the parent that the district stands ready to conduct the evaluation when the parent gives consent or makes the student available.

4. School Enrollment

- a. If the district permits partial enrollment of home-schooled students in its regular education program, the district will permit students with disabilities to participate to the same extent as non-disabled students, if appropriate, whether or not the student is receiving IEP services from the district.
- b. A student who is exempt from compulsory school attendance as a home-schooled student with a disability will continue to be considered an exempt home-schooled student by the district even though:
 - (1) the student receives special education and related services from the district, unless these services are the equivalent of full-time enrollment in the district; or
 - (2) or the district permits partial enrollment of home-schooled students and, pursuant to that policy, the student attends one or more regular education classes unless enrollment is the equivalent of full-time enrollment in the district.