Beaverton School District School Board Meeting
District Administration Center, 1260 NW Waterhouse Avenue, Beaverton, Oregon 97006
Monday, March 9, 2020 6:30 PM

WE EXPECT EXCELLENCE WE INNOVATE WE EMBRACE EQUITY WE COLLABORATE

AGENDA

I. EXECUTIVE SESSION: Negotiation Updates ORS 192.660(3) 5:45 - 6:00 p.m.
II. CALL MEETING TO ORDER 6:30 - 6:50 p.m.
Becky Tymchuk
- A. Pledge to Flag
- B. Board Procedures
  Becky Tymchuk
- C. Recognition of Students, Staff and Community 3
  - a. WE Collaborate: School Lunch Debt Payoff
- D. Beaverton Student Advisory Committee Update
  Committee Members

III. BEA/OSEA COMMENTS 6:50 - 6:55 p.m.
IV. PUBLIC PARTICIPATION 6:55 - 7:40 p.m.
V. REPORTS 7:40 - 8:45 p.m.
- A. Superintendent Comments
  Don Grotting
- B. School Presentations
  - a. Cedar Park Middle School 4
    Shannon Anderson
  - b. Conestoga Middle School 8
    Zan Hess
- C. Financial Update 11
  Mike Schofield
- D. Middle School Boundaries Adjustment Project Update 21
  Steven Sparks
- E. Student Investment Act 23
  Ginny Hansmann, Maureen Wheeler & David Williams

VI. BREAK 8:45 - 8:55 p.m.
VII. DISCUSSION ITEMS 8:55 - 9:05 p.m.
- A. Transportation Supplemental Plans for 2020 - 2021 182
  Craig Beaver
- B. Adoption of Science Curriculum Phase II 217
  Brian Sica

VIII. PUBLIC HEARING - Student Investment Act 9:05 - 9:35 p.m.
IX. ACTION ITEMS 9:35 - 10:00 p.m.
- A. Student Investment Act Approval 317
  Maureen Wheeler, Ginny Hansmann & David Williams
- B. Consent Agenda
  Becky Tymchuk
  - a. Personnel
  - b. Approval of School Board Meeting Minutes
  - c. Grant Report
  - d. Public Contracts

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.

e. Inter-District Transfer Process 351
f. Brand Name Approvals for Facilities Projects 352
g. Hope Chinese Charter Amendment 354
h. Northwest Regional ESD Service Plan Approval 356
X. BOARD COMMUNICATION 10:00 - 10:05 p.m.
Board Members
A. Individual School Board Member Comments
XI. CLOSING COMMENTS/ADJOURN 10:05 p.m.
Becky Tymchuk & Don Grotting
XII. INFORMATION ITEMS
A. School Board Finance & Investment Strategies Committee Update 427
B. School Board Policy Committee Update 430
C. I Policy AR Updates 431

RECOGNITION OF STUDENTS, STAFF AND COMMUNITY

POLICY ISSUE/SITUATION

Tonight, the District recognizes the following individuals for their outstanding achievement and contribution to the Beaverton School District and the community. The following recognition exemplifies the Pillars of Collaboration.

BACKGROUND INFORMATION:

WE Collaborate: School Lunch Debt Payoff – Greg, Jeff, and Brian Keller, and Sharon Dudley
The Keller brothers, Greg, Jeff, and Brian Keller and sister Sharon Dudley have generously stepped forward to pay $4,200 of the unpaid meal balance for Barnes Elementary School. They attended Barnes in the 1960s-1970s. Their goal is to bring awareness to this financial issue and encourage others to help other schools and the Nutrition Services Department (NS). The NS department is an enterprise business in the Beaverton School District, meaning they receive no funds from the General Fund.

Greg fondly recalls how he and his brothers and sister helped in the Barnes school cafeteria washing dishes so they could earn a free meal. They came from a single parent household. They understand very personally the challenges some of our most vulnerable students face.

We thank the Keller family for making this very generous donation to pay a large portion of the Barnes Elementary unpaid meal balance**.**

RECOMMENDATION:
It is recommended that the School Board recognizes the Keller family siblings.

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.

WE EXPECT EXCELLENCE | WE INNOVATE | WE EMBRACE EQUITY | WE COLLABORATE

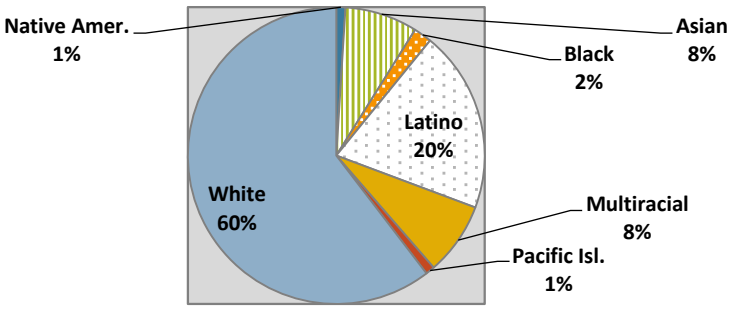
SCHOOL REPORT

School: Cedar Park Middle School

Principal: Dr. Shannon Anderson **Years as School Principal:** 5 **Years in BSD:** 4

School Demographics 2018-19

Enrollment:	**1,001**
Economically Disadvantaged:	**27%**
Students with Disabilities:	**14%**
Ever English Language Learner:	**19%**
Different Languages Spoken:	**33**



School Metrics

College Readiness

Grade 8 English Language Arts	16-17	17-18	18-19	Grade 8 Mathematics	16-17	17-18	18-19
All Students	63%	68%	71%	All Students	55%	54%	60%
Economically Disadvantaged	26%	39%	49%	Economically Disadvantaged	11%	18%	30%
English Language Learners	14%	29%	33%	English Language Learners	<5%	18%	25%
Ever English Language Learners	28%	32%	49%	Ever English Language Learners	12%	21%	40%
Students with Disabilities	19%	28%	25%	Students with Disabilities	13%	17%	6%
Talented and Gifted	>95%	>95%	>95%	Talented and Gifted	>95%	>95%	>95%
Asian	>95%	71%	88%	Asian	90%	71%	83%
Hispanic/Latino	35%	31%	43%	Hispanic/Latino	14%	20%	32%
White	69%	77%	80%	White	64%	62%	68%
Multi-racial	70%	76%	67%	Multi-racial	62%	50%	60%
Male	58%	61%	67%	Male	55%	49%	61%
Female	70%	78%	76%	Female	54%	60%	58%

Growth English Language Arts	16-17	17-18	18-19	Growth Mathematics	16-17	17-18	18-19
All Students	51%	49%	53%	All Students	44%	48%	58%
Economically Disadvantaged	41%	44%	50%	Economically Disadvantaged	38%	34%	56%
English Language Learners	51%	43%	49%	English Language Learners	32%	33%	56%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	43%	39%	50%	Students with Disabilities	29%	30%	52%
Talented and Gifted	59%	55%	57%	Talented and Gifted	51%	58%	58%
Asian	61%	64%	58%	Asian	61%	58%	66%

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."

Hispanic/Latino	39%	45%	52%	Hispanic/Latino	36%	36%	56%
White	54%	49%	53%	White	43%	49%	58%
Multi-racial	56%	39%	56%	Multi-racial	59%	46%	55%
Male	49%	47%	49%	Male	42%	44%	56%
Female	55%	51%	56%	Female	47%	51%	60%

2018-19 Participation Rates

Smarter Balanced ELA: **98%** Smarter Balanced Math: **97%** Student Survey: **>99%**

Absence and Exclusion Measures	**16-17**	**17-18**	**18-19**		**Annual Survey Responses**	**16-17**	**17-18**	**18-19**
Students missing fewer than 10 days of school	66%	58%	58%		Students reporting that at least one adult cares about them	75%	75%	69%
Students missing class due to suspensions or expulsion	58	88	104		Parents reporting they feel informed and valued as active partners in their child's education	74%	63%	66%
Number of class days missed due to suspensions or expulsion	141.5	246	755		Teachers and staff reporting they contribute to school decision making	80%	56%	71%

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

Successes:

Math Achievement

- **All** Cedar Park students showed significant growth in math, including all under represented demographic groups.
- Eighth grade math achievement has increased every year for the last 3 school years.
- Seven of nine demographic groups increased academic achievement in 8th grade math, including economically disadvantaged and English Language Learners.
- All demographic groups had an increase in math growth; economically disadvantaged students improved by 22%; Latino students increased by 20%; students with disabilities improved by 22%.

English Language Arts Achievement

- **All** Cedar Park students showed an increase in the percentage of growth in ELA.
- Eighth grade ELA achievement has increased every year for the last 3 years, including every demographic group but one (multi-racial).
- Ever ELL students had the largest increase – 17%.
- Every demographic groups demonstrated an increase in growth, except one (Asian). Students with disabilities increased their growth percentage by 11%.

Other Important Data (see attached)

- When comparing Cedar Park to other like middle schools (demographics, size, SES) across the state, Cedar Park ranks #1 in Math achievement.
- When comparing Cedar Park to other like middle schools (demographics, size, SES) across the state, Cedar Park ranks #2 in ELA achievement.
- The survey response from parents is actually the combination of two separate questions: "I feel valued as an active partner in my child's education," and "I feel well-informed about what is going on, in general, in my child's school." The separate answers were 78% affirmative, but only 66% answered affirmative *to both statements.* We work very hard to partner with parents and communicate often.

Challenges:
I am concerned that our students with disabilities are not seeing the same level of increase and growth in 8th grade math as the other demographic groups. However, overall as a school, the students with disabilities are showing significant growth in both ELA and math.

I am also concerned that the percentage of students that report that at least one adult cares about them is only 69% and actually dropped from previous years, despite the intentional professional work we did last year.

Action Plan:
I'm going to work with my teachers to drill down into the data further and investigate what additional supports we need to put in place at 8th grade. These students currently have support classes, but our new SPED model (changed last year) may need to include more content-specific professional development. I will work on getting something implemented for next year.

Relating to the student survey results, I will hold some focus group sessions with students to discuss why they may think this is an issue. How do students know when an adult at school cares about them? How can we be better at communicating that to students? What does "care" look like for middle school students? Do they understand that our implementation of specific strategies is focused on building relationships? Do we need to be more explicit with students that we care about them? This year I am going to encourage my teachers to survey their own students about their instruction and classroom environment, and I will encourage them to include a question similar to this one.

ComparisonSchoolName	Comparison District	Grades	Size	% Access to Free Reduced Lunch	% Ever ELL	% Underserved Race / Ethnicity	% Mobility	Regular Attenders	Reg Attenders Change	Individual Student Progress	English Language Arts	ELA Change	Mathematics	MathematicsChange
Cedar Park Middle School			1001	27	19	23	11	84%	-1%	Average	71%	1%	60%	3%
North Albany Middle Scho	Greater Alban	Grade(s) 6-8	586	35	15	24	10	84%	2%	Average	64%	-1%	42%	-1%
Inza R Wood Middle Schoc	West Linn-Wil	Grade(s) 6-8	527	32	16	28	11	81%	1%	Average	64%	-6%	50%	-2%
Straub Middle School	Salem-Keizer	Grade(s) 6-8	663	31	13	23	10	84%	2%	Average	75%	1%	52%	0%
Conestoga Middle School	Beaverton SD	Grade(s) 6-8	997	34	22	24	11	83%	-2%	Average	68%	-1%	51%	-6%
Chehalem Valley Middle S	Newberg SD 2	Grade(s) 6-8	614	37	12	19	7	82%	-1%	Low	53%	4%	37%	0%
Judson Middle School	Salem-Keizer	Grade(s) 6-8	979	45	14	25	12	76%	0%	Average	62%	-4%	41%	-6%
Gardiner Middle School	Oregon City S	Grade(s) 6-8	823	35	13	20	10	82%	-1%	Average	64%	-2%	39%	-6%
Highland Park Middle Schc	Beaverton SD	Grade(s) 6-8	855	31	22	25	10	84%	-4%	Average	64%	5%	49%	-2%
Cascade Junior High Schoc	Cascade SD 5	Grade(s) 6-8	559	45	11	20	10	80%	-1%	High	65%	0%	45%	-1%
Molalla River Middle Scho	Molalla River	Grade(s) 6-8	513	42	15	21	13	76%	-2%	Average	52%	-4%	29%	-4%
Whiteaker Middle School	Salem-Keizer	Grade(s) 6-8	785	44	17	28	10	79%	-3%	High	59%	-4%	47%	-8%
High Desert Middle Schoo	Bend-LaPine A	Grade(s) 6-8	835	40	19	28	10	77%	-1%	Low	51%	-3%	34%	-1%
Crook County Middle Schc	Crook County	Grade(s) 6-8	608	55	13	19	13	80%	-5%	High	53%	-5%	40%	2%
Scenic Middle School	Central Point	Grade(s) 6-8	840	47	8	20	11	82%	1%	Average	47%	-4%	35%	2%
Sunridge Middle School	Pendleton SD	Grade(s) 6-8	753	57	<5%	28	12	81%	-1%	Average	52%	-1%	38%	-2%
Hedrick Middle School	Medford SD 5	Grade(s) 6-8	1009	46	9	21	13	84%	1%	High	70%	1%	51%	1%
Twality Middle School	Tigard-Tualati	Grade(s) 6-8	1039	32	22	28	7	84%	-3%	Average	65%	-4%	53%	-1%
Rock Creek Middle School	North Clackan	Grade(s) 6-8	913	36	28	23	11	83%	-5%	Average	55%	-6%	49%	1%
Hosford Middle School	Portland SD 1	Grade(s) 6-8	591	33	12	14	8	89%	7%	Average	67%	3%	54%	1%
Crossler Middle School	Salem-Keizer	Grade(s) 6-8	846	38	9	17	10	80%	1%	Average	58%	-7%	38%	-6%

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

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

BEAVERTON SCHOOL DISTRICT

SCHOOL BOARD BUSINESS MEETING
March 9, 2020

WE EXPECT EXCELLENCE | WE INNOVATE | WE EMBRACE EQUITY | WE COLLABORATE

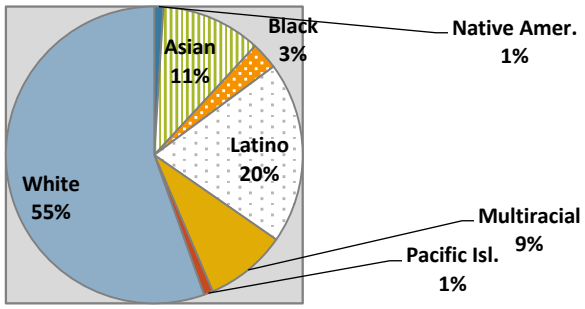
SCHOOL REPORT

School: Conestoga Middle School

Principal: Zan Hess **Years as School Principal:** 18 **Years in BSD:** 25

School Demographics 2018-19

Enrollment:	**997**
Economically Disadvantaged:	**34%**
Students with Disabilities:	**15%**
Ever English Language Learner:	**22%**
Different Languages Spoken:	**27**



School Metrics

College Readiness

Grade 8 English Language Arts	16-17	17-18	18-19	Grade 8 Mathematics	16-17	17-18	18-19
All Students	64%	63%	68%	All Students	52%	57%	56%
Economically Disadvantaged	45%	42%	42%	Economically Disadvantaged	31%	38%	29%
English Language Learners	17%	37%	36%	English Language Learners	12%	43%	36%
Ever English Language Learners	40%	49%	45%	Ever English Language Learners	33%	48%	41%
Students with Disabilities	22%	27%	16%	Students with Disabilities	15%	16%	11%
Talented and Gifted		>95%	>95%	Talented and Gifted	90%	>95%	94%
Asian	80%	83%	77%	Asian	87%	78%	74%
Hispanic/Latino	48%	47%	49%	Hispanic/Latino	30%	44%	38%
White	65%	64%	74%	White	51%	59%	58%
Multi-racial		75%	68%	Multi-racial		64%	60%
Male	56%	59%	60%	Male	48%	58%	53%
Female	72%	67%	77%	Female	56%	55%	58%

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.

Growth English Language Arts	16-17	17-18	18-19	Growth Mathematics	16-17	17-18	18-19
All Students	54%	53%	55%	All Students	47%	55%	54%
Economically Disadvantaged	46%	48%	51%	Economically Disadvantaged	42%	49%	52%
English Language Learners	49%	52%	55%	English Language Learners	38%	46%	57%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	44%	53%	56%	Students with Disabilities	41%	54%	55%
Talented and Gifted	70%	51%	64%	Talented and Gifted	46%	53%	48%
Asian	53%	60%	59%	Asian	61%	65%	68%
Hispanic/Latino	48%	51%	47%	Hispanic/Latino	36%	53%	51%
White	57%	52%	56%	White	49%	54%	53%
Multi-racial	51%	57%	58%	Multi-racial	47%	57%	54%
Male	50%	53%	52%	Male	44%	53%	48%
Female	59%	52%	58%	Female	51%	58%	60%

2018-19 Participation Rates

Smarter Balanced ELA: **97%** Smarter Balanced Math: **97%** Student Survey: **>99%**

Absence and Exclusion Measures	16-17	17-18	18-19		Annual Survey Responses	16-17	17-18	18-19
Students missing fewer than 10 days of school	66%	59%	56%		Students reporting that at least one adult cares about them	83%	80%	73%
Students missing class due to suspensions or expulsion	78	60	121		Parents reporting they feel informed and valued as active partners in their child's education	70%	70%	69%
Number of class days missed due to suspensions or expulsion	182	247	771.5		Teachers and staff reporting they contribute to school decision making	58%	88%	>95%

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

Successes:

Of the metrics above, we are particularly proud of the following:

- English Language Arts improved 5% for "All Students" – When looking at comparison middle schools throughout the state, our ELA average is in the "top 5" of the 21 most similar middle school in state.
- While math scored dipped 1%, our comparison school metric shows that we were again in the "top 5" of most similar middle schools in the state.
- Growth Metrics tell us that 8 of 11 subgroups demonstrated growth in ELA and in math 6 of 11 groups demonstrated growth
- Greater than 95% of our staff feel they contribute to and help make important school decisions. This has been a focus of ours for last number of years. This is "up" greater than 45% in the last three years.
- We have focused a lot on our ESL, students of poverty, and Students with Disabilities. As individual students, each sub group (ESL – up 3% in ELA and 11% in math, Students of Poverty – up 3% in both ELA and Math, and Students with Disabilities – up 3% in ELA and 1% in Math) continues to show individual growth in both English Language Arts and Math. These data suggest while the students themselves may not be meeting state standards, they are growing and learning as individual students. This is excellent, but our system's greatest challenge is finding the methods to accelerate these student's growth even more to the degree that they will help these students meet grade level expectations.

Challenges:

Of the metrics above, what are you most concerned about and why?

- We are concerned about the number of students missing school due to suspensions and the number of class days missed due to suspensions. These numbers grew significantly last year. This is partly due to an inordinate number of multiple tier 3 and tier 4 incidents here at Conestoga last year. For example, there were 5 different

incidents of vaping in school where 8 – 10 different students in each incident were found to have vaped here at school. Most of the students involved in these incidents have never been "in trouble" at school before and have not needed additional discipline of any kind after the event.

- Through a review of last year's data, we determined that the majority of referrals/discipline issues began with or were initiated by students who were new to Beaverton and/or new to Conestoga in the previous 18 months.
- We have had an attendance committee working here for a number of years and our attendance levels continue to decline using either the metric the state uses OR the metric this report asks for. We aren't sure why but we are now rethinking our approach to addressing attendance issues here at school.
- We are curious about the slow decline in students reporting that at least one adult cares for them.

Action Plan:

In response to these concerns and others not identified by the data we are doing the following:

- In our opinion, any issue of discipline begins with relationships. These relationships include students with teachers, students with students, and students with community (or a sense of pride). We know that our efforts to ensure solid relationships with kids is essential. We have learned and will continue to learn and fine tune our skills in the areas of equity, restorative justice, community circles, and trauma informed care when it comes to supporting all of our students. In addition, we are establishing the foundations of a Student Equity Council that, among other things, will attend to student to student concerns.
- We believe that our ongoing attention to relationships will also improve student attendance. These relationships extend beyond the walls of our school and reach out to the families of these students who frequently struggle with challenges that we can help address.
- Our school will continue to focus on three primary areas for Staff Development for the next number of years all under the umbrella of AVID School Wide Practices: Literacy, Relationships, and Equity, AND through our mission statement where we ask everyone in our community (Students, Staff, and Parents) to: Engage, Inquire, Persist, and Aspire.

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For the Period Ended January 31, 2020

($ in millions)

	Budget			Activity			
	Adopted Budget	Final Budget	Working Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
REVENUES:							
Beginning Fund Balance	$ 16.9	$ 16.9	$ 16.9	$ 16.9	$ -	$ 16.9	$ 16.9
State School Fund:							
State School Fund	276.0	276.0	276.0	182.8	-	182.8	279.7
Property Taxes	143.0	143.0	143.0	136.4	-	136.4	143.0
Common School Fund	3.9	3.9	3.9	-	-	-	3.9
County School Fund	0.6	0.6	0.6	0.5	-	0.5	0.6
Local Option Levy	35.0	35.0	35.0	32.5	-	32.5	34.0
Investment Earnings	1.8	1.8	1.8	0.8	-	0.8	1.8
NWRESD Appointment	11.4	11.4	11.4	7.0	-	7.0	11.0
Transfers In	18.4	18.4	18.4	18.4	-	18.4	18.4
Other	8.6	8.6	8.6	2.7	-	2.7	8.6
Total	$ 515.6	$ 515.6	$ 515.6	$ 398.0	$ -	$ 398.0	$ 517.9
EXPENDITURES:							
Salaries	$ 267.9	$ 267.9	$ 270.9	$ 135.4	$ -	$ 135.4	$ 270.0
Benefits	172.7	172.7	172.7	83.7	-	83.7	172.0
Purchased services	28.0	28.0	28.4	12.4	11.8	24.2	27.5
Supplies & materials	14.6	14.6	14.8	6.3	1.7	8.0	14.0
Capital outlay	0.7	0.7	0.7	0.4	0.2	0.6	1.1
Other	2.4	2.4	2.4	1.3	0.1	1.4	2.4
Transfers out	4.3	4.3	4.3	4.3	-	4.3	4.3
Contingency	25.0	25.0	25.0				25.0
Total	$ 515.6	$ 515.6	$ 519.2	$ 243.8	$ 13.8	$ 257.6	$ 516.3
Projected Surplus / (Deficit) Balance			**$ (3.6)**				**$ 1.6**
Projected Ending Fund Balance							**$ 26.6**
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2020 *							**5.1%**

***Projected ending fund balance breakdown:**	Projected EFB	
General Operating Fund	$ 26.5	**5.0%**
Local Option Levy Fund	0.1	**0.1%**

	Budget			Activity			
	Adopted Budget	Final Budget	Working Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:							
Instruction	$ 305.1	$ 305.1	$ 306.1	$ 148.8	$ 3.7	$ 152.5	$ 310.2
Support Services	179.4	179.4	181.5	89.6	9.9	99.5	175.0
Enterprise & Community Svc	0.3	0.3	0.3	-	-	-	0.2
Facilities Acquisition & Const	0.1	0.1	0.1	-	-	-	0.1
Other Uses	5.7	5.7	6.2	5.4	0.2	5.6	5.8
Contingencies	25.0	25.0	25.0				25.0
Total	$ 515.6	$ 515.6	$ 519.2	$ 243.8	$ 13.8	$ 257.6	$ 516.3

Adjustments in Year-End Forecast:

* The State School Fund was adjusted to $279.7 million based on updated ODE estimates for 2019-20.
* The NWRESD Appointment was reduced by $0.4 million due to current projections of revenue and utilization rate of services.
* Salary and benefits were reduced by $1.6 million based on projections of the current year.
* Non-salary expenditures were reduced by a net of $1.3 million based on projections of the current year.

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
For the Period Ended January 31, 2020

Funds	Final Budget (Incl Beg Fund Bal)	YTD Revenue (Incl Beg Fund Bal)	YTD Expenditures (Inc transfers out)	Encumb.	YTD Expenditures & Encumb.	Expenditure Budget Variance $	Expenditure Budget Variance %	Fund Balance
Student Body Fund	$ 10,700,000	$ 8,653,072	$ 327,016	$ 67,584	$ 394,600	$ (10,305,400)	3.69%	$ 8,258,472
Special Purpose Fund	9,160,000	3,237,846	2,163,982	317,541	2,481,523	(6,678,477)	27.09%	756,323
Categorical	4,025,000	2,782,478	1,114,924	218,927	1,333,851	(2,691,149)	33.14%	1,448,627
Grant Fund	57,497,749	8,485,558	12,601,469	1,446,482	14,047,951	(43,449,798)	24.43%	(5,562,393)
Equipment Replacement Fund	4,048,000	3,686,111	1,280,393	1,521,831	2,802,224	(1,245,776)	69.22%	883,887
Sustainability Fund	22,236,279	22,236,279	18,413,036	-	18,413,036	(3,823,243)	82.81%	3,823,243
Nutrition Services Fund	18,766,435	10,184,576	6,891,769	2,615,290	9,507,059	(9,259,376)	50.66%	677,517
Debt Service Fund	85,461,801	73,514,717	18,069,992	-	18,069,992	(67,391,809)	21.14%	55,444,725
Capital Projects Fund	244,134,000	214,551,639	45,393,451	49,803,963	95,197,414	(148,936,586)	38.99%	119,354,225
Insurance Reserve Fund	6,825,667	6,037,896	2,965,929	793,674	3,759,603	(3,066,064)	55.08%	2,278,293
Workers' Compensation Fund	3,828,815	3,238,487	1,622,429	71,443	1,693,872	(2,134,943)	44.24%	1,544,615
Scholarship Fund	450,000	415,216	21,750	11,750	33,500	(416,500)	7.44%	381,716
Total	$ 467,133,746	$ 357,023,875	$ 110,866,140	$ 56,868,485	$ 167,734,625	$ (299,399,121)		$ 189,289,250

BEAVERTON SCHOOL DISTRICT

BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2019-20
As of 1/31/20

				Budget		Actual		
School	Budgeted Enrollment	9/30/19 Enrollment	Enrollment Change	Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	Increase
Aloha Huber (K-8)	907	893	(14)	35.3	40.3	34.3	39.3	
Barnes	624	590	(34)	23.3	27.3	24.3	28.3	
Beaver Acres	707	737	30	27.5	32.5	27.3	32.3	
Bethany	531	528	(3)	20.5	24.5	19.5	23.5	
Bonny Slope	665	655	(10)	26.5	31.5	25.3	30.3	
Cedar Mill	421	428	7	15.5	20.5	15.3	20.3	
Chehalem	469	480	11	18.5	22.5	18.3	22.3	
Cooper Mountain	454	486	32	18.5	21.5	18.0	21.0	
Elmonica	582	550	(32)	21.5	25.5	21.2	25.2	
Errol Hassell	436	426	(10)	15.5	20.5	15.3	20.3	
Findley	643	636	(7)	25.5	29.5	24.3	28.3	
Fir Grove	362	387	25	13.5	17.5	14.2	18.2	
Greenway	320	325	5	12.3	15.3	12.2	15.2	
Hazeldale	437	485	48	17.5	21.5	17.3	21.3	
Hiteon	625	651	26	24.5	28.5	24.3	28.3	
Jacob Wismer	714	727	13	27.5	32.5	28.2	33.2	
Kinnaman	589	617	28	24.5	29.5	24.7	29.7	
McKay	273	294	21	12.3	16.3	11.2	15.2	
McKinley	616	654	38	24.5	28.5	25.2	29.2	
Montclair	290	319	29	10.5	14.5	11.2	15.2	
Nancy Ryles	646	630	(16)	23.5	26.5	23.3	26.3	
Oak Hills	554	576	22	22.5	27.5	22.2	27.2	
Raleigh Hills (K-8)	526	532	6	20.5	25.5	20.3	25.3	
Raleigh Park	343	340	(3)	13.5	17.5	12.3	16.3	
Ridgewood	371	432	61	14.5	18.5	15.2	19.2	
Rock Creek	564	516	(48)	20.5	24.5	20.2	24.2	
Sato	660	672	12	25.5	29.5	25.9	29.9	
Scholls Heights	548	594	46	22.5	27.5	22.4	27.4	
Sexton Mountain	527	543	16	22.5	26.5	22.3	26.3	
Springville (K-8)	866	884	18	33.5	38.5	35.0	39.5	
Terra Linda	354	371	17	14.5	18.5	14.1	18.1	
Vose	640	708	68	25.3	30.3	25.1	30.1	
West TV	327	347	20	12.5	15.5	13.2	16.2	
William Walker	421	518	97	18.3	22.3	18.2	22.2	
	18,012	**18,531**	**519**	**704.6**	**848.6**	**700.6**	**844.1**	**143.5**

BEAVERTON SCHOOL DISTRICT

BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2019-20
As of 1/31/20

School	Budgeted Enrollment	9/30/19 Enrollment	Enrollment Change	Budget		Actual		Increase
				Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
Cedar Park	943	941	(2)	29.6	36.6	30.6	37.2	
Conestoga	967	975	8	30.3	37.3	30.9	37.4	
Five Oaks	968	1,010	42	33.9	40.9	35.0	41.5	
Highland Park	813	777	(36)	25.8	31.8	26.3	31.8	
Meadow Park	805	834	29	30.0	36.0	30.5	36.0	
Mountain View	889	853	(36)	30.5	37.5	30.9	37.5	
Stoller	1,559	1,560	1	49.6	59.6	50.2	59.7	
Whitford	695	706	11	26.5	32.5	27.0	32.5	
Middle School Total	**7,639**	**7,656**	**17**	**256.2**	**312.2**	**261.3**	**313.6**	**52.23**
Aloha	1,700	1,751	51	64.7	75.7	61.0	71.0	
Beaverton	1,491	1,469	(22)	59.5	69.5	58.7	67.8	
Mountainside	1,766	1,787	21	58.7	70.5	58.5	69.4	
Southridge	1,391	1,380	(11)	51.3	60.3	50.5	58.6	
Sunset	1,936	1,971	35	65.5	77.5	65.9	76.5	
Westview	2,301	2,382	81	77.9	91.9	78.6	91.2	
High School Total	**10,585**	**10,740**	**155**	**377.6**	**445.4**	**373.3**	**434.5**	**61.20**
Arts & Communication Magnet Academy (ACMA)	720	706	(14)	25.8	31.8	26.1	31.6	
Community School	146	128	(18)	10.4	11.6	9.2	10.4	
Health & Science High School	726	706	(20)	25.5	30.5	25.9	30.4	
International School of Beaverton	860	847	(13)	31.8	38.8	32.1	38.7	
School of Science & Technology	176	175	(1)	5.4	7.4	5.2	7.2	
Options Schools Total	**2,628**	**2,562**	**(66)**	**98.9**	**120.1**	**98.5**	**118.3**	**19.79**
Address Extreme Class Size K-12				**5.0**	**5.0**		**12.3**	
District Total	**38,864**	**39,489**	**625**	**1,442.3**	**1,731.3**	**1,433.7**	**1,722.7**	**289.0**

	Adopted Budget	Current Projection	Year-to-Date Actual
Beginning Fund Balance 7/1/19	$ -	$ 93,354	$ 93,354
Projected Revenue:	35,000,000	34,000,000	31,990,532
Projected Expense:	35,000,000	33,989,646	17,821,609
Projected Fund Balance 6/30/20:	$ -	$ 103,708	$ 14,262,277

Beaverton School District
Portfolio Management
Portfolio Summary
January 31, 2020

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	93,026,000.00	93,560,839.48	92,989,546.15	23.33	243	1.802
Commercial Paper Disc. -At Cost	55,000,000.00	54,735,300.00	54,585,363.89	13.70	105	1.637
Federal Agency Coupon Securities	63,000,000.00	63,383,670.00	63,463,150.00	15.93	186	1.896
Federal Agency Disc. -At Cost	79,500,000.00	79,200,955.00	79,027,833.48	19.83	85	1.586
Treasury Coupon Securities	45,000,000.00	45,159,150.00	45,138,930.00	11.33	166	1.589
Treasury Discounts -At Cost	14,790,000.00	14,566,342.20	13,963,545.84	3.50	381	2.565
LGIP	41,542,940.98	41,542,940.98	41,542,940.98	10.42	1	2.250
Sweep Accounts	7,798,545.31	7,798,545.31	7,798,545.31	1.96	1	0.400
Investments	**399,657,486.29**	**399,947,742.97**	**398,509,855.65**	**100.00%**	**150**	**1.774**

Total Earnings	January 31 Month Ending	Fiscal Year To Date
Current Year	724,981.28	4,246,647.03
Average Daily Balance	**397,371,044.69**	**311,545,933.75**
Effective Rate of Return	**2.15%**	**2.31%**

This report of the investment portfolio is in accordance with Board Policy DFA - Investment of Funds.

Beaverton School District, Prepared By Business Office

Beaverton School District
Investments by Sector and Group
Index: Investment Policy
Limitation based on Par Value
January 31, 2020

CUSIP	Investment #	Issuer	Maturity Date		Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency									
Federal Home Loan Bank									
313383HU8	11022	Federal Home Loan Bank	06/12/2020		18,000,000.00	18,125,820.00	18,012,420.00		4.50
313371U79	11106	Federal Home Loan Bank	12/11/2020		10,000,000.00	10,093,000.00	10,138,600.00		2.50
313384WT2	11133	Federal Home Loan Bank	05/12/2020		20,000,000.00	19,873,720.00	19,913,600.00		5.00
313384UF4	11142	Federal Home Loan Bank	03/13/2020		10,000,000.00	9,976,075.56	9,983,100.00		2.50
313384VS5	11144	Federal Home Loan Bank	04/17/2020		11,500,000.00	11,454,942.36	11,462,855.00		2.87
313384TX7	11145	Federal Home Loan Bank	03/05/2020		5,000,000.00	4,991,315.97	4,993,300.00		1.25
313384VF3	11146	Federal Home Loan Bank	04/06/2020		5,000,000.00	4,984,335.42	4,986,250.00		1.25
				Subtotal	**79,500,000.00**	**79,499,209.31**	**79,490,125.00**	**35.00**	**19.89**
Federal Home Loan Mortgage Cor									
3134GBQZ8	11004	Federal Home Loan Mtg Corp	05/22/2020		20,000,000.00	20,000,000.00	20,000,200.00		5.00
313396XD0	11141	Federal Home Loan Mtg Corp	05/22/2020		3,000,000.00	2,980,044.17	2,985,750.00		0.75
				Subtotal	**23,000,000.00**	**22,980,044.17**	**22,985,950.00**	**35.00**	**5.75**
Federal National Mortgage Assn									
3135G0T29	11119	Federal National Mtg Assn	02/28/2020		5,000,000.00	4,993,150.00	4,999,550.00		1.25
313588TG0	11143	Federal National Mtg Assn	02/19/2020		10,000,000.00	9,986,250.00	9,993,100.00		2.50
				Subtotal	**15,000,000.00**	**14,979,400.00**	**14,992,650.00**	**35.00**	**3.75**
Resolution Trust Funding Co									
76116FAD9	11120	Resolution Funding Corp	07/15/2020		5,000,000.00	4,927,050.00	4,961,000.00		1.25
76116FAD9	11121	Resolution Funding Corp	07/15/2020		10,000,000.00	9,854,100.00	9,922,000.00		2.50
				Subtotal	**15,000,000.00**	**14,781,150.00**	**14,883,000.00**	**35.00**	**3.75**
Tennessee Valley Authority									
880591EL2	11105	Tenn Valley Auth	02/15/2021		10,000,000.00	10,251,180.00	10,232,900.00		2.50
				Subtotal	**10,000,000.00**	**10,251,180.00**	**10,232,900.00**	**35.00**	**2.50**
				Total	**142,500,000.00**	**142,490,983.48**	**142,584,625.00**	**100.00**	**35.66**
Corporate Indebtedness									
Australia & NZ Banking Grp NY									
05253JAQ4	11127	Aust & NZ Banking Grp NY	11/23/2021		5,000,000.00	5,076,400.80	5,076,650.00		1.25
				Subtotal	**5,000,000.00**	**5,076,400.80**	**5,076,650.00**	**5.00**	**1.25**
Apple Corp									

CUSIP	Investment #	Issuer	Maturity Date		Par Value	Book Value	Market Value	Allocation Target %	Actual %
Corporate Indebtedness									
037833CL2	11131	Apple Corp	02/07/2020		10,000,000.00	10,007,000.00	10,000,400.00		2.50
				Subtotal	**10,000,000.00**	**10,007,000.00**	**10,000,400.00**	**5.00**	**2.50**
Bank of Montreal									
06367T4W7	11122	Bank of Montreal	04/13/2021		5,000,000.00	5,094,868.00	5,089,000.00		1.25
				Subtotal	**5,000,000.00**	**5,094,868.00**	**5,089,000.00**	**5.00**	**1.25**
Bank of Nova Scotia									
06416CAB4	11007	Bank of Nova Scotia	04/14/2020		5,000,000.00	5,006,950.00	5,000,600.00		1.25
064159LG09	11123	Bank of Nova Scotia	04/20/2021		5,000,000.00	5,097,953.90	5,094,500.00		1.25
				Subtotal	**10,000,000.00**	**10,104,903.90**	**10,095,100.00**	**5.00**	**2.50**
Bank of America									
06051GFN4	11129	Bank of America	04/21/2020		2,000,000.00	2,004,100.00	2,002,160.00		0.50
				Subtotal	**2,000,000.00**	**2,004,100.00**	**2,002,160.00**	**5.00**	**0.50**
Cisco Corp									
17275RAX0	11057	Cisco Corp	06/15/2020		5,000,000.00	4,973,250.00	5,014,050.00		1.25
				Subtotal	**5,000,000.00**	**4,973,250.00**	**5,014,050.00**	**5.00**	**1.25**
Credit Agricole CIB NY									
22533TDP8	11138	Creidt Agricole CIB NY	04/23/2020		10,000,000.00	9,943,050.00	9,962,700.00		2.50
				Subtotal	**10,000,000.00**	**9,943,050.00**	**9,962,700.00**	**5.00**	**2.50**
Credit Suisse USA									
2254EAFB4	11134	Credit Suisse USA	06/11/2020		15,000,000.00	14,879,525.00	14,909,700.00		3.75
				Subtotal	**15,000,000.00**	**14,879,525.00**	**14,909,700.00**	**5.00**	**3.75**
Exxon Mobile Corp									
30229ACW7	11136	Exxon Mobil Corp	03/30/2020		10,000,000.00	9,952,900.00	9,974,500.00		2.50
				Subtotal	**10,000,000.00**	**9,952,900.00**	**9,974,500.00**	**5.00**	**2.50**
Lloyds Bank PLC									
53943RFF1	11128	Lloyds Bank PLC	06/15/2020		10,000,000.00	9,881,000.00	9,937,900.00		2.50
				Subtotal	**10,000,000.00**	**9,881,000.00**	**9,937,900.00**	**5.00**	**2.50**
Merck & Co Inc									
58933YAP0	11130	Merck & Co Inc	02/10/2020		10,000,000.00	10,010,400.00	10,000,300.00		2.50
				Subtotal	**10,000,000.00**	**10,010,400.00**	**10,000,300.00**	**5.00**	**2.50**
Microsoft Corp									
594918BV5	11056	Microsoft Corp	02/06/2020		6,026,000.00	5,954,290.60	6,025,879.48		1.50
				Subtotal	**6,026,000.00**	**5,954,290.60**	**6,025,879.48**	**5.00**	**1.51**
Natixis NY									
63873JEK2	11137	Natixis NY	05/19/2020		10,000,000.00	9,928,888.89	9,950,500.00		2.50

CUSIP	Investment #	Issuer	Maturity Date		Par Value	Book Value	Market Value	Allocation Target %	Actual %
				Subtotal	**10,000,000.00**	**9,928,888.89**	**9,950,500.00**	**5.00**	**2.50**
Royal Bank of Canada									
78012KC62	11084	Royal Bank of Canada	03/02/2020		5,000,000.00	4,946,150.00	5,001,600.00		1.25
				Subtotal	**5,000,000.00**	**4,946,150.00**	**5,001,600.00**	**5.00**	**1.25**
Toronto Dominion Bank									
89114QBL1	11104	Toronto Dominion Bank	07/13/2021		5,000,000.00	4,864,400.00	5,019,050.00		1.25
89114QBL1	11126	Toronto Dominion Bank	07/13/2021		5,000,000.00	5,004,207.85	5,019,050.00		1.25
				Subtotal	**10,000,000.00**	**9,868,607.85**	**10,038,100.00**	**5.00**	**2.50**
Toyota Cap Corp									
89236TCF0	11008	Toyota Cap Corp	03/12/2020		5,000,000.00	5,054,350.00	5,002,500.00		1.25
89236TCF0	11139	Toyota Cap Corp	03/12/2020		5,000,000.00	5,004,275.00	5,002,500.00		1.25
				Subtotal	**10,000,000.00**	**10,058,625.00**	**10,005,000.00**	**5.00**	**2.50**
US Bank									
90331HNX7	11089	US Bank	11/16/2021		5,000,000.00	5,034,650.00	5,153,650.00		1.25
USB_SWEEP	CP SWEEP	US Bank			7,798,545.31	7,798,545.31	7,798,545.31		1.95
				Subtotal	**12,798,545.31**	**12,833,195.31**	**12,952,195.31**	**5.00**	**3.20**
Wells Fargo									
94974BGR5	11118	Wells Fargo Co	12/07/2020		5,000,000.00	5,028,050.00	5,031,050.00		1.25
				Subtotal	**5,000,000.00**	**5,028,050.00**	**5,031,050.00**	**5.00**	**1.25**
Westpac Banking Corp									
961214DA8	11090	Westpac Banking Corp	08/19/2021		5,000,000.00	4,828,250.00	5,027,900.00		1.25
				Subtotal	**5,000,000.00**	**4,828,250.00**	**5,027,900.00**	**5.00**	**1.25**
				Total	**155,824,545.31**	**155,373,455.35**	**156,094,684.79**	**35.00**	*38.99*
OR Treas Local Govt Inv Pool									
Local Government Inv Pool									
LGIP 4010	FUND 000	LGIP			31,743,992.12	31,743,992.12	31,743,992.12		7.94
LGIP 5173	FUND 300	LGIP			1,364,719.18	1,364,719.18	1,364,719.18		0.34
LGIP 4966	FUND 416	LGIP			6,238,608.40	6,238,608.40	6,238,608.40		1.56
LGIP 4972	FUND 417	LGIP			2,195,621.28	2,195,621.28	2,195,621.28		0.54
				Subtotal	**41,542,940.98**	**41,542,940.98**	**41,542,940.98**	**100.00**	**10.39**
				Total	**41,542,940.98**	**41,542,940.98**	**41,542,940.98**	**100.00**	**10.39**
US Treasuries									
912828WY2	11103	U.S. Treasury	07/31/2021		5,000,000.00	4,963,730.00	5,061,350.00		1.25
912828ND8	11132	U.S. Treasury	05/15/2020		20,000,000.00	20,167,200.00	20,104,000.00		5.00
912828XU9	11135	U.S. Treasury	06/15/2020		20,000,000.00	20,008,000.00	19,993,800.00		5.00
912833LA6	11060	U.S. Treasury Strips	08/15/2020		4,200,000.00	3,964,968.00	4,165,056.00		1.05

CUSIP	Investment #	Issuer	Maturity Date		Par Value	Book Value	Market Value	Allocation Target %	Actual %
US Treasuries									
912820M87	11096	U.S. Treasury Strips	04/30/2021		10,590,000.00	9,998,577.84	10,401,286.20		2.65
				Subtotal	**59,790,000.00**	**59,102,475.84**	**59,725,492.20**	**100.00**	
				Total	**59,790,000.00**	**59,102,475.84**	**59,725,492.20**	**100.00**	**14.96**
				Grand Total	**399,657,486.29**	**398,509,855.65**	**399,947,742.97**		

BEAVERTON SCHOOL DISTRICT
CASH ACTIVITY REPORT ALL FUNDS
JANUARY 2020

	ENDING BALANCE 12/31/2019	CASH RECEIPTS	CASH DISBURSEMENTS	NET CASH TRANSFERS	ENDING BALANCE 1/31/2020
CASH PER BOOKS					
US Bank Checking	$ 16,099,042	$ 4,533,712	$ (46,294,875)	$ 32,788,471	$ 7,126,349
Wells Fargo Checking	$ 1,080,153	649,379	(193,681)	(1,300,000)	235,852
TOTAL CASH PER BOOKS	$ 17,179,195	$ 5,183,090	$ (46,488,556)	$ 31,488,471	$ 7,362,201

	ENDING BALANCE 12/31/2019	INVESTMENT INTEREST LGIP	INVESTMENT PURCHASES	INVESTMENT MATURITIES / SALES	ENDING BALANCE 1/31/2020
INVESTMENTS					
GENERAL FUND	$ 176,408,412	$ 51,353	$ 46,306,623	$ (43,185,739)	$ 179,580,649
DEBT SERVICE FUND 300	$ 43,541,999	1,923	841,761	-	44,385,683
2017 BOND FUND 416	$ 126,023,649	25,207	9,975,651	(9,874,401)	126,150,106
2017 BOND FUND 417	$ 40,545,751	4,121	45,000	-	40,594,872
TOTAL INVESTMENTS	$ 386,519,811	$ 82,605	$ 57,169,035	$ (53,060,140)	$ 390,711,311
TOTAL CASH & INVESTMENTS	**$ 403,699,007**				**$ 398,073,512**

NOTE: The US Bank Checking balance includes the overnight bank sweep investment, as those funds are invested in securities at night but are available immediately in the account each day.

BEAVERTON SCHOOL DISTRICT

BOARD MEETING DATE
March 9, 2020

WE EXPECT EXCELLENCE WE INNOVATE WE EMBRACE EQUITY WE COLLABORATE

MIDDLE SCHOOL BOUNDARIES ADJUSTMENT PROJECT UPDATE

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

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

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

MSBA PROJECT STATUS:
Staff provided an update to the Board at its December 16, 2019 regular meeting. At that time, the Superintendent's Advisory Committee had met three (3) times at which time the public participated in community mapping workshop exercises. Since December 16, 2019, the committee has met an additional six (6) times with the next regular meeting for the committee scheduled for March 12, 2020. The advisory committee has only met in public and there have been no confidential meetings.

Since December 16, 2019, the advisory committee has considered a wide range of boundary ideas that have been presented in 24 maps over the course of its meetings. The committee has spent considerable effort to reach one map for deliberation. As of its last meeting on February 25, 2020, the committee has not reached a consensus on the middle school boundaries. The committee is still seeking a solution to the overcrowding situation at Stoller MS and ensuring that the Timberland area MS will have an appropriately sized student enrollment.

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 March 12, 2020 meeting will be the time at which the committee will reach its preliminary conclusion on a recommendation to the Superintendent. Once the committee has reached its preliminary conclusion, staff will prepare a draft report summarizing the committee's recommendation. On April 2, 2020, the committee will reconvene for a final meeting to reach a final vote on a recommendation to the Superintendent. At that final meeting, the committee will have an extended public testimony time period to listen to interested parties on the committee's preliminary conclusion. After the public testimony, the committee will have a final opportunity to discuss the preliminary conclusion and any potential amendments to the preliminary conclusion. After the final discussion, the committee will undertake a final vote on the recommendation to the Superintendent.

Once the committee has issued its recommendation, the Superintendent will take approximately 4 to 6 weeks to consider the recommendation and the public record to issue his decision. The Superintendent will hold at least one listening session, at a location to be determined, to hear concerns and recommendations from the public. After this event, the Superintendent will issue his decision.

The Board will review the Middle School Boundary Adjustment and determine if the Board's Objectives are met at its June 15, 2020 regular meeting.

PUBLIC PARTICIPATION:

Public participation has been robust to date. Average attendance has been approximately 300 community members at each of the committee's public meetings. As of March 1, 2020:

- over 43,000 unique visitors have viewed the main MSBA project web page.
- An average of 2,000 visitors have viewed each of the committee meetings on the district's livestream link.
- over 45,100 unique visitors have viewed the MSBA meeting materials.
- over 10,000 comments have been submitted through the district's web page.

Staff have attended PTO meetings on this subject at the following elementary schools:

Cooper Mtn	Findley	Hazeldale	Hiteon	Jacob Wismer
Nancy Ryles	Oak Hills	Raleigh Park	Rock Creek	Scholls Heights
Springville				

SIA Grant Application

Part One: General Information

Applicant

School District or Eligible Charter School Name: Beaverton SD

Institution ID: 2243

Webpage (where SIA Plan will be posted):
https://www.beaverton.k12.or.us/get-involved/student-success-act

Contact Person

First Name: Ginny

Last Name: Hansmann

Email: ginny_hansmann@beaverton.k12.or.us

Phone Number: 503.356.4328

Part Two: Narrative

Plan Summary Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months this may also be used by your district to quickly explain your investments to community, local legislators, media, and other partners. Please write 3-6 paragraphs and provide the following information:

🎬 A brief description of your school district / eligible charter school (enrollment, demographics, strengths, challenges, etc.).

🎬 The exact need(s) or issue(s) SIA funding will address as outlined in your 3 year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).

Demographics

Beaverton School District is the third largest District in Oregon, enrolling 41,215 students and employing 4,573 employees. The district operates 52 schools, a dozen option programs for secondary students, and authorizes 2 charter schools. Students of color comprise 54% of enrollment including 24% Latinx students, 3% Black students, and 1% or less Native Hawaiian/Pacific Islander students, and American Indian/Alaskan Native students. English Language Learners are 11.7% of enrollment and 94 different primary languages are spoken in the homes of our students. One in eight students is a student with a disability and one in seven students is identified as Talented and Gifted. Over one-third of students are eligible for free- or reduced-price lunch.

Identified Strengths and Opportunities

Strengths

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

In 2018-19, five in six students report their school has a safe, inclusive, and respectful environment, although this has declined slightly from the 2016-17 school year. Black and LGBQ students report markedly lower rates than other students. At least 80% of all student groups report there is at least one adult at school who cares about them. Students in middle and high school report that there are lots of chances for students in their school to get involved in extracurricular school activities. More than 90% of parents reported in 2018-19 that they feel welcome and accepted at their child's school and that they received good or excellent customer service from the school. More than 90% of staff reported in 2018-19 that they feel welcome and accepted at their place of work and that they feel well-informed about what is going on in the district.

Opportunities

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

Results from the 2018 Student Wellness Survey indicate that many students in the district face challenges in the social-emotional domain. Fully 1 in 3 students in grade 11 rate their emotional and mental health as only fair or poor. 1 in 4 8th graders and 1 in 3 11th graders reported ceasing at least some of their usual activities for two or more weeks in a row over the course of the past year due to feeling sad or hopeless. These rates rose 4 percentage points from the 2016 survey and are markedly different from 2012 and 2014 as well. Responses by 10% of students in grade 8 and 15% of students in

grade 11 indicate they may be experiencing a mental health concern requiring further assessment. Only 3 in 4 students report that there is an adult at school who can help them make decisions.

Use of SIA Funds
Our highest priorities for use of SIA funds are: 1) reducing class size and increasing reading intervention support in grades K-2 with professional development and materials, 2) allocating more teachers to schools that have large numbers or percentages of students in poverty with accompanying equity training for staff, and 3) increasing physical, mental and behavioral support personnel available to students with professional development for all staff.

Part Three: Community Engagement and Input

Overview of Community Engagement

The Beaverton School District (BSD) has a rich history of engaging our broader community, but the Student Success Act/Student Investment Account (SSA/SIA) opportunity pushed us to a new level of commitment to deeper, ongoing and intentional engagement with our diverse and underserved communities. Just a few years ago, BSD became a minority majority district with over 100 languages spoken. As a learning organization, we are excited to continue to deepen our understanding of what it will take to ensure all students succeed. Ultimately, we must commit to changing our teaching and learning approaches so that we can realize our district goal: WE empower all students to achieve post high school success.

Throughout the process, BSD engaged multiple stakeholders in the needs assessment, analysis, drafting and reviewing our SIA Plan including: students, teachers and support staff, parents & guardians, community members and community-based organizations. We were intentional with engagement of our historically underrepresented communities. BSD also partnered with our teachers' association leadership to encourage outreach, input and feedback. Two members of our School Board participated in the planning team meetings.

From our engagement work, we learned what our diverse community values and wants to see funded in the Beaverton SIA Plan. Three top priorities emerged from our needs assessment engagement work: targeted, equity-based class size, behavioral health & cultural safety, and a well-rounded education.

The following sections provide more detail about how we engaged our community in the development of our SIA Plan.

Self-Assessment of Community Engagement

Our district's engagement work is being redefined through the SIA application process. The work we have engaged in can be extended to other efforts in BSD. We engaged our community differently by partnering across district departments including: Multilingual, Communications & Community Involvement, Teaching & Learning, and Special Education. No single department can do this work. To be most impactful, we need to collaborate across our system.

We learned that we can and need to do more to fully engage our diverse communities. Several community-based organizations that serve our diverse families partnered with us to share their

expertise and community perspective. They helped us hone our approach. We are grateful for their willingness to partner with us now and in the future.

We have much to learn from our students and their families. Understanding their lived experience needs to be an essential element of our engagement efforts. Empathy interviews with students and focus groups at agencies and organizations that serve our youth were powerful and heartbreaking. Students provided input that was not always easy to hear, but we need to listen and act to move our organization forward to meet their academic and social-emotional needs.

Our teachers and support staff are on the front lines of educating our 41,000 students. Their perspective, expertise and partnership is important and essential if we are to make a difference for our students. The Beaverton Education Association, our teachers' group, helped our efforts by serving on the SIA planning team. They also surveyed their members and provided us with additional input.

Partnering with the Northwest Regional ESD was very helpful. They helped us analyze the needs assessment data from the online survey to determine the three top priorities for our SIA plan: lower class size, behavioral health & cultural safety and well-rounded education. They hosted our three convenings of community-based organizations, mental health experts, and instructional leaders.

We know we have not become fully proficient at our engagement work. But, we have made progress and are open to improvement and strategic partnerships. It will take commitment and effort by all stakeholders in our district to create sustained, ongoing, and meaningful engagement.

What relationships and/or partnerships will you cultivate to improve future engagement?

BSD will continue to develop our relationships with community-based organizations. Many community-based organizations serve Multnomah County school districts, but realize that there is opportunity here in Washington County. We will advocate for more of these organizations to also establish services for students and families in Washington County.

Two parent groups representing our diverse communities stepped forward - Beaverton Black Parent Union and Beaverton Parents for Equity - during the engagement process. We want to develop these relationships by listening and learning about their experiences and then ensure programs and services are responsive to the needs of these students.

What resources would enhance your engagement efforts?

As part of our SIA Plan, we have targeted some funding for a staff position to continue to build on and sustain our engagement efforts moving forward. Engagement work takes time, resources and coordination. The position would be part of our Superintendent's Office, but would collaborate with the Office of Equity and Inclusion, Multilingual, Communications & Community Involvement, Teaching & Learning, and Special Education departments.

Who was Engaged?

- ❖ Students of color
- ❖ Students with disabilities
- ❖ Students who are emerging bilinguals
- ❖ Students navigating poverty, homelessness, and foster care
- ❖ Families of students of color
- ❖ Families of students with disabilities
- ❖ Families of students who are emerging bilinguals
- ❖ Families of students navigating poverty, homelessness, and foster care
- ❖ Licensed staff (administrators, teachers, counselors, etc.)
- ❖ Classified staff (paraprofessionals, bus drivers, office support, etc.)
- ❖ Community-Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- ❖ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- ❖ Business community
- ❖ Community leaders

How did you engage your community?

- Two online surveys using BSD website tool in Phase 1 Needs Assessment (+ 4,000 total surveys with an estimated 6,000 individuals participating) and the Draft Application phase (340 surveys completed)
- Four Community Forums during Phase 1 Needs Assessment phase and one Community Forum during the Draft Application phase
- Convening of several Community-Based Organizations
- Convening of area Behavioral Health experts
- Convening of BSD and NWRESD Instructional leaders
- Empathy interviews and focus groups with students
- Beaverton Parents for Equity meeting- one meeting
- Beaverton Black Parent Union meeting- one meeting
- Special Education Parent Advisory Group- two meetings
- BSD Mental Health Task Force meetings
- Homeless/Foster students - meeting with Dept. of Human Services leaders; HomePlate for Youth empathy interviews
- Beaverton Student Advisory Committee - 2 meetings
- Multilingual Dept. - three meetings with 9 language/cultural parent groups
- BSD website
- Staff Talk - employee e-newsletter updates and invitations to participate
- BSD Briefs Newsletters- parent/guardian e-newsletter
- Social media posts
- School Board Meetings - update at every meeting between August 2019 to March 2020
- Partnering with staff associations
- Partnering with faith-based organizations- met with leaders and parents at a mosque
- Partnering with business- Beaverton Chamber of Commerce updates

Evidence of Engagement

The artifacts we chose illustrate the level of sustained engagement and partnership with students, parents/families, administrators, teachers and support staff, and community partners. BSD utilized

a combination of two-way and one-way engagement and communication strategies to gather input and perspective from focal populations and their families, and from those who teach and serve our students in our schools and the greater Beaverton area.

1) The first artifact outlines the **Communication & Engagement Plan** that provided a roadmap to ensure we gathered input from focal populations and their families and internal and external stakeholders.

2) **Multilingual Dept. Engagement Report - Needs Assessment** The Multilingual Department held nine culturally/linguistically sensitive focus groups with American Indian/Alaska Native, Latinx, Arabic, Korean, Vietnamese, Russian, Somali, Chinese, and Japanese ELL parents.

3) **Beaverton SD SSA Needs Assessment Survey Analysis** is a summary of the online community survey and an analysis of community feedback organized by SSA focal populations.

4) The **Protocol for the Needs Assessment Phase** was created so that principals and other leaders could engage staff, students, parents and community in a conversation. The simple, but effective protocol asked participants to respond to two questions: What is going well in Beaverton schools? What areas, services and programs could BSD improve? Leaders were asked to use the online survey to capture the input.

5) **Reports from Three Expert Convenings:** The three reports capture the input from experts representing community-based organizations, student health & safety, and K-12 instruction.

Strategies and Activities for Engaging Focal Student Populations and their Families

Strategies

1) We collaborated across BSD departments to engage focal populations, and the community in two-way relationship building and conversations with students and parents. This engagement and relationship building work needs to be owned by multiple departments.

2) We partnered with community-based organizations (CBOs) and mental health organizations in Phase 2 convenings to assist the district in analyzing student data, needs assessment results and recommending potential SIA investments.

Activities

In Phase 1, Needs Assessment, District staff facilitated a variety of outreach and engagement opportunities September - November with focal populations and the community to gather feedback.

- Two online surveys for needs assessment and draft plan input, in English/Spanish
- Multilingual Department conducted two sets of conversations with nine culturally/linguistically sensitive focus groups with American Indian/Alaska Native, Latinx, Arabic, Korean, Vietnamese, Russian, Somali, Chinese, and Japanese ELL parents (18 focus groups in total)
- The School Board's Student Advisory Committee comprised of diverse students representing our comprehensive and option high schools, provided perspective and shared

their lived experience.

- Empathy interviews with homeless/foster students and a meeting with Dept. of Human Services representatives
- Special Education Parent Advisory group input

In Phase 2, BSD convened a series of three expert panels in Equity/Community-based organizations (25 participants), Student Health & Safety organizations (20 participants), and Instructional leaders (25 participants). The first two convenings were three-hour sessions that asked participants to 1) identify BSD's community strengths; 2) engage in a Problem of Practice/Root Cause Analysis (Fishbone protocol); and 3) to identify potential solutions that would align with SSA categories. The third convening engaged instructional leaders in a four-hour process that included: building background knowledge about the SSA, a review of the Quality Education Commission (QEM) recommendations, review of BSD focal student populations academic data, and recommending strategies for SIA investment.

BSD's draft plan emerged from a daylong convening of representatives from the three expert panels and district staff. This team took all the data and narrowed the SIA investments to develop the BSD SIA Plan.

The draft SIA Plan was shared with focal populations through another round of engagement with nine culturally/linguistically sensitive focus groups facilitated by the Multilingual Department with American Indian/Alaska Native, Latinx, Arabic, Korean, Vietnamese, Russian, Somali, Chinese, and Japanese ELL parents.

Roundtable discussions with Beaverton Parents (including students) for Equity and the Beaverton Black Parent Union

One additional community forum was held for stakeholders to provide feedback on the draft SIA Plan.

An online survey seeking input on the draft SIA Plan was also available for students, staff and family.

Strategies and Activities for Engaging Staff

Strategies

1) We involved our teachers' association, Beaverton Education Association, as a key partner on the BSD Planning Team. They ensured staff expertise was honored during the SIA plan development process.

2) We harnessed the significant experience of our administrators, teachers and support staff by seeking their input throughout the process.

Activities

- Principals received regular updates at their monthly leadership meetings.
- The Superintendent's Internal Advisory Committee engaged in the needs assessment protocol during their fall meeting.
- Principals led meetings of Teachers and other support staff participated in the needs assessment protocol during fall staff meetings.

- Staff were invited to give input through the online needs assessment survey and the draft SIA Plan survey.
- Select staff served on the Instructional and Behavioral and Mental Health Expert Panels in Phase 2.
- All Staff were invited to the five Community Forums to provide input.
- Staff Talk e-newsletter (1st & 15th of each month) provided staff with regular updates during the process.
- A dedicated webpage for SSA/SIA was established.

Collecting and Using Input

The Student Success Act is a tremendous opportunity for school districts across Oregon.During this process, we actively used our **Equity Lens** to ask the following questions:

• Whose voice is and isn't represented in this decision?

• Who does this decision benefit or burden?

• Is this decision in alignment with the BSD Equity Policy?

• Does this decision close or widen the access, opportunity, and expectation gaps?

We engaged our diverse communities in new ways to draft our SIA application. By utilizing a variety of engagement strategies, two-way and one way, we learned what our diverse students need to succeed. Most importantly, we heard how much these parents care about their children and how they are doing academically.

By analyzing longitudinal data, we can't deny that some of our focal populations struggle. It is up to us to alter these students' trajectories by acknowledging our biases and learning how to meet their needs through culturally responsive practices.

By collaborating with Community-Based Organizations, we learned that partnering will amplify our efforts to serve our most impacted students and their families.

We are grateful for the commitment of all stakeholders to partner with us as we prepared our first SIA application.

Part Four: Data Analysis

Data Sources Describe the data sources used and how the data informs equity-based decision-making. (150 words or less)

The district's Strategic Plan measures supplemented by the SIA data supplied by ODE serve as measures of student achievement disaggregated by student group. These disaggregated trends provided data on which gaps the district has been closing for focal student groups, where persistent gaps remain, and how focal group students in the district are performing relative to their peers in Oregon. Results of annual surveys of students (disaggregated by race/ethnicity, gender, and membership in the LGBTQ community) and the biennial Student Wellness Survey of secondary students provided data on student connectedness to school as well as health and wellness indicators. This data, in addition to the feedback from focal groups during the community engagement sessions, served as the foundation for the development of our key strategies and activities.

Part Five: SIA Plan

Your SIA plan must be for three years. It names the strategies, activities and actions that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also reflects the choices you've made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds. In this section, you'll be required to upload and share how you applied an equity lens or tool in your engagement, planning and decision-making.

Key Elements of You SIA Plan: Outcomes, Strategies, Activities and Priorities The SIA Plan itself includes the following elements and the suggested questions are offered as a guide to support your planning:

- **Outcomes** are the changes you're trying to cause.
- **Strategies** inform long-term goals, have a theory of action or impact, and consider resources, context, people and timelines.
- **Activities** are much more concrete and are oriented to smaller steps or shorter-time frames within the arc of a given strategy or set of strategy. Activities generally have specific resource allocations and might also be called "initiatives," "tactics," "investments" or "work plans."
- **Priorities** identify an order or level of focus for different strategies and activities. Where a district or school might have several desired strategies and activities to advance those strategies, priorities signal what will be focused on amidst time and resource availability.

SIA Integrated Planning Tool ODE has developed an optional SIA Integrated Planning Tool as a resource for districts that supports alignment with the information required within the SIA plan. Alternate tools or approaches are allowed in addition the narrative information

called for in the application.

Budget Upload a completed SIA Budget Template. ODE will release an SIA budget template in late January 2020.

SIA Plan Template for Part Five The District's SIA application will use this optional template provided by ODE to satisfy the requirements of this section.

Equity Lens or Tool Upload the equity lens or tool you used to inform and/or clarify your plan.

Beaverton School District Equity Lens

- Whose voice is and isn't represented in this decision?
- Who does this decision benefit or burden?
- Is this decision in alignment with the BSD Equity Policy?
- Does this decision close or widen the access, opportunity, and expectation gaps?

Describe how you used the uploaded equity lens or tool. (250 words or less)

Beaverton's focus on equity is intentional across the organization and one of our four pillars for success as a district. At each of the content-based drafting convenings that were used to develop an actionable draft SIA plan, the BSD equity lens was provided and participants were asked to continue to ask the for component questions driving our equity work. By continuously asking the equity lens questions we kept race and equity at the forefront of our collaborative decision-making process. Our application of an equity lens is not a one time event but rather an on-going intentional reflection through the use of the four question protocol.

At the start of each drafting convening (equity, health and wellness, instructional, and overall drafting) teams were supplied with the district's equity lense and asked to review the questions and place race and privilege at the forefront of the conversation. Just such an application of the protocol led to the addition of a final round of focal community engagement after the district had completed drafting of a proposed SIA plan. When asking who was and was not represented in the plan the district planning team felt they could not adequately answer the question, as such additional focused conversations with multilingual families, the Beaverton Black Parent Union, the Beaverton Families for Equity, and others was added in February. This additional engagement led to authentic adjustments and refinement of the plan to better reflect our communities of color and emerging bilinguals.

Draft Longitudinal Performance Growth Targets – FOR PREVIEW ONLY For a complete preview of the SIA application, we are including this section where we will ask SIA applicants to provide their **DRAFT** Longitudinal Performance Growth Targets and the ODE Worksheet

outlined later in “Developing a Common and Customized Monitoring and Evaluation Framework.”

Regular Attenders

District-Wide

	2020-21	2021-22	2022-23	2023-24	2024-25
Reach	83.1	83.5	84.1	84.8	85.8
Baseline	82.9	82.9	82.9	82.9	82.9

Focal Student Groups

	2020-21	2021-22	2022-23	2023-24	2024-25
Gap closing	76.6	77.3	78.3	79.7	81.4

3rd Grade ELA

District-Wide

	2020-21	2021-22	2022-23	2023-24	2024-25
Reach	62.7	63.9	65.7	68.1	71.1
Baseline	62.1	62.1	62.1	62.1	62.1

Focal Student Groups

	2020-21	2021-22	2022-23	2023-24	2024-25
Gap closing	45.8	47.9	51	55.2	60.5

9th Grade On Track

District-Wide

	2020-21	2021-22	2022-23	2023-24	2024-25

Reach	89.4	90.3	91.6	93.4	95.6
Baseline	89	89	89	89	89

Focal Student Groups

	2020-21	2021-22	2022-23	2023-24	2024-25
Gap closing	80.6	82.1	84.4	87.5	91.4

Four-year Graduation

District-Wide

	2020-21	2021-22	2022-23	2023-24	2024-25
Reach	85.9	86.5	87.4	88.6	90
Baseline	85.6	85.6	85.6	85.6	85.6

Focal Student Groups

	2020-21	2021-22	2022-23	2023-24	2024-25
Gap closing	78.4	79.9	81.5	83	84.6

Five-Year Completers

District-Wide

	2020-21	2021-22	2022-23	2023-24	2024-25
Reach	93	93.4	94.1	94.9	96
Baseline	92.8	92.8	92.8	92.8	92.8

Focal Student Groups

	2020-21	2021-22	2022-23	2023-24	2024-25

Gap closing	87.3	88	89.1	90.6	92.5

Part Six: Use of Funds

Allowable Uses Which of the following allowable use categories is your plan designed to fund within? Select any or all.

☒ Increasing instructional time
☒ Addressing students' health and safety needs
☒ Evidence-based strategies for reducing class size and caseloads
☒ Expanding availability of and student participation in well-rounded learning experiences

Meeting Students Mental and Behavioral Health Needs Identify which allowable use(s) will be designated to meet student mental and behavioral needs.

🕊 Increasing instructional time

☒ Addressing students' health and safety needs

🕊 Evidence-based strategies for reducing class size and caseloads

🕊 Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to: (500 words or less)

🎬 Meet students' mental and health needs; and

🎬 Increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

Reducing class size and increasing mental and behavioral health support for students were the highest priorities of our community and the majority of our focal groups. The use of SIA funds to meet the mental and behavioral health needs of students and increase the academic achievement/reduce academic disparities of focal groups will be primarily through the following strategies:
1) reducing class size and increasing reading intervention support in grades K-2 with professional development and materials ($6.2 million),

2) allocating more teachers to schools that have large numbers or percentages of students in poverty with accompanying equity training for staff ($8 million), and
3) increasing physical, mental and behavioral support personnel available to students with professional development for all staff ($16.5 million). Every school in Beaverton will have a Student Success Team which will consist of attendance, academic, and behavioral health providers. A framework of three tiers of intervention supports will be developed and then implemented districtwide. This specific investment will address the staffing needs to address the behavioral health and wellness needs of students and families. The Student Success Team will be comprised of existing counselors, student success coaches, grad mentors, nurses, school psychologists and special education staff, but the team will also expand to include an increased number of social workers, counselors, behavioral health paraeducators, nurses, school psychologists, special education teachers, and speech language pathologists. The increased number of staff members will provide quicker and more direct services to students and families earlier including student groups and parenting classes. The increase in team members will lead to more staff to provide interventions to students. The behavioral health team members will be able to provide professional development to staff and families.

The overall additional staff will include: 4 Counselors, 3 Drug and Alcohol Counselors, 3.5 nurses, 23 paraeducators, 51 social workers, 12.5 Special Education Resource Room Teachers, 1 Autism Spectrum Disorder Consultant and 3 Speech Language Pathologists.

Addressing the Needs and Impact on Focal Student Groups The act supports "targeted universalism." This means that all students can benefit while focus can be given to target or focal student groups.

Describe the potential academic impact for all students **and** the focal student groups based on your plan to use funds. (500 words or less)

Based on our planned use of funds, we expect to see increases in the regular attendance rates for all students and for focal population students as we address the behavioral and mental health needs of students through Student Success Teams.

We also expect to see increases in reading proficiency in grades K-3 for all students, with greater gains for English Language Learners, Students with Disabilities, students from families navigating poverty, and for students from historically underserved racial/ethnic groups. Investments in reducing class size, reducing caseloads for ELL and Special Education resource room teachers, increasing reading intervention support in Title I schools, and professional development and materials supporting effective instruction and use of assessment for students experiencing early reading difficulties will increase success rates for all students and close gaps for our focal student populations.

What barriers, risks, or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted or otherwise experience the supports or changes you hope your plan causes? (250 words)

> ***Focal Student Groups*** **Focal student groups** are students: of color; with disabilities; who are emerging bilinguals'; or those navigating poverty, experiencing homelessness, or in foster care.

Just over half of our investments support improving the behavioral and mental health of students, primarily through Student Success Teams. One risk associated with an investment of this magnitude is the ability to hire well and fully staff these teams in all 53 of our schools in year one of the plan. We are also fully aware that while improving the behavioral and mental health of students will improve their attendance, there are other barriers to school attendance not addressed by the plan. These barriers include economic instability of families, houselessness, immigration enforcement activities, and public health emergencies.

Part Seven: Documentation and Board Approval

Evidence of Board Approval Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.). Share link where the plan exists on a public website.

Application link: https://www.beaverton.k12.or.us/get-involved/student-success-act

Part Eight: Public Charter Schools (if applicable)

Do you sponsor a public charter school(s)?

☒ Yes
☐ No

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?

☒ Yes
☐ No

Did any public charter school(s) you invited to participate in your SIA plan decline to participate?

Yes
☒ No

Collaboration Describe the process you took to collaborate with public charter(s) schools in doing community engagement. (150 words or less)

In order to tailor the use of funds to unique needs of our charter schools, each school engaged in community engagement activities within their school community.

At Arco Iris, staff members had multiple opportunities to identify targeted school improvement priorities based on the SIA guidelines. Parents were invited to give feedback through daytime and evening meetings. The school provided free childcare and translation services during the meetings to maximize participation and the turnout was higher than any other parent meetings held to date.

At Hope Chinese, a survey was sent to families and community members. The survey received 95 responses total, or 40% of families. Licensed and classified staff were also invited to participate in the survey as well as discussions at two staff meetings.

Agreement(s) If applicable, upload charter school SIA specific agreement(s). Upload multiple if relevant.

Applicant Assurances By checking the boxes below, the school district or charter school assures: *(check each box)*

☒ Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning.

☒ Input from staff, focal student groups, and families of focal student groups was used to inform SIA planning (other community engagement input may also be used).

☒ Disaggregated data by focal student group was examined during the SIA planning process.

☒ The recommendations from the Quality Education Commission (QEC) were reviewed and considered.

☒ The district's SIA plan is aligned to its CIP. [Not required for eligible charter schools]

☒ Agreement to provide requested reports and information to the Oregon Department of Education.

Part Five: SIA Three Year Plan

Outcomes are the changes you are trying to cause:

Outcomes are specific, measurable statements that let you know when you have reached your goal. Thorough outcome statements include who will change, what will change, how much it will change, and how the change will be measured.

Outcomes may be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behaviors, practices, or beliefs, changes in systems, etc.

Outcome 1: Increase the percentage of students who are reading at or above grade level in grades K-3 and close gaps between focal group students and non-focal students.

a) Increase the percentage of Kindergarten students meeting expectations on the IRLA (District Strategic Measure).
b) Increase the percentage of 3rd grade students meeting expectations on the OSAS ELA assessment and close achievement gaps for focal group students (District Strategic Measure and SIA metric).

Outcome 2: Increase student attendance, mental well-being, and attachment to school.

a) Increase the percentage of students who are regular attenders (SIA metric).
b) Increase the percentage of students rating their emotional and mental health as good to excellent on the Student Wellness Survey from the 2017-18 baseline of Grade 6: 87.5% Grade 8: 78.0% Grade 11: 65.6%
c) Increase the percentage of students in grades 4-12 reporting their school has a safe, inclusive and respectful environment from the 2019 baseline of 84%.
d) Increase the percentage of students in grades 4-12 reporting there is at least one adult who cares about them at school from the 2019 baseline of 86%.

Outcome 3: Increase the ability of staff to implement culturally relevant instructional practices.
Students: Staff treat students well. . .

a) Increase the percentage of students agreeing that adults in their school respect people from different backgrounds from the 2020 baseline.
b) Increase the percentage of staff reporting they are very confident in implementing culturally relevant teaching practices from the 2019 baseline of 64%.

Outcome 4: Increase the capacity of parents and community partners to support the academic achievement and mental and behavioral well-being of students.

Priorities:

1. *How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?*

Attendance and 3rd grade ELA are outcomes we need to impact.

Students cannot learn if they are not at school and our regular attender rate has declined steadily over the past five years. One California study found that only 17 percent of students who were chronically absent in both kindergarten and first grade were reading proficiently in third grade, compared to 64 percent of those with good attendance. The effects of poor attendance are particularly pronounced among low-income children, who need more time in the classroom to master reading and are less likely to have access to resources outside of school to help them catch up. Unfortunately, low-income children are four times more likely to be chronically absent[1].

By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school. Students who are chronically absent or receiving Fs in the middle grades are at very high risk of being off-track for graduation in ninth grade, and eventually dropping out of school[2]. Chronic absenteeism negatively affects a student's academic performance.

3rd grade ELA success tied to high school graduation. A long-term study by the Annie E. Casey Foundation found that students who were not proficient in reading by the end of third grade were four times more likely to drop out of high school than proficient readers. In fact, 88 percent of students who failed to earn a high school diploma were struggling readers in third grade.

One in five children suffers from a mental health or learning disorder, and 80% of chronic mental disorders begin in childhood. Children struggling with mental health and learning disorders are at risk for poor outcomes in school and in life. 2016 Children's Mental Health Report

The bulk of our resource allocations reflect our intent to improve attendance and literacy outcomes for all students with particular attention to students from focal populations using evidence-based strategies:
1) reducing class size and increasing reading intervention support in grades K-2 with professional development and materials. Evidence-base: Investing in targeted class size/caseload reduction in K-2 grades in schools with higher poverty levels (Brookings Institute, 2014; Education NW, 2014, Quality Education Commission, 2018). Target additional specialized staffing to reduce intervention group size for struggling readers, students with disabilities, and emerging bilinguals (Hattie, 2017) **(approximately 20% of funds)**;

2) allocating more teachers to schools that have large numbers or percentages of students in poverty with accompanying racial equity training for staff. This strategy aligns with the Quality Education Commissions call for districts to pay more attention to equity. "School districts must pay attention to how they allocate resources to individual schools to make sure the distribution of resources takes into account the varying student needs at different schools (QEC, 2018, P. 11) **(approximately 25% of funds)**, and
3) increasing physical, mental and behavioral support personnel available to students with professional development for all staff. Every school in Beaverton will have a Student Success Team which will consist of attendance, academic, and behavioral health providers. A framework of three tiers of intervention supports will be developed and then implemented districtwide. This specific investment will address the staffing needs to address the behavioral health and wellness needs of students and families. Investments include reducing the caseloads of counselors (QEC, 2018) and scaling, implementing, and coaching social/behavioral interventions (Hattie, 2017) **(approximately 50% of funds)**.

2. *Where do you expect to put most of your focus, resources and energy in the first year?*
   1) Expanding mental and behavioral supports to students and their families.
   2) Improving the reading outcomes for students in grades K-3 by targeted, evidence-based class size reduction in grades K-2, increasing intervention support, improving instruction and materials.
   3) Reducing class size by allocating additional teachers for schools with large numbers of students from families navigating poverty, increasing the racial competence of staff and hiring and retaining staff of color.

3. *Using High/Medium/Low or A/B/C, please provide a narrative description of your priorities over the next three years.*

Our highest priorities are: 1) reducing class size and increasing reading intervention support in grades K-2 with professional development and materials, 2) allocating more teachers to schools that have large numbers or percentages of students in poverty with accompanying equity training for staff, and 3) increasing physical, mental and behavioral support personnel available to students with professional development for all staff.

Medium priorities include expanding after school instructional time at comprehensive middle schools, engaging caregivers as partners in supporting the mental health of their children, and engaging diverse community partners in authentic on-going engagement.

Reducing class size, increasing mental and behavioral health support, and access to electives/enrichment opportunities were the highest priorities of our community and each of our focal groups.

4. *In what ways might your priorities shift within your plan based on resource availability (including human resources or skilled consultant supports you are planning for)?*

Our priority outcomes and strategies will not shift in our plan. At the same time, just over half of our investments support improving the behavioral and mental health of students, primarily through implementing Student Success Teams at each school. We fully recognize a potential risk associated with an investment of this magnitude is our ability to hire well and fully staff these teams in all 53 of our schools in year one of the plan. This is particularly true for the large increase in social workers the district is seeking. In the absence of full staffing of social workers in year one, we have a contingency plan for providing behavioral and mental health supports to all students via other staff such as Student Success Coaches and Counselors and adding behavioral support paraprofessionals in elementary schools. Similarly, if there are schools where we unable to carry-out targeted, evidenced-based class size reduction, we are prepared to increase adult assistance through the use of paraeducators.

The activities identified are the priority activities for the District in meeting the goals of the Student Success Act; however, it is possible that we will not be able to implement all of the activities above within the first year of the plan, with the most likely barrier being access to a quality, diverse workforce to put in place for many of the specialty positions being created. Based on guidance from the Oregon Department of Education we have identified a number of additional activities that could be implemented if we are unable to complete our planned activities. These "Tier 2" activities still fit within the requirements of the Student Investment Account, including the allowable expenditures and responsive to community needs. Several activities below were moved from our identified activities in response to budget restrictions or community feedback around other areas of investment. Other Tier 2 activities arose through other outreach means both internally and externally. Tier 2 activities in the table below are not in priority order.

Following approval of the District's SIA application, a process for prioritization of Tier 2 activities and the method for deciding to pull forward a Tier 2 activity will be developed. That process will weigh available resources, cost of the activity, time needed for impact, and the likelihood of future implementation of the original strategy.

Tier 2 Activity	**Budget**
Temporary Teacher Class Size Bank	$4,000,000
Equity Based Community Contracts	$75,000
Full Time Student Success Coach at Each Elementary School	$2,400,000
Middle School Pre-CTE Curriculum Purchase (9 schools)	$900,000
Additional Culturally Responsive Teaching/Library Materials	$500,000

Behavioral Support Paraeducator at Every Elementary	$1,589,670
Multilingual Department Secondary TOSA	$142,129
Biblioburro - Spanish Language Library Bus	$140,000
Extended Contract for Dual Language Translation	$60,000
Professional Development: CRT/RP/SEL and Assessment	$250,000
CRT/RP Instructional Coaches	$2,300,000
K-2 Intervention Teachers - Expand to 1.0 at every Elementary	$1,325,000
Safety & Security: Paging/Notifications	$500,000
Safety & Security: Classroom Walls	$2,000,000
Health: Re-Pipe 3 Schools	$1,500,000
Safety & Security: Cameras @ All	$3,000,000
Safety & Security: Fencing	$1,250,000
Safety & Security: Capital Center	$2,000,000
Tier 2 Total	$23,931,799

ALL OF THE STRATEGIES AND ACTIVITIES BELOW ARE FOR THREE YEARS UNLESS NOTED

Strategy #1:

Targeted instructional supports for individual students. Class Size reduction, Interventions, etc.

Which outcome(s) will Strategy #1 address, and how?
(If we _____, then _____ and _____)

#1: Increase the percentage of students who are reading at or above grade level in grades K-3.

#2: Increase the ability of staff to implement culturally relevant instructional practices.

#3:

Specific Activities that will support Strategy #1
(See budget for specific cost information)

Activity 1.1: Targeted, evidence-based class size reduction at K-2

- Person Responsible: Hansmann

- Measures of Evidence: School staffing allocation model for allocating teachers to schools reflects ratios lowered by 3 students in grades K-2 compared with grades 3-5. Teachers hired.

Activity 1.2: Equity based class size reduction for core classes in grades K-12.

- Person Responsible: Hansmann
- Measures of Evidence: School staffing allocation model for allocating teachers to schools reflects an increased weight of 0.25 for each student eligible for free- or reduced-price lunch at the elementary level and 0.5 at the secondary level. Teachers hired.

Activity 1.3: PK-2 Intervention Supports, add 7.5 intervention positions with an emphasis on reading in each of 15 Title I elementary school.

- Person Responsible: Hansmann
- Measures of Evidence: School staffing allocation model for allocating intervention teachers to schools reflects an additional 0.5 intervention teacher FTE for each Title I elementary school. Teachers hired.

Activity 1.4: Hire 5 ELD teachers to reduce ELD teacher caseloads

- Person Responsible: Maurizio
- Measures of Evidence: ELD staffing allocations incorporate 5 additional ELD teachers to reduce caseloads. Teachers hired.

Activity 1.5: Arco Iris: Hire additional Instructional Assistants to support grades K-2. Each kindergarten class will have a full time, bilingual IA. First grade will share 2 IA's among three classrooms, and second grade will share 1 IA between 2 classrooms. (3 FTE)

- Person Responsible: Herron
- Measures of Evidence: Instructional assistant staffing in grades K-2 reflect the described allocation. Instructional assistants hired.

Activity 1.6: Hope Chinese: Increase FTE for ESL and RTI instructors from 1.0 to 2.0

- Person Responsible: Rickman
- Measures of Evidence: ESL and RTI staffing allocations increased to 1.0 for each position. Teachers hired.

Strategy #2:

Support teachers to enhance practice through professional development, coaching, and materials, etc.

Which outcome(s) will Strategy #2 address, and how?
(If we _____, then _____ and _____)

#1: Increase the percentage of students who are reading at or above grade level in grades K-3.

#2: Increase student attendance, mental well-being, and attachment to school.

#3: Increase the ability of staff to implement culturally relevant instructional practices.

Specific Activities that will support Strategy #2
(See budget for specific cost information)

Activity 2.1: Equity TOSA and K-12 equity training: Implementation of training protocol with the Center for Educational Equity (CFEE) to begin a 10-year program to provide anti-racist training to every employee in the Beaverton School District. Create the position of Equity TOSA within the Office of Equity & Inclusion that will work to support implementation of the district-wide CFEE training as well as provide additional on-demand and systems supported equity training throughout the district.

- Person Responsible: McCreery
- Measures of Evidence: Equity TOSA hired. Contract with Oregon Center for Educational Equity (OCEE) for CFEE training. 52 staff attend training in June, July, October, February, and June. Number of participants at Take It Up in-district trainings

Activity 2.2: Create the position of Administrator for Equity Talent Acquisition in the Human Resources Department that will be focused on creating and implementing systems improvements that build towards a workforce that is more representative of Beaverton's student population. Funds for financial incentives to break down barriers that may exist for diverse candidates.

- Person Responsible: Rodriguez
- Measures of Evidence: Administrator hired. Number of new staff of color who are recruited and the percentage of staff retained.

Activity 2.3: Professional development for all staff around behavioral and mental health supports for students. A professional development framework for all BSD staff will be developed and will include training in Trauma-Informed Practices, Adverse Childhood Experiences (ACES), Educator Wellness, Special Education 101, Models of Intervention, De-escalation Supports, Restorative Practices, Culturally Responsive Teaching, Youth Mental Health First Aid, Applied Suicide Intervention Skills Training (ASIST), and Motivational Interviewing. Curricular materials will be purchased for all schools to address three tiers of behavior intervention support. These materials will be used by the members of the behavioral teams and classroom teachers.

- Person Responsible: Hudson

- Measures of Evidence: Classroom materials purchased. Professional development sessions scheduled in TeacherSource. Teacher attendance at professional development sessions.

Activity 2.4: Professional development and materials in instructional practices for focal populations in reading for K-3 classroom teachers, intervention teachers, ELD teachers and special education teachers. Professional development topics include:

- *How to Increase visuals and audio support during mini-lesson.*
- *Creating sound walls.*
- *Revisiting sight word practices*
- *How we "coach" dyslexic readers. Search visual (phonics first), then "check" using other cues.*
- *Phonics and Phonological Awareness Programs/Strategies*
- *Assessment Literacy Practices - How assessments inform your instruction.*
- *Understanding and using the IRLA*
- *Support for how to confer with readers*
- *Differentiated training in the Units of Study for Reading and Writing*

- Person Responsible: Bell
- Measures of Evidence: Materials purchased and deployed in K-3 classrooms. Professional development sessions scheduled in TeacherSource. Teacher attendance at professional development sessions.

Activity 2.5: Create Culturally responsive libraries for all K through 8 classrooms. Students need to read and hear stories that reflect their own experiences as well as the experiences of others. These are often referred to as mirrors and windows. A mirror is a story that reflects your own culture and helps you build your identity. A window is a story that offers you a view into someone else's experiences. We need to continue to invest in literature that support student learning and the understanding of the world and people around them.

- Person Responsible: Bell
- Measures of Evidence: Materials purchased and deployed in K-8 classrooms.
- This activity if for one year only

Activity 2.6: Arco Iris: Utilize Student Success Coach to manage a schoolwide response to intervention system to support teachers in the implementation of effective instructional strategies for all students. (.5 FTE)

- Person Responsible: Herron
- Measures of Evidence: Student Success Coach hired. Student Success Coach work with teachers on implementing RTI.

Activity 2.7: Hope Chinese: Purchase additional reading curriculum materials: Chinese Leveled Reader, English Classroom library leveled book sets, English Word Work curriculum

- Person Responsible: Rickman
- Measures of Evidence: Materials purchased and deployed in classrooms.

Strategy #3:

Increase the availability of whole student behavioral and mental health supports.

Which outcome(s) will Strategy #3 address, and how?
(If we _____, then _____ and _____)

#1: Increase student attendance, mental well-being, and attachment to school.

#2:

#3:

Specific Activities that will support Strategy #3
(See budget for specific cost information)

Activity 3.1: Implement Student Success Teams at every school. Every school in Beaverton will have a Student Success Team which will consist of attendance, academic, and behavioral health providers. A framework of three tiers of intervention supports will be developed and then implemented districtwide. This specific investment will address the staffing needs to address the behavioral health and wellness needs of students and families. The Behavioral Health Team Members will be comprised of existing counselors, student success coaches, grad mentors, nurses, school psychologists and special education staff, but the team will also expand to include an increased number of social workers, counselors, behavioral health paraeducators, nurses, school psychologists, special education teachers, and speech language pathologists. The increased number of staff members will provide quicker and more direct services to students and families earlier including student groups and parenting classes. The increase in team members will lead to more staff to provide interventions to students. The behavioral health team members will be able to provide professional development to staff and families.
The overall additional staff will include: 4 Counselors, 3 Drug and Alcohol Counselors, 3.5 nurses, 23 paraeducators, 51 social workers, 12.5 Special Education Resource Room Teachers, 1 Autism Spectrum Disorder Consultant and 3 Speech Language Pathologists.

- Person Responsible: Hudson
- Measures of Evidence: Additional Staff hired. Interventions provided to students and families

Activity 3.2: Add 8 elementary facilitators and secondary community liaisons to meet the translation/interpretation needs of emerging bilingual students and their families served by Student Success Teams. Behavioral paraeducator support.

- Person Responsible: Maurizio

- Measures of Evidence: Additional Staff hired. Services provided to families engaging with Student Success Teams

Activity 3.3: Creation of a bank of behavioral paraeducator staffing that can be deployed to schools for a limited duration to support students in transition to possible special education identification and IEP finalization (2.4 FTE).

- Person Responsible: Hudson
- Measures of Evidence: Additional Staff hired. Number of students provided with and duration of behavioral support by paraeducators.

Activity 3.4: Arco Iris: Hire Student Success Coach to manage schoolwide behavior supports for students and to train teachers to effectively manage classroom behaviors. (.5 FTE)

- Person Responsible: Herron
- Measures of Evidence: Student Success Coach hired. Staff training conducted.

Activity 3.5: Hope Chinese: Hire Student Success Coach to manage schoolwide behavior supports for students and to train teachers to effectively manage classroom behaviors. (.8 FTE)

- Person Responsible: Rickman
- Measures of Evidence: Student Success Coach hired. Staff training conducted.

Activity 3.6: Hope Chinese: Contract for Professional Development from Safe & Civil Schools to train teachers in Behavioral Interventions

- Person Responsible: Rickman
- Measures of Evidence: Safe & Civil Schools contract and professional training sessions for teachers held.
- This activity if for one year only

Strategy #4:

Expand opportunities for students to engage in culturally specific activities that support instruction outside the school day and expand availability of well-rounded learning experiences.

Which outcome(s) will Strategy #4 address, and how?
(If we _____, then _____ and _____)

#1: Increase student attendance, mental well-being, and attachment to school.

#2:

#3:

Specific Activities that will support Strategy #4
(See budget for specific cost information)

Activity 4.1: Extended Day Opportunities for Middle School - targeted support for homework clubs, culturally specific activities and supports

- Person Responsible: Struckmeier and Middle School Principals
- Measures of Evidence: Middle school extended day sessions implemented at all 8 middle schools. Number of participating students at each site.

Activity 4.2: Arco Iris: Add elective options in the arts and/or technology for grades 6-8 (.2 FTE). Increase art and music instruction for grade K-5 using an artist-in-resident or consultant model.

- Person Responsible: Herron
- Measures of Evidence: Staff hired. Master schedule reflects additional elective opportunities for students in grades 6-8 compared to the prior year. Master schedule in grades K-5 reflects additional art and music instruction.

Activity 4.3: Hope Chinese: Provide scholarships or affordable access for students to attend enrichment courses, summer camp, milestone trips, or tutoring support for those that qualify.

- Person Responsible: Rickman
- Measures of Evidence: List of opportunities afforded to students and number of participants for each.

Activity 4.4: Hope Chinese: Hire or contract out for a music teacher .5 position

- Person Responsible: Rickman
- Measures of Evidence: Staff hired or contracted. Master schedule reflects additional art and music instruction for students.

Strategy #5:

Increase Parent & Community Engagement

Which outcome(s) will Strategy #5 address, and how?
(If we _____, then _____ and _____)

#1: Increase the capacity of parents and community partners to support the academic achievement and mental and behavioral well-being of students.

#2:

#3:

Specific Activities that will support Strategy #5
(See budget for specific cost information)

Activity 5.1: NAMI (National Alliance on Mental Illness) Parent Education.
Development/Implement a parent education program around behavioral health that consists of:
Defining mental illness – signs and symptoms, Science, Research

- Person Responsible: Hudson
- Measures of Evidence: Parent education session schedule and participants at each session.

Activity 5.2: Community Organizer/Engagement Specialist and discretionary budget for on-going Authentic Community Engagement, targeted for focal populations and work with community partners. Creation of a Community Organizer/Engagement Specialist position within the Office of the Superintendent to support strategic level engagement with community partners and agencies that predominantly represent Beaverton's communities of color and other historically underserved populations. The position will primarily be an externally facing position that will serve to support the district's SIA engagement work with focal populations through partnering with community based organizations that have an existing presence, supporting the work of community based organizations that have the capacity to expand and reach Beaverton families, and/or support capacity building among nascent or informal organizations in Beaverton.

- Person Responsible: Williams
- Measures of Evidence: Equity Community Liaison position description and hiring. Relationships established with community organizations.

Activity 5.3

- Person or Team Responsible for Activity 5.3
- Measures of Evidence:

Integrated Planning Tool

This tool is designed to help align strategies and desired outcomes to concrete activities and their associated expenditures.

Student Investment Account

Strategies

Your SIA plan may focus on multiple (more than one) strategies over a 1-3 year period. Strategies are the plans designed to achieve and reach your intended outcome(s).

The strategies entered in this tab will autopopulate to the Activities & Expenditures tab.

Outcomes

Your SIA plan will likely have multiple outcomes. Outcomes can be described as the changes you are trying to cause. They might be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behavior, practices or beliefs; etc.

What changes do you hope will happen over the next three years by executing your SIA plan?
Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?

Activities and Expenditures

This tab pulls the articulated strategy into the top of the page. Below are a series of entries for planned activities and a dropdown box to connect the activity to the most tightly linked strategy.

The date ranges help track the anticipated number of years the activity will span and provides space to project both first year costs as well as three-year projected costs. These amounts are totaled and set in line with the strategies above.

Object codes can be populated manually.

The priority field includes a drop down box to designate the activity as a high, medium or low priority.

Student Investment Account		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Increase the percentage of students who are reading at or above grade level in grades K-3.	X	X			
Outcome	Increase student attendance, mental well-being, and attachment to school.		X	X	X	
Outcome	Increase the ability of staff to implement culturally relevant instructional practices.	X	X			
Outcome	Increase the capacity of parents and community partners to support the academic achievement and mental and behavioral well-being of students.					X
Outcome						

Strategy #1	Targeted instructional supports for individual students. Class Size reduction, Interventions, etc.
Strategy #2	Support teachers to enhance practice through professional development, coaching, and materials, etc.
Strategy #3	Increase the availability of whole student behavioral and mental health supports.
Strategy #4	Expand opportunities for students to engage in culturally specific activities that support instruction outside the school day and expand availability of well-rounded learning experiences.
Strategy #5	Parent & Community Engagement

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total Budget
Strategy 1	Targeted instructional supports for individual students. Class Size reduction, Interventions, etc.	$ 12,925,689.00	$ 38,777,067.00	$ 32,259,812.78
Strategy 2	Support teachers to enhance practice through professional development, coaching, and materials, etc.	$ 1,911,982.78	$ 5,635,948.34	
Strategy 3	Increase the availability of whole student behavioral and mental health supports.	$ 16,508,278.00	$ 49,524,834.00	
Strategy 4	Expand opportunities for students to engage in culturally specific activities that support instruction outside the school day and expand availability of well-rounded learning experiences.	$ 661,105.00	$ 2,083,315.00	
Strategy 5	Parent & Community Engagement	$ 252,758.00	$ 758,274.00	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Class size reduction at K-2	S1	X	X	X	$ 4,292,568.00	$ 12,877,704.00	111 $2,690,420 2xx $1,602,148	HIGH
2	Equity based class size support for core classes in grades K-12	S1	x	x	x	$ 6,823,637.00	$ 20,470,911.00	111 $4,286,637 2xx $2,537,000	HIGH
3	Equity TOSA and K-12 equity training	S2	x	x	x	$ 507,129.00	$ 1,521,387.00	111 $87,905 112 $192,999 2xx $132,625 31x $93,600	HIGH
4	Student Success Teams at every school	S3	x	x	x	$ 15,637,446.00	$ 46,912,338.00	111 $9,123,603 112 $466,266 2xx $6,047,577	HIGH
5	Professional development for all staff around behavioral and mental health supports for students	S2	x	x	x	$ 250,000.00	$ 750,000.00	12x $179,714 2xx $70,286	HIGH
6	PK-2 Intervention Supports, add 7.5 intervention positions with an emphasis on reading in each Title I elementary school.	S1	x	x	x	$ 946,890.00	$ 2,840,670.00	111 $593,475 2xx $353,415	HIGH
7	Behavioral Paraeducator Support	S3	x	x	x	$ 150,000.00	$ 450,000.00	112 $76,953 2xx $73,047	MID
8	Culturally responsive libraries for all K through 8 classrooms. Continue to invest in literature that support student learning and the understanding of the world and people around them.	S2	x			$ 383,260.78	$ 1,149,782.34	4xx $383,261	MID
9	Professional development and materials in instructional practices for focal populations in reading for K-2 classroom teachers, ELD teachers and special education teachers.	S2	x	x	x	$ 430,000.00	$ 1,190,000.00	13x $281,544 2xx $98,456 4xx $50,000	HIGH
10	Hire 5 ELD teachers to reduce class size	S1	x	x	x	$ 658,610.00	$ 1,975,830.00	111 $417,860 2xx $240,750	HIGH
11	Add 8 elementary facilitators and secondary community liaisons to meet the translation/interpretation needs of emerging bilingual students and their families served by Student Success Teams	S3	x	x	x	$ 600,952.00	$ 1,802,856.00	112 $348,543 2xx $252,409	HIGH
12	Extended Day Opportunities for Middle School - targeted support for homework clubs, culturally specific activities and supports	S4	x	x	x	$ 570,000.00	$ 1,810,000.00	13x $148,181 2xx $51,819 33x $320,000 4xx $50,000	MID
13	NAMI Parent Education	S5	x	x	x	$ 110,900.00	$ 332,700.00	31x $110,900	MID
14	Equity Community Liaison and discretionary budget for on-going Authentic Community Engagement, targeted for focal populations and work with community partners	S5	x	x	x	$ 141,858.00	$ 425,574.00	112 $79,818 2xx $47,040 33x $400,000 4xx $15,000	MID
15	Equity Talent Acquisition Administrator and discretionary funds to support the recruitment and retention of diverse staff	S2	x	x	x	$ 267,735.00	$ 803,205.00	113 $138,719 2xx $79,016 4xx $50,000	MID
16	Arco Iris: Hire Student Success Coach to manage schoolwide behavior supports for students and to train teachers to effectively manage classroom behaviors. (.5 FTE)	S3	X	X	X	$ 49,880.00	$ 149,640.00	11x $32,500 2xx $17,380	HIGH
17	Arco Iris: Utilize Student Success Coach to manage a schoolwide response to intervention system to support teachers in the implementation of effective instructional strategies for all students. (.5 FTE)	S2	X	X	X	$ 49,880.00	$ 149,640.00	11x $32,500 2xx $17,380	HIGH
18	Arco Iris: Hire additional Instructional Assistants to support grades K-2. Each kindergarten class will have a full time, bilingual IA. First grade will share 2 IA's among three classrooms, and second grade will share 1 IA between 2 classrooms. (3 FTE)	S1	X	X	X	$ 129,984.00	$ 389,952.00	112 $75,391 2xx $54,593	HIGH
19	Arco Iris: Add elective options in the arts and/or technology for grades 6-8 (.2 FTE). Increase art and music instruction for grade K-5 using an artist-in-resident or consultant model.	S4	X	X	X	$ 55,905.00	$ 167,715.00	11x $10,000 2xx $2,800 31x $43,105	MID
20	Hope Chinese: Hire student success coach 0.8 FTE	S3	X	X	X	$ 60,000.00	$ 180,000.00	11x $44,000 2xx $16,000	HIGH
21	Hope Chinese: Contract for Professional Development from Safe & Civil Schools to train teachers in Behavioral Interventions	S3	X			$ 10,000.00	$ 30,000.00	31X $10,000	MID
22	Hope Chinese: Increase FTE for ESL and RTI instructors from 1.0 to 2.0	S1	X	X	X	$ 74,000.00	$ 222,000.00	11x $54,000 2xx $20,000	MID
23	Hope Chinese: Purchase additional reading curriculum materials: Chinese Leveled Reader, English Classroom library leveled book sets, English Word Work curriculum	S2	X	X	X	$ 23,978.00	$ 71,934.00	4XX $23,978	HIGH
24	Hope Chinese: Provide scholarships or affordable access for students to attend enrichment courses, summer camp, milestone trips, or tutoring support for those that qualify.	S4	X	X	X	$ 4,000.00	$ 12,000.00	640 $4,000	LOW
25	Hope Chinese: Hire or contract out for a music teacher .5 position	S4	X	X	X	$ 31,200.00	$ 93,600.00	11x $25,000 2xx $6,200	HIGH
Total						$ 32,259,812.78	$ 96,779,438.34		

Select your institution from the drop down list to the right	Beaverton SD 48J

Estimated Allocation	$	32,759,812.78
Maximum Administrative Costs	$	500,000.00

Please provide contact information for the person completing this budget	
Name	**Mike Schofield**
Phone	**503-356-4500**
Email	**michael_schofield@beaverton.k12.or.us**

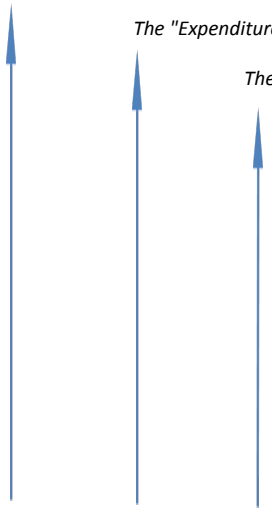
Additional Resources

SIA Engagement Toolkit
SIA Comprehensive Guidance
SIA Webpage

The "INFO" tab provides brief descriptions of the activities described in the "allowable use" categories.

The "Expenditures" tab is an activities-based budget tool to list and categorize budgeted activities.

The "Summary" tab provides a summary of categorized expenditures.



OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

UPDATED February 10, 2020

Below are brief descriptions of some of the allowed activities pertaining to the categories listed in the Student Investment Account.

OCG *Ongoing Community Engagement*

Activities aimed to continue engaging focal student groups, communities and staff for input and feedback on planned activities and priorities.

IIT *Increased Instructional Time*

More hours and/or days.
Summer programs; before or after school programs.
Technological investments that minimize class time used for assessments administered to students.

H&S *Improving Student Health & Safety*

Social and emotional learning, trauma-informed practices; student mental and behavioral health.

RCS *Reducing Class Size*

Use evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads;
Increasing the use of instructional assistants.

WRE *Well-Rounded Education*

Developmentally appropriate and culturally responsive early literacy practices and programs in pre-K through third grade.
Culturally responsive programs and practices in grades 6-8, including learning, counseling and student support that is connected to colleges and careers.
Broadened curricular options at all grade levels including: Art, Music, PE, STEM, CTE, engaging electives, accelerated college credit programs, including dual credit, IB, AP, Life Skills, TAG, dropout and prevention programs, and transition supports.
Access to licensed educators with a library media endorsement.

ADMIN *Administrative Indirect Costs*

Activity #	FTE	Allowable Use Category	Object Code	1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H"). The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.	$ Amount	Budget Justification Narrative
				Total Expenditures:	$ 32,759,812.78	
				Allowable Administrative Costs:	$ 500,000.00	
				Unbudgeted Funds:	$0.00	
				Proposed Activity		
1	34	RCS	111	Class size reduction at grades K-2	$2,690,420.00	
1	0.0	RCS	2xx	Class size reduction at grades K-2	$1,602,148.00	
2	53.6	RCS	111	Equity based class size support for core classes in grades K-12	$4,286,637.00	
2	0	RCS	2xx	Equity Based class size support for core classes in grades K-12	$2,537,000.00	
3	106.5	H&S	111	Student Success Teams at every school	$9,123,603.00	
3	14.625	H&S	112	Student Success Teams at every school	$466,266.00	
3	0	H&S	2xx	Student Success Teams at every school	$6,047,577.00	
4	0	H&S	12x	Professional development for all staff around behavioral and mental health supports for students	$179,714.00	
4	0	H&S	2xx	Professional development for all staff around behavioral and mental health supports for students	$70,286.00	
5	7.5	RCS	111	PK-2 Intervention Supports, increase intervention positions with an emphasis on Pre-K -2 reading in all Title I elementary schools.	$593,475.00	
5	0	RCS	2xx	PK-2 Intervention Supports, increase intervention positions with an emphasis on Pre-K -2 reading in all Title I elementary schools.	$353,415.00	
6	0	WRE	4xx	Culturally Responsive Teaching Materials/Classroom Libraries K-8	$383,260.78	
7	2.414	H&S	112	Behavioral Paraeducator Support	$76,953.00	
7	0	H&S	2xx	Behavioral Paraeducator Support	$73,047.00	
8	0	WRE	13x	Professional development in instructional practices for focal populations in reading for K-2 classroom teachers, ELD teachers and special education teachers.	$281,544.00	
8	0	WRE	2xx	Professional development in instructional practices for focal populations in reading for K-2 classroom teachers, ELD teachers and special education teachers.	$98,456.00	
8	0	WRE	4xx	Dyslexia materials	$50,000.00	
9	0	IIT	33x	Extended Day Opportunities for Middle School - targeted support for homework clubs, culturally specific activities and supports. Student transportation	$320,000.00	
9	0	IIT	4xx	Extended Day Opportunities for Middle School - targeted support for homework clubs, culturally specific activities and supports. Supplies	$50,000.00	
9	0	IIT	13x	Extended Day Opportunities for Middle School - targeted support for homework clubs, culturally specific activities and supports. Extended pay	$148,181.00	
9	0	IIT	2xx	Extended Day Opportunities for Middle School - targeted support for homework clubs, culturally specific activities and supports. Extended pay	$51,819.00	
10	0	H&S	31x	NAMI Parent Education	$110,900.00	
11	1	OCG	112	On-going Authentic Community Engagement, targeted for focal populations and work with community partners	$79,818.00	
11	0	OCG	2xx	On-going Authentic Community Engagement, targeted for focal populations and work with community partners	$47,040.00	
11	0	OCG	31x	On-going Authentic Community Engagement, targeted for focal populations and work with community partners	$15,000.00	
12	1	H&S	111	K-12 Equity Training and Equity Teacher on Special Assignment	$87,905.00	
12	0	H&S	12x	K-12 Equity Training and Equity Teacher on Special Assignment	$192,999.00	
12	0	H&S	2xx	K-12 Equity Training and Equity Teacher on Special Assignment	$132,625.00	
12	0	H&S	31x	K-12 Equity Training and Equity Teacher on Special Assignment	$93,600.00	
13	7.5	H&S	112	Multilingual Department Facilitators/Community Liaisons	$348,543.00	

13	0	H&S	2xx	Multilingual Department Facilitators/Community Liaisons	$252,409.00	
14	5	RCS	111	English Language Development (ELD) Teachers	$417,860.00	
14	0	RCS	2xx	English Language Development (ELD) Teachers	$240,750.00	
15	1	H&S	113	Equity Talent Acquisition and Retention Administrator	$138,719.00	
15	0	H&S	2xx	Equity Talent Acquisition and Retention Administrator	$79,016.00	
15	0	H&S	4xx	Equity Talent Acquisition and Retention Administrator Discretionary	$50,000.00	
16	0.5	H&S	111	Arco Iris: Hire Student Success Coach to manage schoolwide behavior supports for students and to train teachers to effectively manage classroom behaviors. (.5 FTE)	$49,880.00	
17	0.5	H&S	111	Arco Iris: Utilize Student Success Coach to manage a schoolwide response to intervention system to support teachers in the implementation of effective instructional strategies for all students. (.5 FTE)	$49,880.00	
18	3	RCS	112	Arco Iris: Hire additional Instructional Assistants to support grades K-2. Each kindergarten class will have a full time, bilingual IA. First grade will share 2 IA's among three classrooms, and second grade will share 1 IA between 2 classrooms. (3 FTE)	$129,984.00	
19	0.2	WRE	111	Arco Iris: Add elective options in the arts and/or technology for grades 6-8 (.2 FTE). Increase art and music instruction for grade K-5 using an artist-in-resident or consultant model.	$55,905.00	
20	1	H&S	111	Hope Chinese: Hire student success coach 1 FTE	$60,000.00	
21	0	H&S	31x	Hope Chinese: Contract for Professional Development from Safe & Civil Schools to train teachers in Behavioral Interventions	$10,000.00	
22	1	RCS	111	Hope Chinese: Increase FTE for ESL and RTI instructors	$74,000.00	
23	0	WRE	4xx	Hope Chinese: Purchase additional reading curriculum materials: Chinese Leveled Reader, English Classroom library leveled book sets, English Word Work curriculum	$23,978.00	
24	0	IIT	640	Hope Chinese: Provide scholarships or affordable access for students to attend enrichment courses, summer camp, milestone trips, or tutoring support for those that qualify.	$4,000.00	
25	0.5	WRE	111	Hope Chinese: Hire or contract out for a music teacher .5 position	$31,200.00	
26		ADMIN	ADMIN		$500,000.00	

CODE	Description	Total Line Items	Total Budgeted
111	Licensed Salaries	12	$ 17,520,765.00
112	Classified Salaries	5	$ 1,101,564.00
113	Administrative Salaries	1	$ 138,719.00
12x	Substitute Salaries	2	$ 372,713.00
13x	Additional Salaries	2	$ 429,725.00
2xx	Benefits	13	$ 11,585,588.00
31x	Instructional, Professional and Technical Services	4	$ 229,500.00
33x	Transportation	1	$ 320,000.00
34x	Travel	0	$ -
35x	Communications	0	$ -
4xx	Supplies and Materials	5	$ 557,238.78
5xx	Capital Outlay	0	$ -
640	Dues and Fees	1	$ 4,000.00
8xx	Miscellaneous	0	$ -
ADMIN	Administrative Indirect Costs	1	$ 500,000.00
OTHER	Other codes not listed	0	$ -
		TOTAL	**$ 32,759,812.78**
		Total FTE	**240.8**

Allowable Use Category	Total Line Items	Total Budgeted
Administrative	1	$ 500,000.00
(Ongoing Community Engagement	3	$ 141,858.00
Increased Instructional Time	5	$ 574,000.00
Improving Student Health & Safety	21	$ 17,693,922.00
Reducing Class Size	10	$ 12,925,689.00
Well Rounded Education	7	$ 924,343.78
	TOTAL	**$ 32,759,812.78**

Beaverton School District SIA Agreement with Arco Iris Spanish Immersion Charter School

SECTION 1: AUTHORITY

Pursuant to the "Student Success Act", codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the "Act"). Beaverton School District (the "District") is authorized to distribute funding from District's allocation of the Student Investment Account as described in Section 10, subsection 4 of the Act.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide Arco Iris Spanish Immersion Charter School (the "Grantee") funding to meet students' mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (the "Executed Date"), this Grant shall be effective and have a Grant funding start date that is the same as the District's effective date with the Oregon Department of Education (the "Department") (the "Effective Date"), and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District's agreement with ODE (the "Expiration Date").

SECTION 4: GRANT MANAGERS

4.1 District's Grant Manager is:

Lori Morgan, Senior Grant Accountant
16550 SW Merlo Road
Beaverton, OR 97003
503.356.4303
Lori_morgan@beaverton.k12.or.us

4.2 Grantee's Grant Manager is:

Michelle Herron, Executive Director
8205 SW Creekside Pl.
Beaverton, OR 97008
503-372-6052
michelle.herron@arcoirisschool.org

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

5.1 Grantee shall perform the project activities set forth in Exhibit A (the "Project"), attached hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the "Performance Period").

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% less an indirect rate of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report for the purposes described in Section 2 and Project described in Exhibit A. District shall pay the Grantee from monies available through its District SIA Grant Allocation (the "Funding Source"). Funds received by the Grantee under this Agreement (the "Grant Funds") may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

6.1.1 Indirect Rate. Indirect costs shall not exceed 5 percent (5%) of the total District's Allocation and expenditures or $500,000, whichever is less. District will retain 4 percent (4%) of the Grantee's allocation for indirect costs.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 **Disbursement.**

7.1.1 District shall disburse Grant Funds by Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 If District determines that any completed Project activities or documentation are not acceptable and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to District.

7.1.3 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 **Conditions Precedent to Disbursement.** District's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

7.2.2 No default as described in Section 11 has occurred.

7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of

disbursement(s) with the same effect as though made on the date of disbursement.

7.3 **Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand but in any event no later than 30 days after the District's written demand.

7.4 **Duplicate Payment.** Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 **Organization/Authority.** Grantee represents and warrants to District that:

8.1.1 Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;

8.1.2 The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;

8.1.3 This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

8.1.4 Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035;

8.1.5 The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: PERFORMANCE TARGETS

9.1 Grantee shall use the same Targets as the District's Targets in each Target for which the Grantee serves students and has accountability data.

9.2 Grantee will report to District each year on its progress toward meeting Targets in the Grantee's

annual report as per ORS 338.095 or as mutually agreed upon by both Parties.

SECTION 10: INDEMNIFICATION

10.1 Grantee shall defend, save, hold harmless, and indemnify the District and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).

10.2 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 11: DEFAULT

11.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

11.1.1 Grantee fails to perform, observe or discharge any of its financial accounting or reporting requirements under this Grant.

11.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

11.2 **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 12: REMEDIES

12.1 **District Remedies.** In the event Grantee is in default under Section 11, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 15, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) exercise of its right of recovery of overpayments under Section 13 of this Grant or setoff, or both, or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

12.2 **Grantee Remedies.** In the event District is in default under Section 11 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 15.3.3, or in the event District terminates this Grant under Sections 15.2.1, 15.2.2, 15.2.3, or 15.2.5, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract. If previous amounts paid to Grantee exceed the amount due to Grantee under this Section 12.2,

Grantee shall promptly pay any excess to District.

SECTION 13: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 14: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN ACCORDANCE WITH ITS TERMS.

SECTION 15: TERMINATION

15.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

15.2 **By District.** District may terminate this Grant as follows:

15.2.1 Upon 30 days advance written notice to Grantee;

15.2.2 Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, limitations or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

15.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

15.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or

15.2.5 As otherwise expressly provided in this Grant.

15.3 **By Grantee.** Grantee may terminate this Grant as follows:

15.3.1 Upon 30 days advance written notice to District;

15.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

15.3.3 As otherwise expressly provided in this Grant.

15.4 **Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 16: NON APPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 17: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 18: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 18. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 19: COMPLIANCE WITH LAW

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local law.

SECTION 20: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 21: MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in

the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

SECTION 22: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

SECTION 23: HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

SECTION 24: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: this Grant less all exhibit Exhibit A (the "Project").

SECTION 25: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

BEAVERTON SCHOOL DISTRICT

By: _____ _____

School District Representative Date

_____

Printed Name, Title

ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL

By: Christa Billings 2/20/20
Charter School Representative Date

Christa Billings, Board President
Printed Name, Title

EXHIBIT A
THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

The Grantee will develop a three-year (3 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The three-year plan must include a budget, strategies, and activities.

SECTION II – DISTRICT APPROVAL

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District at least twenty (20) days before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

The District will review and approve the Grantee's Project within five (5) days of receipt. If the District determines Grantee budget does not align to the allowed uses of Funds according to Section 10, subparagraph 4 of the Act, District may provide detailed written notice to the Grantee and require Grantee revise Project within ten (10) days.

District school board approval does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall meet or exceed the longitudinal performance growth targets adopted by the District and approved by ODE and will report annually on the longitudinal performance growth targets in the charter school annual report to the school district board.

SECTION VI – FINANCIAL REPORTING

The Grantee shall report all expenses paid with Grant Funds to District within 120 days of disbursement. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District's request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Beaverton School District SIA Agreement with Hope Chinese Charter School

SECTION 1: AUTHORITY

Pursuant to the "Student Success Act", codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the "Act"). Beaverton School District (the "District") is authorized to distribute funding from District's allocation of the Student Investment Account as described in Section 10, subsection 4 of the Act.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide Hope Chinese Charter School (the "Grantee") funding to meet students' mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (the "Executed Date"), this Grant shall be effective and have a Grant funding start date that is the same as the District's effective date with the Oregon Department of Education (the "Department") (the "Effective Date"), and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District's agreement with ODE (the "Expiration Date").

SECTION 4: GRANT MANAGERS

4.1 District's Grant Manager is:

Lori Morgan, Senior Grant Accountant
16550 SW Merlo Road
Beaverton, OR 97003
503.356.4303
Lori_morgan@beaverton.k12.or.us

4.2 Grantee's Grant Manager is:

Michael Bevis, Director of Operations
3500 SW 104th Ave.

SECTION 5: PROJECT ACTIVITIES

5.1 Grantee shall perform the project activities set forth in Exhibit A (the "Project"), attached hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the "Performance Period").

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% less an indirect rate of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report for the purposes described in Section 2 and Project described in Exhibit A. District shall pay the Grantee from monies available through its District SIA Grant Allocation (the "Funding Source"). Funds received by the Grantee under this Agreement (the "Grant Funds") may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

6.1.1 Indirect Rate. Indirect costs shall not exceed 5 percent (5%) of the total District's Allocation and expenditures or $500,000, whichever is less. District will retain 4 percent (4%) of the Grantee's allocation for indirect costs.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 **Disbursement.**

7.1.1 District shall disburse Grant Funds by Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 If District determines that any completed Project activities or documentation are not acceptable and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to District.

7.1.3 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 **Conditions Precedent to Disbursement.** District's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

7.2.2 No default as described in Section 11 has occurred.

7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of

serves students and has accountability data.

9.2 Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report as per ORS 338.095 or as mutually agreed upon by both Parties.

SECTION 10: INDEMNIFICATION

10.1 Grantee shall defend, save, hold harmless, and indemnify the District and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).

10.2 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 11: DEFAULT

11.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

11.1.1 Grantee fails to perform, observe or discharge any of its financial accounting or reporting requirements under this Grant.

11.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

11.2 **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 12: REMEDIES

12.1 **District Remedies.** In the event Grantee is in default under Section 11, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 15, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) exercise of its right of recovery of overpayments under Section 13 of this Grant or setoff, or both, or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

12.2 **Grantee Remedies.** In the event District is in default under Section 11 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 15.3.3, or in the event District

15.3.1 Upon 30 days advance written notice to District;

15.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

15.3.3 As otherwise expressly provided in this Grant.

15.4 **Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 16: NON APPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 17: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 18: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 18. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 19: COMPLIANCE WITH LAW

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local law.

SECTION 20: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

BEAVERTON SCHOOL DISTRICT

By: _____ _____
School District Representative Date

_____
Printed Name, Title

HOPE CHINESE CHARTER SCHOOL

By: _____ 2/19/2020
Charter School Representative Date

Jennifer Shih, Board Chair
Printed Name, Title

Section 9, subparagraph 3 of the Act. At the District's request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Communication & Engagement Plan
Student Success Act/Student Investment Account Funding
August 2019 – February 2020

Key Messages

- The Oregon Legislature passed and the Governor signed the $2 billion Student Success Act (HB 3427) in Spring 2019. This is an historic and much needed investment in K-12 schools. Beaverton could be able to access an estimated $34 million per year through a state application process.
- School districts will be required to apply for funds. Districts must demonstrate engagement of the community in a needs assessment process prior to the application for funds. The needs assessment includes the District's existing Continuous Improvement Plan (CIP) and an expanded public engagement process with multiple and diverse stakeholders.
- Districts are allowed four broad uses for the grant proposals: 1) increasing instructional time, 2) addressing student health and safety needs, 3) increasing adults/decreasing class size and 4) expanding well-rounded learning opportunities.
- Programs must also meet students' behavioral and mental health needs and increase academic achievement as well as reduce disparities among student groups.
- Phases I & 2 community engagement will seek input on what is working and what improvements are needed.

  Your voice matters! We welcome your perspective and opinion.

Timeline

June - August 2019 Planning and Organizing

Planning Team: Ginny Hansmann, David Williams, Maureen Wheeler, Jon Bridges and Jim Scherzinger

- Internal team meetings to plan inclusive engagement, communications and message development, protocol development and materials
- Survey development - online, available in English and 8 languages with assistance from Multilingual Dept. (MLD); sent via School Messenger by language groups to families;link to broader Beaverton community networks in Sept.
- All District e-publications will include Student Success Conversations information and an invitation to the community to participate throughout Aug. – Oct.; targeted outreach to underserved populations with assistance from MLD staff
- District will conduct focus groups and four larger group facilitated Conversations
- Schools will engage diverse stakeholders in face-to-face conversations and e-communications using existing opportunities and additional gatherings with diverse groups

August 2019

Internal Stakeholders & Actions

School Board: Work Session overview and Conversation protocol - Mon., Aug. 12

Cabinet: progress updates at weekly meetings

Staff: Welcome Back e-Message from Supt. - include Student Success Funding Opportunity and invitation for input; social media posts (CCI team)

- Leadership Summit- Supt. comments (all administrators, principals, supervisors) - Wed., Aug. 7
- Supt. Leadership Meeting (all administrators, principals, supervisors) - Thurs., Aug. 8
- Support Staff Inservice Meeting - Fri. Aug. 16
- Staff Talk e-newsletter - Thurs., Aug. 19 (CCI team)
- New Administrator, Supervisor, Manager Onboarding Meeting - Thurs., Aug. 22

August 2019 *(continued)*

- Principals engage staff during Inservice Week - Aug. 26, 27, or 30 (30 mins.)
- Counselors Inservice - Aug. 28; SPED and MLD staff Inservice - Aug. 29

External Stakeholders & Actions

Parents/guardians: School Messenger invitation from Superintendent to all families to participate in Student Success Conversations
- School leaders engage parents at a variety of Sept. back to school, curriculum, other parent engagement activities (protocol provided)
- BSD Briefs invitation to Conversations in Sept. & Oct. (CCI team)
- social media posts (CCI team)

Community Partners: send information and survey link to City NACs, County CPOs and THPRD networks

Media: press release to all PDX media outlets; reach out to Valley Times for story coverage; post to Oregonian blog

September 2019

Internal Stakeholders & Actions

School Board: Update on activities at regular SB meeting- Mon., Sept. 23 (team)

Cabinet: Progress updates at weekly meetings

Staff: Staff Talk e-newsletter Sept. 1 & 15
- Leadership meetings with BEA, OSEA and ABSA - Supt., HR & T & L leaders- seek in person input
- BEA, OSEA, ABSA newsletter article
- Supt. Internal Advisory Co. Meeting - Thurs., Sept. 12
- Beaverton Minority Educator Committee (BMEC) – Sept. 23
- CO Depts. engage staff using protocol - dates TBD by depts.
- HELP Center- meet with Homeless Liaison and staff for outreach plan

External Stakeholders & Actions

Parents/guardians: Student Success Community Conversation- English/Spanish, Sept. 24 & 26, facilitated protocol
- MLD engage parent advisory groups in facilitated Conversation protocol
- Title I schools parent engagement activities
- All schools will engage parents/guardians

Volunteer Leaders: Update and invitation to School Volunteer Coordinators and Parent Group Leaders training meetings - Vol. Coords., Sept. 10; PTO Leaders, Sept. 16

Students: Board Student Advisory Committee (BSAC)**;** send survey electronically to secondary students; principals use school student advisory to engage students in protocol and survey

Community: Student Success Community Conversation- English/Spanish, Sept. 24 & 26, facilitated protocol
- Community presentations by Supt. Grotting and other Cabinet leaders includes Student Success Act funding information and opportunity for input in person or online
- Send survey and invitation to in-person Conversations to community partners (CCI team)
- Chamber Board of Directors meeting- Supt. or designee seek in person input (or in Oct.)
- Chamber Coffee Connection announcement to take survey (Johanna)
- Outreach/update to Beaverton area legislators (David); invite to Conversations
- Bond Accountability Committee (BAC) (Carl/Josh) - Wed., Sept. 25, 6:00 p.m.
- Beaverton Faith Partners Network - (Christina) Sept, or early Oct.
- MLD Outreach to families: Culturally & Linguistically Diverse Families
  - Title VI American Indian/Alaska Native Program, Sept. 11, 6- 7:30 p.m.
  - Korean, Sept. 17, 6-7:30 p.m.

September 2019 *(continued)*

- Vietnamese, Sept. 17, 6-7:30 p.m.
- Spanish, Sept. 18, 6-7:30 p.m.

- MLD Outreach to families (continued)- Culturally & Linguistically Diverse Families
  - Arabic, Sept. 24, 6-7:30 p.m.
  - Russian, Sept. 18, 6-7:30 p.m.
  - Somali, Sept. 24, 6-7:30 p.m.
  - Chinese, Sept. 25, 6-7:30 p.m.
  - Japanese, Sept. 25, 6-7:30 p.m.
- City of Beaverton Welcoming Week Activities- Sept. 13 – Sept. 22
  - Beaverton International Celebration- Sept. 14, 12-4 p.m. at Conestoga Aquatic Center
  - Spanish Storytime- Beaverton City Library, Sept. 14, 10:15 -11 a.m.
  - The Immigrant Story Live- Beaverton City Library, Sept. 18, 7-9 p.m.
  - Arabic Poetry Potluck- Garden Home Rec. Center, Sept. 20, 5- 8:30 p.m.
  - Oregonians from all over- Eden Presbyterian Church, Sept. 21, 12- 3 p.m.
  - Korean Storytime- Beaverton City Library, Sept. 21, 3-3:45 p.m.
  - A night with Somalis- Beaverton City Library, Sept. 21, 5-8:30 p.m.
  - Peace Pole Picnic & Salsa in the Park- Beaverton City Park, Sept. 22, 2-7 p.m.
- Outreach to Foster Families (CCI Dept.)
- Early Learning Hub outreach (CCI Dept.)

Community Partners: send information to City-NACs, County-CPOs, BEF and THPRD comms/social media
Media: follow up outreach to feature Conversations

October 2019- **NOTE:** activities must be completed by third week of Oct. to compile data and meet Nov. 1 deadline and submit the CIP/Needs Assessment to Oregon Dept. of Education.

Internal Stakeholders & Actions

School Board: Update on progress at regular SB meeting – Mon., Oct. 28
Cabinet: Progress updates at weekly meetings
Staff: Staff Talk Oct. 1 & 15 - invitation to in-person conversation or complete online survey

- Leadership meetings with BEA, OSEA and ABSA - Supt., HR and T & L leaders- seek input
- BEA, OSEA, ABSA newsletter article
- Supt. Internal Advisory Meeting - Thurs., Oct. 3
- CO Depts. engage staff using protocol - dates TBD by depts.

External Stakeholders & Actions

Parents/guardians: Multilingual Dept. outreach and conversations with families, language groups
- Student Success Community Conversation- English/Spanish, Oct. 7 and Oct. 21, (Budget Listening & Learning Session), facilitated protocol
- BSD Briefs e-newsletter – reminder to take survey and participate in conversations
- School leaders use regular parent group engagement activities to seek input
- Budget Listening & Learning

Students: Cabinet do small focus groups at middle and high schools, dates TBD by Cabinet members
- Principals engage students in focus groups (use existing student advisory grps.)
- Reminder to secondary students to complete short electronic survey by Oct. 15

Community: Student Success Community Conversation- English/Spanish, Oct. 7 & 21, facilitated protocol
- Chamber Board of Directors meeting- Supt. or designee seek in person input
- Outreach/update to Beaverton area legislators (David); invite to Conversations

October 2019

Parents - Special Education Parent Advisory Council – (Danielle) Wed., Oct. 9, 4:15 p.m.
Community - Budget Listening & Learning Session – Mon., Oct. 21, 6:30 - 8:30 p.m.
Community Partners: Community Partnership Team Meeting activity using the protocol - Thurs., Oct. 24
Media: follow up outreach to cover Conversations

November 2019

Nov. 1, 2019 deadline to complete Needs Assessment and turn into ODE

- Provide feedback loop - summary of input to all stakeholders in Nov./Dec. 2019, website
- Evaluate actions in Phase I and adjust for Phase II
- Needs Assessment analysis underway

PHASE II: Grant Application Development: November 2019 – February 2020

Internal Stakeholders & Actions

School Board: Update on progress at regular SB meeting – Mon., Nov. 18, 2019
Cabinet: Progress updates at weekly meetings
Staff: Staff Talk Nov. 1 & 15 –

- Leadership meetings with BEA, OSEA and ABSA - Supt., HR and T & L leaders- update
- Supt. Internal Advisory Meeting – Wed., Nov. 13

External Stakeholders & Actions

Parents/guardians: BSD Briefs e-newsletter - thanks for giving input
Community: - Chamber Board of Directors meeting- Supt. or designee seek in person update
- Update to Beaverton area legislators (David Williams)

December 2019

Needs Assessment Analysis underway

January 2020

Internal Stakeholders & Actions

School Board: Update on progress at regular SB meeting – Mon., January 21, 2019
Cabinet: Progress updates at weekly meetings
Staff: Staff Talk e-newsletter

- Leadership meetings with BEA, OSEA and ABSA - Supt., HR and T & L leaders- update
- Supt. Internal Advisory Meeting – Thurs., Jan. 9, 2020

External Stakeholders & Actions

Parents/guardians: post SSA Needs Assessment Analysis Report, Jan. 14
Community: post SSA Needs Assessment Analysis Report, Jan. 14
- Chamber Board of Directors meeting- Supt. or designee seek in person update
- Update to Beaverton area legislators (David Williams)

Three Expert Convenings: - Equity/Community-Based Organizations- Wed., Jan. 8, 2020
- Student Health & Safety- Thurs., Jan. 9, 2020
- Instructional Leaders- Tues., Jan. 14, 2020

February 2020

Internal Stakeholders & Actions

Planning Team writes Draft SIA Plan
School Board: Update on progress at regular SB meeting- Thurs., Feb. 3
Planning Team meets with **principals** to answer questions about Draft SIA Plan- Thurs., Feb. 13, Fri., Feb. 14
Planning Team meets with **Cabinet** seeking input to make adjustments to Draft SIA Plan, Feb. 24-28
BSD Staff Talk: send Draft SIA Plan and survey link seeking feedback, Feb. 2020

External Stakeholders & Actions

Multilingual Dept. hold nine focus groups and shares Draft SIA Plan, seeks input, Mon., Feb. 10
Special Education Parent Advisory Co. Meeting- share draft plan, seek input, Wed., Feb. 12
Planning Team meet with **Beaverton Black Parent Union** to share draft plan, Thurs., Feb. 6
Planning Team meet with **Beaverton Parents for Equity** to share draft plan, Thurs., Feb. 13
Student Success Act/SIA Community Forum- gather input on Draft SIA Plan, Tues., Feb. 18
Beaverton Student Advisory Co. Meeting- share draft plan, seek input, Wed. Feb. 19
Parents/Guardians: BSD Briefs e-newsletter -post Draft SIA Plan survey requesting feedback- close Feb. 21

Phase III: Board Approval and Submission of Grants

March 2020

School Board: Planning Team seeks Board Approval at School Board Meeting, Mar. 9, 2020
All Stakeholders: Share final BSD SIA Plan - March 2020

Multilingual Department

Student Success Act Community Meetings Summary

October 8, 2019

Introduction

The Multilingual Department (MLD) was tasked with organizing community meetings with our diverse families in order to gather input to inform the Student Success Act needs assessment process. The MLD developed two activities for reaching our families of diverse backgrounds. The first activity consisted of a formal presentation conducted in the native languages of the communities we serve. The presentation provided families with a background of the Student Success Act and there was space for families to share what is going well in the district as well as what needs to improve. The MLD provided childcare and transportation for families that needed it. The second activity involved MLD staff attending community events during Beaverton's Welcome Week in order to gather feedback from families with students in the district. For a detailed description of the activities, click on this link.

Outreach Efforts

The MLD used various strategies for reaching our families of diverse backgrounds. In order to accomplish the first activity outlined above, the MLD developed a robust plan for advertising our evening events. This plan is outlined below:

- MLD staff in collaboration with our district graphic designer, created flyers advertising our evening events.
- We mailed the flyers both in English and in the family language.
- We sent a robo call the night before the meeting as a reminder.
- We included in the flyer a phone number (bilingual facilitators' direct number and Lidia Krivoy as well for Spanish) in case families had questions about the meeting, comments and transportation issues. We also included in the flyer that we will offer appetizers since the meeting was taking place during dinner time; families were very appreciative for the snacks.
- We received several clarifying calls; parents wanted to know what the meeting was about. The contact number was helpful for families as they felt they had a personal connection to someone that spoke their language.
- As a result of the robo call reminder, a group of Russian and Chinese speaking parents posted the information on their social media network.
- The flyer was also posted on the MLD newsletter.
- We shared the main flyer with the city library and THPRD; they posted it at their locations.
- Lidia Krivoy took flyers to THPRD Welcoming Walk event at Greenway Park on 9/14 and to the Children's Museum Building Bridges event on 9/22; unfortunately, there was not a great venue to share the flyers but she did talk to two families from our district regarding the Student Success Act and encouraged them to enter their feedback online.
- On 9/20/19, Lidia Krivoy shared a brief presentation with Aloha-Huber Park Spanish-speaking parents and gathered their feedback.

Diverse Communities

The MLD is proud to share that the communities we reached out to were communities reflective of our student demographics. The following table shows how many people attended each of the sessions:

Community	Number of Attendees	Number of Children in Childcare
American Indian/Alaska Native	4 (plus 3 high school students)	
Korean	17	15 Vietnamese and Korean speaking children
Vietnamese	2	
Latinx	53	52 Spanish and Russian speaking children (without counting the several secondary students that attended and stayed with the adults)
Russian	15	
Arabic	12	18 Arabic and Somali speaking students
Somali	15	
Chinese	22	30 Japanese and Chinese speaking children
Japanese	23	
TOTAL	**159 Adults**	**105 Children**

Gathering Feedback

The feedback process took on several different formats as we wanted to be sensitive to the specific needs of the community. For example, our American Indian/Alaska Native parent group feedback process involved oral feedback that was then simultaneously transferred to written form on a chart paper. Our Arabic families shared their ideas out loud while our bilingual facilitator took notes on a notepad. They also wrote out some feedback in their native language. There was a combination of written and oral feedback but MLD staff was sure to capture all thoughts and ideas from every person that attended the meetings. The typed up and translated feedback from each of the groups can be found in this link organized by language/culture.
Our facilitators were asked to summarize the feedback to the one or two top priorities for their communities which can be found below. All facilitators stated that the GoogleDoc link above will provide a more thorough description of what our families of diverse backgrounds would like to see realized in the BSD Student Success Act application.

Ako Luther, Japanese Facilitator - "Parents said not all families received the flyer. Also, those who received said the flyer arrived late. They would like the notification of the meeting well in advance. They liked the meeting conducted in Japanese. Healthy lunch menu and longer lunch break."

Marina Ordina, Russian Facilitator - "Overall, the Russian speaking parents really like the meeting. Especially they enjoyed to have you (our Administrator) available to talk to them. This is very valuable to the Russian speaking community, they appreciated that their voices were heard. The format of the meeting was good. **I would like to suggest to invite administrators from the district office. they need to hear what our parents have to say.** The priority for Russian speaking parents seems to be: **The school based clubs, after school or during school hours. I would say enrichment classes extracurricular activities of any kind (Language, Math, Sports, Chess, Art, Music)**."

Soon Choi, Korean Facilitator - "The families that attended the SSA meeting appreciated that the content was delivered in their native language. However, some families said they did not receive the flyer on time (Korean meeting was held in the first week), and some parents could not understand the SchoolMessenger message clearly. I would send out the message with more detailed information next time. Quite a few parents think BSD should hire more bilingual staff. Some parents mentioned cafeteria food being an issue. They want their kids to be served with better quality and/or healthier cafeteria meals."

Sam Nguyen, Vietnamese Facilitator - "If I can do this again, probably I would like to have more time to invite the Vietnamese community to attend. The day after the event, I got quite a lot phone calls to inquire what was this meeting about, they told me the letter come on Monday, some on Tuesday (Vietnamese SSA was on Tuesday). Also the phone message was cut off that they could not understand. Since I have only one parent came but I find their opinion is very interesting, they would like the district to provide more education for parents such as workshop or seminar... to teach them how to deal with their children in a completely new environment, new culture so they in turn can help the student doing better in school."

Suleyman Noor, Somali Facilitator - “Parents liked the idea of asking their input to be part of process and recommended to meet often. The materials presented were very valuable. Parents asked such a meeting should be emphasized, so that they know which meeting to prioritize, because most of the time happen that parents receive too many of other events flyers, so they don’t want to mis the meetings that are very important like this one. Planning and scheduling a meeting process, parents recommended to propose tentative dates to meet. The top priorities for our Somali parents are: Homework help, One-on-One Help in the Classroom, and after school programs. Many parents voiced that they are **NOT able** to help their children with school assignments because of limited knowledge of English, low levels of schooling, and because they are busy desperately trying to earn a living. Also, add Somali language in the district as a recognized language for academic credit. Parents may be able to help their children if the material relates Somali languages.”

Noelia Ruiz, Spanish Facilitator - “Advertise the meeting more and through different mediums (School Messenger, flyers, etc.). Allocate more time for parents to share and write down comments. Have chromebooks available for those who would like to enter their feedback online. The process to change for next time is to have one administrator available at each meeting, if running two meetings at the same time. The collective priority from our Spanish-speaking families is small class sizes and dual language programs.”

Jianqin Zhan, Chinese Facilitator - “For the Student Success Act Parent Night, the Chinese families who attended the meeting like the format we did, especially the presentation were delivered by Chinese. They suggested that our administrators from the central office should be invited to the meeting. Most parents think our district should add Chinese as a world language option to high school.”

Amna Abaas, Arabic Facilitator - “The process went very well. Families attended felt valued and happy they were involved in this process. The attendance was not what I anticipated. I wish we had more time to contact them. And reach out to all students at schools to let them know about this event and ask them to invite their parents. The auto dialer reminder call was very short and brief . It was not clear since some got the reminder call but not the flyer in the mail so they were confused what is this all about. Some got the flyer in the mail but not the call. Mail was late and some families got it a day before the event, this is not enough time to coordinate your kids schedule for after school activity and show up for the discussion. One general feedback I received from parents that stood out: Like whats' provided by Corvallis School District - Arabic classes for native Arabic speakers either during/or after school to help them maintain their Bilingualism and wants our Districts support in this.”

General Key Concerns from Diverse Families about the Process

The MLD scheduled the evening meetings so that two language groups were happening at the same time. The administrator was sure to bounce back and forth between the two meetings to gather key feedback on the process. The following general feedback was either observed by the administrator, shared openly, one-on-one, and in writing by families relative to the process:

- It took families a while to open up and share what needed to improve in our district. There was trust building that needed to take place before families felt comfortable sharing their true feelings. This may have to do with families not having more opportunities throughout the year to engage in these types of conversations.
- Some families felt disconnected from the district. There were many decisions that were made, particularly around budget and boundaries (these were the ones that were mentioned) that impacted families where feedback was not solicited prior to decisions being made. The fact that BSD was asking for feedback this time was "strange" to some of the groups.
- ALL groups requested that their feedback be documented SEPARATELY from the general English-speaking population. They felt that if this bill was designed to benefit the diverse families, their feedback should be held to a higher standard, called out, mentioned at board meetings, and shared with all families of color.
- Some parents feel there needs to be another feedback session after all of the comments are compiled. They want input on how the priorities are decided on by the district rather than bringing them back in the spring when the plan is already done and monies are attached to the various activities. They do not trust (yet) that the people writing the application would consider their voices.
- Some groups also asked about how the district was going to use data to inform the prioritization process. How will the district know which ideas are worth the investment and what research/data will the district be using? They asked to see this data and the process for selecting the priorities.

Reflection

- The next time we engage our diverse families, the MLD strongly recommends these meetings be organized in collaboration with the Student Success Act Team and included with the other Community Conversations outreach so families see the connection to the "district." This will help with **trust** building. Cabinet could then sign up to attend several meetings, even if the meetings are not in their first language.
- The MLD would like to continue meeting with these groups throughout the year to build on the **trust** we developed in the short amount of time with the families, particularly around this topic.
- The MLD recommends the feedback from each community be highlighted during the writing process of the application and possibly shared with board members and the community. Again, this will help with **trust** building.
- Overall, this outreach gave us a general idea of what our families of diverse backgrounds need and want for their children. It was an empowering experience for all involved, especially for parents that felt safe enough to stand up and to share their thoughts. We had families that did not realize how many other families there were that spoke their language in the district so it was nice to see some of them exchanging contact information. Trust building is definitely something we can work on with our families of diverse backgrounds.

MLD Student Success Act Feedback

American Indian/Alaska NativeTitle VI - Wednesday, September 11, 2019

What is going well in Beaverton Schools?

- Access to tutorials in schools
- Keep Economics club (budget)
- Keep CTE programs; extend to middle schools
- Add more art and cultural classes to teach them who they are
- Access to tutors
- Health class that is more culturally inclusive; teaches about what we go through: diabetes
- Improve school lunch program; food should be healthier
- Have more segregated talking circles; mental health; check-ins with boys and girls; is this what you're going through?
- Why does HS2 not have access to health?
- Why were ISC kids not able to access health?
- ISC has technology devices but no funding for learning apps, only games (effective use of technology?)
- PE classes for students; active movement
- Are there apps for students to learn their tribal language?
- Meditation, stress, anxiety classes for students
- Education on nutrition/healthy lifestyles
- Bring home economics classes back
    - Teach basic living skills to students
- Invest in helping students do research on college application process
- Expand CTE programs, vocational programs
    - Autobody
    - Woodworking
    - Home economics
        - Cooking
        - Sewing
- Different ethnic groups are able to take in sugar more easily that other cultural groups.
    - Invest in research into the cultural inclusivity of the USDA food guidelines. If the sugar guidelines are set for districts, are these guidelines culturally sensitive? Do they break it down by culture?

What can we do to improve?

- Have more paraeducators helping students in school
- Teachers explaining more clearly their lessons and breaking down the information
- Better math curriculum
    - Need to break math down better for students and support families in understanding the curriculum so we don't isolate parents from their kids as they won't be able to help their kids
- Improve communication between SPED teacher/parent to give more info to parents on

how student is doing rather than once per year at IEP meeting
- Support SPED teachers when they are taking breaks so they are not overworked
- Common Core created a generational gap because it created a distance between families and kids
    - CCCS is not culturally sensitive
- Curriculum need to reflect or be more inclusive of the non-dominant narrative
- We want the truth to be told. We don't want other people telling our story
- AI/AN families still fear kids will be picked on/bullied because of who they are; safe and inclusive environments
- Have tribal languages available in schools or resources in libraries that teach about tribal languages
- Cultural
    - Language books from different native tribes
- Have language access available at the school library so children can acknowledge their native language
- Health Class
    - Separate gender so they can/could/may feel comfortable understanding what is being taught
- Proudly acknowledge diversity/cultural background throughout the school year
- College prep for juniors and seniors
    - College info
    - Financial aid
    - Scholarship aid
    - ACT/SAT prep
    - Renting calculators
- Bring up Native/U.S. history
    - No cultural shaming
- Students with disabilities
    - Importance on keeping the same IEP calendar
        - Why? Students to gain trust; comfortable in their school environment knowing BSD is doing their best assisting students in need
- Teachers should get a pay raise and everybody that works at BSD (BSD student)

September 27, 2019 - Korean

What is going well in Beaverton schools?

- Safety education
- Many physical movement opportunities (i.e. running)
- Teacher/Student ratio in elementary has been improved, from 30 to 22
- Reading is emphasized in elementary schools
- Music, PE, Tech classes are well maintained even though there is not enough funding
- Providing Chromebook to use
- School bus system
- Bilingual Facilitator's support
- Translation services are available (There are districts where does not have translation services.)
- ELD teachers understand other cultures very well and are kind
- District has ESL Program
- Utilizing Chromebooks for each person
- Bilingual staff (Korean) is available at any time when I need help
- Differentiated academic level i.e. Summa Program
  (Opportunity is provided for the students who are eligible.)
  Emergency response system. District and schools notify the parents during emergency situation very well
- As soon as I registered my child, ELD test was given to my child by a Korean speaking staff
- School bus system
- Interpretation services
- School Bus
- ELD class
- In Cear Mill, my child was placed in a class with a student who already experienced transition, and it was very helpful for my child to adjust in a new environment.
- This kind of meeting, where we are able to express our concerns in our native languages
- It is convenient to have a Korean speaking staff
- Teachers who do not discriminate
- Each school has ESL program
- School bus
- This type of meeting. Everything was explained in Korean to hear the parents' opinion.
- All middle and high school students have their own Chromebook during the school year.
- Every school has ESL classes.
- There are different language Bilingual staff (including Korean) in the district.
- Translation/interpretation services

- Online enrollment
- Evaluation for ESL before school starts
- Focus on safety in schools
- Communication with families (email, phone calls)
- Reading instruction

질문 1: 저희 교육구에서 잘 하고 있는 것은 무엇인가요? (# 언급된 횟수)

- 안전교육 (#2)
- 아이들 체력 증진 (running)
- 교사/학생 비율
- 초등학교에서 읽기 교육 (#2)
- 인구 증가를 반영해 새 학교 신설
- 음악, 체육, 테크놀로지 학습
- 크롬북 공급과 이용 (#3)
- 스쿨버스 운용 (#4)
- 이중언어 직원의 지원 (#4)
- 통역서비스 (#3)
- ELD 교사들의 다문화에 대한 이해
- ELD 프로그램 (#6)
- ESL 평가
- Summa 프로그램 등 능력별 학습
- 긴급 사항 알림 (#2)
- 같은 문화를 이해하는 학생을 배려한 학급 배치
- 한국어로 된 미팅 (#2)
- 차별없는 교사
- 온라인 등록

What can we do to improve?

- Broader English Learning opportunity
  Even though my child was not eligible for ESL program, I feel that my child needs more language support as I am not a native speaker. I wish there could be more support for my non-native speaking child in reading and math.
- I wish the school cafeteria food quality and variety could be improved.
- Classroom size-There are too many children in one class (27-30 per class)

- Lunch time is too short and my child comes home without finishing lunch.
- Have teachers who teach special classes need better qualification (i.e. Spanish and music).
- I wish art literacy would be taught by teachers instead of parent volunteers.
- Healthier hot lunch menu
- Same/similar curriculum across the classroom in the same grade
- Not enough explanation or information about extracurricular activities (i.e. orchestra) or test dates (math/reading test)
- Longer lunch time
- Writing tutor program for students who are not eligible for ESL
- Is there any way for my child to not shy/ashamed about her/his Korean name in elementary school?
- Class size-There are over 40 students in one class in Cedar Park
- There is too big discrepancy in academic skills in class-teacher can't teach effectively
- Bonny Slope-No Spanish or science instruction
- Cafeteria lunch food quality is very poor-It is almost junk food.
- Lunch line is very long na kids can not finish lunch during lunch time.
- Need writing tutors
- Cafeteria facility and food quality needs to be improved.
- More English instruction/program after school for students who do not have enough English skills
- There is no after school program
- ELD summer school is too short.
- I can not help with my child's homework. The classroom teacher only checks if the homework is done or not, the quality of homework needs to be addressed.
- A part time helper who helps with homework at the library.
- Interpreter for Korean is only one person in the district. She knows my family very well but during my child's PTC, an outside agency interpreter came. I wish more district Korean interpreters are hired.
- Too large class sizes
- I wish Korean is adopted as a foreign language.
- I wish the district hires more bilingual (Korean) staff.
- I wish more enrichment classes like music and art are taught by licensed teachers instead of volunteers.
- More frequent 'College Nights' explaining about college entrance process
- Rely on electronic devices too much
- Not enough information about each subject curriculum
- I think the math curriculum AGS 1,2,3 is not very efficient. As a parent, I don't have any clue what my child is learning,
- Passing time in high school is too short. Students do not have time to go to the restroom. If you go to the restroom during the class, the student misses some parts of instruction.
- My child is very small, and his hard copy textbooks and Chromebook together are very heavy.
- Main entrance security in high schools

- South Korea is not included in Passport Club(geography learning activity) in elementary schools.
- Communication with ESL program-more specific academic goals, frequent communication with parents
- Not enough after school program. I wish there could be more after school class options
- Cafeteria lunch quality- need more variety in the food
- Korean speaking staff-So we can ask questions and share concerns about interpretation or report cards.
- Hire more Art and PE teachers
- More after school program options
- ESL class for parents
- Hire more Korean speaking bilingual staff
- Healthier cafeteria food, more ethnic foods
- More written translation services
- After school ESL class for students
- After school activities
- Hire more Korean speaking staff
- Multicultural activities-My child should experience/learn more of other cultures
- Longer ESL hours
- After school ESL program
- More district staff who can speak Korean
- I wish ESL provided after school so my child does not miss any mainstream class instruction
- School bus zone to within 1 mile instead of 1.5 miles in middle school
- US public education system and college entrance process explanation in different languages
- Too large class sizes
- Too many kids in one class in kindergarten
- Reduce class size--I wish my child has more chance to engage with the teacher.
- Korean as a foreign language (In Oregon, there is no school that provides Korean as a foreign language. Washington state has a few schools.)
- Credit base Korean language class
- Various after school class options (i.e. Music, Foreign Languages, Science Projects, Field trips)
- Longer PTC time
- No frozen food in cafeteria lunch, quality food
- More than 20 minutes for lunch time
- Counselor in each school
- College entrance information event in Korean--more detailed information and more frequently
- Longer ESL class time (30 minutes instruction is too short) & ESL class for parents
- More Korean books in the library
- I do not know what my child is learning because there is no textbooks
- Professional level art teachers
- Homework club

- Writing instruction for non-ESL students

질문 2: 어떤 영역/프로그램/서비스에 개선이 필요한가요? (# 언급된 횟수)

- ELD 프로그램을 종료하거나 ELD 프로그램에 해당되지 않는 학생들을 위한 영어 교육 시스템 확대 (#3)
- 영어 능력 부족 학생을 위한 방과 후 ESL 프로그램 (#3)
- 학교 급식의 종류와 질 개선 (#6)
- 학급 인원수 (#6)
- 지나치게 짧은 점심 시간 (#4)
- 특별활동 교사 유치 (스페니쉬, 음악) (#2)
- Art Literacy 가 자원봉사자가 아닌 정규 교사에 의해 운영되기 희망
- 학급별 진도 맞추기
- 각종 정보에 대한 설명 불충분 (방과후 프로그램, 시험, 독서 그룹 등)
- 자신의 문화를 자랑스러워 할 수 있는 환경 조성 (#2)
- 노후된 학교 시설 보수 (#2)
- 다양한 방과 후 프로그램 예를 들면 음악, 외국어, 과학실험, 체험학습 (#6)
- ESL 여름 학교
- 방과 후 숙제를 도와 줄 수 있는 프로그램
- 한국어 이중언어 직원 증원 (#7)
- 제2 외국어로 한국어 채택, 정규 학점으로 인정 (#3)
- 미술, 음악, 체육 교육 (#2)
- 지나치게 많은 테크놀로지(크롬북) 사용
- 교과 과정에 대한 정보 전달
- 수학 교육 (AGS 1,2,3) 비효율적이라 생각
- 짧은 수업 이동 시간
- 무거운 가방을 해소시킬 수 있는 방안
- 학교 입구 안전 강화
- 초등학교 Passport Club에 한국이 포함 안 되어 있음
- 능력별로 세분화된 ELD 프로그램 (#2)
- ELD 프로그램에 관해 학부모에게 정보 전달
- 학부모를 위한 ESL 프로그램

- 도서관에 이중언어 서적
- 번역 서비스
- 다문화 이해 프로그램
- ELD 수업 연장
- 방과 후 ESL 프로그램
- 스쿨버스 이용 대상 지역 확대
- 모국어로 대학 입시 프로그램 설명회
- 학부모 면담 시간 연장
- 매 학교 마다 상담교사

September 27, 2019 - Vietnamese

What is going well in Beaverton schools?

- School bus
- Letters to home in Vietnamese
- Multilingual Department and Vietnamese counselor

Những điều gì khu học chánh Beaverton đang làm rất tốt?

- Xe buýt đưa đón học sinh
- Giấy tờ gởi về nhà bằng tiếng Việt
- Văn phòng đa ngôn ngữ và cố vấn người Việt

What can we do to improve?

- More after class activities
- Smaller class size, for example less than 20 students per class
- Having workshop for parents about adapting to the new culture so they can apply to their own child's teaching

---

Những điều gì cần phải làm tốt hơn?

- Thêm nhiều hoạt động sau giờ học
- Giảm tỷ số học sinh trong lớp, ví dụ như: nên ít hơn 20 học sinh cho mỗi lớp
- Có thêm nhiều lớp học kiến thức cho phụ huynh cách hội nhập với văn hoá mới để họ có thể áp dụng/dạy dỗ lại cho chính con em mình

Spanish Team - September 18, 2019

What is going well in Beaverton schools?

- I am satisfied with the importance and emphasis they give in the development of readings/lessons
- I cannot give much opinion because I have been here for three years and I feel dissatisfied with a very "light" education in writing and math.
- There have been many problems of violence within my children's classroom without teachers being able to do much due to issues of "laws" of protection towards children.
- The teachers are good but the number of students is excessive and more houses are still being built.
- I must recognize the district's effort to include a diverse community
- It's great having meetings like this where our voice can be heard
- Thank you for making us more open to technology and its good use
- The communication
- Safety
- Decrease the number of students in the classroom
- Education and staff is good
- Public transportation is very good
- Teachers have good rapport with children who need them
- AVID Program
- Diversity, Disabled, Bilingual, Foster care services
- Continue improvement plan
- General functioning
- That we have completed a full week of classes
- Evaluation of current mathematics to levels
- Security
- Let more parents who can go to school to talk to students as they are not allowed anymore
- Fix the bathroom toilets that make a lot of noise; many children do not often go to the bathroom because of this
- The activities
- The activities
- The safety
- I like the bilingual program
- I would like to improve the menu
- Add more sports because there are schools that don't have any
- Train the teachers and others to help out more at all of the schools
- Wednesday is now full day
- What is studied during the week
- The bilingual program
- Bus safety
- Food

- There are very good teachers and at Aloha Huber Park
- We have the honor of having Mrs. Carmen who helps us a lot in the office
- Communication between school and parents
- The transportation
- Have activities after school like dance, or other activities that benefit students
- Improvement of obesity epidemic
- Improve the hygenic conditions; some children home with lice and infect others
- The effort teachers are making in having more communication with us, such as Parent View, SeeSaw, and DreamBox applications
- Communication between parents and teachers through technology is effective
- New ideas incorporated into the system to have more contact with and share information between teachers and parents.
    - This helps us to keep up with and support our children with assignments and projects
- Meetings like these
- The effort that teachers are making so that children are learning each day
- More communication from teachers and parents
- Better understanding of teachers towards students
- More organization in the classrooms
- Less children per classroom; more aides
- More funds for sports/after-school programs
- Transportation
- Nutrition that is more fresh
- Transport
- Extracurricular support
- Communication by the school
- I like my children's school because they receive the necessary teaching and are assigned homework
- I also like the school because the personnel that receive us are very kind
- Extracurricular support
- Transportation is fine
- Class support
- Transportation
- Nutrition
- Extra support classes for students who need to improve
- The AVID Program
- In the case of my daughter's school, I consider that the bilingual program working
- Motivation
- Reduction of children in classrooms
- The AVID Program
- School lunch
- Transportation
- Sexton Mountain, the school my children attend, has a good level of education
- Communication between teachers and parents
- School transportation is very good
- The hygiene and cleanliness is very good

- Attention and transfer in didactic programs with advanced classes
- Extra school support and attention in sports and advanced students
- Opportunities to take advanced classes at the high school level
- Communication between parents and office
- The child is accommodated in an appropriate academic place where it does not harm their growth
- I think that it is improving programs more like in Barnes that Kindergarden give classes 80% in Spanish and 20% in English
- That in the Five Oaks school, they have improved the building of the school.
- That this year many clubs are going to be implemented
- Safety and support with students personally with my children
- At McKinley, the school safety and security is functioning the way a school should
- In other schools in the district, more attention should be paid to safety, security and sociology for the mental health of our youngsters
- We would like to see an improvement in the nutrition
- A bus route was removed that was available last year
- There used to be Spanish classes at Elmonica, and this year they are not available

What can we do to improve?

- Decrease the number of students in the classroom and increase the number of teachers
- Funds for musical instruments
- Have Spanish classes from kindergarten as part of the curriculum (in the school that my children have been for three years, there was a Spanish teacher. The next year the principal eliminated this position)
- Provide better and constant psychological support or counseling or social services. both students and parents know that there is a counselor service in schools, but the presence of children with problems is more frequent and the presence of the psychologist is scarce because s/he has to go to other schools
- Spanish psychologists in schools
- Drug use prevention programs (NIDA has these programs) from primary
- Improvement in academic programs (math) are very focused on reading but had left behind emphasis on mathematics (scientific-mathematical thinking)
- Regulate supports for children whose families both parents work and do not speak English
- Being in such a multicultural country and district, I would like that children were more exposed to historical knowledge of other cultures; maybe make a program or a class that was of world history from an early age (in primary/elementary)
- Have a permanent nurse
- Do not mix children with poor control or what they call "functional autism" with a "normal" group since these children do not allow the rest of the children to advance their learning and allow teachers to comply with the Common Core curriculum.
- Evaluation in the performance of directors (principals)
- Improve access to optional schools since I have noticed only a few with relationships they can get into
- Include everyone in PTO without making separate groups for cultures as this creates an environment of non-inclusion and not everyone is on the same page

- Be sure that those who are supervising students are actually doing so, rather than using working hours as personal time
- Increase aides in the classrooms or add teachers so that the classes become smaller
- Do not assign class lists randomly to reduce the amount of time the teacher has to spend at the beginning of class reteaching previous skills, and can focus on the specific class' needs
- In special education, more needs to be done so that services are provided at an earlier age and training for teachers and staff, in general, and the ability to administer medications rectally, for example
- Professional ethics by all staff
- Nutrition that is healthier at breakfast or lunch and not only with cheese or pizza; plus vegetables; variety of foods
- More after school activities
- More opportunities to volunteer
- In bilingual schools, teachers must speak and write Spanish well
- Aides on the school bus
- District support for parents who want or have initiatives; to have more resources
- Bilingual teachers with at least 90% proficiency for better language instruction
- Social development programs
- When sending a flyer, please add the city and zip code because the GPS gave me two different addresses
- Begin a program where children have personalized tutoring in the areas of math, English, and reading
- Having more sports programs that students like to find them to know what they need to talk more about
- More funds for sports
- More bilingual teachers
- Train children about bullying
- More teachers
- After school activities
- Medical services
- Security
- Teacher background and psychological check
- Healthier and varied food in the cafeteria
- More options for children with allergies
- Pay more attention to bullying
- Train, re-train bus drivers regularly
- Arts or dance clubs
- Would like more information on
    - How instructional time is used
    - Health and security
    - What students are learning
- Socially inclusive education
- Although I like this evaluation process, I am a little worried about how they will work

with the groups
- Another concern is the cutting of teachers
- More trained bilingual teachers
- Promote financial aid for sports for high school students
- Social programs after school
- The health class should be supervised, especially when speaking of sexuality in young people
- Add more tutoring programs in the school so that the students who need help can get it in reading, writing, and math. In the school that my child goes there is not much help for her and I am no longer able to assist her
- More programs
- More extra help
- Classes for students who need more homework help
- Listen more to children when they complain/have concerns
- After school programs
    - Cooking
    - Drama
    - Music
- After school programs
    - Cooking
    - Drama
    - Music
- Find more teachers and more personnel for all school positions
- A schedule that is 30 minutes earlier
- Have more control over children because not everyone can defend themselves against others who misbehave
- We need more security
- Personnel to have more control
- Keep the bathrooms a little cleaner
- The bullying
- It's important to have bilingual teachers
- More teachers to be with children in each class so that teachers can help children to learn more
- That there is no difference in the free/immigrant services compared to regular services
    - Food
    - Buses
- Additional safety measures
- Useful school supplies
- Have an after school program that might include
    - Gymnastics
    - Swimming
- More counselors so that they can pay more attention to bullying problems
- Fewer students in the classrooms
- Have more grades at school
- More personnel

- Better communication
- More bilingual teachers
- Have better security in schools
- More teachers so that there are fewer students per classroom
- improve student transport home
- Support music programs, etc.
- Tutors to help students in their subjects
- Improve food
- Bilingual programs
- I would like to suggest that you find more teachers
- Send food that is more healthy and safe
- Homework assistance when students don't understand
- English classes for parents
- After school activities
    - Sports
    - Crafts
    - DanceLessons
- Healthy and nutritious meals
- Prepared Nurses
- School Safety
- Dance Club (Primary) and Ballet Folklorico
- Fewer students in each classroom
- Invest more in children's food
- Have after school programs for students slow in learning
- Have help for parents regarding language
    - English classes
- Self-improvement classes
- Physical and mental health activities for primary students because they are motivated by it
- Dance and music classes; my daughter does not attend because it is expensive to attend but she would participate
- Of course, safety is very important for our children; bullying is a problem nationwide
- To have more teachers and assistants to make the number of students smaller
- More attention to children who have problems with bullying as much as those who are bullied
- More security in all schools
- Nutrition
- Social and mental support for students
- More funds for after school
- More support for music and musical instruments
- Classes for parents of pre-K students
    - English
    - GED
    - Computers
- Assistants for teachers
- More attention for children with problems

- More security in schools
- Healthier food
- Fewer students per classroom
- Maybe more teachers or assistants
- More attention to children who have mental health problems
- Attention to problematic children
- More/better bullying prevention programs
- More security in schools (police presence)
- Healthier food
- After school activities
- More funding for sports
- More funding for musical instruments
- Nurses on site/in schools
- More information about drugs in schools
- More bilingual teachers
- More teachers/less children per class
    - More teachers/assistants per classroom so that children have more support to learn
- Improve the school menu
- Cleanliness in schools and restrooms
- More communication with parents by text or email regarding conferences, classes, etc.
- More support/attention for children who are bullies as well as who are victims
- More security/police
- Better food
- Social support, mental support, teacher training
- Less children in classes
- Programs for parents in English, GED, computers, etc...
- Educate parents about children with special needs
- Extra support classes
- Improve more with bullying
- More sports
- More security
- More bilingual teachers
- More help to have smaller classes
- Bullying
- More help for children with special needs
- More funds for sports
- More musical instruments
- Bilingual programs
- Nurses at school
- Change the menu in schools
- Deep cleaning in the bathrooms
- Work more on paper and less on electronic devices
- More bilingual teachers
- I would like to see an increase in transportation in some areas for our children,

especially in the winter and at the crossroads, some students walk between 25-30 minutes
- More security for our children due to all the attacks that have been happening
- I would also like to suggest a good security camera on the buses because I had a bad experience where a driver was very, very desperate when the children got off; my daughter was traumatized
- Improve the bullying policy
- The help (classroom assistance) should be consistent among teachers in the same classroom
- Funds for sports and music
- Mandatory cleaning in the bathrooms
- Do not allow electronic smoking (vaping)
- Nurses in schools
- School nutrition
- More bilingual teachers
- Keep using security so students don't drop out of high school
- Take students' suggestions for changes
- Funds for sports
- Funds for musical instruments
- Compulsorily clean bathrooms
- More classrooms, smaller groups, to provide more attention
- Implement a safer program for the protection of our children within the class
- Bullying
- Do not allow smoking
- Discover students' ideas for changes
- Invest more culturally, like in instruments
- Bilingual programs for diverse adult needs
- Improve the menu
- Having more economic funds for sports but especially soccer; sports deserve funding and it is better to have our children occupied.
- Have more bilingual teachers, secretaries and other personnel
- Have English classes for parents
- Group programs (less children)
- Conferences for parents (to increase interest from parents)
- Computer system
- Invest more in advanced and less advanced children (have programs for each student according to their needs)
- Create programs or clubs where students can learn more about culture, health or reducing anxiety and depression
- Decrease the number of students in classrooms urgently
- Design programs for children (since children learn differently visually, manually, etc.)
- English courses (orientations) for parents
- More funds to sports especially soccer
- More funds for instruments since schools don't have them
- Increase security
- Urgently need nurses in each school each day, since every day there are sick/injured

students
- More teachers who speak Spanish
- Psychologists who speak Spanish to keep in touch with their children
- Motivation for students
- Courses for children after school in reducing stress and depression; this is a very important topic today
- More material in Spanish to learn the language appropriately since the investment is a lot (books, research, films, etc.)
- Investment in instruments such as the accordion
- More help and investment to students from Foster Homes. They are, at times, not only alone but also without love, they deserve, at least, a good education.
- Staff training for children with special needs
- Give classes for parents in English
- Give classes to children about computers
- Decrease students in classrooms
- Increase bilingual teachers
- Motivation for children
- More sports funds
- Increase safety in schools
- Psychologists who speak Spanish
- After school courses
- More funds for instruments in schools
- More funds for children from foster homes
- Provide Spanish immersion in all schools
- Reduce the number of students per teacher. At the moment, the number of students is very high (25+ per teacher)
- More classes in English
- Make a change in food (beans, tortillas, tamales)
- Classes for parents in English and technology
- Money for internet in class so children can participate
- More security for students after school
- More bilingual teachers
- Bilingual program
- Music
- There must be a department or staff that serves and directs "new" or "Latino" parents in schools
- There must be academic programs in Spanish that become/transition into bilingual education
- Greater and better methodology by instructors for the learning process
- Class size must be smaller per room
- That there is a bilingual program for parents (English)
- Personalized attention that is not limited to web platforms and other technological means
- Train instructors in first aid along with the nursing staff
- ESOL teachers must be bilingual
- Social inclusion program (training parents, teachers, and educational community in

general) on students with disabilities
- With the bilingual and equal program for all
- Nutrition
- Safety
- Great support with parents of special students
- Improvement in bilingual programs
- Smaller class sizes
- More investment in advanced programs and as parents we must get involved
- Create more K-12 bilingual schools
- Smaller classes K-12
- Bilingual and bicultural teachers
- Existence of programs in drama, choir, band, are that involve the culture of the children or that the teachers are native (bicultural)
- Involve parents in school discussions that apply and affect their children's apprehension
- Reduce the groups of children in the classes
- Equality for all
- K-12 bilingual schools for all children
- Support academics all equally
- Offer standard classes for everything without being raffled
- Offer opportunities for sports programs
- Offer after school programs
- Music
- Help children emotional
- Help children with different needs
- I would like the children's groups to be smaller than there would be more teachers to help the children more
- That there be more bilingual schools
- That there was a nurse to care for the children
- Improve the menu
- I would personally like it if they could have put parents to help with communication and English classes.
- More control in the school
- More activities for children who attend
- More toilets for the students
- Tutoring for girls and reinforcing math and reading
- In some areas we need transportation that the district won't authorize, the truth is that if we need it
- Have therapy at the school
- Have more training for bus drivers
- Please have more bilingual schools
- English and computing classes for the parents
- Improve bus service; reduce miles
- Sports improvement
- More bilingual personnel to be able to communicate better with parents
- After school activity programs
- Computer programs and English
- They should have educational programs for parents and support them as well.
- Health program
- Set healthier school food menu

- Assess students for mental health concerns
- Have more educational staff
- More teachers
- The district should have social workers to visit the homes of children with conduct problems
- In the instructional time, I think it would be a good idea if classrooms didn't have so many children so ours would have more opportunity to meet each of their students
- Health and safety so far it seems to be working but it would be a good idea to implement more security options
- Students must be able to carry their backpacks
- Regarding health, I think there is a lot to do for those with problems with autism, bipolarity, etc.
- Missing more specialists in schools who know how to help these children to have a more normal life.
- Have therapies at school and have other children participate so that they understand children with these problems
- It would definitely be great if in the school where my children attend (McKinley) have more curricular support and interpersonal development activities after school
- Other schools offer classes in singing, dancing, etc., but there is not in the school of my children.
- Regarding food, I think they should also have better options for children, with good foods for their development: fruits, vegetables, proteins, and dairy products
- Also, improved options for children who do not have food restrictions
- The security in the schools
- Be sure that the teachers are certificated
- More help for special needs students
- The menu in the school needs to change
- Do not overfill the buses so much that students are standing
- Reserve seats for students with disabilities
- Extra teacher’s assistants in classes with many students
- Return bilingual specials or add SCC in bilingual school
- Train parents to be more sensitive and to support families of students with special needs
- More care and attention to nutrition
- More bilingual programs
- More physical activities
- More time and attention spent on school security

September 18, 2019 - Russian

What is going well in Beaverton schools?

- Strong academics
- Children can take classes according to their levels
- Outdoor school
- Amazing ESL classes
- Communication via email system
- Teachers support ESL kids
- Academic level in English and Math is strong
- Technical support and Technology equipment
- ESL classes, communication and relationship between teachers and students
- Expositions and interesting projects
- English learners adjust to the school culture really well with great emotional support from the teachers
- ELL Program
- Nice and kind teachers
- A lot of time for playing outside (Elementary schools)
- Communication with teachers
- Outdoor schools in middle schools
- Time spent in school (schedules and variety of activities)
- Good communication with parents. The system seems to be in place
- Well organized transportation to school and back (school buses)
- I like that the teachers use smart phone Apps for communication with the families
- Communication with families
- Transportation
- Relationship between students and teachers
- Provided learning materials
- Very comfortable, cosy and home-like school environment. I have a feeling that I am always welcomed there.
- As a parent of a child with autism, I am very happy and satisfied with the inclusive education in the district. Individual approach to children, great teachers in Special education classes.
- There is a wonderful Language Center (MLD) in our district, the staff of the Center helps children and parents to adjust to new schools.
- Great communication with teachers.
- Help and support from the Russian speaking assistant.
- Safe schools
- Summer school
- Great communication through ParentVue
- We are satisfied with everything, there are more extra curricular activities lately.
- Safety of the students
- Friendly school personnel.
- Providing of interpreters

Что проходит успешно в школах города Бивертон?

- Хорошая академическая подготовка
- Дети имеют возможность заниматься в классах соответствующих их уровню знаний
- Выездные на природу школы
- Прекрасные уроки ESL
- Общение с родителями по Электронной почте
- Учителя поддерживают и помогают детям ELL
- Высокий уровень подготовки по английскому и математике
- Техническое оснащение и поддержка
- Уроки по ESL, общение между учителями и учениками
- Интересные проекты и выставки EXPO
- Эмоциональная адаптация детей, изучающих английский язык
- Программа ELL
- Доброе отношение учителей
- Много времени на свежем воздухе (начальные школы)
- Коммуникация с учителями
- Выездная школа в Средней школе (Middle)
- Расписание занятий и организация времени в школе
- Налажена система коммуникации с родителями, ощущение порядка в системе
- Хорошо организована перевозка детей на школьном автобусе
- Мне нравится приложение для смартфонов для коммуникации с учителем
- Связь с семьями
- Предоставление транспорта
- Общение учителя и учеников
- Обеспечение учебными материалами
- В школе уютно и по-домашнему и чувствуешь, что тебя там ждут
- Как родитель ребенка с аутизмом, я очень довольна инклюзивным образованием в школьном округе. Мне нравится индивидуальный подход к детям, прекрасные педагоги в классах для детей с аутизмом.
- В округе имеется прекрасный языковой центр, его сотрудники помогают детям и родителям адаптироваться к школе
- Хорошая коммуникация с учителями на ParentVue
- Помощь и поддержка со стороны русскоговорящего помощника
- Безопасность в школах
- Летняя школа
- Общение через ParentVue
- Всё устраивает. За последние годы увеличилось количество дополнительных мероприятий.
- Безопасность учащихся
- Дружелюбное отношение работников школы к ученикам.
- Предоставление переводчиков

What can we do to improve?

- College orientation for high school students: Counselors couldn't correctly advise on the process of applying for FAFSA for students, who are naturalized citizens. We had to navigate around this process ourselves.
- More rigorous Math curriculum in Elementary schools
- More bilingual teachers
- More Foreing languages, including Russian.
- After school athletic classes and clubs at the Elementary and Middle school levels (volleyball, basketball, tennis, etc.)
- More homework with teacher's follow up
- More adult supervision and control in class and outside of classrooms
- More programs and clubs for raising well rounded children.
- We would like to have a club for the Russian speaking students and parents to socialize.
- Smaller class sizes
- We want **all** the teachers to use Canvas for homework and other assignments.
- ESL classes for parents
- More Technology classes.
- Russian clubs, clubs to learn different languages
- Additional Foreign language
- More bilingual teachers
- Smaller class sizes
- Healthy lunches, more Nutritious food
- More opportunities for opening different clubs (music, sports, math, science).
- "Interschool Academic skills Olympics" (similar to Battle of the Books)
- Summer camps, outdoor camping, visiting museums, historic places as well as other cities.
- Preschool in every Elementary school
- It is important to open up preschool classes in every high school, where the older students can teach little ones. They teach in any language, including Russian.
- Additional clubs for children (Art, Sports, chess etc.)
- Decrease the number of students in class
- Teach Russian as a foreign language.
- Have more classroom with Natural (Day) light.
- More hours to teach core subjects (math, language)
- Learning foreign (second) language has to be mandatory.
- Improve quality of food, more nutritious food, without pizza and chips. More organic food.
- After school sports clubs
- Decrease class size
- Additional afterschool clubs (Math, Music, Art etc.)
- Teaching Russian language to Russian speaking children.
- Teach English as a second language to adults (if possible, educating children is still a priority)
- More programs to support TAG students

- Hot lunches in all school cafeterias
- Add Russian language as option language
- Variety of after school programs (free) Chess club, drawing classes, math, any team sports
- Offering an after school child care until 6:00 p.m. - free of charge
- More healthy and balanced food, more variety, hot lunch
- Add Preschool as an option
- Any foreign language - as a must in elementary school
- Homework in every class (we do not have homework in 2nd grade)
- More Field trips
- More clubs, based on the students' choices (Chess, dance, sports)
- Teach more Foreign languages (Spanish, Japanese, Chineese etc.)
- More instructional time in Math, English, Art, Science)
- Healthy food
- More choices for IB, AP and College level classes.
- Field trips to different factories, plants, banks, post offices and other places.
- Add more variety of classes Chemistry in Middle school
- Art, Music in Elementary
- Russian language as a choice in **ISB**
- Add more PE time
- Organize Math skills competition in every school
- Add Options schools at Elementary level (LANGUAGE learning schools)
- Personal Finance Classes
- Balanced healthy lunches with more choices
- Decreasing class size
- Dance and Music classes
- More Art classes
- Personal Finance classes in High school
- Russian Language classes (at least as a choice in ISB school)
- More Healthy HOT food lunches (like Chipotle)
- Self management trainings for High school students. More help and support from Counselors during the college searching / applying time.
- Mental health classes and help to high school students going through stressful time.

In Russian

What can we do to improve?

Что необходимо улучшить в школьном округе Бивертон (пожелания русскоговорящего сообщества)

- Изучение в школах русского языка как иностранного. Преподавание русского языка русскоговорящим детям. **(X12)**
- Кружки по интересам, бесплатные дополнительные занятия (Математика, иностранные языки, рисование, музыка, шахматы), спортивные секции (теннис, волейбол, баскетбол), и прочие внеклассные общеразвивающие

программы и занятия после уроков или во время учебного дня **(X12)**

- Правильное сбалансированное питание, больше разнообразных здоровых продуктов. Больше включать органические продукты **(X8)**
- Обязательное изучение иностранных языков (Китайский, Японский, Русский) начиная в младших классах **(X8)**.
- Сократить количество учащихся в классах **(X5)**
- Открыть дошкольный классы во всех начальных школах **(X4)**
- Уроки английского языка для родителей /взрослых **(X3)**
- В старших классах ввести предмет по обучению финансовой грамоте и финансовому планированию **(X3**)
- Во время планирования и подачи заявления FAFSA (заявление на финансовую помощь) оказывать дополнительную помощь 12-ти классникам, из семей иммигрантов **(X3)**
- Направлять и обучать старшеклассников во время процесса поисков колледжа. Оказание моральной, эмоциональной и психологической поддержки выпускникам со стороны консультантов (кураторов) **(X3)**
- Больше двуязычных учителей **(X3)**
- Проведение школьных и межшкольных олимпиад, конкурсов по математике и языку и т.п. **(X3)**
- Больше экскурсий и поездок на фабрики, заводы, банки, почтовые отделения и прочие учреждения. Посещение музеев, исторических мест **(X3)**
- Организация Летних школ и лагерей с выездом на природу. Посещение музеев, исторических мест и других городов **(X2)**.
- Увеличить количество домашних заданий по всем предметам в начальных классах **(X2)**
- Клуб для русскоговорящих родителей и учащихся для общения **(X2)**
- В каждой старшей школе нужно открыть класс для дошкольников, где старшеклассники будут обучать дошкольников на разных языках, включая русский **(X2)**
- Хотелось, чтобы **все** учителя выкладывали домашние и классные задания в Canvas **(X2)**
- Больше дневного света в классах **(X2)**.
- Больше уроков по технологии, компьютерные классы.
- Организовать программы по выбору на уровне начальной школы (по изучению ЯЗЫКОВ)
- Нужна более сложная программа по математике в начальных классах
- Добавить количество часов для обучения основным предметам (математика, язык, естественные науки)
- Больше программ для поддержки талантливых и одарённых детей TAG
- Разнообразие дисциплин уровня колледжа, IB и AP.
- Изучение химии в средних классах (Middle)
- Больше уроков физкультуры
- Больше уроков по Художественному образованию

September 20, 2019 - Aloha-Huber Park - Spanish

What is going well in Beaverton schools?

- This meeting for Hispanic/Spanish speaking parents
- The bilingual program
- The dual immersion schools
- We need the district to be completely bilingual K-12
- The security
- School security is improving
- The teachers dedicate much of their time to their students
- The food in the cafeteria can be combined to create a better meal
- Great organization of personnel
- Very efficient secretaries in school
- Personnel exceeds expectations
- Everything is very good
- The parent meetings to determine what is needed in our children's schools

What can we do to improve?

- Better playgrounds/recreation areas
- Better food
- A nurse in each school
- Better security
- More personnel to assist with college application
- More sports
- More access to programs for sports and equipment
- More teachers or less students per class
- Replace the steel and wood that is on the current playgrounds with the material that is being used in newer parks
- A nurse at each school
- Better nutrition for school lunches
- Better playgrounds by removing the wood chips and adding rubber instead
- After school activities (like sports, dance, music, etc.) because students love these classes in other places/schools
- Make the food better; not so many starches
- Better security in the schools
- More teachers so the class sizes are smaller
- Nurses for each school
- More personnel in the classroom to assist with students and those who need special assistance
- Sports programs
- Dance programs
- Homework assistance after school
- Smaller class sizes
- Meetings to share information with teachers and other parents

- Opportunities for parents to be more involved at their children's schools
- Teachers with more capacity for tolerance with students
- More counselors in the schools
- After school activities
- Homework
- Sports
- Various activities that students can get involved in
- More activities after class
- More security for the classroom
- More teachers and less students per class
- More access to sports
- More help by teacher's assistants during classes like math, specials, science, etc.

September 24, 2019 - Arabic

What is going well in Beaverton schools?

- Students new to USA schools likes to go to school
- Good size classes
- Wonderful and inclusive teachers to my kids
- Everything in school is going according to schedule, Any special teaching plans they do it carefully and I appreciate their efforts
- School is excellent
- Great that we received a lot of attention and care. School are understanding that we came from a bilingual culture. We loved the support
- My kids got mixed very well with other kids here in the USA

؟ ما الذي يجري وبشكل جيد في مدارس منطقة بيفرتون التعليمية

- الطلاب جدد في أمريكا ويحبون مدارسهم وهذا إنجاز عظيم
- حجم الصفوف مناسب
- المعلمين رائعين وتم احتواء أطفالي
- كل شيء يجري بنسق جيد وخطة مدروسة وانا ممتن لما تقومون به من مجهودات
- المدرسة ممتازة
- عظيم أننا حضينا على الكثير من الرعاية والاهتمام. المدرسة لديها تفهم من أننا أتينا من ثقافة ثنائية اللغة. الوضع تمام وحضينا على الكثير من الحرص والاهتمام مع مراعاة اختلاف اللغة. لقد أحببنا الدعم
- اختلط أطفالي جيداً مع الأطفال الآخرين هنا في الولايات المتحدة الأمريكية

What can we do to improve?

- More prizes each term with some criteria for the prize to motivate the kids at school to work harder: Like you have prize for the best teachers ,best principal,best schools ,best family support ,best student...etc
- Early release on Friday for Muslim Friday prayers. Friday prayer is very important to us muslims.Coming from Muslim countries when Fridays are off like Sunday is off and christians can go to Sunday Mass. Muslim needs to go to Friday Prayers.
- Since winter break is more for christians and they can practice their religion we would like days off when Muslims have big celebrations throughout the year and we want our kids to be part of it without missing any school days/instructions.
- Make music classes optional.
- Halal meals in school menus
- Give Arabic classes for Arabic speaking students
- More communications about what my son is studying at school- more info about the curriculum being taught at my son’s grade.
- Take a day off for Arabic holidays
- Add Arabic classes during school or after school
- An Arabic speaking person in PTO meetings
- More after school activities/programs for kids

- Less number of students in classrooms
- More clarifications about the food ingredients in the school menus
- More English support for non English speakers who needs it after school and other than what is being taught at school level
- Offer Arabic classes in Option schools and world language selections
- I propose that Arabic be taught in the Beaverton Schools. I submit that studying Arabic is important, not only for students from Arabic-speaking families, but because learning Arabic could provide better job opportunities for all students
- Funding could be provided by a Qatar grant (Qatar Foundation International)
  This is from the May 12, 2015 article, "Seven Reasons Why Now is the Time to Learn Arabic" by Cameron Bean, published by *American Councils for International Education*:
  Given that less than 1 percent of US college students study Arabic, just 32,000 out of 21 million total students, Arabic language skills will separate you from the crowd, no matter your professional field.
  In the last 15 years, US government agencies have expressed a much greater need for Arabic speakers to address the complex political, military, and economic questions surrounding US engagement in the Middle East and North Africa.
  The government is not the only employer seeking Arabic skills, however. The same trend can be seen in the private and nonprofit sectors as businesses seek to better understand developing markets and organizations work across borders to develop institutions, improve economies, and educate young people. Yet the demand for Arabic-speaking professionals in the US exceeds the supply.
  Whether conducting research, negotiating an international agreement, or coordinating with an overseas partner, speaking the language of your counterpart gives you an invaluable advantage.
  Funding of course is always an issue. However, some schools are able to get grants, including from the Qatar Foundation International. Qatar is somewhat controversial, but apparently two schools in Portland have benefited from the foundation.
  This is from an August 25, 2017 *Wall Street Journal* article "U.S. Schools Receive Aid From Qatar" written by Tawnell D. Hobbs.
  In Portland, Oregon, the public-school system was given about $375,000 over five years, starting in 2010, and this year received a $75,000 grant, helping to pay for Arabic programs at two schools. The [Qatar Foundation International] also funded a trip for some students and staff to travel to Doha.
  “It's one of the most supportive partnerships that I’ve ever experienced in 20 years of public education,” said Peyton Chapman, principal of Lincoln High School, one of the participating schools.
  - Have seesaw in all school to communicate with parents
  - Arabic immersion schools.

- CAFE program in Greenway and Mckay needs to be in all schools with buses so kids will be getting all the help needed in homework and reading
- More communications on Twitter or Facebook with Arabic speaking families.Create a group and keep adding parents
- Hire a community outreach person to coordinate with the community
- After school English support classes for all schools needs it especially for kids were born out of the state
- Music and dancing should be exclusively to girls or families wants to have it in their schedule
- Friday breaks for kids 12:00 noon- 2:00 pm to join their families in Friday prayers
- Schools BBQ should be respecting all families don't eat pork or hotdogs. The school board needs to understand the schools demographics
- School food menu should represent all ethnicities, more Arabic food to be familiar to our kids at school if they don't have the language to know what food is being served.
- Try to get schools which needs the money the most to have better buildings to our kids. Kids shouldn't be breathing mold and they should not be in a school which the roof will be leaking.
- More sports after schools
- More programs like robotics/ technology
- Advanced classes before or after school
- Soccer teams from the same school to build a better community and friendships that lasts forever.
- More Arts /crafts projects
- More stuff at school so kids will love to go to school. School not for studying and boring routines.
- Better food menus with a bigger portions for 4th grade and up. Sometimes the kids were hungry from one serving of food.
- Food ingredient should be a good fit for all religions
  Example: One time a parent volunteered in school and saw that yes the hotdog was turkey meat but the casing of the hotdog was from the pig intestines and that's like cheating for Muslims since they don't eat pork but when you tell them that the hotdog is Turkey meat they will eat it not knowing that the casing is from pig.
- District should partner with THPRD for classes and sports for all schools. Not all families can afford to pay for all of their kids especially if they don't qualify for scholarships because of their income.
- More Bilingual Arabic teachers
- Corvallis school districts recognized the need and they have an Arabic class

in 2 different schools twice a week for 3.5 hours/day.In Garfield Elementary School and Adams elementary school

- Better communications with report cards and PTC
- Diverse staff specifically teachers and administrators
- Diverse books in the library
- Halal/ kosher food to accommodate religious dietary restrictions
- Diverse curriculum
- Curriculum that does not paint stereotypes about communities of color and Muslims
- Interfaith opportunities so non-Muslim students learn about Muslims in a positive way(for example , 9/11 curriculum is standard topic for High school students and for some kids, it's the only reflection of Muslims they have or know- this is an inaccurate depiction of Muslims)
- Culturally relevant teaching practices
- The opinion of a parent in Face Book. He/She said: Conscious bias training for teachers (in the BSD, black boys are 4x more likely to be suspended than their white peers)
- Counselors at school should have discussions session on how to include all new kids coming to school and make school inclusive to all kids:

    - The sessions should teach the kids how to behave in school
    - How to treat people
    - How to include any one new and wants to be always alone because they don't have friends
    - Some new kids don't want to go to school because of Bullying and because they have an accent

ما هي المجالات /أو الخدمات /أو البرامج التي يمكننا تحسينها؟

- فكرة وضع جوائز تعليمية كل ترم/ فصل (مع وضع معايير للجائزة): أفضل مدرسة، أفضل معلم/ـة، أفضل مدير/ة، أفضل عائلة مهتمة بأطفالها، أفضل طالب/ـة...الخ.
- يوم الجمعة يوم الخروج المبكر لصلاة الجمعة. يوم الجمعة يوم مهم للمسلمين كما يوم الأحد مهم للمسيحيين للذهاب للكنيسة للقداس. في أكثر الدول العربية يوم الجمعة يوم عطلة للذهاب إلى صلاة الجمعة
- عطلة الكريسماس في شهر 12 للمسيحيين ويمكنهم ممارسة دينهم، فالمسلمون أيضاً لديهم بعض المناسبات ويودون الحصول على العطلة كي يتمكن أولادهم من الحضور والمشاركة في المناسبات الدينية بدون الغياب من المدرسة.
- جعل صف الموسيقى- صف اختياري
- وجبات حلال في قائمة الطعام في المدارس
- دروس باللغة العربية بالمدرسة للناطقين باللغة العربية
- التواصل أكثر عما يدرسه ابني في المدرسة والمزيد من المعلومات عن المنهج وعما يتم تدريسه في الصف
- يوم عطلة للمناسبات العربية
- إضافة دروس اللغة العربية أثناء أو بعد المدرسة

- تحديد شخص متحدث باللغة العربية في إجتماعات المدارس وأولياء الأمور
- المزيد من البرامج والأنشطة للأطفال/الطلاب بعد ساعات المدرسة
- عدد اقل من الطلاب في الصفوف الدراسية
- المزيد من التوضيحات حول المكونات الغذائية في قوائم الطعام في المدرسة
- المزيد من الدعم باللغة الإنجليزية لغير الناطقين باللغة الإنجليزية الذين يحتاجون إليها بعد المدرسة وغير ما يتم تدريسه على مستوى المدرسة
- توفير دروس باللغة العربية في المدارس الاختيارية وفي اختيار اللغات العالمية
- أقترح أن يتم تدريس اللغة العربية في مدارس بيفرتون. أعلم أن دراسة اللغة العربية مهمة ، ليس فقط للطلاب من العائلات الناطقة بالعربية ، ولكن لأن تعلم اللغة العربية يمكن أن يوفر فرص عمل أفضل لجميع الطلاب
- يمكن تقديم التمويل بمنحة قطر (مؤسسة قطر الدولية)
- استخدام برنامج - سيسا - في جميع المدارس للتواصل مع أولياء الأمور
- التدريس باللغة العربية والإنجليزية جنباً إلى جنب
- برنامج - كآفي - في مدرسة جرين واي و مدرسة ماكيي - يجب أن يكون البرنامج في جميع المدارس مع توفير الباص حتى يحصل الأطفال على كل المساعدة اللازمة في الواجبات المنزلية والقراءة
- مزيد من التواصل على تويتر والفيس بوك مع العائلات الناطقة بالعربية .إنشاء مجموعة وإضافة أولياء الأمور باستمرار
- توظيف شخص للتوعية المجتمعية وللتواصل وللتنسيق مع المجتمع
- دروس بعد المدرسة باللغة الإنجليزية لجميع المدارس المحتاجة إليها وخاصة بالنسبة للأطفال الذين ولدوا خارج الولايات المتحدة الأمريكية
- يجب أن تكون الموسيقى ودروس الرقص حصرياً للفتيات أو العائلات التي ترغب في إدخالها في جدولها
- استراحة الجمعة للأطفال من الساعة 12:00 ظهراً وحتى الساعة 2 ظهرًا للانضمام إلى عائلاتهم في صلاة الجمعة
- يجب أن تحترم المدارس حفلات الشواء جميع العائلات التي لا تأكل لحم الخنزير أو الهوت دوغ.
- يحتاج مجلس المدرسة إلى فهم التركيبة السكانية للمدارس.
- يجب أن تمثل قائمة الطعام المدرسي جميع الأعراق، المزيد من الطعام العربي ليكون مألوفاً لأطفالنا في المدرسة إذا لم يكن لديهم اللغة لمعرفة ما يتم تقديمه من طعام.
- محاولة الحصول على المال للمدارس التي تحتاج إليه أكثر من غيرها ممن لديها مبانٍ أفضل لأطفالنا. يجب ألا يتنفس الأطفال عفن المباني القديمة ولا يجب أن يكونوا في مدارس السقف يتسرب منه الماء.
- المزيد من الألعاب الرياضية بعد المدرسة
- المزيد من البرامج مثل الروبوتات/ التكنولوجيا
- فصول متقدمة المستوى إما قبل أو بعد المدرسة
- فريق كرة القدم يفضل من أن يكون من نفس المدرسة لبناء مجتمع أفضل وصداقات تستمر إلى الأبد.
- المزيد من مشاريع الفنون/ الحرف المهنية
- المزيد من الأشياء المحفزة في المدرسة حتى يحب الأطفال الذهاب إلى المدرسة. ولا تكون المدرسة فقط للدراسة و الروتين الممل.
- قوائم الطعام بالمدرسة مع كمية أكبر من الطعام لطلاب الصف الرابع الابتدائي وما فوق. في بعض الأحيان يكون الأطفال جائعين من وجبة واحدة من الطعام فقط.
- يجب أن تكون المكونات الغذائية مناسبةً لجميع الأديان. مثال: في إحدى المرات تطوع أحد أولياء الأمور في المدرسة ورأى أنه نعم، الهوت دوغ من لحم الديك الرومي لكن غلاف الهوت دوغ كان من أمعاء الخنزير وهذا يشبه الغش للمسلمين لأنهم لا يأكلون لحم الخنزير ولكن عندما تخبرهم أن الهوت دوغ هو من لحم الديك الرومي سوف يأكلونه دون العلم من أن الغلاف من الخنزير.

- يجب أن تشترك المنطقة التعليمية مع اتحاد الحدائق والمراكز الترفيهية لتوفير الدروس والرياضة لجميع المدارس. لا يمكن لجميع العائلات دفع تكاليف جميع أطفالهم خاصةً إذا كانوا غير مؤهلين للحصول على منح المالية والمساعدات بسبب دخلهم.
- أدركت منطقة كورفاليس التعليمية الحاجة لصف اللغة العربية ولديهم صف اللغة العربية في مدرستين مختلفتين مرتين في الأسبوع لمدة 3.5 ساعة في اليوم في غارفيلد الابتدائية ومدرسة آدمز الابتدائية
- المزيد من طاقم العمل ثنائي اللغة/ اللغة العربية
- التواصل بصورة أفضل مع بطاقات التقارير و اجتماعات أولياء الأمور
- الموظفين المتنوعين وعلى وجه التحديد المعلمين والإداريين
- كتب متنوعة في المكتبة
- الطعام الحلال لاستيعاب القيود الغذائية الدينية
- المنهج المتنوع
- منهج دراسي لا يرسم الصور النمطية عن المجتمعات ذات اللون أو ضد المسلمين
- فرص للتعارف بين الأديان حتى يتعرف الطلاب غير المسلمون على المسلمين بطريقة إيجابية (على سبيل المثال ، منهج تفجيرات 11/9 هو موضوع قياسي لطلاب المدارس الثانوية وبالنسبة لبعض الأطفال ، إنه الانعكاس الوحيد للمسلمين لديهم أو يعرفون عنه - وهذا تصوير غير دقيق وغير صحيح عن المسلمين)
- التدريس بممارسات ذات صلة ثقافياً
- رأي أحد أولياء الأمور في الفيس بوك كتب/ كتبت: التدريب على التحيز الواعي للمعلمين (في المنطقة التعليمية من المرجح أن يتم فصل الطالب مؤقتاً من الأولاد من ذوي البشرة السوداء بأربعة أضعاف من أقرانهم من ذوي البشرة البيضاء)
- يجب أن يعقد المستشارون/ الكونسلر في المدرسة جلسة نقاش حول كيفية احتضان وشمل جميع الأطفال الجدد القادمين إلى المدرسة وجعل المدرسة شاملة لجميع الأطفال.
- يجب أن تعلّم الجلسات الأطفال كيفية التصرف في المدرسة
- كيفية التعامل مع الآخرين
- كيفية احتضان وشمل أي طالب جديد ويريد أن يكون وحيدًا دائماً لأنه ليس لديه أصدقاء
- بعض الأطفال الجدد لا يريدون الذهاب إلى المدرسة بسبب البلطجة/ التنمر وبسبب اللهجة//اللكنة

September 24, 2019 - Somali

What is going well in Beaverton schools?

- My kids go to McKinley, and I like the reading program.
- My kids go to Five Oaks and the teachers normally communicate with me about the progress
- Reading
- I like the way the teachers support my kids
- We used to have after school program but not anymore
- Reading, writing and safety
- Reading and writing
- Summer school programs
- They communicate well with me and with my children. Teachers understand the importance of religion and culture
- Good communication and respect of faith

Maxaa si wanaagsan uga socda dugsiyada Beaverton?

- Ilmaheyga waxey aaddaan McKinley,waxaana jeclahay barnamijka aqrinta.
- Ilmaheyga waxey aaddaan Five Oaks macalimiintuna inta badan wey ii soo sheegaan horumarka waxbarasho ee ilmaheyga
- Aqrtinta
- Waan jeclahay qaabka macalimiinta u caawiyaan ilmaheyga
- Waxaan heysan jirnay barnamijka iskuulka kadib laakin hada ma hayno
- Aqrinta, qoraalka iyo amaanka
- Aqrinta iyo qoraalka
- Barnaamijka iskuulka ee xagaaga
- Si fiican iila soo xariiraan aniga iyo ilmaheygaba. Macalimiintu waa fahamsanyihiin muhiinta diinta iyo dhaqanka
- Xiriir fiican iyo ixriraamka diinta

What can we do to improve?

- We would like to get more after school programs because we are not able to help our kids/students with assignments. Also, we would like Somali language to be added in the district recognized languages. We would like after school programs that relate to sports and culturally specific.

- I like district to have Somali immersion schools.
- Would like to see after school programs that can help students with homework
- Basketball programs
- We would like to get tutoring during the school hours and after.
- Connect the student with the soccer leagues
- Homework help and after school programs
- School secretaries need to respect people of color
- We would like to add 1on 1 when helping students
- Extra teachers or adult personnel in the classroom
- Increase adults that supporting activities.
- In the cafeteria, add staff that can understand the culture to avoid kids eat food that is not appropriate to their culture.
- Sports, after school programs like soccer, swimming, running
- Teach Somali culture,and add many teachers
- More staff on the cafeteria area that can understands Somali culture/Muslim culture
- Tutors
- Try to solve problems within children and implement restrictive justice practices.
- Provide solutions rather than calling parents regarding behavioral issue. Often it is cultural misunderstanding.
- Talk to students about the availability of prayer room
- Make the classroom size less than 20.
- Increase communication between parents and teachers.
- Better engagement with the parents
- Offer adult literacy and Computer literacy services in Somali
- Conduct culturally responsive training.
- Don't feed pork to our children
- Teach children about their culture
- Sports activities
- Sport activity
- Math help
- Add Somali language in district recognized language as academic credit
- After school programs including sports
- More staff on cafeteria area particularly people who know the Somali culture.
- Increase Somali teachers
- Add Somali language in district recognized language as academic credit
- We need more Somali speaking teachers. This will support both parents and students.

Maxaan hagaajin karnaa? Somali

- Waxaan jeclaan lahayn inaan helno barnaamijyo dheeraad ah iskuulka

kadib maxaa yeelay awood uma lihin inaan ka caawinno carruurteenna / ardayda leyliyada loo diro. Sidoo kale, waxaan jeclaan lahayn in luqadda Soomaaliga lagu daro luqadaha degmada aqoonsan tahay. Waxaan jecel nahay barnaamijyada iskuulka kadib ee la xiriira isboortiga oo dhaqanka munaasib ku ah.

- Waxaan jeclaan lahaa in degmadu leedahay Iskuul Af-Somaliga u gaara
- Waxaan jeclaan lahaa inaan arko barnaamijyo iskuulka ka dib ee ilmaha ka caawiyo leylida/shaqo-guri
- Barnaamijyada Basketball-ka
- Waxaan rabi laheyn (tutoring- macalin si gooni) ah u baro ardeyda xiliga waxbarida iyo kadibba.
- Ha lagu qoro ardeyda kooxaha kubada cagta
- Kaalmada leyliga iyo Barnaamijta iskuulka ka dib
- Xogheynta Iskuulada waa iney ixtiraamaan dadka midabka(annaga oo kale)
- Waxaan jeclaan laheyn in lagu daro kaalmada hal-halka(1on 1 gooni) marka la caawinayo ardayda
- Macalimiin dheeraad ah ama shaqaale fasalka gudahiisa
- Shaqaale dheeraad ah oo caawiyo hawlaha.
- Maqaayada, ku dar shaqaale fahmi karo dhaqanka si aanay ilmaha u cunin cunto aan dhaqankooda munaasib ku aheyn.
- Ciyaaraha, barnaamijta iskuulka ka dib sida kubada cagta, dabaasha, orodadka
- Bar dhaqanka soomalida , macalimiin soomali ah keen
- Shaqaale dheeraad ah oo jooga qeyb maqaayada oo garanayo dhaqanka soomalaalida iyo kan muslimla
- Tuuttaro (Tutors)
- Isku daya inaad mushaakilka isla xalisaan ilmaha oo aad hirgelisaan nidaam cadaalada oo xadeysan.
- Xal keena halkii aad waalidka ka waci laheydeen arimaha la xiriira aqlaaqda/dabeecada. Inta badan waxyaalaha waa isfaham la'aan dhaqanka ah.
- U sheeg ardayda inuu jiro qol lagu tukado
- Ardayda fasalada dhigato ka yareeya 20.
- Kordhi xiriirka waalidka iyo macalimiinta.
- Hala hagaajiyo xiriirka waalidiinta
- Dadka waaweyn halagu baro Af-Soomaali aqoonta kombuyuutarka
- Hala baro shaqaalaha tababarka la-macaamilka dhaqanka.

- Ilmaha Doofaar yaan la siin
- Ilmaha dhaqankooda hala baro
- Howlaha ciyaaraha
- Howlaha ciyaaraha
- Kaalmada Xisaabta
- Ku dar luqada Soomaliga luqadaha degmadu u aqoonsan tahay in dhibco tacliin lagu helo
- Barnaamijyada iskuulka ka dib (galabtii) oo ciyaaraha ku jiraan
- Shaqaale dheeraad ah oo jooga qeyb maqaayada oo garanayo dhaqanka soomalaalida.
- Soo kordhi macalimiin Soomaali ah
- Ku dar luqada Soomaliga luqadaha degmadu u aqoonsan tahay in dhico tacliin lagu helo
- Waxaan rabnaa macalimiin Af -Soomaali ku hadlo. Tani waxey kaalmo u tahay waalidka iyo macalimiinta.

September 25, 2019 - Chinese

What is going well in Beaverton schools?

- Summa program is a very good program.
- Option School is doing very well.
- School lunch options are good, and the price is reasonable.
- Beaverton School District is good in general. Many teachers are very responsible, parents are very supportive.
- Provides students with a safe environment
- Healthy food
- A lot of activities
- Good curriculum
- English teacher emailed me what my son English Level was last year

What is going well in Beaverton schools?----In Chinese

- Summa program 是一个很好的计划。
- Option School 是一个很好的选项计划。
- 学校午餐的选择又多又好，价钱也合理。
- 总体来说，Beaverton 学区不错。许多教师比较负责，家长也很支持学校和学生。
- 能够给学生提供一个安全的学习环境。
- 健康的食物
- 很多活动
- 良好的课程
- 去年我儿子的ELD老师给我发邮件，告诉我孩子的英语水平成绩。

What can we do to improve?

- Reduce student /teacher ratio
- Add Chinese food to lunch menu
- Provide Chinese as a second language
- Improve the lunch quality for high school
- Add more teachers for STEM
- Instruction time at school is still less, please consider adding more instruction time
- Suggest that BSD newsletter and all the school messages and notices (including phone calls and emails) can be sent out in Chinese

- Add Chinese as a world language in high school
- Improve the quality of Parent Teacher Conference
- Improve the teaching quality of substitute teachers
- Add more counselors in high schools
- Suggest that high schools offer Parent Teacher conference
- Hope add more ELD teachers to help the students who just came to USA
- Hope schools can offer Chinese food at lunch
- Hope Schools offer Chinese as a second language
- Add Chinese as world language at all high schools. High schools at PPS, Lake Oswego all have very strong Chinese program, like AP Chinese. In BSD, students cannot find a testing site for AP Chinese.
- Add instruction time
- Decrease class size.
- Add AP Chinese and IB Chinese into high school curriculum
- Although BSD has the same teaching standard (like: Common Core), the teaching materials with different teachers in different schools are different. The requirement and homework assignment and totally different. I really hope that student has a textbook for each subject so that students can preview and review the teaching materials. It also benefits for parents to know the progress of students.
- Option schools in BSD have limited space for students who want to go to the option schools. (especially for 6th graders).
- Improve the teaching ability for Summa Program.
- Add more Summa program site in BSD.
- We, as parents would like to have the contact information for gifted student program and Summa program.
- Increase the amount of lunch for secondary students.
- There are too many students in secondary classroom. It is better to add teachers starting from middle school.
- Decrease the class size
- Hope to offer Chinese in schools, especially offer AP Chinese in high school.
- Add more ELD teacher to school.
- Increase instruction time.
- Hope adding more school counselors in high school to help students arrange their high school courses starting at 9th grade.
- Suggest that BSD offer parent-teacher conference for high school, strengthen the relationship between parents and school counselors.
- Hope all elementary schools have pre-k program
- Strengthen security at schools
- Add Chinese as a world language option for Comprehensive high schools.
- Add more instruction time at school.
- Need more special education teachers.
- Portable classrooms should be changed to permanent classrooms.
- Since Middle school starts class at 9:15 am, BSD should add more clubs and activities before/after school. For example: math club, science club, art club, dance club etc.
- Decreasing class size. The class size in most schools are too big, Take Stoller

Middle school as an example, the classrooms are packed and crowded.

- Add Chinese as a world language in school, especially in high school. As the growth of Chinese economy, more and more people (non-Chinese) are very interested in learning Chinese. By adding Chinese as a world language, the students have more choice for career readiness and success after high school.
- Improve the quality of the substitute teachers. They should teach instead of “baby-sitting”. They should be able to substitute the subjects they have the knowledge and experience.
- Improve the quality of the substitute teachers. They should teach instead of “baby-sitting”. They should be able to substitute the subjects they have the knowledge and experience.
- Be transparent to stakeholders of BSD’s spending.
- Need more security at the entrance of schools to keep the schools safe, especially the secondary schools.
- Need more security at the entrance of schools to keep the schools safe, especially the secondary schools.
- Add high school in Hope Chinese Charter School.
- Add transportation in Hope Chinese Charter School
- Extend school time
- Extend lunch time
- Extend lunch time
- Preschool is needed to put in public school
- Preschool is needed to put in public school
- Extend lunch time from 25 minutes to 35 minutes.
- Add Parent-Teacher conference to high school
- Add Parent-Teacher conference to high school
- Add Parent-Teacher conference to high school
- Add more high school counselors
- Add Chinese food to lunch menu, offer hot water to students at lunch.
- Add Chinese as a world language at school. Offer AP Chinese in high school.
- Add more instruction time for students
- Add more teachers, decrease the class size.
- Hope high school add more counselors or course consultants to help students plan their courses well enough and help students find extracurricular activities they are interested in to prepare the college readiness.
- Improve sports facilities at school, especially at Sexton Mtn. elementary school.
- Please add Chinese classes
- Please add teaching time
- Chinese classes during school hours
- Security (to prevent mass shootings, etc.)
- Reduce class size
- Healthy food at school cafe
- Mental health
- Fees for using school facilities are way too high, not only in absolute money, but also compared to other school districts

- Mandarin should be offered or many reasons

  For Chinese, as a minority, they want to teach their kids their own language as a way to preserve their cultural heritage

  RIght now, they have to spend a good amount of time on learning Mandarin after school. By doing that, the timeleft for those kids to do extracurricular activities are much less

- Strongly suggest having parents in the process of compiling feedback from day one. So far, so many decisions have been made in the black box, only by the district administrators. Those decisions are out of touch from the community. The district needs to open up, no more closed-door politics
- Provide Chinese language immersion program
- AP Chinese classes
- Currently, the only Chinese education service is hosted at Hope Chinese School from kindergarten to the 8th grade. It's not feasible for students who want to receive Chinese education in the south Beaverton area
- Increase parent contact from schools with teachers and counselors
- We hope to add Chinese to the world languages for high school. There's a large population learning Chinese among all communities, not only within the Chinese community. But once they get to high school, they don't have the option to continue. And they don't have time to continue out of school either, due to busy schedule or high school students
- Reduce class size
- Improve substitute teachers' quality (rather than just being a babysitter)
- Increase number of counselors in high school

What can we do to improve? ----In Chinese

- 缩小学生/教师的比率 X2
- 希望学校校餐能够增加中餐，比如米饭配菜。给学生提供热水。X2
- 提供中文作为第二语言的选项 X8
- 提高高中午餐的质量
- 增加更多的STEM老师
- 目前教学时间还比较少，请考虑增加教学时间。X7
- 建议 BSD 新闻简报和学校发给家长的所有信息和通知(包括电话和电子邮件) 能以中文发给家长。
- 在高中增加中文作为世界语学习的选项。
- 提高家长/教师会议的质量
- 在高中增加辅导员的数量, 帮助学生设计安排高中的课程 X4
- 建议在高中召开家长会 X5
- 希望增加更多的 ELD 老师以帮助刚到美国学习的学生。X2

- 高中应该在外语课程中增加中文项目。在PPS, Lake Oswego 的高中都有很强的中文项目，比如AP 中文。在BSD, 学生无法找到AP 中文的考点。
- 缩小班级人数 X6
- 在高中课程中增加 AP 中文和 IB 中文课程 X4
- 尽管 BSD 有统一的教学标准 (比如: Common Core), ，但各学校，各老师的教学材料各不相同，对课后作业的布置和要求也有很大的差别。希望各学科有统一的书本教材，这样不仅有利于学生复习，也有利于家长掌握学生的学校进度。
- 初中6+年级的学生对Option School的需求量很大，但学校的录取数字非常有限，希望Option School扩大招生。（Option School总体教学质量和学生学业比普通学校要高一些）
- 增加Summa Program的教学点和招生人数。希望将各校的资优生计划和Summa Program的联系人书面发给家长，方便家长联系。（家长有需求，但各校对此重视程度不同，家长和学校联系困难。）
- 增加6年级以上学生校餐的份量
- 6年级以上的班级人数太多，应增加教师，最好从初中开始，可根据学生进度分班。
- 提高教师质量
- 加强学校顾问和家长之间的联系 X2
- 希望所有小学都有pre-k 计划 X3
- 加强学生在校的安全保障
- 需要更多的特殊教育的教师
- 活动教室应换成永久性教室
- 由于初中上课的时间是早上9:15， BSD 应该在课前和放学后增加更多的活动和俱乐部。如：数学俱乐部，科学俱乐部，舞蹈俱乐部等等。
- 大部分学校的课堂人数太多。例如 Stoller初中的教室人数就太多，太挤。
- 在学校将中文加入世界语学习的选项，尤其是在高中。随着中国经济的快速增长，越来越多的人 (非华人) 对学习中文感兴趣。增加中文课，也将使学生高中毕业后的职业准备和成功有更多的选择。
- 提高代课教师的教学质量。代课教师应该教书而不是“看孩子”。他们应该具备教授所替代课程的知识和教学经验。 X3
- BSD的财政支出应对社区相关人士披露，实施透明政策。
- 在学校入口处增加安全实施以保障学校的安全，尤其是初中和高中。X2
- 在Hope Chinese Charter School增加高中部分
- 在 Hope Chinese Charter School增加校车服务
- 延长午餐时间 X3

- 增加教师人数
- 希望高中增加更多的辅导员或课程顾问，以帮助学生充分地计划好高中课程，并帮助学生寻找他们感兴趣的课外活动，为申请大学做好准备。
- 在学校增加体育设施，尤其是Sexton Mtn. 小学。
- 增加教学时间
- 加强学校安全 (以防止大规模枪击等等)
- 提供健康的校餐
- 加强学生精神健康教育
- 使用学校设施的费用实在太高，不仅仅只是钱的问题，而且与别的学区相比较。
- 在学校开设中文课，原因如下：

  对少数族裔的中国人来说，他们想教授孩子自己的语言，以保护他们的文化遗产。目前，学生只能在放学后花大量的时间学习中文，这样，学生参加其他课外活动的时间就相对少了很多。

- 提供中文沉津式（Chinese immersion）计划
- 目前，只有希望中文学校（ Hope Chinese School）提供幼稚园至8年级的中文教育服务 。对想要在南 Beaverton 区接受中文教育的学生来说，是不可行的。
- 我们希望将汉语添加到高中世界语的选项中。在所有社区中（不仅仅是华人社区），有大量的学生在学习汉语，但是，一旦他们上了高中，就没有选择继续学习的机会，而且由于高中繁忙的日程安排，也使他们无法参加学校以外的中文学习。
- 强烈建议从第一天收集反馈意见开始就让家长参与其中。到目前为止，许多决定都是由学区的领导/决策者在“黑匣子”里做出的。这些决定与社区需要脱节。学区应该对外开放，不要再闭门造车。

September 25, 2019 - Japanese

What is going well in Beaverton schools?

- Inclusive school community thanks to the principal
- PTO organizes various events
- Fundraising -- Nancy Ryles has dining out program instead of selling products.
- Easy access to student work through SeeSaw
- Friendly principal and school staff
- It is easy for parents to check assignment/homework online (Canvas).
- Compared to other districts, BSD offers better support for ELLs.
- Communication between school and home
- Useful online tools
- Being able to communicate directly with teachers via email.
- Free school bus
- English-speaking students are supportive and kind to ELLs.
- Thankful for the ELD support. ELD teachers are excellent.
- District interpreters are helpful.
- Some teachers speak Japanese.
- Summer program @ Whitford
- Canvas - clear communication
- Online apps (School bus tracker, SeeSaw, Clever)
- Easy access to teachers
- Useful apps
- Students are allowed to use translation tools (Google translate) to communicate with teachers and classmates.
- Excellent ELD instruction
- High quality teachers
- BSD supports multilingualism.
- School bus
- It is helpful to have the district interpreter who is knowledgeable about school system
- Online services
- Chromebook for each student at middle/high school
- Good track of attendance and report to parents
- Differentiated instruction to ELLs depending on their English proficiency

- Buses come on time
- Accommodation for ELLs (amount or level of homework, etc.)
- Option schools
- Students feel less burden when the classroom goal is to finish the assignment in class rather than giving it as homework.
- Choir
- School values the diversity
- Online apps
- Quick email response from teachers
- Ability to solve social problems/conflicts.
- Reliable counselors
- Emphasis on reading
- Support for a diverse classroom
- Volunteer system
-

What can we do to improve?

- Cafeteria food needs to be healthier
- Lunch time should be longer.
- Front office staff sometimes not helpful/friendly.
- More teachers/school staff of color that reflects the diversity of BSD
- More foreign language options other than Spanish and French at high school
- High schools should offer parent-teacher conferences.
- Southridge and Mountainside HS are the only two comprehensive high schools in BSD that do not offer Japanese as a world language. Please offer Japanese as a subject.
- Schools or the district should offer an orientation/information session at the beginning of the school year, especially for families new to BSD who do not speak English. I was surprised school started suddenly without any explanation. Since the registration was done all online, there was not a chance to ask questions. Even if I had questions, I did not know who to go to because the automatic email response says “do not reply.”
- Students should not bring sweets to school for lunch.
- Practical skills through home economics (basic sewing, cooking, cleaning, etc.)
- Every school should have after school care
- Lunch time is too short. My child can hardly finish his/her lunch.
- School supplies -- is it necessary to buy them every year?
- More after school options other than day care or homework club
- Lunch time too short
- Cafeteria food safety information should be available to parents
- Transportation Eligibility (there are families who would appreciate the bus services who currently are not eligible for transportation services.)
- Improve hygiene education (washing hands, gargle, etc.)
- Cafeteria menu needs improvement
- Longer lunch break
- Free after school activities

- Swimming instruction
- ELPA should be administered twice a year rather than once
- Hire more ELD teachers at Stoller.
- Too many apps for parents to keep track of
- Some apps were not ready at the beginning of the school year
- ELD instruction time is not enough
- High school students should have more time during passing periods. Currently, it is impossible for them to go to their lockers and the bathroom and still make it on time.
- Middle and high school students should be allowed to stay after school to work on their assignment.
- Please explain what the staff roles are at school. There are many roles that we do not have in Japan, and it is hard for parents to understand who does what. Please explain what counselors, college counselors, student supervisors, vice principals, principals, student coaches, psychologists and any other positions so parents know who to go to.
- Parents are asked to contact the secretary at their childrens' school if we have technology issues, but the secretary is either too busy or cannot help with technology.
- Please do not serve junk food at school cafeterias.
- Please offer more bilingual programs. PPS offers many different languages, but BSD offers only Spanish.
- There are many school activities that parents who are from abroad do not understand.
- Advanced learning program
- High schoolers need more sleep. Can high school classes start later?
- ParentVUE should be more reliable.
- High schools should be smoke-free, drug-free and vaping-free, but it is not enforced.
- Some school buildings are brand new, but please make sure the old school buildings are updated as well. With an old and out-dated building, it is difficult to request more art or sports curriculum.
- Nutritious cafeteria meals are needed
- Put more emphasis on art education. Currently, the art program offered at school is done by parent volunteers. We need licensed art teachers and the art classroom.
- Provide more support for ELLs.
- ELD class is too short. Please spend more time so the students can learn English.
- Hard for parents and students to figure out what homework is through Canvas. For beginner level ELLs, teachers should help them by writing down what the homework is.
- School year is too short.
- Depending on schools, there are differences in quality of after-school programs

- Too many restroom doors are broken (Westview)
- Please make sure school enforce “drug-free” campus (Westview, Mountainside)
- Cafeteria food quality (Westview)
- Lunch time is too short.
- Increase the instruction days. The summer break is too long
- Offer more after school programs
- Cafeteria food should be safe and healthy.
- Decrease the class size
- Please make the homework amount consistent among teachers/schools.
- ELD support system is hard to understand.
- You are what you eat. Please make the cafeteria food healthy for kids.
- Depending on teachers, the homework amount varies. I am afraid that will affect students’ academic achievement depending on who you have as your classroom teacher.
- There are many apps and systems parents need to sign up. They are hard to keep track of. Almost all communications from school is online.
- HS2 students do not have lockers.
- HS2 students do not have ELD classes.
- In California, they have one-year intensive ELD class (school) for all newcomer ELLs. Since all subjects are taught separately from the mainstream students, they learn English quickly. I wish BSD had a similar program.
- There are too many days off for students
- It is hard for parents to know what students are learning at school.
- Schools need to be drug-free and smoke-free.
- If school is closed due to inclement weather, please make up for those days later.
- Stoller’s class size -- currently overcrowded.
- Add more classrooms at Stoller and Jacob Wismer.
- Hire more ELD teachers at Stoller. Last year, there were two ELD teachers, but this school year, only one ELD teacher is teaching more students at all proficiency levels.
- Google-translated communication from the district is hard to understand
- After school ELD classes
- More frequent parent meetings like this in Japaense. It is nice to be able to ask questions directly to district staff and share concerns/ideas with other Japaense parents.
- In Japan, textbooks belong to students and they bring them home every day. Parents can see what the students are learning and at school and what comes next. With almost everything goes online in BSD, it is hard to do the same. The use of Canvas is not consistent among teachers, which makes it more difficult for us parents to know where and what to look for.
- Parent-teacher conferences at high schools
- Technology is important, but it can be distracting for students to have their own

chromebook all the time both at school and home.

- カフェテリアのメニューをもっと健康的なものに、また生徒の多様性を反映したものに改善してほしい（x１４）
- ランチの時間が短すぎる（x８）
- 学校のオフィススタッフがあまり助けてくれない・フレンドリーでないことがある
- 生徒の多様性を反映して、もっと多くのマイノリティの教師がいれば良いと思う

- スペイン語・フランス語以外の外国語教科を増やしてほしい
- ハイスクールでカンファレンス（面談）をしてほしい
- SouthridgeとMountainside以外の普通高校では日本語を履修できる。SouthridgeとMountainsideでも日本語を履修できるようにしてほしい。
- 年度の初めに、学校区へ新しく来た家族や英語が母国でない家族に対してオリエンテーションなどをしてほしい。なんの説明もなくいきなり学校が始まってしまい驚いた。入学手続きが全てオンラインで、こちらから質問をする機会がなかった。質問があったとしても、自動送信のメールに”do not reply”とあり、誰にどのように質問していいかわからない。（x３）
- キャンディー等の持ち込み禁止（ランチにチョコレートなどを持って来ている家庭がある？）
- 家庭科など、生活するための能力を身につける機会が必要。（x２）
- 学童を全学校に設ける
- 学校によって生徒数に大きく差がある。通学区域の見直しが必要。
- スクールバスに対向車を写すカメラを付け、警察と共同で停止しない車の取り締まりを強化してほしい。
- より充実したアートや音楽のクラスが必要（x３）
- スクールサプライ　ー　毎年買いそろえる必要はあるのか？（x３）
- １クラスの人数を減らして欲しい。先生が全ての生徒を見ることができているのか疑問に思うことが多々ある。（x２）
- 学校に通う日数を増やしてほしい（x５）
- ディストリクトの中でも学校によって行事やイベントが違う。同じようにして頂きたい。（図書室からの貸し出し量が学校によって違う）
- 学校によってアフタースクールプログラムが違いすぎる。（x２）
- 子供に手洗い・衛生について教育してほしい（x５）
- プレハブの教室が多すぎる（Elmonica)
- 学校にプール・水泳の授業が欲しい　（x２）
- スクールバスを利用できる資格を緩和して欲しい。（x２）
- 先生によってCanvasの使い方が違うのが困る。

- 先生・科目によって宿題の量が異なる。統一して欲しい。（x３）
- StollerのELD生徒が去年より多いのに、先生が一人しかいない。一日も早く通常クラスに入りたい所、指導者が減ったため１クラスの人数が増え、指導の質が下がっていると感じる。（x２）
- Stollerのクラスサイズを減らして欲しい。
- Jacob Wismerのクラスサイズを減らして欲しい。
- Stoller/Jacob Wismerの校舎増築。
- 他州ではELD生徒のみの通年クラスがあると聞いている。今のやり方とどちらがメリットがあるか知りたい。（x２）
- アフタースクールの充実（x６）
- ELPAの年２回の実施
- ELDの先生を増やして欲しい（x２）
- アプリのアカウントを貰って来ても、アプリがまだ準備不足の状態でログインできない。こちらの不備かと思い黙っていた。
- ELDの充実。ELDをもっとしてもらえるとありがたい。子供達が安心して楽しく英語を学べる環境をお願いしたい。（x４）
- ELDで何をやっているのかわからない。
- ELDのpull out方式で指導して欲しい。（x３）
- 学校の行事など聞いてもわからないことが多いので、それについて詳しく説明してあるようなプリントを作成して欲しい。
- アプリの種類が多すぎる。全て統一してアクセスできると助かる。（x３）
- 学校からの連絡がオンラインに偏りすぎ。
- ハイスクールの生徒の授業間の移動時間が短すぎる。ロッカーやトイレに行き、次の授業に時間通りに移動するのが困難。
- 上級レベルの科目（特に数学と理科）をオファーして欲しい。
- ハイスクールの始業時刻を遅らせて欲しい。高校生はもっと睡眠が必要。必要であれば、スクールバスの台数を増やして対応して欲しい。
- ParentVUEに各教師がしっかり情報を入力して欲しい。
- スモークフリー・ドラッグフリーを実践して欲しい（x３）

- ミドル・ハイスクールの生徒が、課題や宿題に取り組むために放課後に学校へ残ることを許可して欲しい。
- 日本の学校には存在しない肩書きのスタッフがたくさん学校にいるので、誰が何をするのか事前に親に説明して欲しい。Counselor, College counselor, student supervisors, vice principals, student coaches, pshychologistなど色々あるが、 役割がわからない。
- テクノロジーで困った時は学校の秘書に連絡するように親は言われているが、連絡しても秘書が忙しいか、テクノロジーの対処法がわかっていない。
- 新しい学校には予算を取っているように見えるが、古い施設の学校の施設更新する予算も割いて欲しい。（x２）
- 宿題がわかりにくい。オンラインでの指示・提出なので英語が母国語でない子にはプリントでも欲しい。
- HS２では、ロッカーがない。私物の置き場所がなくて困る。
- 日本では教科書はそれぞれの生徒に与えられるが、アメリカでは教科書を家に持ち帰らなかったり、教科書自体がオンラインにあってわかりにくい。子供のサポートをしたくても、親がどうサポートして良いのかわかりづらい。（x２）
- 悪天候などで授業がなくなった場合、後ほど代替授業を行って欲しい。
- 職員が不足しているのなら、保護者のボランティアを積極的に参加させて欲しい。
- STEMに偏りすぎ
- 家から持ってくるランチをコールドランチ、カフェテリアで購入するランチをホットランチと呼ぶことに抵抗がある。気にしすぎかもしれないが、家から持ってくるランチは”Bento”と呼んでは。コールドランチではない別のネーミングを考えて欲しい。
- 学校からの連絡がグーグル翻訳でわかりにくい。（x３）
- 放課後のELDクラスがあったらありがたい。
- このような日本語でのミーティングや説明会を増やして欲しい。日本語で直接質問できたり、他の保護者の方と意見交換ができる場が欲しい。（x２）

- テクノロジーは大切だが、学校でも家でも学校から与えられたchromebookを使うことが多く、生徒によっては学習に集中できないこともある。

December 8, 2019 - Toshiko's Circle with Female Muslim Community

- Curriculum for EL's
- IAs in the classroom
- Counseling support (Mulim) faith-based
- Counseling (don't wait for crisis)
    - Students
    - Staff
    - Psychiatrist
    - Psychologist
    - Staff development
- Mental Health, faith-based counselors in schools
    - Lack of understanding
- Gender-specific after-school activities
- Educate parents of community saying things blindly
- Bullying happening in schools
- Culture Night newsletter (school-level)
- PD for teachers on culture
    - Unconscious Bias training
    - Sensitivity training
- Racism has a big platform; what are we doing about this?
    - Terrorist training
- Halal food
    - Some snacks contain gelatin
- Muslim speaker network
- History teachers PD
    - Who are Muslims (??)
- Teachers of color in BSD are struggling with identity
- Ongoing conversations
- Kids turn by free community and faith-based
    - Increase good; decrease bad
- Muslim Student Association (MSA) can get help
- Friday prayer at sunset
    - Announce this place and time
    - Pass to pray (3rd period??)
- BHS newcomer (no practicing??)
- Ramadan: fasting
    - Principal send out to community
    - Missing Eid
    - Teachers need to know dates
    - Need accomodations for Ramadan
    - Students want to fit in
    - Explain fasting

- Host community member
    - Prayer
    - Head scarf
    - 2 major holidays
    - Materials and them send to teachers
- Mandatory cultural video
- Don't compare Muslim students to each other; they are at different spots
- Head scarves
    - Forced to wear, no??
    - A lot of comments about this
- Valley Catholic addressed hijab at every grade for 10-15 minutes during Social Studies and history
- Elementary students need to see themselves in the classes
    - Representations of themselves in the curriculum\
- Islam in America (Webb), Malcolm X, first slaves--weave in to the curriculum

December 8, 2019 - Student Group with Don

- Muslim student at Beaverton High School didn't eat from the cafeteria because of the lack of Halal food
- Labels on food to tell whether its pork or a different type of meat
- More vegetarian/non-meat options
- Eid day off
- Muslim holidays teachers being more cooperative with homework
- Duties of a Muslim v. duties of school
- Achievement gap
    - More support for students of color
- Finals and test on Muslim holidays
    - Better planning when it comes to religious holidays for finals
- Friday prayers/how to get Muslim population together for prayers
    - Student-led prayers
- Excused absence slips--not knowing when Eid is
- Going to administration/higher authority to help with teachers
- stress/anxiety and communication with teachers
    - Increase number of counselors
    - More diverse counselors
- Lack of advocating regarding mental health
- ISB--lack of support for students with ADHD/mental illness
- Teachers not educated about mental illness
- Teachers not being educated about mental illness
- Teachers not educated about religious holidays
- Better aid with education
    - additional support/help
- History classes being more inclusive

- More teachings about minorities (i.e., Muslim empires)
- Biased topics in history
- Touchy topics in history when talking about the Prophet
- ISB doing a good job including students and being open-minded
- Exclusive bathroom/private bathroom when they perform Wudu
- Separate rooms for Muslims to pray

December 8, 2019 - Big Group

What is going well in Beaverton schools?

- Efforts to reach out to various communities
- Space for prayer at Sunset and Stoller. This is great. Thank you.
- Kids are very good in academics
- This meeting
- My kids graduated from H.S. a lot good was there but there is always place for improvement

What can we do to improve?

- Days off for two main Muslim holidays (2 Eids)
- Friday prayer (a system in place)
- Daily prayers
  - System
  - Room
  - Pass
- Halal food in cafeteria
- PD for teachers about Muslim culture, pork-derived snacks
- Prayer time for Muslim staff and students
- Calendar avoid any events on our holidays
- Headscarves
  - Educate students and teachers about how our students are not forced to wear hijabs
- Muslim clubs after school
- Mental health counselor familiar with Islamic teachings
- Staff developments/awareness
- Faciliate students/organize Muslim student association
- Ramadan time
  - Give students a chance to do something else during lunch
  - PE and track coaches should tolerate and not forcing students to run while fasting
  - Understand that they have different abilities while fasting
- Reach out to MSN Portland for info sessions for both teachers and

students
    - (www.portlandmsn.org)
- Friday prayers and daily prayers accomodation without missing class
- Two main Islamic holidays--try to avoid assignments
- Teachers and student awareness about Muslim and Islam
- Muslim student association club
- Faith-based counseling for students and staff
- Develop system for Friday prayer and daily prayer
    - Time
    - Room
    - Process
- Halal food
- Recognizing Ramadan and Eid on school and district calendar
- Staff development about prayer, head scarf and fasting
- Make sure Muslim holidays is discussed in elementary packets
- 7th/9th grade history curriculum
    - Who are American Muslims
    - Presentation by Muslim Speaker Network
- Counseling personnel to go to once a month
- Gym facility for gender-based one a month
- Halal food
- Holidays off
- Sensitivity training for teachers for cultural preferences
- Moral issues
- Muslim student advocate
- At least one Hala food option
- Place for kids to pray
- Faith-based counseling

Beaverton School District Student Success Act Survey Analysis

November 30, 2019

Prepared by Megan Irwin
Brave Ideas Consulting

Table of Contents

	Page
Purpose	3
Methodology	4
Stakeholder Engagement Themes	6
Demographic Analysis	14
Considerations	15

I. Overview

Passed in 2019, Oregon's Student Success Act (SSA) marks a historic investment in Oregon's public schools, focused on equity and improving outcomes for populations of students who experience disparities in educational outcomes as a result of historical oppression and marginalization by the public-school system. As part of the SSA, the Oregon Department of Education is dispersing $500 million dollars to school districts across the state as part of the Student Investment Account (SIA).

SIA funds serve two purposes: 1) Meeting students' mental and behavioral health needs; 2) Increasing achievement and reducing academic disparities for students of color, students with disabilities, emerging bilingual students, and students navigating poverty, homelessness, and foster care. Per the requirements of the law, investments must focus entirely on these focal populations.

Districts may invest SSA funds in the following areas: 1) Behavioral and mental health supports; 2) Providing a well-rounded education; 3) Expanded learning time; 4) Class size reduction, and all investments must focus specifically on improving outcomes for the focal populations.

As part of SSA planning, school districts are required to conduct expanded community engagement to ensure the voices and perspectives of impacted populations are used to guide investments. Engagement must focus on soliciting input on strategies to:

- Reduce academic disparities
- Meet behavioral and mental health needs
- Provide access to academic courses
- Allow teachers and staff sufficient time to collaborate and develop strategies to help students stay on track to graduate
- Establish and strengthen partnerships

The Beaverton School District (BSD) will receive approximately $31 million and to decide how to invest these funds, the district conducted a survey and focus groups in order to solicit community input. Additionally, the Beaverton Education Association (BEA) surveyed its members to ensure the inclusion of educator voice in the planning process. The district will use findings to guide a second phase of engagement with community-based organizations and educators with demonstrated expertise achieving positive outcomes with the SSA's focal populations.

This report provides a summary of the Beaverton School District's SSA community survey and provides an analysis of community feedback organized by SSA focal populations.

II. Methodology

Between August and November 2019 BSD solicited community input on how to spend SSA funds via a in person focus groups and an online survey asking community members what the district is doing well, and what needs to improve and received 3,910 responses from students, teachers, parents, classified staff, and other community members.

In order to analyze survey responses qualitative comments were coded into SSA aligned categories and sub-categories as follows:

- **Class size reduction:** Defined as any comment pertaining to increasing the number of teachers in each school, reducing caseloads for special education teachers, and reducing classroom ratios through hiring instructional assistants to support teachers.
- **Support for behavioral and mental health**
    - **Physical safety:** Defined as any comment pertaining to the need to ensure stronger security and guarantee the physical health of students.
    - **Social-emotional safety:** Defined as any comment pertaining to increasing mental health supports for students, increasing support for students with behavior challenges, and increasing support for students experiencing trauma.
    - **Cultural safety:** Defined as any comment pertaining to increasing support for students and staff from targeted populations who experience discrimination due to their racial or cultural identity, and for students and staff who experience discrimination due to sexual orientation or identity.
- **Well-rounded education**
    - **Early childhood education:** Defined as any comment suggesting expansion of preschool opportunities for students in the district.
    - **Electives:** Defined as any comment suggesting expansion of elective offerings including art, music, physical education, career technical classes, and expanded foreign language opportunities.
    - **Expanded core:** Defined as any comment suggesting deeper or more effective instruction in core classes such as math, reading/literacy, science, and social studies.
- **Expanded learning time:** Defined as any comment focused on expanding before or after school programming, lengthening the school day, and lengthening the school year.

Many survey respondents made suggestions for improvement that fall outside of SSA allowable expenditures[1]. These responses were also coded and analyzed. Because this report is focused on community feedback as it pertains to the SSA these comments are not included in this report, however,

[1] Examples include but are not limited to: Improving facilities, improving school lunches, improving transportation, more responsible and transparent district budgeting processes, changes in the health curriculum, better instruction for dyslexic students, etc.

a separate analysis will be completed and shared with BSD leadership and board members for use in the district's 2020-2021 budgeting process to allocate other general funds.

After responses were coded, they were separated into categories based on the role of each respondent: parent/guardian, student, teacher, classified staff, community member, district administrator, other, and school administrator. Respondents who did not identify a role were coded as "no response."

Respondents were also asked to identify their race/ethnicity and membership to any of the SSA focal populations. Respondents who did not identify their race/ethnicity were coded as "declined." Responses were analyzed using this demographic information in order to allow district leadership to prioritize further community engagement and, ultimately, investment strategies in accordance with the SSA's legal requirements.

III. Stakeholder Engagement Themes

An analysis of themes that emerged from BSD's survey and community forums is presented below. A visual representation of the data, and an analysis of outreach to SSA focal populations, is provided in the next section of this report.

Overarching community feedback:

Class size reduction: Overall BSD constituents expressed significant concerns about class size and children's behavioral and mental health. For many people, these concerns are linked with respondents frequently noting the need for lower classroom ratios in order to better support both teachers and students coping with mental health challenges.

"I have deep concern about our students of marginalized groups, struggling students, our sped students and our students of poverty as well as our students of trauma (the ever increasing number in this group!) I am deeply concerned about their struggles to meet the needs of grade level targets and assessments and believe we are fooling ourselves to think that even the best teachers can meet all of their needs. Class size is TOO high ,and the need is TOO great. One is not mutually exclusive of the other."

"Our class sizes are WAY too big. Kids need small, calm classrooms. They need teachers who can focus on teaching instead of managing behaviors and room clears. We HAVE to reduce class sizes. We have to have more counselors and psychologists IN THE SCHOOLS. We need Student success coaches who manage wellness rooms and lead groups for kids- work with kids- step into classrooms and teach lessons and assist teachers. We need more instructional aides who are trained to work with high needs kids. We need help."

"Given the nature and development of children's brains in this modern American culture, it appears more children need to learn basic social and emotional skills, behavioral expectations, and practice these skills consistently. I think that smaller class sizes would allow teachers the opportunity to meet the needs of their students individually and collectively with less difficulty and more consistency."

"Equity to provide services for our more vulnerable populations - low income, students of color, English learners. Smaller class sizes across all grade levels, particularly in places we have higher levels of vulnerable populations - Title schools. Schools need to have more specialists - counselor, psychologist, social workers and nurses that are available to support our vulnerable populations."

While respondents requested an increase in the number of district teachers to reduce class size, many people also suggested focusing on reducing overall student to teacher ratios through hiring more assistants, particularly in elementary school, to support both instruction and student's behavioral health needs.

"Full time aides in Kindergarten or smaller class sizes (ideally in the teens). Small classes across the grades k-12. Aides in elementary schools to help with kids with high behavioral needs that can't be managed by the classroom teacher alone."

"EVERY Kindergarten class needs to have an IA. Some of the reasons for this are that so many children are entering Kindergarten with major issues that have not been addressed, class sizes are too big for effective instruction, which looks so different from a few years ago, and if the district truly wants to close the achievement gap, then Kinder classes need to be smaller with more help."

Health and well-being

Behavioral health: In addition to reducing class sizes/ratios commenters highlighted the need for more school social workers, counselors, and other mental health professionals on site in schools to support students navigating behavioral health challenges.

"I am feeling really stressed as a teacher this year because we do not have the support for needy students. We have two counselors for just under 1000 students. That is horrible considering the fact that we have three high needs specialized programs at our school plus just the general needs of issues that our students are facing. I feel like I don't have the support for students because the counselors are just helping the most needy students and not able to help those that have needs and are slipping through the cracks."

"Every year it is frustrating to see these students not get the support they desperately need. his is my 29th year of teaching and I am feeling like every year we get less and less support for our needy students and I feel more and more pressure to help the kids but I can only do so much without counselors, more classified staff for specialized programs and more support for our special education teachers."

"I believe BSD would benefit from increased mental health services for our students. As a district we did over 500 suicide screens last year. These students need continued support within buildings to keep them safe. This taxes our already overloaded school counselors whose caseloads are well over the recommended number."

"Any supports for students experiencing homelessness / housing insecurity are vital and include: - Bringing back the Resource Center - Increase the number of homeless liaisons - Increase the number of social workers - PLEASE BE THEIR CAUSE FOR HOPE."

Students who responded to the survey shared concerns about bullying and feeling like they are not always able to access health or support when experiencing mental health challenges, especially for students with targeted identities.

"Teachers say that there is a no-bullying policy, but they do not enforce it unless they actually see it. Kids feel pressured by their peers and do not ask for help when they need it. Minorities do not have many places to go when they feel attacked. Introverted kids are not academically involved as much as they should. LGBTQ people are not recognized, and they are made fun of."

"Bullying, harassment and verbal harassment in general is not improving or being impacted in any way besides getting worse and worse each year. Teachers can teach on topics about bullying, but it is not changing anyone perspective of public school student bodies."

Cultural safety: Respondents, particularly those who identify as people of color, also highlighted the need for strategies focused on racial equity and support for students with targeted identities.

"District wide trainings and professional development for ALL staff (certified and classified) that takes on anti-racist education."

"[We need] diverse staff specifically teachers and administrators, diverse books in the libraries, diverse curriculum, a curriculum that does NOT paint stereotypes about communities of color, culturally relevant teaching practices, conscious bias training for teachers (in the BSD, black boys are 4x more likely to be suspended than their white peers)."
"Better cultural diversity/awareness: As my kids progressed thorough BSD elementary, middle & high schools, I've seen/heard culturally insensitive behavior/remarks from some teachers and front-desk staff at all 3 places. They were likely unintentional but were still so obviously inappropriate to the recipient that it felt astonishing. Why not have a long-term goal of hiring staff with cultural backgrounds that approximately mirror the attending students' cultural backgrounds? Why not hire/promote more principals, vice-principals and other leadership staff from diverse backgrounds? Cultural diversity & awareness doesn't seem to have moved much in the last 15+ years I've interacted with BSD (at least in parent facing roles)."

Well-rounded education: The community also expressed a strong desire for expanded elective options, particularly more foreign language choices for students, more art, music, and P.E. offerings, and many respondents emphasized the importance of distributing these opportunities equitably across the district.

"Please renew your commitment to music and arts in our schools. These areas are vital to the education of our children. These programs need to begin at the elementary level and continue all the way through high school. The arts are just as important as academics for our students. For some students, our schools may be the only place they have exposure to music, art, drama, dance, etc. All students across the district at all ages should have equal opportunity to participate fully in these areas."

"Having consistent approaches across all middle schools (similar middle school experiences for all). Having more bilingual teachers and foreign language programs."

"I hope that the specials could be improved. For instance, in my school, I didn't learn a lot about tech in technology class. I was thinking that we were supposed to learn coding or computer programming as a main subject in tech class instead of using websites."

"I think we need to do more art literacy, because creativity can be very important in future jobs. I also think that school itself should be more enjoyable because this will help students who normally don't pay attention, actually pay attention. It will also help with how dedicated people are to school, and how serious they take it."

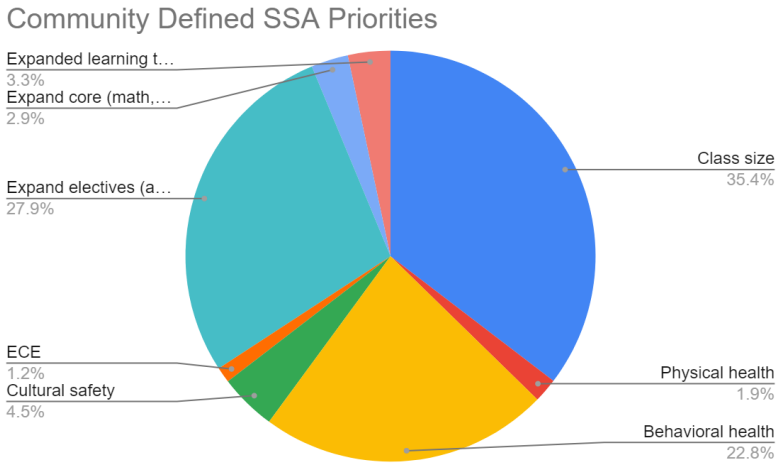
"Consistency in music programs at the middle schools. Arts education makes a difference is cognitive ability, as many studies have shown. Students at MS should have opportunity to play an instrument and to sing! There is great inequity in this area."

In proportion to the majority of comments, relatively few respondents expressed a need for expanded learning time, however, those that did primarily focused on the need for more before and after school options/supports for students with special needs, and on identifying strategies to prevent summer learning loss.

"Oregon schools need to reduce their summer vacation time - 11 weeks of vacation is excessive! Teachers are then required to refresh / reteach subjects from the previous year as the children have forgotten what they were taught and not much revision / practice is done at home during vacation time. Our teachers do

not have enough time to teach what needs to be taught and the children are therefore not given adequate time to grasp concepts. There is far too much pressure put on both children and teachers to get through the curriculum in too short a space of time."

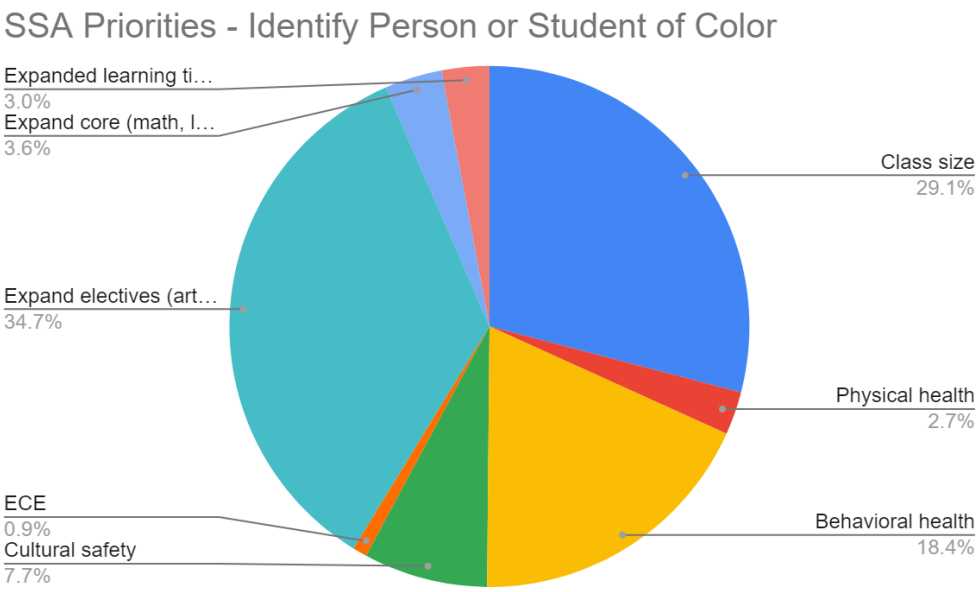
"Extended school day for Students with Disabilities and Emerging Bilingual so that these students can receive their education supports while not having to sacrifice elective opportunities."



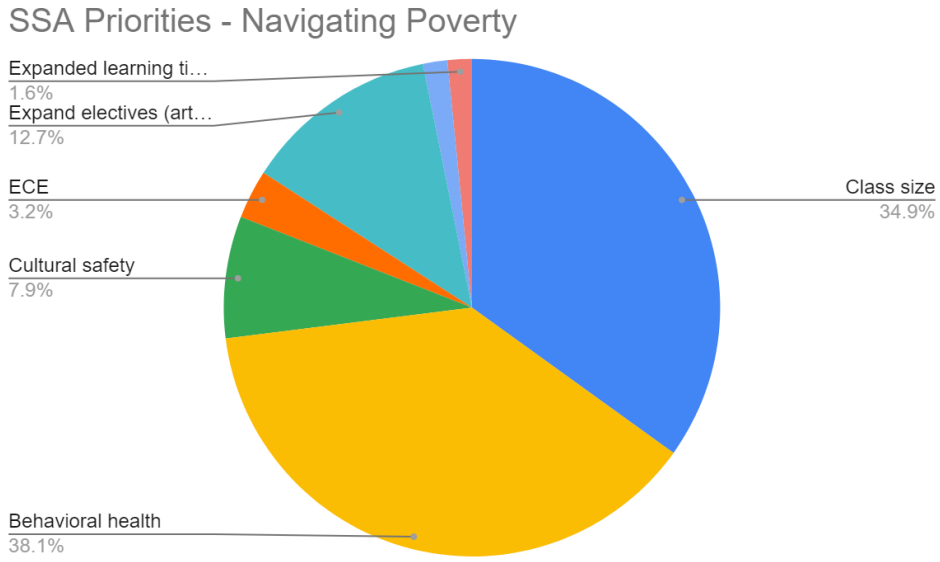
While these comments represent overall community feedback, priorities vary slightly when analyzed by role and SSA focal population. Themes emerging from an analysis of these populations specifically are provided below.

Feedback from SSA focal populations:

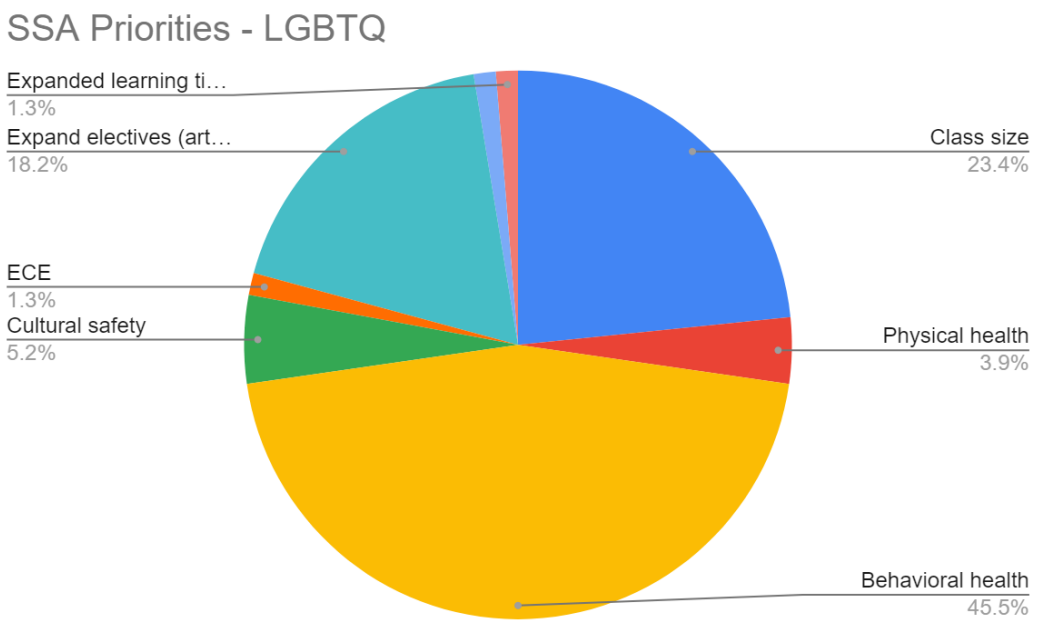
Identify as a student or family of color: Overall, feedback from respondents who identify as people of color mirrored that of the community as a whole, with priority places on class size reduction, expansion of electives, and support for behavioral health. Respondents from this population prioritized electives at a higher rate than the general population. Additionally, while cultural safety is the 4th priority for this group, people of color prioritized it at a higher percentage than the community as a whole.



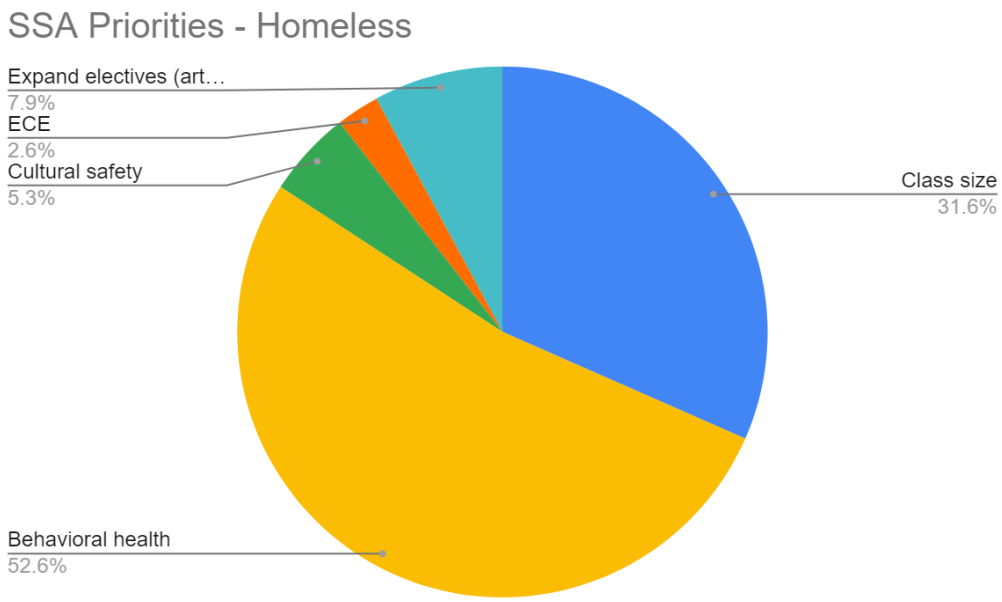
Navigating poverty: Families navigating poverty prioritized behavioral health supports as the most important investment, followed by class size reduction. The group prioritized these two categories higher than all other categories combined.



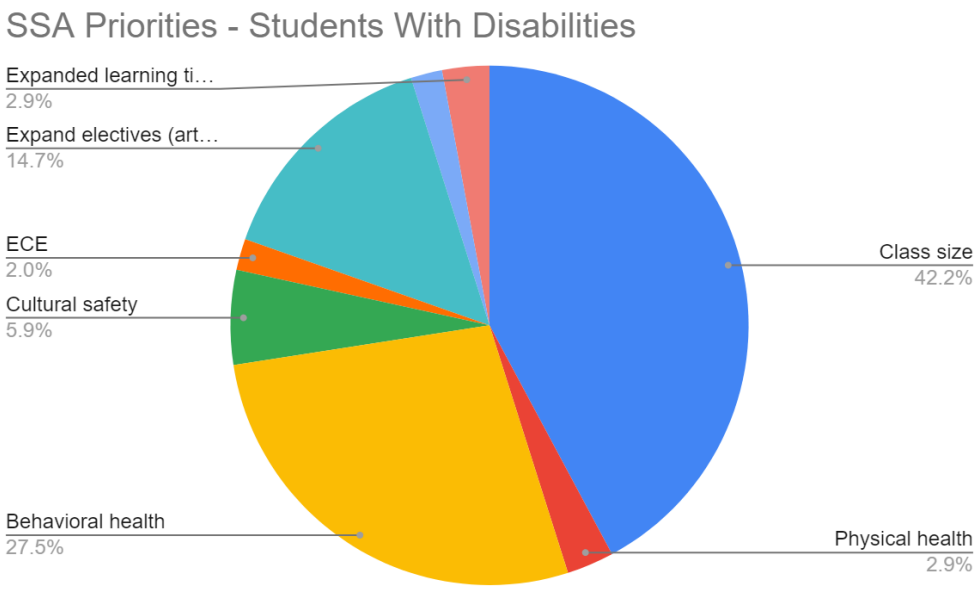
Identify as LGBTQ: This community also prioritized behavioral health supports as the most important investment followed by class size and expanded electives.



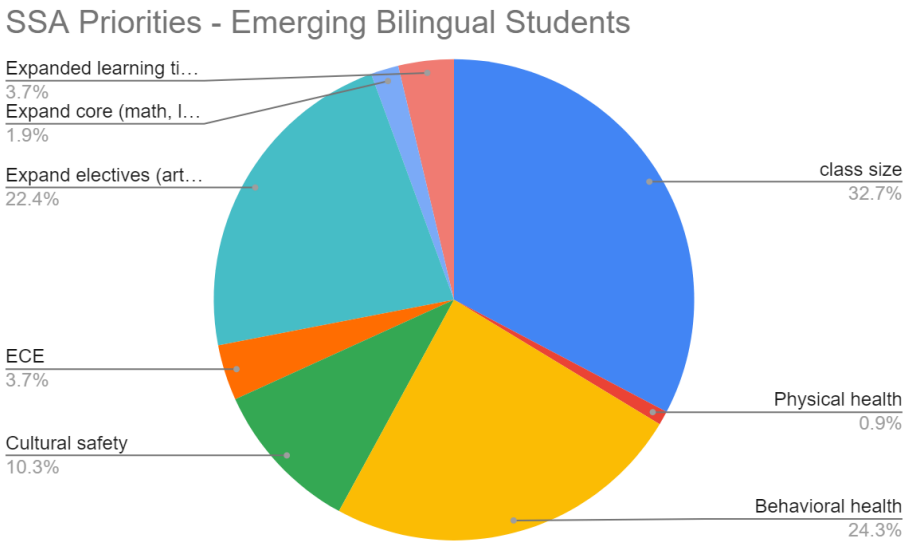
Homeless: Respondents identifying as homeless ranked behavioral health first, and ranked this category higher than any other subpopulation.



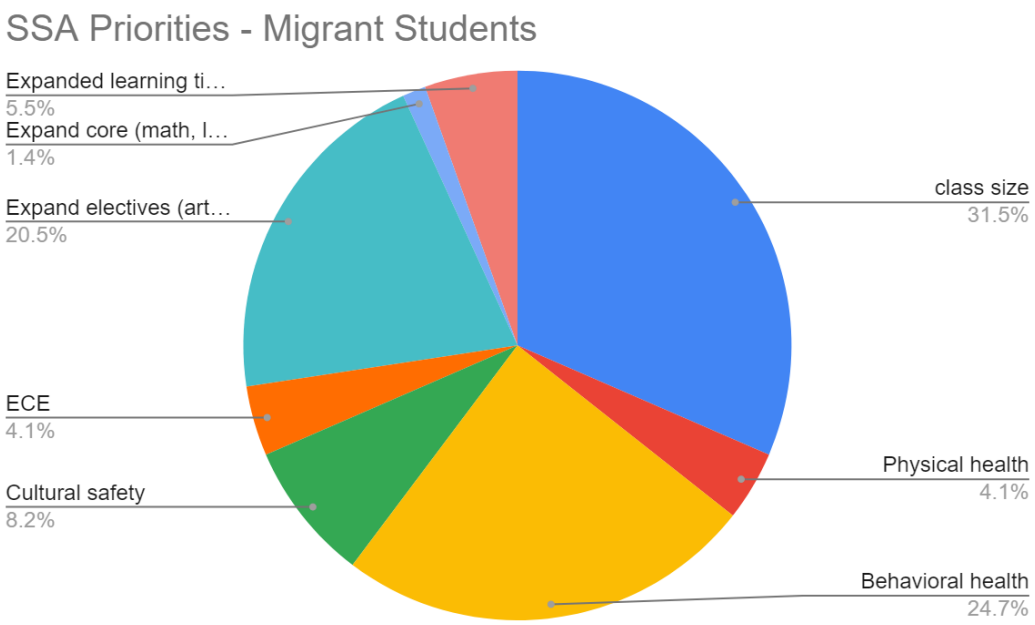
Students with a disability: Like other respondents, this population ranked class size reduction as the highest priority, followed by behavioral health.



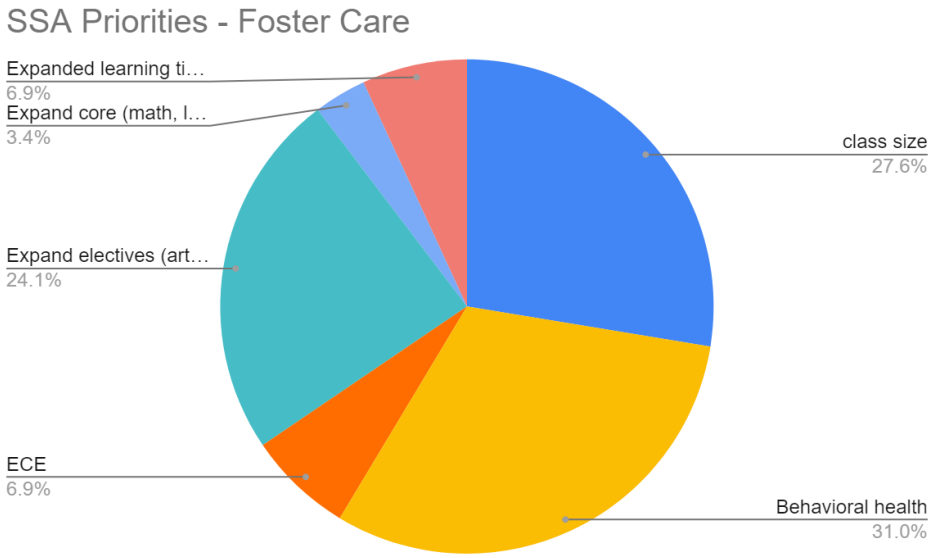
Emerging bilingual students: Responses for this population mirror the community as a whole, with class size and expanded electives as the top two priorities. For this population expanded access to foreign language instruction was particularly important. This population ranked cultural safety and early childhood education higher than any other population.



Migrant: Responses from this population also mirror those of the general population with class size, electives, and behavioral health as the highest priorities.



Foster: Foster families ranked behavioral health as their most important priority, followed by class size and electives.



Findings from the Multilingual Department:

BSD's Multilingual Department (MLD) conducted a series of focus groups for the district's linguistically diverse families to provide a deep look at their needs and priorities. Findings are presented below. During the community engagement process the MLD conducted linguistically and culturally specific focus groups with families from the American Indian/Alaska Native and Muslim communities, as well as

Korean, Vietnamese, Russian, Japanese, Arabic, Somali, Chinese, Spanish speaking families. The top four priorities for families from these groups were: 1) reducing class size; 2) well rounded education; 3) extended learning time; and 4) behavioral health supports.

These families all viewed their priorities through a culturally responsive lens. For example, while families believe that class sizes are too large, they want to see BSD prioritize hiring teachers and school staff from diverse communities, and prioritize hiring staff uniquely qualified to work with emerging bilingual students and students from diverse cultures.

Similarly, families want to see more electives offered that represent and sustain their cultures including more world language offerings, and culturally responsive art and music classes. Representative comments for each of the respondents top four priorities are detailed below:

Class size/more adults
"The help (classroom assistance) should be consistent among teachers in the same classroom."
"Increase bilingual teachers."
"Add more ELD teachers to help the students who just came to the USA."
"More teachers/school staff of color that reflects the diversity of BSD."

Behavioral health
"AI/AN families still fear kids will be picked on or bullied because of who they are."
"Provide better and constant psychological support or counseling or social services."
"Psychologists who speak Spanish to keep in touch with their children."
"More help and investment to students from foster homes. They are, at times, not only alone, but also without love. They deserve, at least, a good education."
"Have therapy at school."
"Mental health – there is a lack of faith-based counselors and understanding."
"Is there any way for my child not to [feel] shy/ashamed about their Korean name in elementary school?"

Extended learning time
"Create programs or clubs where students can learn about culture, health, or reducing anxiety and depression."
"Courses for children after school in reducing stress and depression – this is a very important topic today."
"After school English support classes for all schools, especially for kids born outside of the states."

Well-rounded education
"Curriculum need to reflect or be more inclusive of the non-dominant narrative"
"Bring up Native/US history – no cultural shaming."
"Have tribal languages available in schools or resources in libraries that teach about tribal languages."
"Have Spanish classes from kindergarten as part of the curriculum."
"Being in such a multicultural country and district, I would like that children were more exposed to historical knowledge of other cultures; maybe make a program or a class that was of world history from an early age."
"Improve bilingual programs."
"Please offer more bilingual programs."
"ELD class is too short. Please spend more time so students can learn English."

"There must be academic programs in Spanish that become/transition into bilingual education."
"Existence of programs in drama, choir, band, that involve the culture of the children or that the teachers are native [bicultural.]"
"Offer standard classes without everything being raffled."
"It would be great if in the school where my children attend they could have more curricular support and interpersonal development activities after school."

IV. Demographic Analysis

The SSA requires engagement efforts focus on receiving feedback from students and families from the law's focal population. A demographic analysis of survey respondents is provided below.

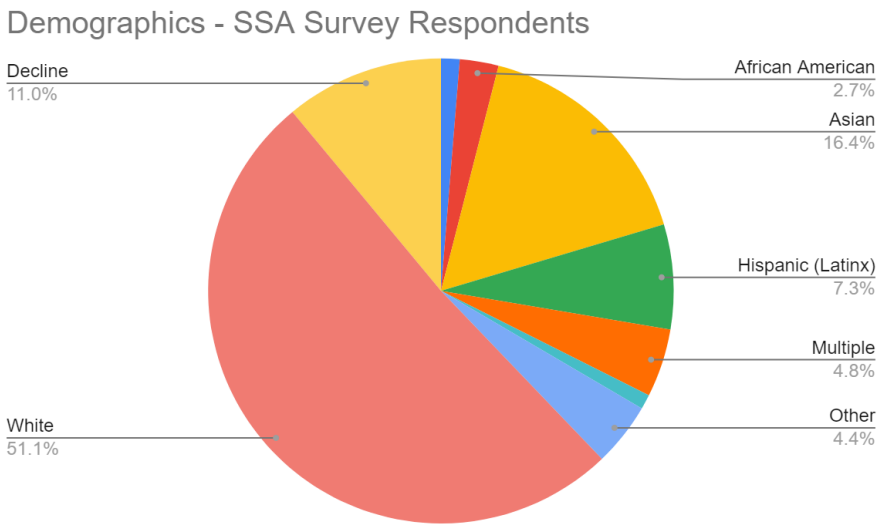
According to the Oregon Department of Education (ODE) the district's student population is as follows:

Race/ethnicity	Percent of student population
American Indian/Alaska Native	<1%
Asian	16%
Black/African American	3%
Hispanic/Latinx	25%
Multiracial	8%
Native Hawaiian/Pacific Islander	1%
White	47%

ODE reports that 27% of BSD students were ever English learners, 35% are on free and reduced lunch (a proxy for navigating poverty), and 12% are in special education.

While the District has made a significant effort to reach a large number of families, teachers, and community members, some key populations are underrepresented in survey responses. Of the 2,360 people who responded to the survey, 3% identified as navigating poverty, 4% identified as a student with a disability, and 4% identified as emerging bilinguals indicating a need for more engagement and feedback from these populations.

Similarly, an analysis of the race/ethnicity of survey responses indicate Latinx, African American, and Multiracial families are underrepresented in survey responses and additional, focused, engagement of these populations is necessary prior to finalizing SIA investments.



V. Considerations and Next Steps

BSD is preparing a second phase of focused community engagement aimed at partnering with educators and community-based organizations that have expertise and experience improving outcomes for students in the SSA focal populations.

These convenings will result in an actionable draft plan that can be socialized with parents, students, educators, and community members from the focal populations for further refinement prior to submitting the District's SIA plan to ODE.

The district will host three meetings focused on instruction, racial equity, and behavioral health.

Instructional expertise convening:

This group will be comprised of classroom teachers, student success coaches, school-based mental health representatives, classified staff, building administrators and district administrators focused on reviewing the results of engagement so far, aligning the current state of student achievement with feedback from the needs assessment and requirements of the SIA to create a draft recommendation for instructional programs.

Equity and community-based partner convening:

This group will be comprised of local culturally specific community-based organizations charged with reviewing the current status of students in the district and to identify "blind spots" and unidentified areas of need based on feedback from the needs assessment and develop draft recommendations grounded in community lived experience and knowledge of the focal populations.

Student health convening:

This group will be comprised of community-based physical, and behavioral health organizations with expertise meeting the needs of students experiencing the impact of trauma and mental health challenges, charged with developing strategies for addressing needs assessment feedback related to student health needs.

Following these convenings the District will host another round of community meetings and focus groups to socialize draft strategies with parents, students , and teachers from the focal populations. As this next phase of work is completed it is critical that the District puts an emphasis on hearing from populations underrepresented in the first phase of community engagement.

Student Success Conversations Protocol Aug. – Oct. 2019

NOTE: *Please conduct at least one staff meeting, a parent/guardian meeting, meeting with special populations and any other groups you regularly engage work with. Please use your regularly scheduled gatherings to elicit input.*

Protocol leader:
Plan for about 45 minutes to an hour. Send invitations to participants/stakeholder groups in advance- at least 10 days to 2 weeks in advance. Engage multiple, diverse stakeholders. If you need interpretation assistance, reach out to the Multilingual Dept.

Room set up will depend on the size of stakeholder group. Preferable set up is tables for more conducive conversations between participants. Each table should designate a recorder. You might want to **use a set of Chromebooks** for ease in collecting input to send to District. There will be a link to an online survey on our BSD website to assist with collection of data. Alternatively, participants could also each complete the survey.

1. **Facilitator opens with welcome and introduction of the team helping**
   Thank you for joining us today/tonight. We are going to engage in a protocol that will assist our District in knowing what is going well in our schools and what we could improve upon. On our team today/tonight _____.

2. **Talking Points Share the following key messages - Why are we are here today/tonight?**
   The Oregon Legislature passed and the Governor signed the $2 billion Student Success Act (HB 3427) in Spring 2019. This is an historic and much needed investment in K-12 schools. Beaverton could be able to access an estimated $34 million per year through a state application process. The new law seeks to improve outcomes for students of color, students with disabilities, emerging bilingual students, students navigating poverty, homelessness, and foster care and other who have experienced disparities in our system.

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

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

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

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

Let's get started with the protocol:

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

   First Question - What is going well in Beaverton Schools?
   Table time= 15 mins. Participants will engage in a conversation and capture main ideas. Report out time= up to 5 -10 mins. (ask for high level input and ask people not to repeat what has already been shared by someone else.)

   Second Question – What areas/programs/services could we improve?
   Table Time: 15 mins. Participants will engage in a conversation and capture main ideas. Report out time= up to 5 mins. (ask for high level input and ask people not to repeat what has already been shared by someone else.)

---

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

5. *A summary document will be available for the community in Nov./Dec. 2019.*

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

   Phase III- Board Approval and Submission of Grants*: Feb. and March 2020.*

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

Equity/Community Based Organizations Convening- January 8, 2020
Our community strengths

Our students: Enthusiastic about learning.

Our diversity: Language diversity; international community; cultural diversity; racial diversity; commitment to racial justice.

Our committed staff: teachers who are passionate about their work; diverse staff.

Our families: Families who want to be involved; families who appreciate partnerships; families who appreciate support (languages, etc.)

We're innovative: Innovators putting in the work with intention.

We're resilient: Our community is resourceful, engaging, and resilient.

Problem of Practice #1: Data show access and academic disparities between white students and students of color

Root Causes
Lack of student access to programs and support:

- No objective standard for accessing courses.
- After school programs are not culturally responsive.
- Not enough guidance counselors or school-based support.
- Lack of academic mentors or coaches.

Need for training and cultural competence

- Lack of cultural competency among all staff.
- Stereotyping of students of students of color.
- Low expectations for students of color.
- Teachers need training in cultural awareness.
- The system isn't shifting to be inclusive - it still wants students to just "fit in" the current structure.

Family engagement and knowledge

- Need to understand and explain educational opportunities well to parents/families.
- Need to support families to increase knowledge about the school system.
- Families don't understand the school system.
- Families with limited English proficiency need more support.
- Need to strengthen avenues for parent advocacy for families of color.

Ensuring adults are not limiting opportunities for students:

- Lack of culturally responsive after school programs.

- The district needs checks and balances to ensure equitable access to opportunities. (example: AP courses.)

Staffing doesn't reflect communities of color or cultural diversity:

- Limited or lack of staff that are diverse.
- Not enough candidates with the right skills (cultural knowledge)
- Few staff members of color.
- District hiring practices not bringing in enough racially, linguistically, and culturally diverse candidates.
- Not enough staff with the skills to communicate important information to students and families (example: multi-lingual counselors.)

Alignment with SSA categories

Macro theme: Partner with culturally specific organizations who are providing these educational services for students and families.

More adults/lower class sizes

We need more teachers ... from communities of color.

- Implement "grow your own" program for aspiring educators.
- Engage families as part of "grow your own" - strategies to bring parents and family members into educational support roles.
- Partner with culturally specific organizations to act as a bridge for students (increases adults in the building, who look like the students and have expertise in their culture.)
- Identify staff who serve as mentors and supporters for students of color... and pay them more.
- Bring industry professionals into the classroom

Health and safety

- Make equity and inclusion training mandatory for all staff who work with children.

Well-rounded education:

- Increase preschool programs for students of color (and make them full day to meet the needs of working families.)
- Implement culturally sustaining practices
    - Opportunities to participate in culture.
    - Support to sustain languages (immersion programs; language education opportunities)
- Ensure equitable access to opportunities
    - School board accountability - do students of color have equitable access to things like AP classes, music, etc.
    - Common middle school experiences - same course availability across middle school.
- Design/implement culturally specific arts and music programs
- Tutoring resources for students.

Expanded learning time:

- Culturally responsive after school supports

Problem of Practice #2: We are not addressing student's behavior and mental health challenges

Root causes

Cultural differences and misunderstandings:

- Language barriers
- Social/cultural stigma with families and school officials
- [Dominant] cultural approach in the classroom can cause behavior.
- Need more partnerships with culturally specific organizations.
- Cultural practices and norms are misunderstood as negative or disrespectful (example: forced eye contact.)
- More cultural supports needed.
- Seeing behaviors as defiant/disrespectful, rather than forms of communication.

Families are disconnected from schools:

- Families don't understand the systems of discipline at school.
- More communication is needed between teachers and families.
- There is a disconnect between school staff and families.
- Families need help connecting their child's diagnosis and supports (don't know where to go to get help.)

Students are disconnected and stigmatized:

- Students are overwhelmed and under pressure.
- Mental health diagnosis come with a lot of stigma.
- Sensory overload for students.
- Student's don't have a consistent sense of community or consistent relationships with adults at school.
- We do not have systems that promote kindness and connection.
- We do not have systems that support social emotional development or pro-social behaviors between students.
- Schools don't have patience with families and vice versa

We need more trained professionals:

- Teachers label students based on behaviors before trying to understand them.
- Implicit bias
- Teachers don't have training in trauma.
- Not enough staff to support teachers.
- Need more school psychologists and social workers
- Need more adults in schools to support students.

Alignment with SSA categories
More adults/lower class sizes:

- More school psychologists, social workers, and counselors.
- Doesn't just have to be certified staff - we need all adults in buildings to be well trained to support mental health.
- Hire educators from multiple cultures within the school system.

Health and safety:

- Implement restorative justice practices.
- Wrap around support to address social-cultural pressures (immigration - increase racism and pressure on refugee and immigrant populations) that are not diagnosable, but create stress and trauma for families.
- Education around mental health diagnosis for families through a lens of cultural understanding.
- Educating and preparing students at the welcome/newcomer center - need more locations for this model.
- Educate teachers on trauma informed care (TIC) strategies for classroom management.
- Professional development on cultural and implicit bias.

Well-rounded education

- Teaching empathy in class.
- Invite others from communities and intersections of identities to share more about mental health issues and awareness.
- Collaborate with CBOs - build on best practices that already exist and are in use. Expand what works.
- Restorative justice practices.

Expanded learning time

- After school clubs and opportunities for support and connection/student leadership.
- Social emotional week-long camp... the same kind of specific training that kids get on STEM, but for empathy and social emotional learning.

Problem of Practice #3: Data show academic disparities between students experiencing poverty and their peers.

Root Causes
Family history:

- Parents might have less time home with students.
- Undocumented families face barriers.
- Parent's educational achievement/access - parental messages about school experiences.
- Lack of early childhood education
- Parents without US school experiences might not know the expectations of school.
- Schools are not welcoming to families of color.
- Parent's that aren't able to help their children with academic support due to past experiences.

Relational/social

- Majority white staff
- Values of white/middle class teachers vs. students living in poverty.
- Definition of success depends on who you are and your perspective
- Lack of culturally responsive education
- Missing a relationship with staff and teachers.
- Students are embarrassed to share what they are experiencing.
- Stigma of poverty
- Students need to see people who look like them and value their culture.

Trauma

- Institutional racism
- Economic inequality
- Addiction
- The causes of poverty are connected to trauma - losing a job, low education of parents, undocumented status, etc.

Resources (physical)

- Food insecurity
- Limited internet access
- Can't do homework if you don't have a home
- Access to books and a place to read quietly.
- Everything is harder when you're poor.
- Lack of resources

Absenteeism

- "No one will notice if I'm absent."
- School performance is not the student/family priority.
- Hard to catch up once you're behind
- Caring for younger siblings - can't come to school
- Behavior issues in class mean you miss more - lack of mental health care
- Learning gaps - didn't learn things in early grades.
- Missed material because of language barriers.
- Limited transportation.
- Moving from school to school or district to district.
- Instability in home situation.

Alignment with SSA categories

More adults/lower class sizes:

- Smaller class sizes
    - Create stronger relationships.
    - More days present, higher value on school
    - Graduate feeling better about school.
    - Better jobs
    - Instill value for school in own kids (inter-generational impact)
- Hire more people of color - teachers, admins, social workers, and counselors.
- Hire teachers who value and come from diverse/representative communities.

- Replicate Passages program at every middle and high school -- re-engagement specialists to reach out to students who are disconnected.

Health and safety:

- Implement restorative practices.
- Mentors for students who come from same cultural background.
- Provide time and opportunity for home visits - create space for teachers to connect to families.
- Examine how SROs are used - who does and doesn't feel safer when a police officer is at school.

Well-rounded education:

- Curriculum development - make all subjects culturally responsive. Engage community partners to do this. Pay for teacher time, pay to bring in experts.
- Focused on skill building on effective teaching for diverse students.
- Hire staff/train staff from low income communities and communities of color.
- Facilitator for each building focused on family partnerships.
- Sports and clubs - more opportunities for all ages ... low cost or no cost and open to all not just great players.

Expanded learning time:

- Creating engaging learning spaces at schools outside the school day.
- Offer enrichment opportunities that include families and partner with CBOs

Beaverton Community Meeting
Student Health & Safety Convening
January 9, 2020

Our community strengths

We're collaborative. Collaborative persistence. Cross-system collaboration and partnership. Collaborative purposeful communication. Collaborative.

We're innovative and invite change. Innovation. We are finally looking at improving education. Self-starter (resourceful). Supportive. Interest in innovation and desire to do things better for kids and families. Not static pushing for better. Resourceful. Self-starting

We're diverse. Diversity of services and providers. Diversity of the community. Diversity.

Strong community. The people in community organizations are great. Resourceful. Passionate. Cohesive. Kid-Centered

We have strong programs and services and partners.

- ASHA storytellers
- Peer support groups
- School-based social workers
- LifeWorks NW at 6 schools
- Full-scale PCP work in schools
- Working towards equity and being more trauma informed
- Taking the lead on creating preschool in BSD (early learning)
- FACT Oregon
- Corporate partners
- Volume of resources
- We have many programs and resources at our fingertips

Problem of Practice #1: Data show access and academic disparities between white students and students of color

Root Causes

Systemic racism/white dominance/white supremacy

- Lack of multi-languages in schools
- Minimal outreach to communities of color (including who is in the room)
- Different cultural beliefs on whose responsibility it is to ensure a student is in school and doing well
- Not enough teachers or mentors or staff who represent the student body

- Lack of cultural understanding
- Lack of equitable resources in schools
- Tax dollars benefitting historically white schools
- Relying on mainstream culture (white people) to answer the reason why kids of color are not being as successful as white kids. Ask people of color.
- Inclusivity/representation in materials in schools
- Racism
- Lack of racial representation in schools at admin level
- School system developed so many years ago, specifically to support white children
- Lack of culturally specific curriculum in schools

Inequitable Treatment

- Lack of culturally specific curriculum in schools

Structural barriers

- Transportation barriers
- Cost

Unwelcoming and non-inclusive school environment

- Schools can be unwelcoming and intimidating to certain communities of color

Lack of effort in engaging the parents and community

- Not enough culturally specific agencies/resources in problem solving activities such as this one today!

Segregation (socioeconomic) in communities

Public education has not changed and is still using antiquated model

- Sit and get for many hours
- Doesn't value different ways of learning

Problem of Practice #2: We are not addressing student's behavior and mental health challenges.

Inadequate training/teacher prep programs

- Teacher prep programs do not include courses on trauma, impact of stress on brain, mental health supports
- Teacher prep programs do not train students on mental health
- Prep programs not taking holistic approach to learning and education

Lack of resources (money, time, attention)

- Not enough money to address
- Time
- MH Treatment is voluntary
- Not enough district resources
- Overarching problem is underfunding and under-addressing mental health
- Limited resources for students - too many barriers like age, insurance, money, transportation

Families are marginalized, do not have support and access to care and don't have strong relationships with school community

- We are not doing enough to educate families on the impact of trauma, stress, and tech on brain
- Families are needing more mental health support
- Students and families don't have access to mental health resources or care
- Limitations in ability to work with families
- Families of historically underserved students are not given access to mental health resources
- Families that have been alienated by unwelcoming school environments struggle to advocate for their children
- Lack of support for families - skills training, services for families, basic needs for families

Staff skill set does not match the changing family and student needs

- Saff don't always have cultural knowledge or awareness of what is going on in a students life to best respond and/or provide supports
- We already receive so much PD, but it is not always what is needed most
- Lack of training in trauma-informed practices and restorative practices

Inadequate staff training

- Lack of expertise in staffing
- Admin at Central Office are not trauma informed and not receiving
- PD on trauma, equity, stress on brain, etc.
- Educators in BSD are not receiving PD around trauma, stress, brain development
- Fear/focus on intense externalizing behaviors vs prevention, education, and treatment
- School staff lack skills, understanding and training to address beh and mental needs

Student basic needs are not being met

- Students don't know how to communicate how they're feeling
- Students need structure in and out of classroom
- Students need to feel more connected, more loved

Current service models and resources don't match evolving needs

- Technology is overused in classrooms
- Mental health needs greater than in the past
- Health takes a back seat to core content
- Systematic stereotypes of mental health
- No common agreement on what to do to address needs
- Haven't found the right support or solution
- Previously developed interventions have not caught up in volume or type

Hyper focus on academics

- Students are being challenged more academically and may not be ready to learn at that speed
- Emphasis on academic achievement means "whole child" approach has been pushed out
- Academic focus
- Behavior and mental health historically perceived as an afterthought to academics

Lack of mental health professionals in schools

- Not enough collaborative relationships with other systems servicing kids
- Counselor, school psych, social worker and nurse caseloads are too large
- Lack of mental health professionals in schools
- Educators who are not MHP things they are qualified to diagnose
- School counselors are assumed to be mental health professionals but very few are

Large class size and caseloads

- Staffing isn't adequate
- Overwhelmed staff so they can't focus on their own mental health, let along the mental health of students
- Large class sizes and caseloads means it is hard for teachers to know their students
- Class size

Group 2:

Note: This POP was analyzed in two separate fishbones and most root causes were repetitive between groups. Listing the main root causes (bones) from group 2 below:

1. Lack of resources/access to resources by parents, teachers and students
2. District policies prevent outside providers into the school
3. System does not support educators and staff to have knowledge/skills necessary
4. Current practices are reactive and not preventive and promotive
5. Staff mental health impacts student mental health
6. Societal stigmas prevent people from accessing supports
7. Lack of funding
8. Community lacks trauma-informed practices
9. School system has prioritized test scores over other things that could support mental health.
10. Lack of culturally responsive practices.

Alignment with SSA

Expanded learning time: Tutoring; funding book programs in home language; before and after care; open the school at historically closed times (weekends, holidays, etc.)
Health and safety: lower the barrier to access resources, refund the family resources centers, additional school-based health centers, richer partnership with community agencies who address these needs; funds to meet basic student needs at each school (bus pass, clothing, food); trauma-informed practice by all; training for parents and teachers and students
Well-rounded education: Have culturally relevant curriculum; SEL needs to be across age span; anti-stigma education; short exercise breaks throughout day
More adults/lower class size: Teacher education; innovative ideas to make sure each child has at least one adult who knows them and cares - relationships!

Problem of Practice #3: Data show academic disparities between students experiencing poverty and their peers.

Root Causes

Lack of appropriate clothing

- Lack of clothes
- Lack of place to wash clothes at school
- Lack of new, comfortable, in-trend clothing keeps kids home
- Lack of weather-appropriate clothing. Being cold.
- Social stigma (student feels like an outcast, dirty clothes, no coat, no food)

Poor health/access to outcomes in healthcare

- Medical, dental, mental health services
- Students who don't feel well can't concentrate on learning and/or are absent
- Lack of specialized guidance to help students navigate academics and resources/healthcare

Lack of meaningful adult involvement

- Increase of mental health from parents and family
- School sizes may be too big for adults to connect with each kid
- Single-parent families
- Lack of meaningful adult relationships with school staff
- For homeless/displaced students, having parental consent/involvement

Prioritizing basic needs over education

- Lack of places to shower at school
- Lack of transportation to home school (bus pass is not adequate!)
- Food insecurity
- Food availability
- "Less down time" for homework, self-care and rest
- Inadequate nutrition
- Access to transport
- Livability wage and cost of living
- Chronic stress without basic needs being met

Structural/institutional barriers

- Institutional racism (bias in systems e.g., discipline)
- Students get passed on without demonstrating mastery
- Cultural and/or language barriers
- System is not equitable to all students
- Anxiety and fear in home life (e.g., immmigration)
- Lack of language rich environment/books/resources
- Older students staying home to watch younger siblings
- High cost of daycare
- Barriers facing students exceed their current skills of navigation

Lack of $ and resources to support ed

- Cost of extracurricular activities
- Little to no access to secondary ed resources
- Challenges greater than resources

Alignment to SSA

Expanded learning time: Use school as a community "hub", hire family liaison, have health services available after school hours

Health and safety: Hire more counselors, psychologists, social workers, nurses; staff training in student mental health as well as self care

Well-rounded education: Change instructional minutes to include social emotional teaching; less focus on test scores and more focus on student needs and learning pace; staff training on mental health and coaching.

More adults/lower class size: Hire more teachers/support staff, hire more counselors, psychologists, social workers, nurses; align with national caseload ratios.

Problem of Practice #4: We aren't fully meeting the academic needs of students with special needs.

Root Causes

Limited professional leadership and knowledge

- Lack of administrative understanding of how to meet the needs of SWD's
- Leadership role for all students
- Lack of PD on how to instruct and assess students with disabilities

Limitations from system drivers and limited staffing

- Lack of SpEd staff
- High case load
- Requirement for paperwork compliance at the expense of instruction
- Removal of students from the classroom for extended periods of time as behavior response
- System lacks built in incentives (measures only standard and modified diploma)

Existence of inherent bias

- Systemic ableism
- Inherent bias towards SWD's (learning capability, discipline)

Lack of UDL implementation

- District curriculum adoptions are not inclusive of learner differences
- Myopic focus on disability and day to day business impedes examination of whether we are preparing students for life after school

Lack of meaningful engagement

- Lack of trust and shared vision
- Lack of parental engagement

Existence of othering/lack of ownership

- SWD's are not owned by all staff
- "Those kids" and "my kids" divide "our kids"
- Ease of status quo segregation in self-contained program rooms keeps us from seeking innovation

Inability to be innovative

- Removal of students from core instruction for SDI
- Large class sizes lead to less individualization
- Schedule limits
- Lack of extended day options with transport

Alignment with SSA categories

Expanded learning time: Zero period of late bird people for SWDs to receive SDI, ELD with transportation
Health and safety: Social work, psych, sped, staff nurses
Well-rounded education: Expanded learning option will lead to well-rounded access for SW's and ELLs
More adults/lower class size: Increase in sped staff and core instructors to allow for increase in UDL practices and increase in core teachers with ownership. Add inclusion specialists.

Beaverton School District Student Investment Act (SIA)
Instructional Expertise Convening Report/Results

1/14/20 RS2 Education Consultants

Charge:
The Beaverton School District convened a team of 26 staff who would focus on brining "instructional expertise" to the creation of their Student Investment Account (SIA) application. Their purpose was to provide the foundation for a set of recommendations forwarded to the decision makers and drafters of the application. This report is intended to summarize the process they participated in, and summarize their input into recommendations representative of that input.

Team:
The team was comprised of teachers from each level (elementary, middle, high school), classified representatives, principals from each level, licensed and classified union presidents, and a selection of district office administrators. When asked to self-identify their affiliation with the district and demographic information, they indicated the following:

Affiliation - Eleven Teachers, One TOSA, One Classified staff member, Five Administrators, and Eight who provided no response.

Demographic Information – Thirteen White, Two Hispanic/Latinx/Mexican American, One Bilingual, One Physically Disabled, Four LGBTQ+, and Eight who provided no response.

Process:
The four-hour meeting was supported by, and held at the NWRESD. Rob Saxton of RS2 Education Consultants acted as the meeting facilitator. David Williams of the Beaverton School District convened the meeting.

Meeting participants sat in table groups of approximately six members per table, and began the meeting by introducing themselves to other participants. It was a lively and engaged group throughout the length of the meeting.

The initial phase of the process provided important context and information about the SSA Student Success Act/SIA prior to any decision making. Six separate and discreet SIA "component" steps were processed. In each step, information was delivered through a Power Point and discussion model, and then participants were asked to synthesize these components in writing to create their own meaning and intent. The component parts included:

1. The requirements, intent or purpose of House Bill 3427 – the SSA/SIA
2. Synthesis of the main components or recommendations of the QEC (Quality Education Commission)
3. Understanding of the BSD (Beaverton School District) CIP (Continual Improvement Plan), its contents, targets, evaluations, and needs assessment.

4. Synthesis of the Community Engagement Process conducted by the District. This included the method, participants, and input from the community.
5. Synthesis of Beaverton Student outcomes and disaggregated data. Creation of the the story these data tell about student learning and discrepant outcomes in the BSD.
6. Understanding of the Oregon State Equity Lens and utilizing it to make decisions for the BSD.

The second phase of the meeting focused on a process designed to drive participants to recommendations about which student populations the District should focus on with their SIA efforts.

Participants reviewed their own "SIA component" thinking, wrote, shared with a partner, and discussed at their table group. They then went through a forced choice process, each ranking and choosing four student sub-groups they would recommend for specific focus.

The third phase of the process moved to the heart of the meeting purpose - recommendations on instructional improvement, program delivery, and systemic change delivered through the SIA.

Participants were asked to read and notate a Research Guide of best practices for delivering instruction to students through the four allowable uses of the SIA funds – Reducing Class Size, Well Rounded Education, Instructional Time, Health and Safety. The basis of the research guide was the work of educational researcher John Hattie. Participants were given context for Hattie's work and his use of "effect size" for education practices. Each participant then selected one or two high level strategies and wrote about the implementation opportunities, challenges, and resourcing of the strategy.

Finally, participants discussed their strategy with a partner, and then with their table group. A recorder memorialized the best thinking of each table member, and the collective of the group. A presenter then delivered their recommendations to the entire committee. The recommendations were committed to writing and provided to the facilitator for synthesis.

The fourth and final phase of the process focused on driving participants to recommendations about which Longitudinal Data Targets as required by the SIA, the district should concentrate on.

Participants wrote, shared with a partner, and discussed their thinking with their table group. They then went through a forced choice process, each ranking and choosing four Longitudinal Data Targets required by the state. The possible choices are:

1. Regular attender rates
2. 3rd grade reading
3. 9th grade on-track
4. On-time graduation rate
5. Five-year completer rate
6. Other local measures identified by district

Raw Results

Focal Student Populations:
These results are organized from highest to lowest as identified by the process, regarding the students who should receive the focus of SIA effort from the District. A vote of one equates to four (4) points, a vote of 2 to three (3) points, a vote of 3 to two (2) points, and a vote of 1 to one (1) point.

Demographic	Vote of 1	Vote of 2	Vote of 3	Vote of 4	Total Score
Economically Disadvantaged	17	2	1	1	77
ELL and Ever ELL	6	10	4	3	65
Students with Disabilities	0	4	12	5	41
Hispanic/Latino	0	7	4	10	39
All Students	0	0	0	4	4
Male	0	0	0	1	1
Female	0	0	0	1	1
Pacific Islander/Native Hawaiian	0	0	0	0	0
American Indian/Alaskan Native	0	0	0	0	0
White	0	0	0	0	0
Multi-Racial	0	0	0	0	0
Talented and Gifted	0	0	0	0	0

Longitudinal Data Targets:
These results are organized from highest to lowest as identified by the process, regarding the choice for which Longitudinal Data Targets the District should focus on. Again, a vote of one equates to four (4) points, a vote of 2 to three (3) points, a vote of 3 to two (2) points, and a vote of 1 to one (1) point.

Targets	Vote of 1	Vote of 2	Vote of 3	Vote of 4	Total Score
3rd Grade Reading	11	6	2	0	66
9th Grade On-Track	4	8	4	3	47
Regular Attenders	3	5	3	5	38
On-Time Graduation Rate	1	0	8	1	24
Kindergarten Readiness	0	1	3	0	9
Expanded Credits in Career Learning	0	0	0	5	5
5-year completer Rate	0	0	0	3	3
Career/College Attendance Rate	0	0	0	2	2

Strategies:
These recommendations are the result of the research protocol, and are listed in their entirety as stated by each participant, the table group, and reported out to the committee.

Group 1

- Reduce Class Size Pre K-12
- Increase FTE to implement evidence based interventions for struggling learners through RTI (1.29 Hattie) plus reduced class size to benefit students of low SES and SDC
- Mental and behavioral needs
- xx. Scale, implement and coach data driven universal social/behavioral interventions
- More Counselors
- Well-rounded learning experiences
- Well-rounded enrichment opportunities
- Quality instruction and mental behavioral health needs
- Culturally relevant and sustaining instructional practices
- Culturally motivation and positive self-concept
- Highly train staff

Group 2

- Lower class size
    - K-2, 6th, 9th, with an equity lens
    - Ongoing, job embedded PD
    - Instructional coaching
    - Intervention teachers
- Increase counselors, school psychologists, social workers, SSC's
- Smaller caseloads in Special Education

Group 3

- Student success coach, regulate behaviors to engage in learning (mental behavioral)
- Target additional staffing for struggling readers, ELL, Students with Disabilities (class size)
- Targeted class-size/ caseload reductions in schools with higher poverty (K-12) (class size).
- Increase culturally sustaining practices through professional learning and instructional coaching (mental/behavioral).
- Smaller class sizes and caseloads to support relationships and academic behavior (class size).
- FTE for interventions, MTSS, RTI (class size).

Group 4

- Reduce class size in higher poverty schools
- Specialized staffing in literacy, ELL, Pre K-2, 9th grade on-track teams

- ELL strategies: prior knowledge summarizing, ELL training on strategies for all general education teachers
- Multi-tiered RTI: tier 1, small class sizes with effective instruction, 1/3 small targeted groups
- Hire and retain teachers of color. Look outside of BSD/PDX, at higher education academic programs. Then support them in being successful, comfortable, and happy. Example – R.E.A.P.
- Add enrichment opportunities that are culturally motivating, relevant, and sustaining (i.e. Girls Build electives)
- Before and after school clubs and programs (i.e. Speech and Debate, MS introduction classes to C.R.L.E. – summer trades exploration… small engine repair)

In an effort to bring additional clarity to these strategies, the written record provided by participant was individually read and compiled. It was important to look for consistency in regard to the recommended strategies by individuals as well as each table group.

The items below capture the entirety of the strategies suggested by individuals, with the frequency of each suggestion recorded to the left of the item. In an effort to honor what was specifically indicated, the record creates small differentiations in similar themes. More detail on the themes is provided later in the report.

(6) Class size at high poverty schools and across the board.
(6) On-going, job embedded professional development and instructional coaching for teaching in/with small class sizes
(5) More specialized staffing (counselors, psychologists, community mental health partners), especially at high poverty school
(5) Social Emotional Learning scale up of a/the program including Professional Development.
(4) Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) with a focus on Effective Core Instruction, Core Class Sizes, and Interventions for Academics
(3) Reading interventions and literacy coaches, especially in high poverty schools
(3) Invest in 3rd grade reading
(3) Expand equity Professional Development for all staff (mandatory and ongoing)
(3) Invest in practices to recruit and retaining racially diverse teaching staff
(3) Best teachers moved to where needed most (lowest performing schools, underserved populations)
(3) Add enrichment opportunities that are culturally sustaining, relevant and motivating
(3) Class size reduction across the board
(3) Ongoing job embedded PD in Cooperative Learning Techniques
(2) Ongoing job embedded PD in 9th grade on-track teacher teams
(2) Ongoing job embedded PD on Culturally Sustaining teaching practices
(2) Ongoing job embedded PD on AVID strategies
(2) Ongoing job embedded PD on Direct Instruction
(2) Add enrichment opportunities
(2) Well-rounded learning experiences

(1) Ongoing job embedded PD on more training for general education teachers on ELL strategies
(1) Ongoing job embedded PD on strategies for emerging Bilinguals
(1) More courses, more teachers, and more course options
(1) Provide economically disadvantaged students with opportunities students may not have outside of school
(1) Summer school for ECD K-10
(1) Meet students mental and behavioral health needs
(1) Expand early learning
(1) Lengthen the day

Synthesis/Recommendations:

In order for a synthesis of this process to be as helpful as possible, a specific and focused set of recommendation should be provided. Both collected results data and meeting context need consideration for best accuracy. The following synthesis is intended to consider the entirety of the input session in the formation of recommendations.

Focal Student Populations –
Even a quick review of the feedback from the participants makes it obvious there are four focal student groups recommended. The Economically Disadvantaged group received the highest number of votes, ELL or Ever ELL the second highest number, Students with Disabilities third, and Hispanic/Latinx fourth. Support for focus on other students was either non-existent or negligible.

The Beaverton School District has a very diverse student population, many of whom speak first languages other than English. Spanish is the second most prominent language spoken (other than English), with the majority of Spanish speaking students identifying as either Hispanic or Latinx. Obviously not all of these Hispanic/Latinx students fit into the ELL/Ever ELL category, but many probably do. In fact, the combination of these two groups may actually have commanded the highest level of total support for focus. The precise distinction however, probably does not need to be made. The four identified groups were clearly delineated by this process.

A deeper review of student outcome data further confirms these four populations as having the most significant achievement disparities in the district. Some rational for achievement disparities can be made for Students with Disabilities. Many Students with Disabilities face learning challenges that actually make skill attainment and performance on assessments more difficult. However, further investigation reveals that in Beaverton, Students with Disabilities actually experience lower academic growth than other student sub-populations. This is particularly true in K-5 English Language Arts, and again confirms a focus on this population is appropriate.

Longitudinal Data Targets-
The results delivered on the Longitudinal Data Targets speak for themselves. Third Grade Reading received the most support as an outcome target, 9th grade on-track the second most, Regular Attendance the third most, and Four Year Graduation rate fourth most. The compiled feedback and discussion among the table groups made it clear they felt Third Grade reading was critical to long term student success and deserved the highest focus from the district.

After that, the results became a little less clear. We did not appropriately include the outcome targets local districts can consider to include in their SIA outcome targets. This oversight caused several participants to "write in" other choices (i.e. Expanded Credits in Career Learning). Had this been include as a choice, it may have received additional consideration.

If the district chose to focus on Third Grade Reading, and 9th on-track, the input of the committee would certainly be honored. Other choices may also make sense. Any set of targets a district would choose absent a Graduation rate, would likely be a difficult sell politically.

Strategies-

1. Class size has been a point of tension in the Beaverton School District for a number of years. It came up repeatedly over the course of this process and in the input participants provided. They did however; nuance how SIA resources could best be spent to improve outcomes for focal student populations. They specifically recommended reducing class size in the early grades (K-3) at targeted high poverty schools. In fact, this was the number one recommendation. The second highest recommendation was job imbedded professional development to support teachers in making the instructional changes needed to take full advantage of these smaller class sizes. Evidence exists to support both of these strategies, and the District should strongly consider making them part of their SIA application and implementation.

2. Additional specialized staffing (counselors, psychologists, community mental health partners), especially at high poverty schools, was next in line in terms of input. This has the effect of reducing caseloads, and offering additional support across the board, and specifically were focal students populations attend. The scale up of a Social Emotional Learning program, including professional development, was a key compliment to implementation. Meeting student Mental and Behavioral Health Needs is one of two stated purposes of the SIA, and this recommendation would help meet that purpose. Again, this should receive strong consideration in the Beaverton SIA application.

3. Implementation of MTSS and or RTI had the next highest level of support. Participants understood effective implementation requires significant professional development, effective "core" instruction, and academic interventions. In partnership to this work was a significant push for an investment in 3rd grade reading, reading interventions, and literacy coaches, especially in high poverty schools. These seemed to all tie together into a package of well-researched evidence based practices with high effect sizes.

4. Equity based practices received significant feedback through a variety of input. The suggestions were more diffuse, but created a hefty collective recommendation.

- Mandatory and ongoing equity professional development
- Invest in practices to recruit and retaining racially diverse teaching staff
- Best teachers moved to where needed most (lowest performing schools, underserved populations)
- Add enrichment opportunities that are culturally sustaining, relevant and motivating
- Ongoing job embedded PD on Culturally Sustaining teaching practices

Each of these is a significant body of work, but clearly point to recognizing a desire to improve outcomes for all students, and specifically students of color. Students of color attending Beaverton schools do experience a predictable and persistent outcome disparity and should receive additional specific support through SIA funding. The SIA expects that all decisions are reviewed through an equity lens. These recommendations focus specifically on equity, and clearly meet that requirement.

5. The final set of significant recommendations fall into the realm of Professional Development. Each of the previous recommendations (1-4) also require PD, but these recommendations were for more discreet PD. They all called for what committee members described as ongoing and job embedded. They included PD in:
   - Cooperative Learning Techniques
   - 9th grade on-track teacher teams
   - AVID strategies
   - Direct Instruction

   Each of these techniques or programs have a high or reasonably high evidence base for improving student learning.

   The district already has invested in and implemented several of these strategies so it is difficult to know exactly what participants intended by including them. Either a continuation of the current work underway, or an increased investment is the likely intent.

Requirements:
The Beaverton School District SIA application must meet a series of criteria in order to be approved by the state. They include:

- Meet SIA Law and Rule
- Consider the recommendations from the QEC (Quality Education Commission)
- Consider the District CIP (Continual Improvement Plan) and identified needs
- Take into account Input from the Community
- Consider Disaggregated Data
- Make Equity-based Decisions (Equity Lens)
- Utilize Evidence Based models

Each of the recommendations above (1-5) meet these requirements. The district could work to implement them all, but might diminish the overall effect by making any single implementation to diffuse. The first two recommendations (1 and 2) should definitely receive either full or partial implementation. The remaining recommendations are each robust, but likely will require the district to choose among them.

BEAVERTON SCHOOL DISTRICT

Board Meeting Date
March 9, 2020

WE EXPECT EXCELLENCE WE INNOVATE WE EMBRACE EQUITY WE COLLABORATE

TRANSPORTATION SUPPLEMENTAL PLANS FOR 2020-2021

SITUATION:

Oregon Revised Statute (ORS 327.006) establishes the criteria for reimbursement of approved transportation costs by the State at 70%. The primary component of the reimbursement is daily round-trip home-to-school transportation for elementary and secondary students living outside transportation zones established by statute (1.0 and 1.5 miles respectively).

The statute also includes provisions for reimbursing transportation costs for students living within these zones if it is required for "health or safety reasons." To qualify for reimbursement, routes servicing areas within these zones must be approved annually by the Oregon State Board of Education as local district Transportation Supplemental Plans.

The primary reason for providing transportation for students within the 1.0 and 1.5-mile zones is lack of sufficient infrastructure for a safe walkway (e.g. no sidewalks, no designated walkways away from traffic, need to cross major traffic arterials, etc.) A committee comprised of BSD Transportation, Public Safety, and Risk Management staff along with representatives from the City of Beaverton Traffic Department, Washington County Land Use, Washington County Safe Routes to School, and the THPRD Planning Department evaluate planned & completed road and pedestrian access improvements within our boundaries and determine their effect on BSD student transportation. In many cases, road and sidewalk improvements have a positive effect on school accessibility by creating safe walking routes for students living nearby who are presently transported by school buses.

Staff has met with building administrators, mailed correspondence to student homes, and held community meetings for the proposed changes.

RECOMMENDATION:

Staff recommends approval the proposed Transportation Supplemental Plan for the 2020-2021 school year.

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.

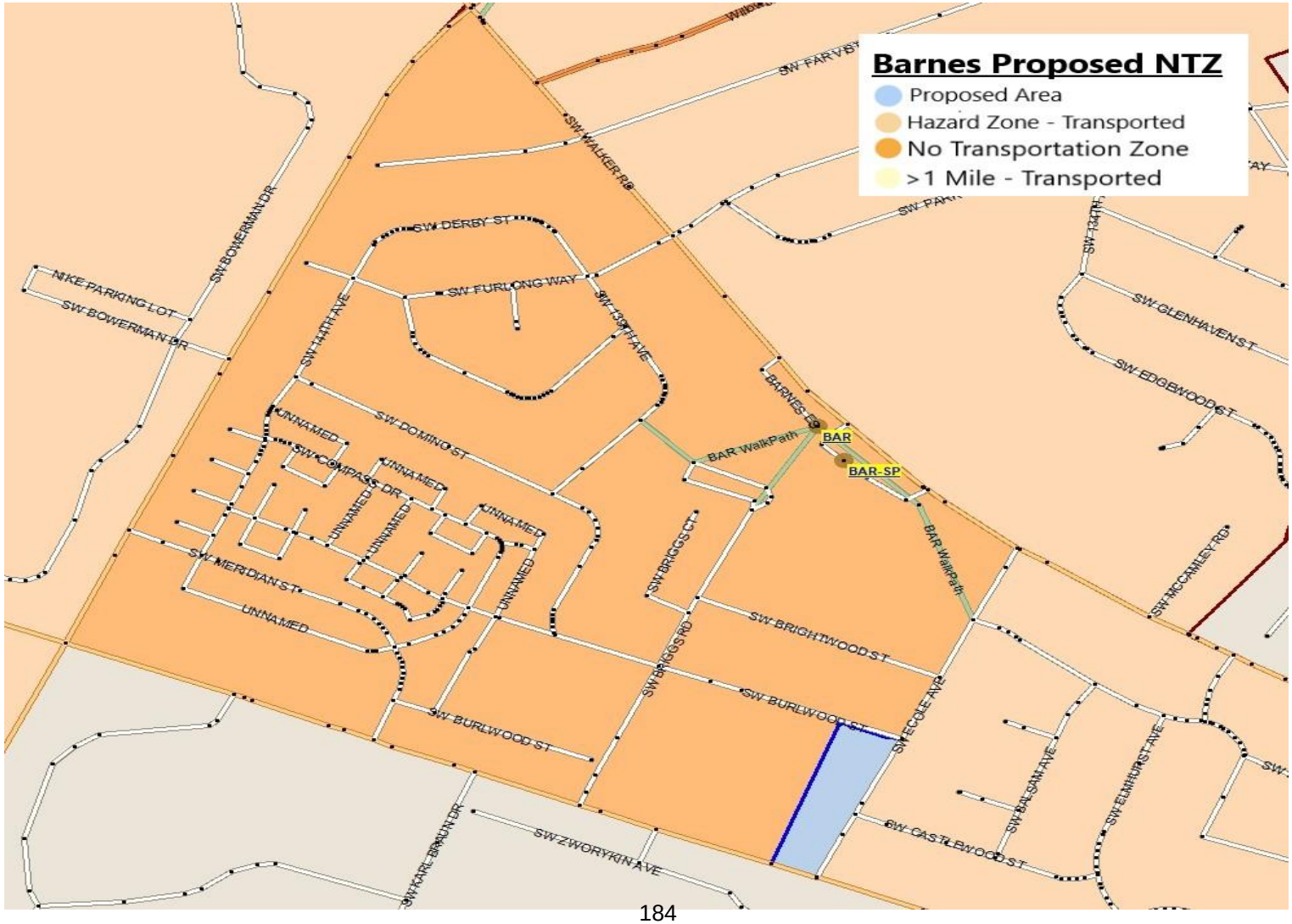
Summary of Changes

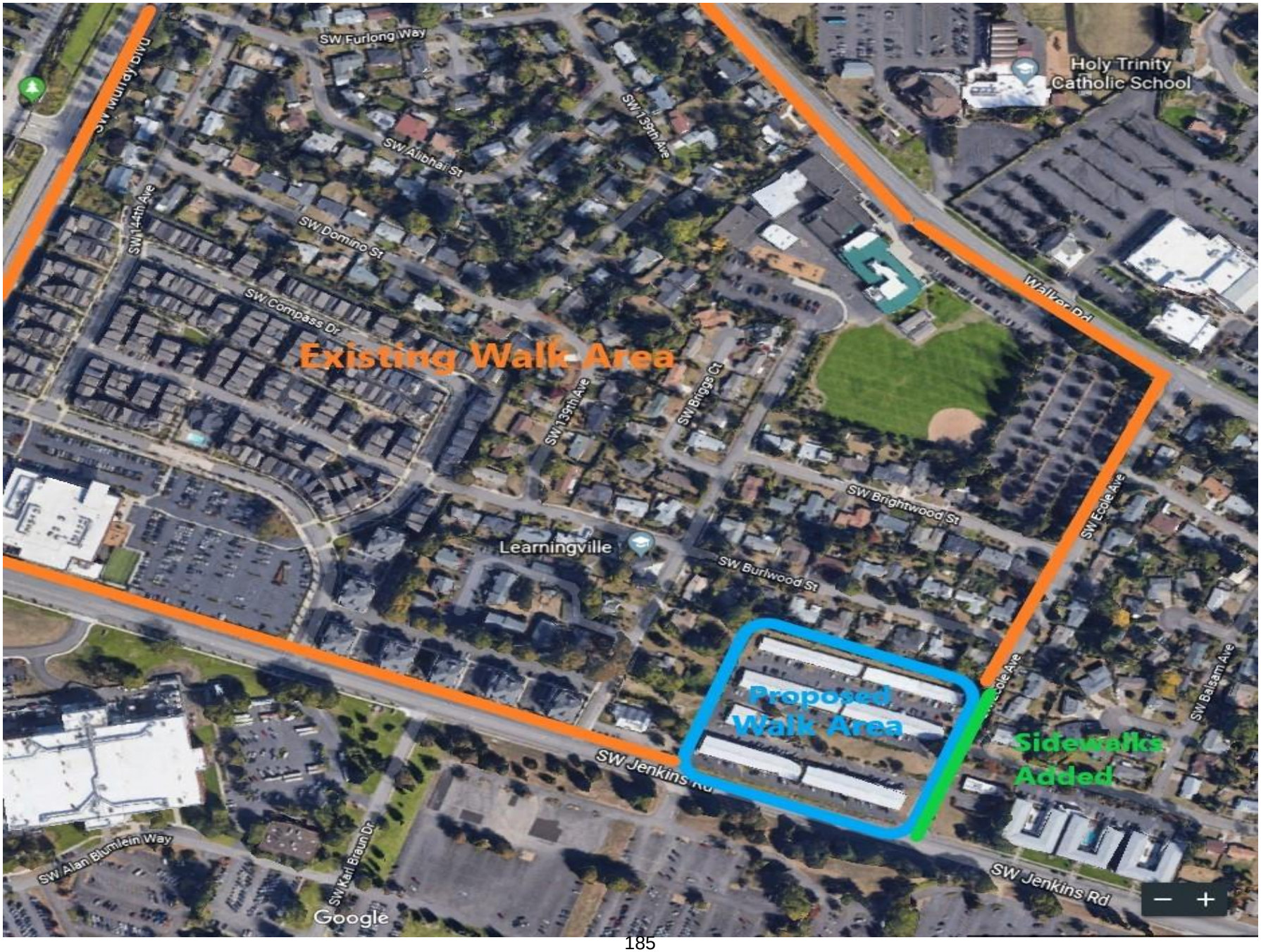
Schools	Hazard Area	Students	Stops	Buses	What Changed	Recommendation
Barnes ES	Chateau Ecole Apartments (Jenkins & Ecole)	23	1	0.5	Addition of sidewalks to SW Ecole. Completion scheduled for Summer of 2020; implementation dependent upon completion prior to Fall 2020	Remove Hazard Transportation
Beaver Acres ES	Area transferred from Beaver Acres as part of boundary change of 2019/2020	82	1	2.0	Area within 1.0 miles to BAC however requires crossing a hazardous street (SW Jenkins)	Add Transportation & designate as a Hazard Supplemental Zone
Raleigh Park ES	SW Newton Drive	2	1	0.0	Walk path on Dogwood Ln connects existing walk area to Raleigh Park ES. Property owners have provided permission for public use.	Remove Hazard Transportation
Sato ES	Area north of Shackleford Rd between Eleanor & BSD/PPS boundary	76	3	1.0	Addition of signaled School Zone, 4-way controlled intersection, and crossing guard at NW Kaiser & NW Ridgeline	Remove Hazard Transportation
Scholls Heights ES	Snowy Owl Lane	16	1	0.3	Installation of sidewalks connecting Snowy Owl with existing walk zone neighborhood	Remove Hazard Transportation
Terra Linda ES	Area north of NW Burton St	5	1	0.0	Addition of sidewalks to NW 143rd St enables safe walk path	Remove Hazard Transportation
West TV ES	Area north of NW Morrison St	24	6	0.5	Addition of sidewalks on NW 90th St from Taylor to Stark allows safe walk path to West TV ES	Remove Hazard Transportation
	South side of SW Taylor St	32	2	0.5	Installation of sidewalks from Valeria View to West TV ES	Remove Hazard Transportation
Five Oaks MS	Area north of Walker, east of 170th, west of 158th.	13	6	0.2	Addition of sidewalks on NW Walker Rd in 2019	Remove Hazard Transportation
Stoller MS	Area on NW Evergreen Ln and Bronson Crest Loop	18	2	0.3	Completion of THPRD Westside Trail providing access to Laidlaw Rd; placement of crossing guard at trail termination	Remove Hazard Transportation
		291	**24**	**5.25**		

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.

Barnes Elementary School

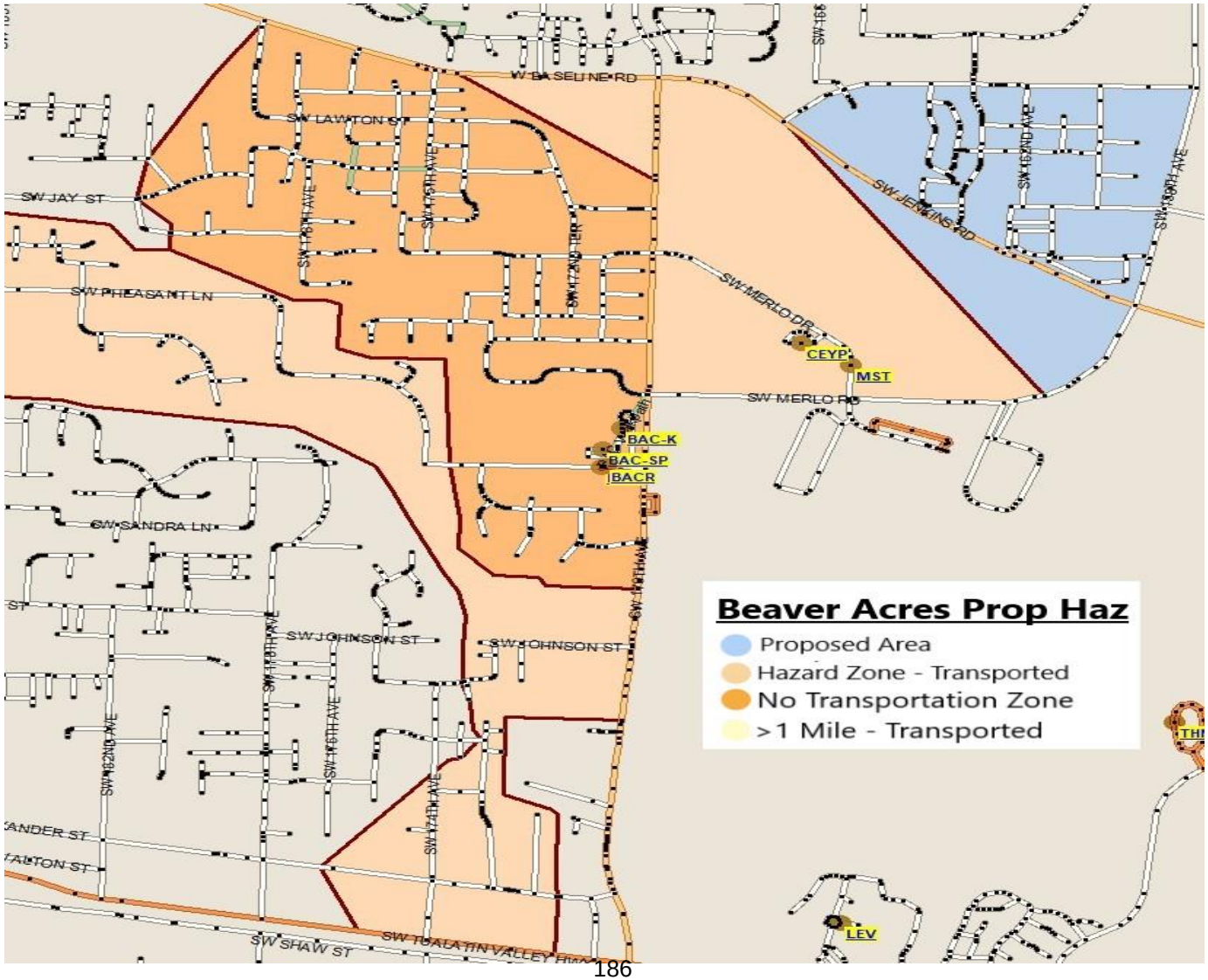
The proposed area receives bus service due to the lack of sidewalks on SW Ecole or SW Jenkins. Washington County approved and funded the addition of sidewalks to the west side of SW Ecole between SW Jenkins and SW Brightwood, which would connect this area to the existing walk zone for Barnes ES. Work is scheduled to go out for bid in January 2020 and be completed in the Spring. If for any reason work is not completed prior to the start of the Fall 2020 school year, bus service will be provided until the project is completed.




SW Furlong Way
SW Murray Blvd
SW 139th Ave
SW Alibhai St
SW 144th Ave
SW Domino St
SW Compass Dr
Holy Trinity Catholic School
Walker Rd
Existing Walk Area
SW 139th Ave
SW Briggs Ct
SW Brightwood St
SW Ecole Ave
Learningville
SW Burlwood St
Proposed Walk Area
Sidewalks Added
SW Balsam Ave
SW Jenkins Rd
SW Alan Blumlein Way
SW Karl Braun Dr
SW Jenkins Rd
Google

Beaver Acres Elementary School

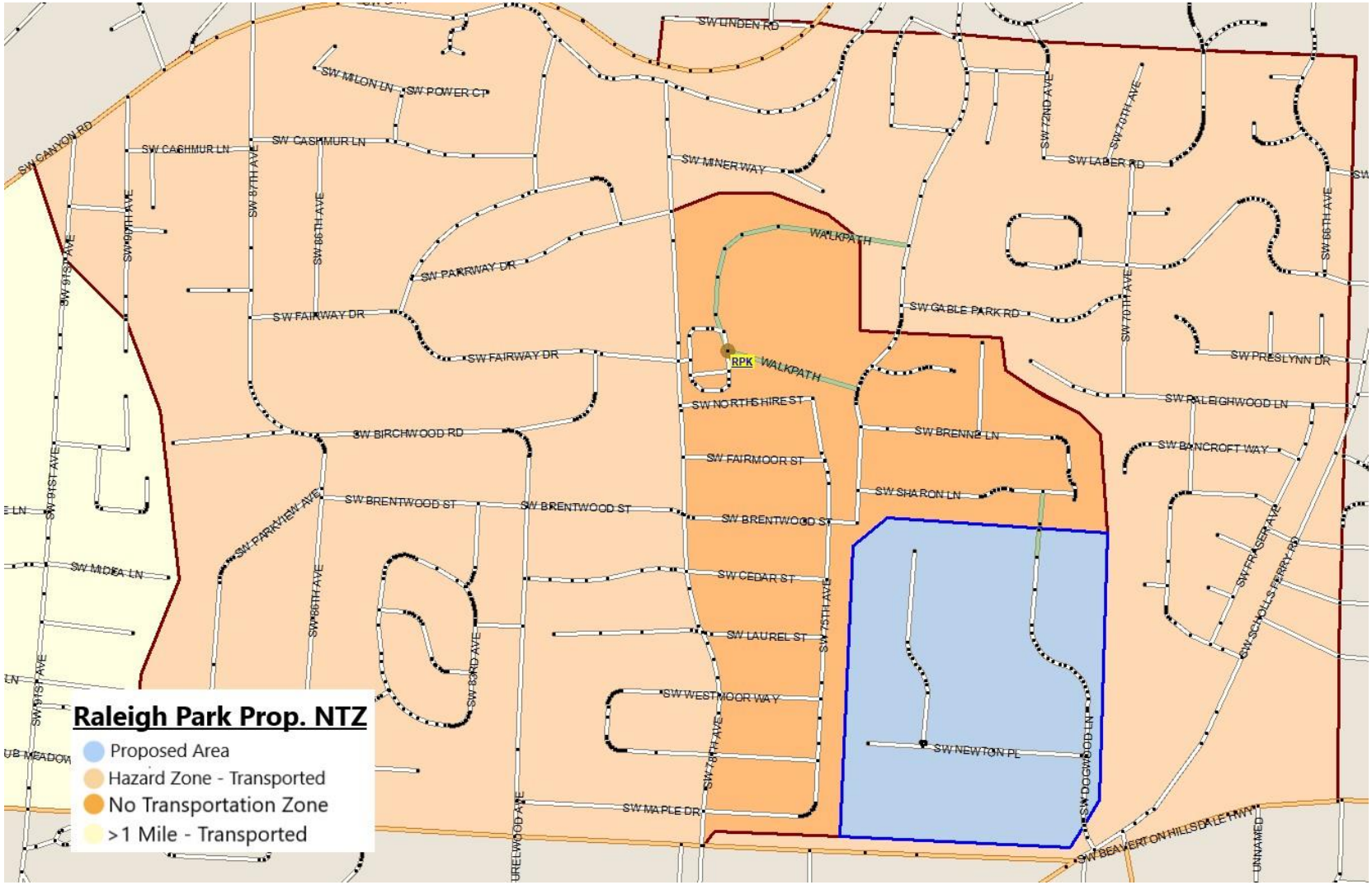
The proposed area was transferred from Elmonica ES to Beaver Acres ES beginning in Fall 2019 as part of the Elmonica Boundary Adjustment Process. The area is under 1 mile from Beaver Acres ES, however it lacks a safe walk path to school due to the hazardous crossing at SW Jenkins Road. Board approval is required to qualify for reimbursement as a Hazard Zone.



Proposed Hazard Area
Existing Hazard Area
SW Merlo Rd
SW Merlo Dr
SW Merlo Ct
SW Jenkins Rd
SW Gage Ln
SW Mason Ln
SW Kaylynn
SW Corona Ln
SW Lawton St
SW 174th Terrace
SW 175th Ave
SW San Mateo Terrace
SW 172nd Terrace
SW 171st Terrace
SW Beaver Ct
SW Augusta Ln
© 2018 Google

Raleigh Park Elementary School

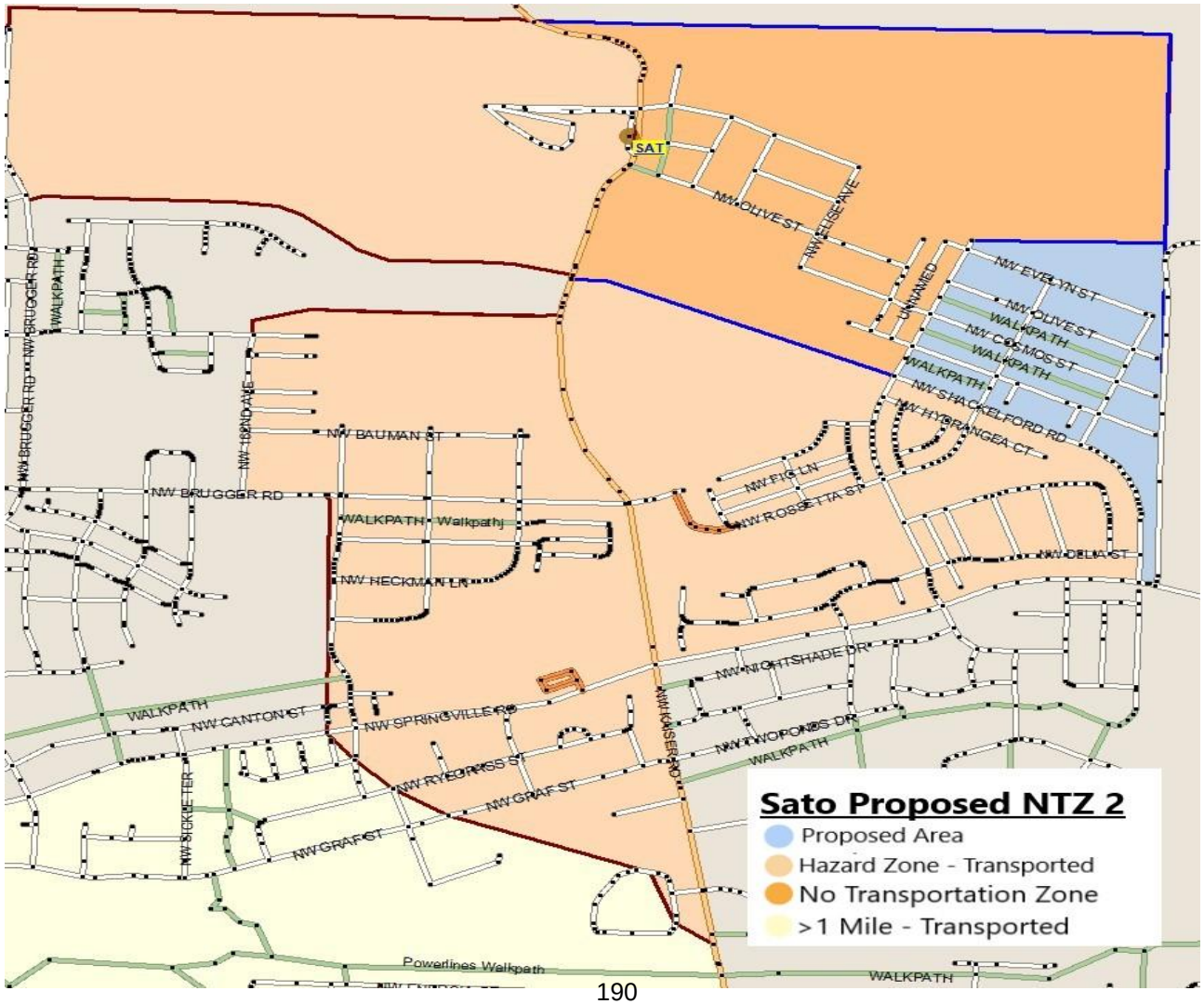
The proposed area receives service because the traditional path from this neighborhood to Raleigh Park ES exceeds 1 mile. A pedestrian path and gate exists on SW Dogwood which provides access to SW Sharon Ln. The gate is regularly used by neighborhood residents and owners of the gate and the path have provided BSD permission for students to use it also. The new path reduces walk distance to under 1 mile.

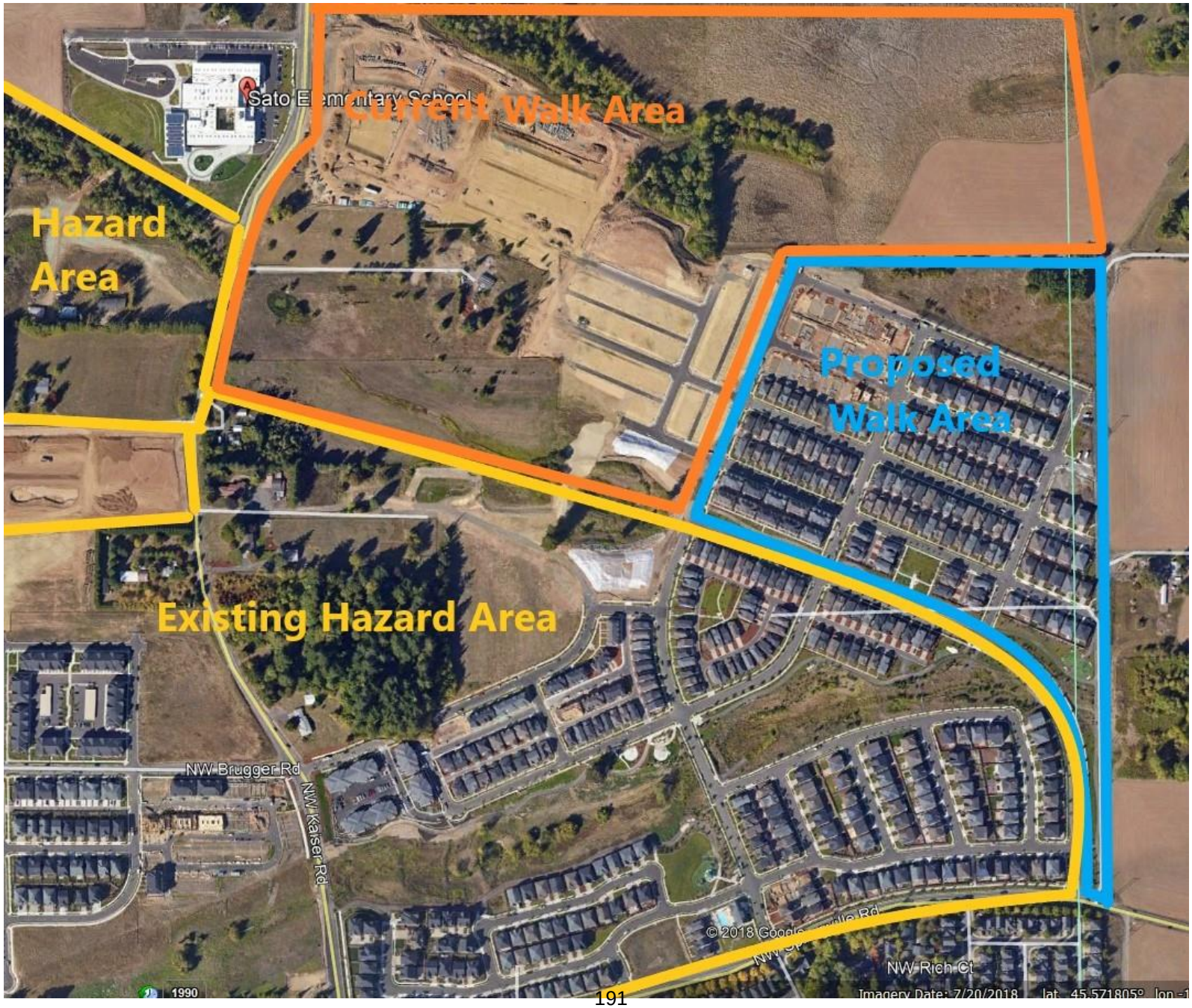


Existing Hazard Area
Existing Walk Area
Gate
Proposed Walk Area
Raleigh Park Elementary School
SW Linden Rd
SW Cedar Ln
SW Miner Way
SW Gable Park Rd
SW Gable Pkwy
SW Preslynn Dr
SW Northshire St
SW Fairmoor St
SW Sharon Ln
SW Cedar St
SW Laurel St
SW Westmoor Way
SW Broadmoor Terrace
SW Maple Dr
SW Newton Pl
SW 82nd Ave
SW 83rd Ave
SW 75th Ave
SW 70th Ave
SW 68th Ave
SW Raleighwood Way
SW Fraser Ave
SW Laber Rd
SW Grace Ln
SW Dogwood Ln
Laurelwood Ave
© 2018 Google

Sato Elementary School

The proposed area receives bus service due to lack of a safe crossing on NW Kaiser Rd. In Fall 2019, Washington County installed a 4-way stop sign at NW Kaiser and NW Ridgeline and implemented 20 MPH Speed Zone signage on NW Kaiser. BSD currently staffs a crossing guard at this intersection. This neighborhood connects to the existing walk zone immediately to the west and has sidewalks available for students. Hazard criteria initially identified when establishing this area as a hazard zone have now been addressed.



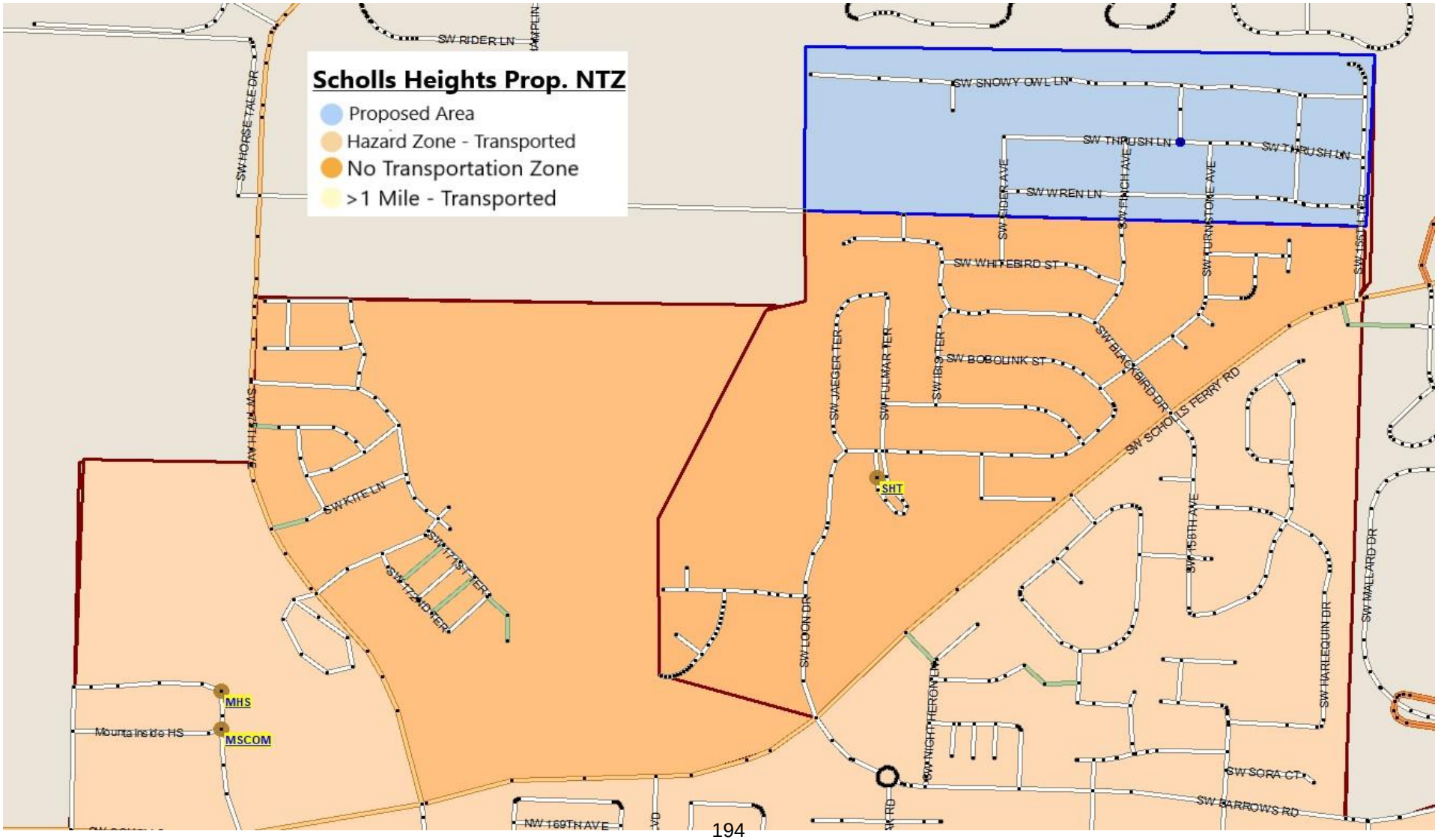

Current Walk Area
Hazard Area
Proposed Walk Area
Existing Hazard Area
NW Brugger Rd
NW Kaiser Rd
NW Rich Ct

NW Evelyn St
NW Eleanor Ave

NW Olive St
NW Lauren Ave

Scholls Heights Elementary School

SW Snowy Owl Ln has previously received service because the only established walking route exceeded 1 mile. SW Thrush Ln and SW Wren Ln were added in 2019 as part of a new development and connects SW Snowy Owl to the existing walk area for Scholls Heights ES. These streets have sidewalks.



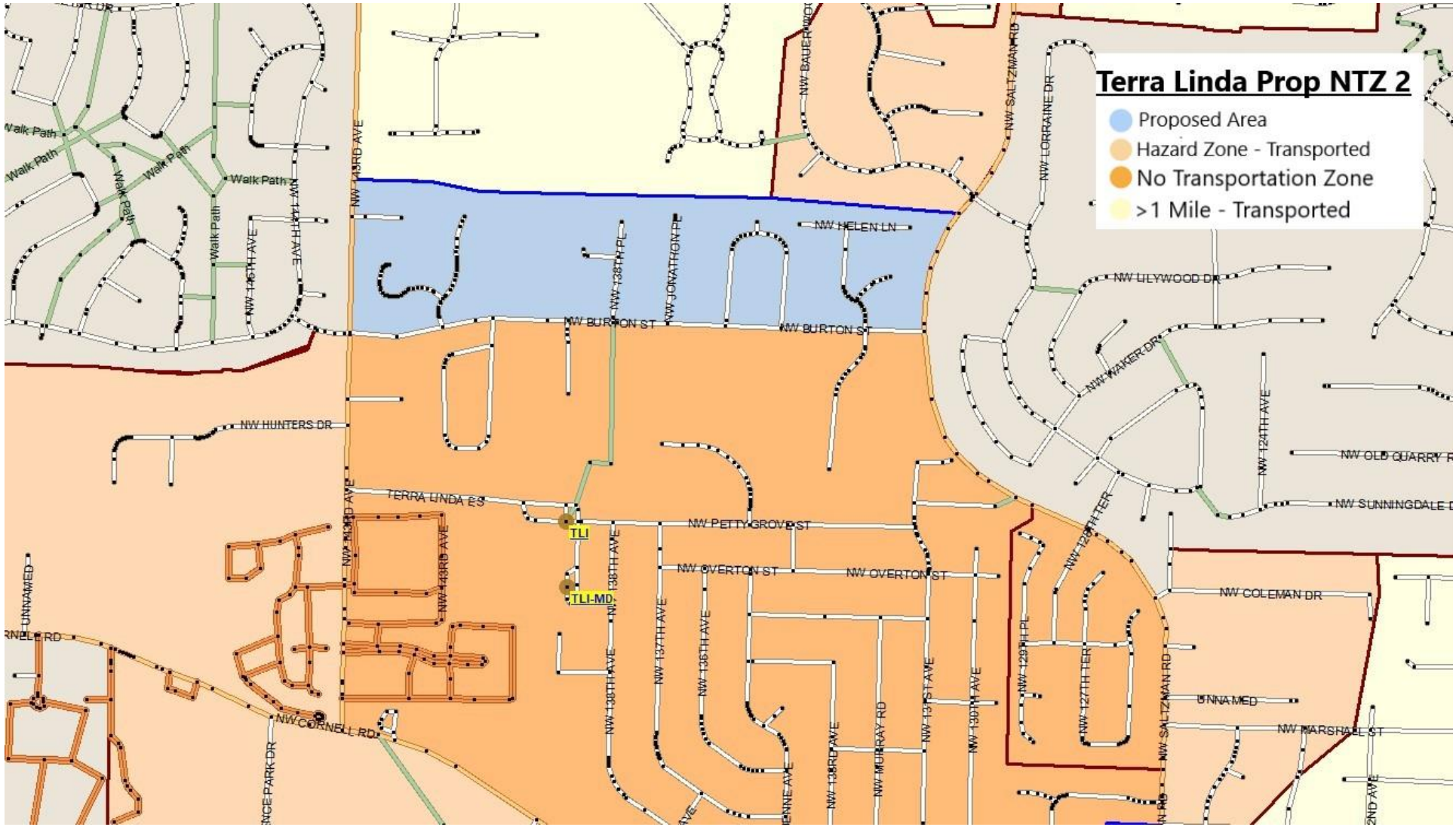
Proposed Walk Area
Existing Walk Area
SW Snowy Owl Ln
SW Deercrest Ln
SW Redbird St
SW White Bird St
SW Finch St
SW Pelican Way
SW Black Bird Dr
SW Ibis Way
SW Bobolink St
SW Jaeger Terrace
SW Goshawk St
SW Wintethawk Ln
SW Curlew Way
SW 158th Ave
SW Harlequin Dr
SW Loon Dr
Scholls Heights Elementary School
SW Murrelet Dr
© 2018 Google
210

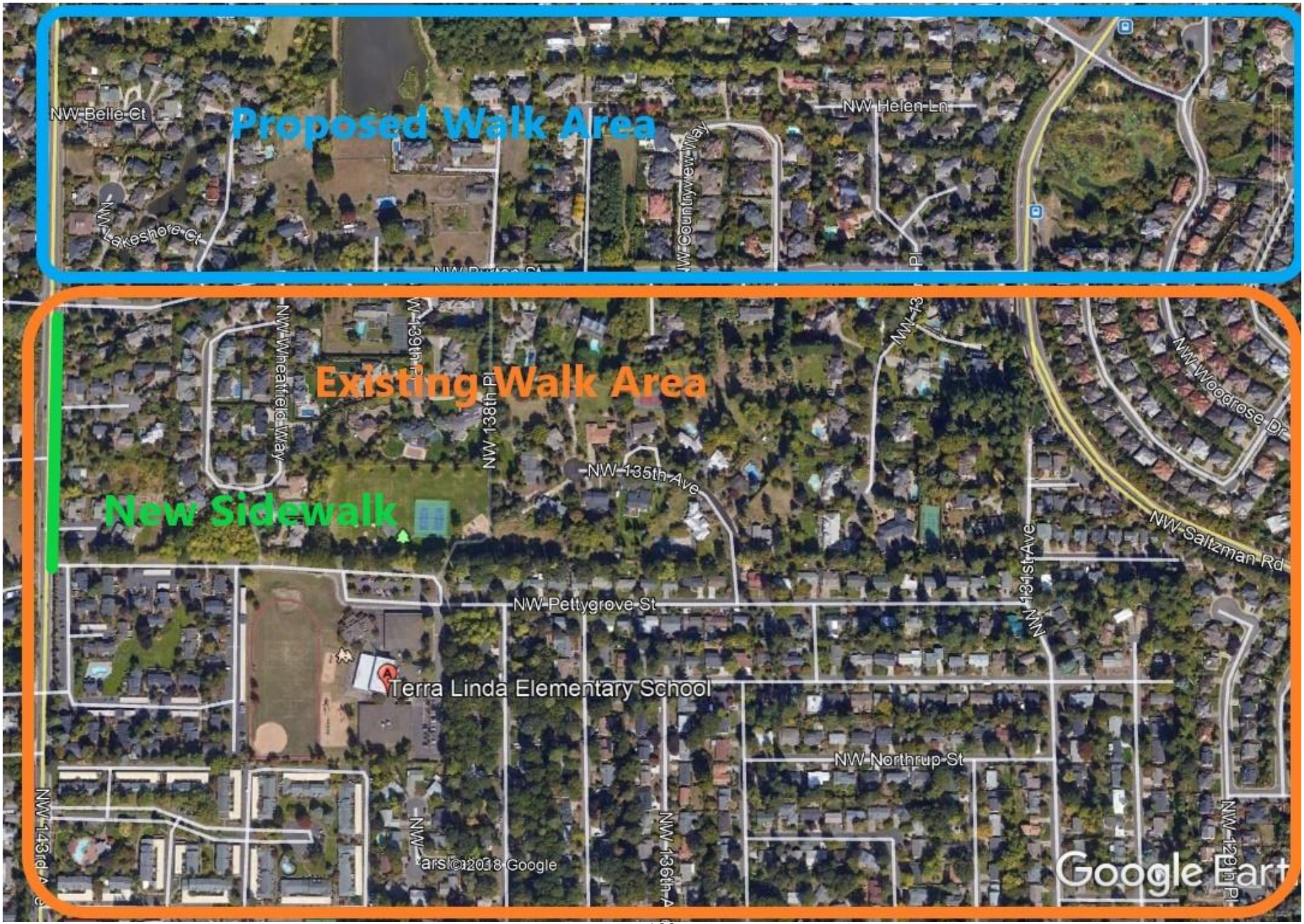
SW 156th Terrace

SW Wren

Terra Linda Elementary School - Proposed NTZ

The proposed area receives service due to a gap in the sidewalk on NW 143rd. A new sidewalk was added between NW Melody and the Terra Linda ES driveway in Spring 2019. Students now have safe access the school by walking west on NW Burton, crossing at the signalled intersection, and walking south on NW 143rd.



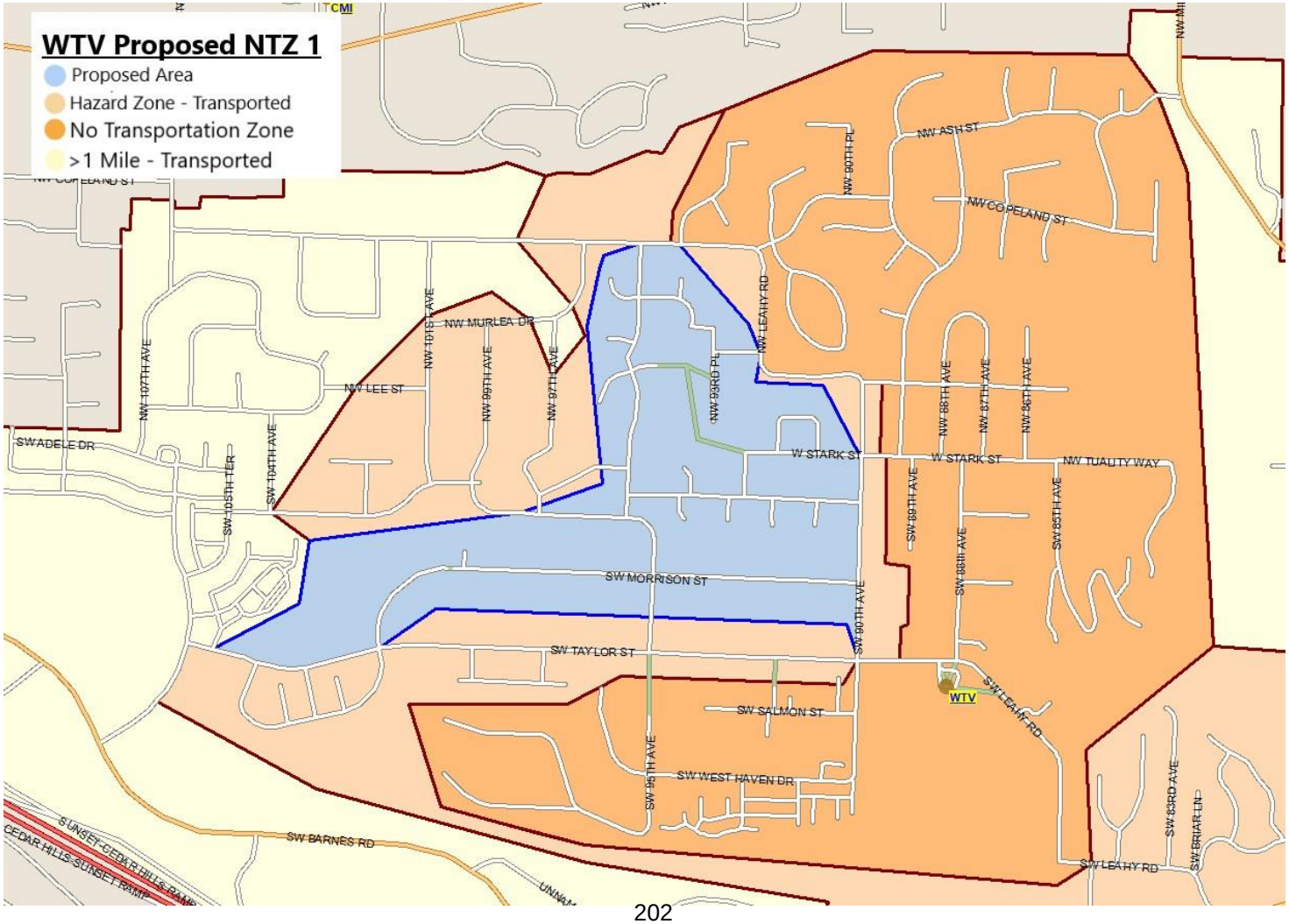

Proposed Walk Area
Existing Walk Area
New Sidewalk
NW Belle Ct
NW Lakeshore Ct
NW Helen Ln
NW Country View Way
NW Wheatfield Way
NW 138th Pl
NW 135th Ave
NW Woodrose Dr
NW Saltzman Rd
NW 131st Ave
NW Pettygrove St
Terra Linda Elementary School
NW Northrup St
NW 136th
NW 129th Pl
Google Earth

New Sidewalk
NW 143rd @ Terra Linda Driveway

NW Burton and NW 143rd
Terra Linda Prop NTZ 2
LEFT TURN YIELD TO ONCOMING TRAFFIC
NW Burton St

West TV Elementary School – Proposed NTZ 1

The area receives service due to the lack of sidewalks on SW 90th Ave, the primary connection for this area to West TV Elementary School. Volume and traffic speed on SW 90th exceeds guidelines for students to walk without sidewalks. In 2016, Washington County added sidewalks to the west side of SW 90th between SW Taylor and SW Oak Street. The project was supported by the community (see attached document). Neighborhood streets connecting to SW 90th lack sidewalks, however they have very low traffic volume and meet elementary student walking guidelines. A crossing guard will be added to the crosswalk at the intersection of SW 90th and SW Taylor to support student crossings.



New Sidewalk
Proposed Walk Area
Hazard Area
Current Walk Area
NW-Oak-St
SW-Washington-St
SW-Taylor-St
SW-Salmon-St
SW-West-Haven-Dr
SW-Spring-Crest-Dr
NW-Murlea-Dr
NW-Orchard-Dr
NW-Sylvania-Dr
NW-101st-Ave
NW-99th-Ave
NW-96th-Ave
NW-95th-Ave
NW-86th-Ave
SW-89th-Ave
SW-88th-Ave
SW-95th-Ave
SW-105th-Terrace
SW-104th-Ave
SW-Todd-St
NW-Sundown-Way
NW-Torreyview
West Hav

SW 90th and SW Morrison
X-ING

SW 90th and SW Stark

Susan Rosenthal
9601 NW Leahy Rd #204
Portland, OR 97229
June 9, 2011

RECEIVED
JUL 26 2011
WASHINGTON COUNTY
BOARD OF COMMISSIONERS OFFICE

Greg Malinowski
155 North First Ave.
MS-21
Hillsboro, OR 97124

Dear Mr. Malinowski

The signed residents below live in the neighborhood surrounding SW 90th St. We are writing to you regarding our concern about the west side portion of SW 90th St that runs from NW Leahy, south to the 4-way stop intersection at SW Leahy Rd/Taylor St/SW 90th St. This is a very dangerous section of road for pedestrians.

This section of SW 90th St has significant amounts of 35+ mph traffic. SW Taylor St was opened to through traffic several years ago, and this has increased the flow of traffic on SW 90th St. The east side of SW 90th St has no shoulder, and is very unsafe for walking or biking. The west side of the street has a wide shoulder, but the shoulder has deteriorated and is in serious need of repair. We would like to see the western shoulder repaired by leveling and a consistent width, and we also request that pedestrian facilities be added to the shoulder. We would love to have a sidewalk added. If you cannot install a sidewalk, please install a curb or an asphalt path that is separated from the traffic lane.

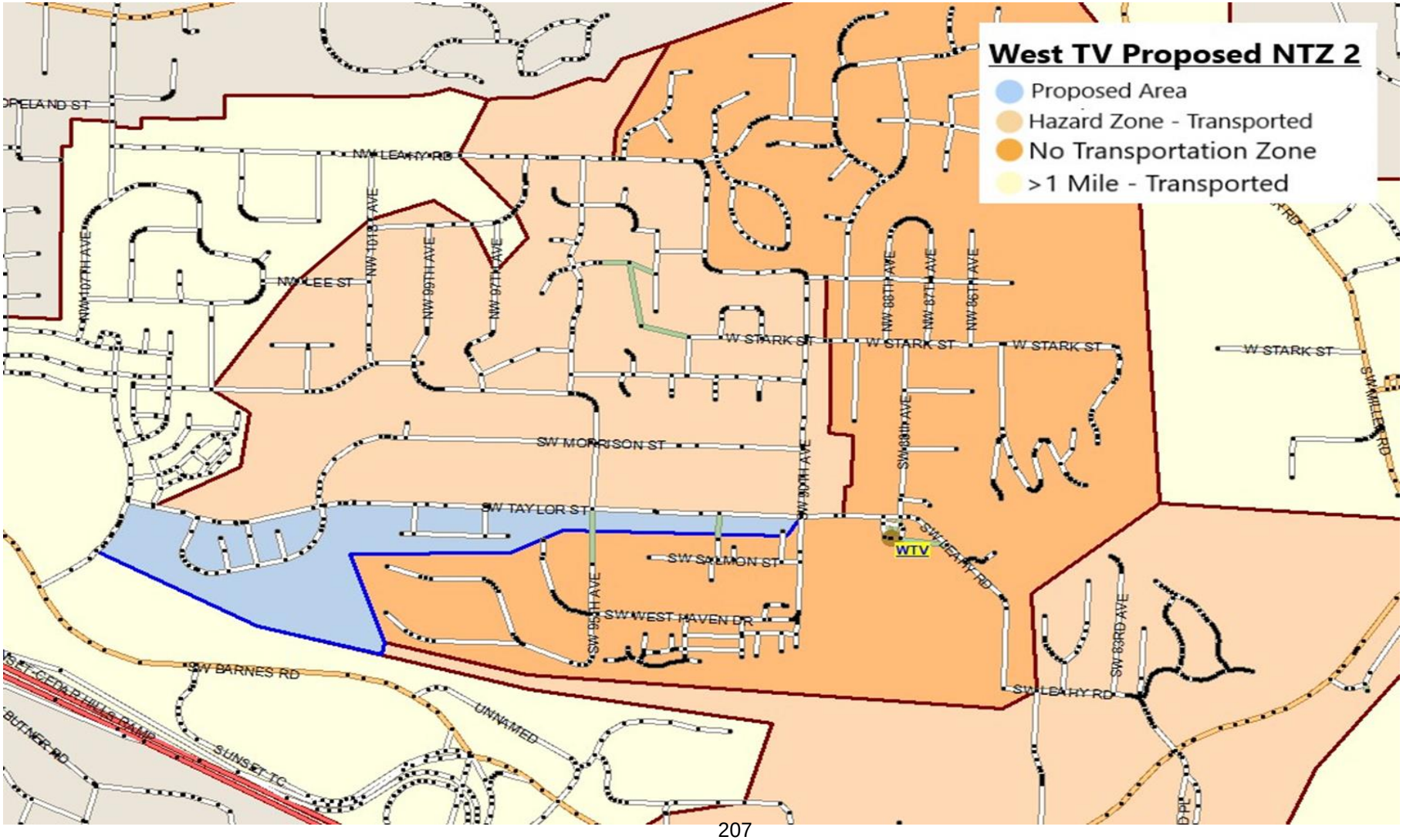
This area is leads to West Tualatin View Elementary School, Catlin Gable and the park. At the present time, students who live west of SW 90th are entitled to a bus, despite living less than .5 miles from the school. This is due to the safety concerns on SW 90th. This is an absurd situation. We want to see the road improved so that students can safely walk to school, and others can enjoy the walk to school on SW 90th in safety.

Sincerely,

Marilyn Welch
Sandy Seegmiller
Karen King
Lorraine Heller
Sasha Hanenberg
Chuan Calder
Daniella Clem

West TV Elementary School – Proposed NTZ 2

This area receives service due to the lack of sidewalks on SW Taylor. The traffic volume and speed on SW Taylor exceeds guidelines for students to walk without sidewalks. Washington County installed sidewalks on the south side of SW Taylor between SW Windwood Dr and West TV ES in 2016. The intersection of SW Taylor and SW 90th has signage and street markings designating it as a school crossing. The north side of SW Taylor has intermittent sidewalks and will continue to receive transportation service.



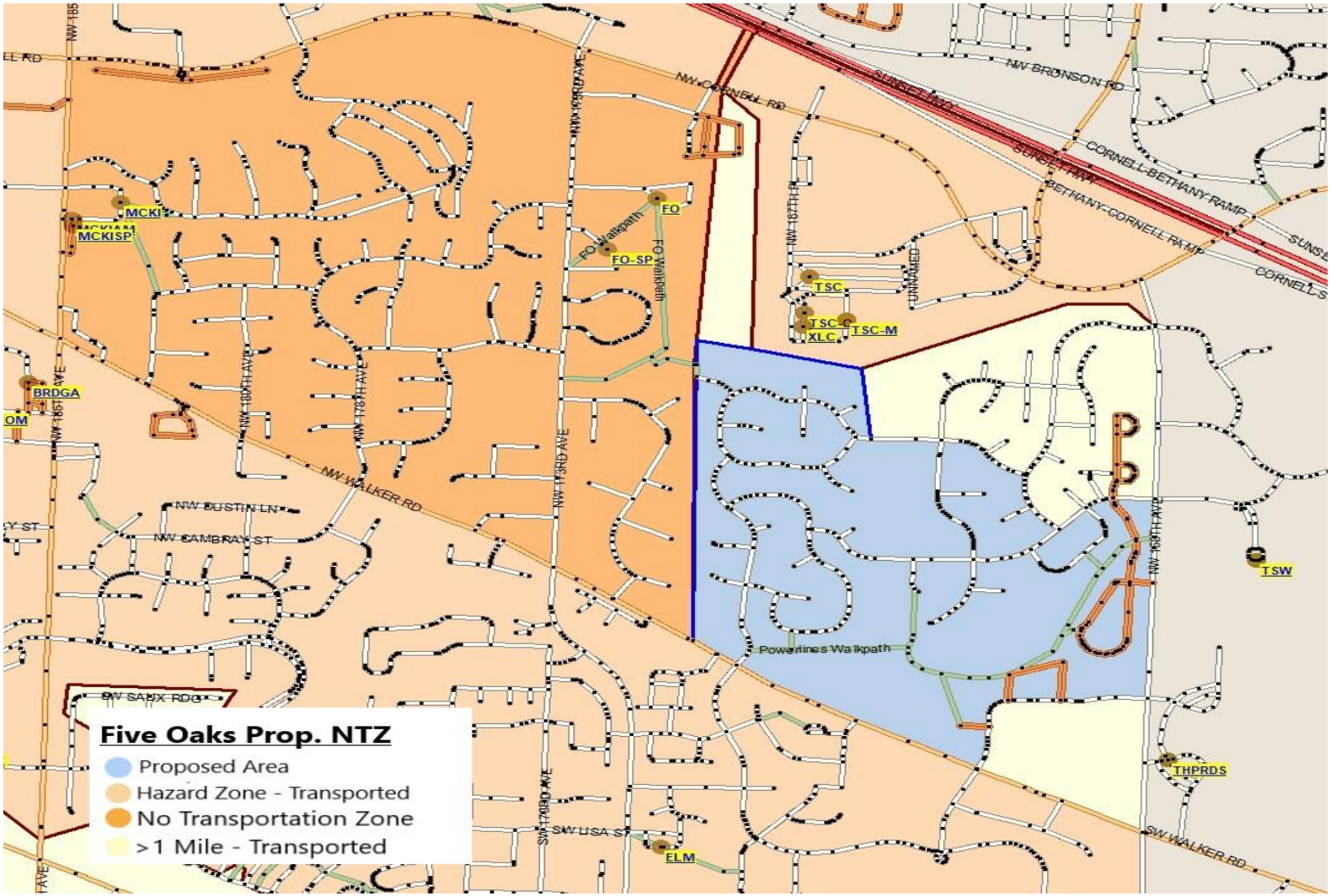
Hazard Zone
Sidewalk
Current Walk Area
Proposed Walk Area
SW Morrison St
SW Leahy Rd
SW Salmon St
SW West Haven Dr
SW Soprano Ln
SW Windrose Way
SW Spring Crest Dr
S 95th Ave
SW 90th Ave
SW 88th Ave
West Haven-Sylvan
SW 90th Ave & SW W Haven Dr

SW Taylor approaching SW 90th
9124
Exit Street View
AHEAD
X-ING
SCHOOL
© 2018 Google
© 2019 Google
Report a problem
Google Earth
lat 45.515839° lon -122.769877° elev 506 ft eye alt 494 ft

SW Taylor and SW 99th
Exit Street View
S-L-O-W
© 2019 Google
© 2018 Google
Google Earth
port a problem

Five Oaks Middle School

The area receives service due to the lack of sidewalks on SW Walker Road between NW 167th and NW 173rd. There is a THRPD trail connecting the neighborhood to the existing Five Oaks Walk Zone, however it frequently floods during winter & spring and has not been deemed as a usable path for students. In 2018, sidewalks were added to SW Walker as part of road improvements eliminating the need to use the THPRD trail.

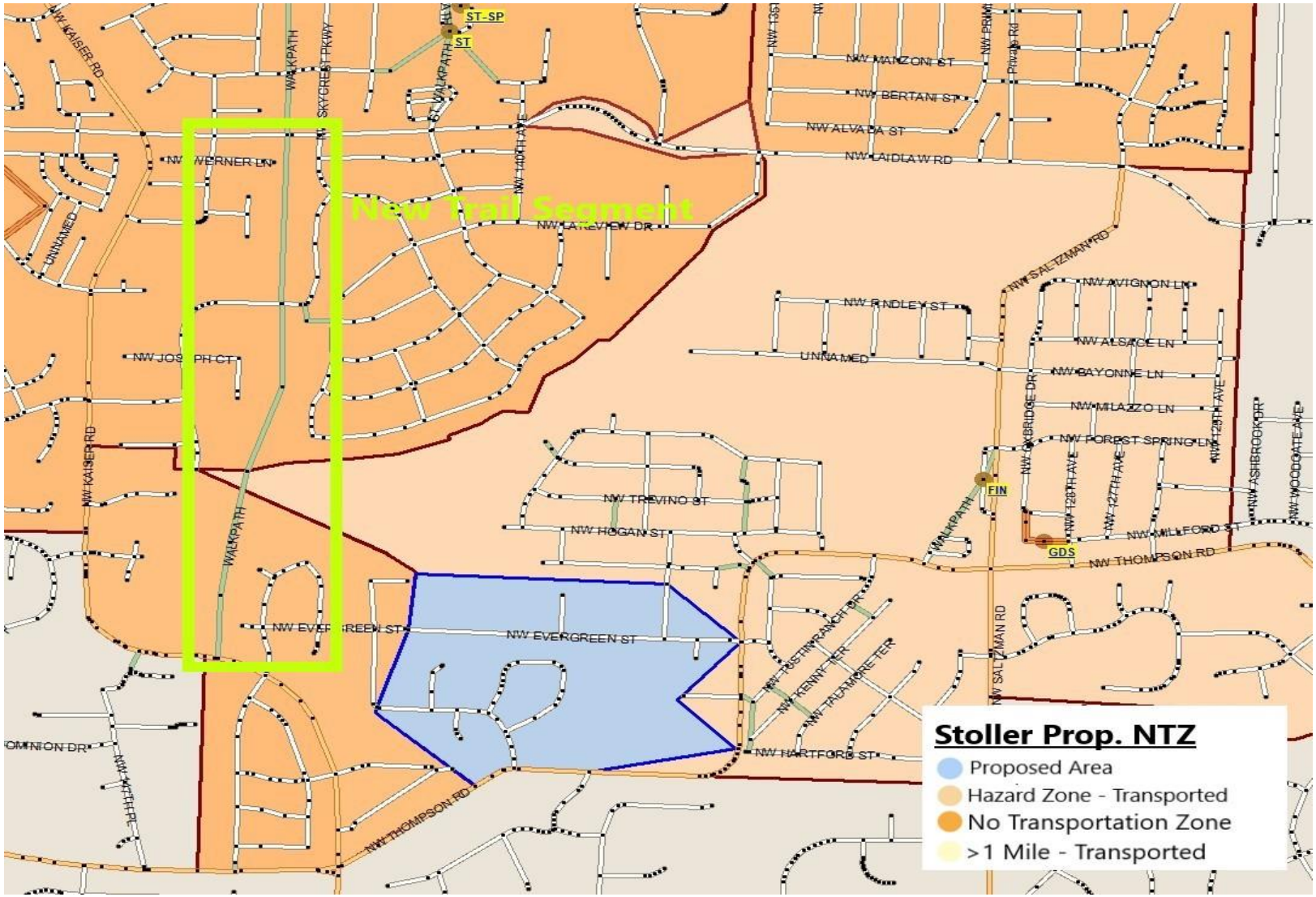


Existing Walk Area
Proposed Walk Area
New Sidewalk
Five Oaks Middle School
NW-Twin-Oaks-Dr
NW-Bethany-Blvd
U.S. Hwy 26
26
NW-Cornell-Rd
NW-Silverado-Dr
NW-Pebble-Beach-Way
NW-Mission-Oaks-Dr
NW-Island-Terrace
NW-170th-Dr
Five Oaks
NW-Pacific-Grove-Dr
NW-167th-
Waterhouse Lake
NW-Island-Ct
NW-Walker-Rd
NW-Schendel-Ave
SW-Walker-Rd
SW-Kattegat-Dr
SW-171st-Ave
SW-170th-Ave
SW-Springwater-Ln
© 2018 Google
Imagery Date: 7/20/2018 lat 45.524291°

SW Walker Rd
Beaverton, Oregon
Google
Street View - May 2019
NW Walker Rd and NW 167th
Five Oaks MS Proposed NTZ 1
NW 167th Ave
STONEGATE
NW Walker Rd
NW 167th Ave
Walker Rd

Stoller Middle School

This area previously received transportation service as all paths exceeded 1.5 miles to Stoller Middle School. In 2018 and 2019, THPRD extended the Westside Trail from NW Wendy Lane to NW Kaiser Road (Westside Trail Segment 18). This paved trail creates a walkable path for students which is under 1.5 miles.



Stoller Middle School
Hazard Area
Existing Walk Area
Proposed Walk Area
NW Applegate Ln
NW 146th Ave
NW Lilium Dr
NW Dane Ln
NW Blakely Ln
NW Laidlaw Rd
NW Tradewind St
NW Skycrest Pkwy
NW Silverleaf Dr
NW 147th Ave
NW Meadowridge Dr
NW Channa Dr
NW Mitchell St
NW Casey Dr
NW Eugene Ln
NW Aberdeen Dr
NW Banff Dr
NW Blackcomb Dr
NW Dominion Dr
West Union Rd
NW Ridgetop Ct
NW 135th Ave
NW 131st Ave
NW Primino Ave
NW Bertani St
NW Alvada St
NW Bannister Dr
NW 124th Ave
NW Naomi Ln
NW Avignon Ln
NW Alsace Ln
NW Bayonne Ln
NW Milazzo Ln
NW Forest Spring Ln
NW Payne Dr
NW Henninger Ln
NW Hogan St
NW Stonebridge Dr
NW Millford St
NW Thompson Rd
NW Creekview Dr
NW Tuscan Ranch Dr
NW Kenny Terrace
NW Talamore Terrace
NW Diamond Dr
NW Lariat Ct
NW 126th Pl
NW Circle
© 2018 Google

02.08.2018

ADOPTION OF SCIENCE CURRICULUM ADOPTION - PHASE II

POLICY ISSUE/SITUATION:
At the April 16, 2018 School Board meeting the Superintendent was charged with forming a Science Project Team to conduct a curriculum review and make recommendations to the Board in accordance with the District's Quality Curriculum Cycle.

2019-20 Science Project Team work includes recommendations for K-8 Learning Targets, K-8 Instructional Resources and Elementary & Middle School Professional Development plans in the Phase 2 Report.

BACKGROUND INFORMATION:
The Phase 1 Project Team Report contains recommendations for the science Position Statement, Best Practices in Science, Science Learning Targets for Grades 9-12, Instructional Resources for Physics, Chemistry and Biology, and a Professional Development Plan for Grades 9-12 and was approved by the School Board at the May, 2019 meeting.

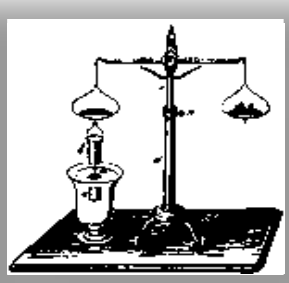
RECOMMENDATION:
It is recommended that the School Board accept for consideration the Phase 2 Science Project Team Report for the Beaverton School District Science curriculum adoption.

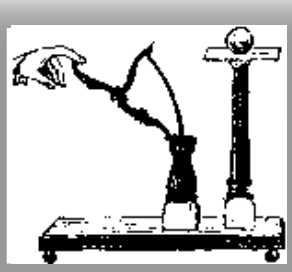
The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical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

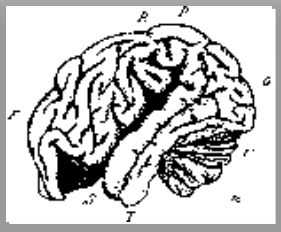
Science Project Team Report

Phase 2

2020







BEAVERTON SCHOOL DISTRICT

Science Project Team
Phase 2 Report 2020
Table of Contents

Table of Contents	Page 1
Letter of Introduction	Page 2
Elementary Science Learning Targets	Page 3
Middle School Science Learning Targets	Page 15
SpEd Elementary Primary Science Learning Targets	Page 21
SpEd Elementary Intermediate Science Learning Targets	Page 22
SpEd Middle School & ACE Science Learning Targets	Page 24
SpEd High School Science Learning Targets	Page 26
Instructional Resources Recommendation: K-8 and SpEd	Page 28
Elementary Science Adoption Professional Development	Page 32
Middle School Science Adoption Professional Development	Page 34

Appendix Table of Contents

A – NGSS Twig Science Research

B – IQWST Publisher Background

C – Description and Evaluation of K-8 Current Science Program

D – Elementary Time Research Summary

E – Elementary Pilot Data Summary

F – Middle School Pilot Data Summary

k

BEAVERTON SCHOOL DISTRICT

March, 2020

In April of 2018, the Beaverton School District Board charged the Science Project Team with the task of evaluating and making specific programmatic recommendations for the District. The science curriculum review, as outlined in Board policy and administrative regulation for the Quality Curriculum Cycle, includes learning targets, instructional practices, assessment, instructional resources and professional development.

Within the review process, the Science Project Team studied science education in the context of today's world. The focus on and demand for higher levels of science education is evident in the Next Generation Science Standards (NGSS) as well as within the skill set deemed essential for college and career readiness and success. The Beaverton School District's goal is to prepare students to engage in the world as critical thinkers and culturally competent citizens; this requires that all students receive a strong Science education.

As a result, the Science Project Team defined a comprehensive set of Phase 1 recommendations:

- Science Instruction Position Paper
- Best Practices in Science
- Physics / Chemistry / Biology Learning Targets
- High School Professional Development Plan
- Instructional Resources Recommendation

The School Board approved the Phase I report at the May 2019 meeting.

Phase 2 work of the Science Project Team includes recommendations for K-8 Learning Targets, K-8 Instructional Resources, and a K-8 Professional Development plan.

Teaching & Learning
Ginny Hansmann, Deputy Superintendent of Teaching & Learning
Brian Sica, Administrator for K-12 Curriculum, Instruction & Assessment
Kayla Bell, Administrator for K-12 Curriculum, Instruction & Assessment
Caitlin Everett, Science Curriculum Specialist
Dawn Guildner, Science Curriculum Specialist

Science Learning Targets – Kindergarten 2020

All classroom instruction and assessments are aligned to BSD Learning Targets

ALT - Academic Learning Target **AST** - Academic Supporting Target

ALT1: Scientific Practices: Explains scientific phenomena using the practices of science through investigation, modeling, argumentation, and use of information.

AST 1.1: Asking Questions - With guidance, asks questions based on observations to find more information about the natural and human-made world.

AST 1.2: Developing and Using Models - With guidance, identifies, uses, and develops models that represent concrete events. Distinguishes between a model and the actual phenomenon.

AST 1.3: Planning and Conducting Investigations - With guidance, collects and shares data from an investigation with peers.

AST 1.4: Analyzing and Interpreting Data - With guidance, collects and shares data from an investigation with peers and compares predictions to what occurred.

AST 1.5: Mathematical and Computational Thinking - With guidance, uses counting and numbers to identify and describe patterns in the natural world. Uses and compares quantitative data.

AST 1.6: Constructing Explanations - With guidance, uses information from observations to identify and describe patterns in the natural world.

AST 1.7: Engaging in Argument from Evidence- With guidance, listens actively to others' explanations and arguments and asks questions for clarification.

AST 1.8: Obtaining, Evaluating, and Communicating Information - With guidance, reads grade-appropriate texts and uses media to obtain scientific and technical information. Communicates information.

ALT 2: Engineering: Shares ideas about a simple defined problem, plans a possible solution, builds it with suggested materials, and considers whether the design met criteria.

AST 2.1 - Asks questions and makes observations about a situation people want to change to identify a simple problem that can be solved through the development of a new or improved object or tool.(ETS1-1)

AST 2.2 - Develops a simple drawing, or physical model to solve a given problem. (ETS1-2) AST 2.3 - Compares the strengths and weaknesses of the design of two objects that solve the same problem. (ETS1-3)

AST 2.3 - Compares the strengths and weaknesses of the design of two objects that solve the same problem. (ETS1-3)

ALT3: Life Science: Uses observations to describe patterns of what plants and animals (including humans) need to survive.

AST 3.1 - Uses observations to describe patterns of what plants and animals (including humans) need to survive. (K-LS1-1)

ALT4: Earth Science: Describes variations in weather and other environmental conditions to explain where, how, and why plants and animals live in and change places.

AST 4.1 - Uses and shares observations of local weather conditions to describe patterns over time. (K-ESS2-1)

AST 4.2 - Constructs an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (K-ESS2-2)

AST 4.3 - Uses a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. (K-ESS3-1)

AST 4.4 - Asks questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (KESS3-2)

AST 4.5 - Communicates solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (K-ESS3-3)

ALT5: Physical Science: Investigates physical science concepts, including pushes and pulls and the effects of sunlight on Earth's surface.

AST 5.1 - Plans and conducts an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. (K-PS2-1)

AST 5.2 - Analyzes data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. (K-PS2-2)

AST 5.3 - Makes observations to determine the effect of sunlight on Earth's surface. (K-PS3-1)

AST 5.4 - Uses tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on Earth's surface. (K-PS3-2)

Science Learning Targets – 1st Grade 2020

All classroom instruction and assessments are aligned to BSD Learning Targets

ALT - Academic Learning Target **AST** - Academic Supporting Target

ALT1: Scientific Practices: Explains scientific phenomena using the practices of science through investigation, modeling, argumentation, and use of information.

AST 1.1: Asking Questions - With guidance, asks questions based on observations to find more information about the natural and human-made world.

AST 1.2: Developing and Using Models - With guidance, identifies, uses, and develops models that represent concrete events. Distinguishes between a model and the actual phenomenon.

AST 1.3: Planning and Conducting Investigations - With guidance, collects and shares data from an investigation with peers.

AST 1.4: Analyzing and Interpreting Data - With guidance, collects and shares data from an investigation with peers and compares predictions to what occurred.

AST 1.5: Mathematical and Computational Thinking - With guidance, uses counting and numbers to identify and describe patterns in the natural world. Uses and compares quantitative data.

AST 1.6: Constructing Explanations - With guidance, uses information from observations to identify and describe patterns in the natural world.

AST 1.7: Engaging in Argument from Evidence- With guidance, listens actively to others' explanations and arguments and asks questions for clarification.

AST 1.8: Obtaining, Evaluating, and Communicating Information - With guidance, reads grade-appropriate texts and uses media to obtain scientific and technical information. Communicates information.

ALT 2: Engineering: Shares ideas about a simple defined problem, plans a possible solution, builds it with suggested materials, and considers whether the design met criteria.

AST 2.1 - Asks questions and makes observations about a situation people want to change to identify a simple problem that can be solved through the development of a new or improved object or tool.(ETS1-1)

AST 2.2 - Develops a simple drawing, or physical model to solve a given problem. (ETS1-2)

AST 2.3 - Compares the strengths and weaknesses of the design of two objects that solve the same problem. (ETS1-3)

ALT3: Life Science: Observes and gives evidence of how plants and animals use their external parts, inherited traits and behaviors to help them survive, grow and meet their needs.

AST 3.1 - Uses materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs (1-LS1-1)

AST 3.2 - Reads texts and uses media to determine patterns in behavior of parents and offspring that help offspring survive. (1-LS1-2)

AST 3.3 - Makes observations to construct an evidence - based account that young plants and animals are like, but not exactly like, their parents. (1-LS3-1)

ALT4: Earth Science: Collects and analyzes data to describe and predict patterns in the movements of objects in the sky.

AST 4.1 - Uses observations of the sun, moon, and stars to describe patterns that can be predicted. (1-ESS1-1)

AST 4.2 - Makes observations at different times of year to relate the amount of daylight to the time of year. (1-ESS1-2)

ALT5: Physical Science: Investigates and explains how light and sound travel, the connection between sound and vibrating materials, and the relationship between the presence of light and the ability to see objects.

AST 5.1 - Plans and conducts investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. (1-PS4-1)

AST 5.2 - Uses tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. (1-PS4-4)
AST 5.3 - Plans and conducts investigations to determine the effect of placing objects made with different materials in the path of a beam of light. (1-PS4-3)
AST 5.4 - Makes observations to construct an evidence - based account that objects in darkness can be seen only when illuminated. (1-PS4-2)

Science Learning Targets – 2nd Grade 2020

All classroom instruction and assessments are aligned to BSD Learning Targets

ALT - Academic Learning Target **AST** - Academic Supporting Target

ALT1: Scientific Practices: Explains scientific phenomena using the practices of science through investigation, modeling, argumentation, and use of information..

AST 1.1: Asking Questions - Asks and/or identifies questions that can be answered by an investigation.

AST 1.2: Developing and Using Models - Identifies, uses, and develops models that represent patterns, scale, and/or relationships of concrete events. Compares between a model, the actual phenomenon, and other models.

AST 1.3: Planning and Carrying Out Investigations - Plans and conducts an investigation to produce data that can be used as evidence to answer a question.

AST 1.4: Analyzing and Interpreting Data - Collects and shares data from an investigation with peers and compares predictions to what occurred.

AST 1.5: Mathematical and Computational Thinking - Uses numbers to identify and describe patterns in the natural world. Decides when to use qualitative versus quantitative data and creates graphs appropriately.

AST 1.6: Constructing Explanations - Constructs a claim and supports it with evidence to explain a phenomenon and share it with peers.

AST 1.7: Engaging in Argument From Evidence - Identifies arguments that are supported by evidence, listens actively to others' explanations and arguments and ask questions for clarification, and distinguishes between opinion and evidence.

AST 1.8: Obtaining, Evaluating and Communicating Information - Reads and comprehends grade-appropriate texts and media to acquire scientific information. Uses text features to obtain and explain information. Critiques and communicates information with others in varied oral and written forms.

ALT 2: Engineering: Defines a simple problem that can be solved through the development of a new or improved object or tool then designs and builds the object or tool and evaluates how it worked to solve the problem.

AST 2.1 - Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem with criteria that can be solved through the development of a new or improved object or tool.(K-2 ETS1-1)

AST 2.2 - Develops a detailed drawing or physical model to show how the form of an object helps it function as needed to solve a given problem that could meet the criteria. (K-2 ETS1-2)

AST 2.3 - Analyzes the strengths and weaknesses based on data from tests of two objects designed to solve the same problem and suggest improvements. (K-2 ETS1-3)

ALT3: Life Science: Compare and investigate the diversity of life as well as how plants grow and reproduce.

AST 3.1 - Plans and conducts an investigation to determine if plants need sunlight and water to grow. (LS2-1)

AST 3.2 - Develops a simple model that mimics the function of an animal in dispersing seeds or pollinating plants (LS2-2.)

AST 3.3 - Makes observations of plants and animals to compare the diversity of life in different habitats. (2-LS4-1)

ALT4: Earth Science: Use information and models to show how and where the shapes of land and water can change on earth.

AST 4.1 - Obtains information to identify where water is found on Earth and that it can be solid or liquid.(2-ESS2-3)

AST 4.2 - Compares multiple solutions designed to slow or prevent wind or water from changing the shape of the land.(2-ESS2-1)

AST 4.3 - Develops a model to represent the shapes and kinds of land and bodies of water in an area.(2-ESS2)

AST 4.4 - Uses information from several sources to provide evidence that Earth events can occur quickly or slowly.(2-ESS1-1)

ALT5: Physical Science: Uses investigations and evidence to describe material changes and their purposes, as determined by their properties..

AST 5.1 - Plans and conducts an investigation to describe and classify different kinds of materials by their observable properties.(2-PS1-1)

AST 5.2 - Analyzes data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.(2-PS1-2)

AST 5.3 - Makes observations to construct an evidence - based account of how an object made of a small set of pieces can be disassembled and made into a new object.(2-PS1-3)

AST 5.4 - Constructs an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. (2-PS1-4)

Science Learning Targets – 3rd Grade 2020

All classroom instruction and assessments are aligned to BSD Learning Targets

ALT - Academic Learning Target **AST** - Academic Supporting Target

ALT1: Scientific Practices: Explains scientific phenomena using the practices of science through investigation, modeling, argumentation, and use of information.

AST 1.1: Asking Questions - Develops questions and hypothesis/prediction based on scientific principles and observations, with support. Asks questions based on scientific thinking that can be answered by an investigation.

AST 1.2: Developing and Using Models - Develops and uses models and with collaboration revises models, based on evidence that shows the relationships among variables. Begins to identify limitations of models.

AST 1.3: Planning and Carrying Out Investigations - Designs and conducts investigations to gather data. Makes decisions about experimental variables, controls and investigational methods (e.g. number of trials, fair tests). Identifies possible outcomes of investigation.

AST 1.4: Analyzing and Intrepreting Data - Presents data in various formats (bar graphs, pictographs and/or pie charts). With support analyzes and/or compares individual or group data to support explanations about phenomena using logical reasoning, mathematics, and/or computation.

AST 1.5: Mathematical and Computational Thinking - Organizes simple data sets to reveal patterns that suggest relationships. Describes, measures, estimates, and/or graphs quantities (e.g., area, volume, weight, time) to address scientific questions.

AST 1.6: Constructing Explanations - Constructs a claim and supports it with evidence to explain a phenomenon and communicate results.

AST 1.7: Engaging in Argument from Evidence - Engages in argumentation. The student discourse may include evidence, reasoning that links the evidence to their claim and critique of competing arguments during which students build on and question each other's ideas with modeling from the teacher.

AST 1.8: Obtaining, Evaluating and Communicating Information - Reads and begins to compare information to explain phenomenon in multiple sources. Communicates information orally.

ALT 2: Engineering: Defines a problem and proposes solution(s), from which a prototype is built, tested, and evaluated against criteria and constraints.

AST 2.1 - Defines a simple design problem reflecting a need or a want that includes criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)

A AST 2.2 - Generates and compares possible solutions to a problem based on how well each is likely to meet the criteria and/or constraints of the problem. (3-5-ETS1-2)

AST 2.3 - Plans and carries out fair tests to identify aspects of a model or prototype that can be improved.(3-5-ETS1-3)

ALT3: Life Science: Explains with evidence how life cycles, inherited traits and the environment can affect organisms' development.

AST 3.1 - Develops models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction and death. (3-LS1-1)

AST 3.2 - Constructs an argument that some animals form groups that help members survive. 3.4 - Uses evidence to support the explanation that traits can be influenced by the environment. (3-LS3-2-1)

AST 3.3 - Analyzes and interprets data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1)

AST 3.4 - Uses evidence to support the explanation that traits can be influenced by the environment. (3-LS3-2)

AST 3.5 - Analyzes and interprets data from fossils to provide evidence of the organisms and the environments in which they lived long ago. (3-LS4-1)

AST 3.6 Uses evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. (3-LS4-2)

AST 3.7 Constructs an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. (3-LS4-3)

AST 3.8 Makes a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. (3-LS4-4)

ALT4: Earth Science: Organizes and uses data to describe typical weather conditions expected during a particular season.

AST 4.1- Represents data in tables and graphical displays to describe typical weather conditions expected during a particular season. (3-ESS2-1)

AST 4.2 - Makes a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. (3-ESS3-1)

AST 4.3 - Obtains and combines information to describe climates in different regions of the world. (3-ESS2-2)

ALT5: Physical Science - Motion and Stability: Explains with evidence how different types of forces affect the motion of an object.

AST 5.1-Plans and conducts an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. (3-PS2-1)

AST 5.2- Makes observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. (3-PS2-2)

AST 5.3- Asks questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. (3-PS2-3)

AST 5.4- Defines (identifies and describes) a simple design problem that can be solved by applying scientific ideas about magnets. (3-PS2-4)

Science Learning Targets – 4th Grade 2020

All classroom instruction and assessments are aligned to BSD Learning Targets

ALT - Academic Learning Target **AST** - Academic Supporting Target

ALT1: Scientific Practices: Explains scientific phenomena using the practices of science through investigation, modeling, argumentation, and use of information.

AST 1.1: Asking Questions - Develops a question and hypothesis/prediction based on scientific principles and observations, with support.

AST 1.2: Developing and Using Models - Develops, uses, and revises models to describe a scientific principle using a simple analogy (e.g., a heron's beak is like a spear), example or symbols.

AST 1.3: Planning and Conducting Investigations - Evaluates investigation design to include appropriate methods (e.g. number of trials, fair tests) and/or tools for collecting data. Makes predictions about what would happen if a variable changes. Effectively conducts investigation to test outcomes.

AST 1.4: Analyzing and Interpreting Data - Represents data in various formats to show the relationship between the outcome and the results collected. Analyzes and/or compares individual or group data to provide evidence for explanations. With support, connects explanations about phenomena using logical reasoning, mathematics, and/or computation.

AST 1.5: Mathematical and Computational Thinking - Uses graphs and/or charts incorporating mathematical skills and concepts to compare outcomes.

AS AST 1.6: Constructing Explanations - Uses multiple sources of evidence, including analyzed data, to explain a phenomenon and communicate results. Connects claim and evidence with reasoning.

AST 1.7: Engaging in Argument from Evidence - Engages in argumentation using data to evaluate claims about cause and effect. Discourse includes evidence, reasoning that links the evidence to their claim and critique of competing arguments during which students build on and question each other's ideas.

AST 1.8: Obtaining, Evaluating, and Communicating Information - Reads and evaluates multiple sources to obtain scientific information to explain phenomenon. Compares and combines information from multiple sources. Communicates information orally and/or in written formats.

ALT 2: Engineering: Defines a problem and proposes solution(s), from which a prototype is built, tested, and evaluated against criteria and constraints.

AST 2.1 - Defines a simple design problem reflecting a need or a want that includes multiple specified criteria for success and constraints on materials, time, or cost. (3-5 - ETS1-1)

AST 2.2 - Generates and compares multiple possible solutions to a problem based on how well each is likely to meet the criteria and/or constraints of the problem. (3-5 - ETS1-2)

AST 2.3 - Plans and carries out fair tests in which variables are controlled to identify aspects of a model or prototype that can be improved based on possible failure points.(3-5 - ETS1-3)

ALT3: Life Science: Structure, Function and Information Processing: Uses models and evidence to argue that plants and animals have structures that support survival, growth, behavior, and reproduction.

AST 3.1- Constructs an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. (4-LS1-1)

AST 3.2 - Uses a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. (4-LS1-2)

ALT4: Earth Science: Processes that Shape the Earth: Uses evidence of weathering and erosion to explain changes to Earth's landscape over time and to develop a solution that reduces the impacts of one of those changes.

AST 4.1-Identifies evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. (4-ESS1-1)

AST 4.2- Makes observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. (4-ESS2-1)

AST 4.3- Analyzes and interprets data from maps to describe patterns of Earth's features. (4-ESS2-2)
AST 4.4- Obtains and combines information to describe that energy and fuels are derived from natural resources and their uses affect the environment. (4-ESS3-1)
AST 4.5- Generates and compares multiple solutions to reduce the impacts of natural Earth processes on humans. (4-ESS3-2)

ALT5: Physical Science: Energy, Waves and their Applications: Uses models, explanations, and scientific designs to demonstrate that energy can be transferred from place to place by sound, light, heat and electrical currents, or collisions.

AST 5.1 Uses evidence to construct an explanation relating the speed of an object to the energy of that object (4-PS3-1)
AST.5.2 Makes observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.(4-PS3-2)
AST 5.3- Asks questions and predict outcomes about the changes in energy that occur when objects collide. (4-PS3-3)
AST 5.4 Applies scientific ideas to design, test, and refine a device that converts energy from one form to another. (4-PS3-4)
AST 5.5 Develops a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. (4-PS4-1)
AST.5.6 Develops a model to describe that light reflecting from objects and entering the eye allows objects to be seen. (4-PS4-2)
AST 5.7 Generates and compares multiple solutions that use patterns to transfer information. (4-PS4-3)

Science Learning Targets – 5th Grade 2020

All classroom instruction and assessments are aligned to BSD Learning Targets

ALT - Academic Learning Target **AST** - Academic Supporting Target

ALT1: Scientific Practices: Explains scientific phenomena using the practices of science through investigation, modeling, argumentation, and use of information.

AST 1.1: Asking Questions Develops a question and hypothesis/prediction based on scientific principles or patterns, phenomena and observations.

AST 1.2: Developing and using models - Develops, uses, and revises models to describe and/or predict phenomena or show relationships in systems. Uses models to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.

AST 1.3: Planning and Carrying Out Investigations - Makes observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. Predicts outcomes of investigation changes based on scientific background.

AST 1.4: Analyzing and Interpreting Data - Represents data to reveal patterns and connections within results. Analyzes and/or compares individual or group data to provide evidence to support explanations about phenomena using logical reasoning, mathematics, and/or computation reasoning, mathematics, and/or computation.

AST 1.5: Mathematical and Computational Thinking - Determines the appropriate measurements, estimates, and/or graphs (e.g., area, volume, weight, time) to address scientific questions. Creates graphs and/or charts using mathematical skills and concepts to compare outcomes..

AST 1.6: Constructing Explanations - Constructs explanations that focus on explaining how or why a phenomenon occurs and uses appropriate evidence to support their explanations. Connects claim and evidence with reasoning using science ideas.

AST 1.7: Engaging in Argument from Evidence - Engages in, compares, refines, and critiques arguments based on an evaluation of the evidence presented. Distinguishes among facts, theories and opinions. Constructs, builds on, and/or supports an argument with evidence, data, and/or a model.

AST 1.8: Obtaining, Evaluating and Communicating Information - Reads and evaluates multiple sources to obtain scientific information to explain phenomenon. Compares and combines information from multiple sources considering the strengths of the information and sources and communicates the information.

ALT 2: Engineering: Defines a problem and proposes at least two solutions that are built, tested, and compared against criteria and constraints.

AST 2.1 - Defines a simple design problem reflecting a need or a want that includes multiple specified criteria for success and constraints on materials, time, and/or cost. (3-5 - ETS1-1)

AST 2.2 - Generates and compares multiple possible solutions to a problem based on how well each is likely to meet the criteria and/or constraints of the problem. (3-5 - ETS1-2)

AST 2.3 - Plans and carries out fair tests in which variables are controlled and failure points are considered, prior to and after testing, to identify aspects of a model or prototype that can be improved.(3-5 - ETS1-3)

ALT3: Life Science: Matter and Energy Transfer in Organisms: Develops and uses models to describe how matter and energy are transferred between plants, animals and decomposers and how all energy for life is derived from the sun.

AST 3.1 Support an argument that plants get the materials they need for growth chiefly from air and water (5-LS1-1).

AST 3.2 Uses models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. (5-PS3-1)

AST 3.3 Develops a model to describe the movement of matter among plants, animals, decomposers, and the environment. (5-LS2-1)

ALT4: Earth Science - Sun and Stars: Creates and uses graphs to Identify patterns on the effect of light from the sun on the earth. Supports an argument that relates the relative brightness of stars to their distance from earth.

AST 4.1 - Supports an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth. (ESS1-1)
AST 4.2 - Represents data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. (5-ESS1-2)
AST 4.3 - Supports an argument that the gravitational force exerted by Earth on objects is directed down. (5-PS2-1)

ALT5: Earth Science - Earth Systems: Models how earth's systems interact and communicate how communities use science ideas to protect Earth's resources and environment.

AST 5.1 - Develops a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. (5-ESS2-1)
AST 5.2 - Describes and graphs the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.(5-ESS2-2)
AST 5.2 - Obtains and combines information about ways individual communities use science ideas to protect the Earth's resources and environment. (5-ESS3-1.)

ALT6: Physical Science- Matter: Observes and measures properties of matter, develops a model that describes how matter is made of particles too small to be seen, then constructs an explanation that explains why matter is conserved even when it changes.

AST 6.1 - Develops a model to describe that matter is made of particles too small to be seen. (5-PS1-1)
AST 6.2 - Measures and graphs quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. (5-PS1-2)
AST 6.3 - Conducts an investigation to determine whether the mixing of two or more substances results in new substances. (5-PS1-4)
AST 6.4 - Makes observations and measurements to identify materials based on their properties. (5-PS1-3)
AST 6.5 - Support an argument that the gravitational force exerted by Earth on objects is directed down. (5-PS2-1)

Science Learning Targets – 6th Grade 2020

All classroom instruction and assessments are aligned to BSD Learning Targets

ALT - Academic Learning Target **AST** - Academic Supporting Target

ALT1 - Science Practices: Uses the practices of science inquiry to design, investigate, model, and explain phenomena using appropriate tools, techniques, and variables.

AST 1.1 - Asks Questions - Asks testable questions that arise from observations of phenomena, models, or unexpected results.

AST 1.2 - Develops and Uses Models - Develops, uses, evaluates, and revises models to describe, test, and predict phenomena.

AST 1.3 - Designs Investigations - Plans and carries out investigations that identify and appropriately measure variables to provide data as evidence to support explanations or solutions.

AST 1.4 - Analyzes and Interprets Data - Analyzes and interprets data, using graphical displays, to provide evidence for phenomena

AST 1.5 - Mathematical and Computational Thinking - Uses mathematical and computational thinking to identify patterns and trends in data sets in order to evaluate and support scientific conclusions.

AST 1.6 - Constructs Explanations - Constructs explanations based on valid and reliable evidence and applies scientific ideas and principles to explain the phenomena.

AST 1.7 - Engages in Argument from Evidence - Engages with evidence to construct or critique a convincing argument that supports or refutes a claim and uses argumentation to listen to, compare, and evaluate competing ideas supported by scientific reasoning.

ALT2 - Engineering Design: Designs, constructs, tests and evaluates a solution to a defined problem using appropriate tools and materials**.**

AST 2.1 - Defines the Problem - Defines the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS-ETS1-1)

AST 2.2 - Evaluates Competing Solutions - Evaluates competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS-ETS1-2)

AST 2.3 - Analyzes Design Solutions - Analyzes data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS-ETS1-3)

AST 2.4 - Develops and Iterates Solutions - Develops a model or prototype to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS-ETS1-4)

ALT3 - Disciplinary Core Ideas: Uses the disciplinary core ideas of science to explain phenomena and design solutions

AST 3.1 - Molecules to Organisms - Demonstrates knowledge that cells have a definite structure and function that contribute to an organism's growth, development and behavior. (MS-LS1)

AST 3.2 - Heredity: Inheritance and Variation of Traits - Demonstrates knowledge that cells pass traits from one generation to the next. (MS-LS3)

AST 3.3 - Earth's Systems - Demonstrates knowledge of the causes of weather patterns and regional climates. (MS-ESS2)

AST 3.4 - Earth and Human Activity - Demonstrates knowledge of how human activities affect global environmental change. (MS-ESS3)

AST 3.5 – Energy - Demonstrates knowledge of heat, temperature, and thermal energy. (MS-PS3)

ALT4 - Science and Society: Constructs an explanation of how science and engineering influence our understandings, decisions, and changes to societies over time.

AST 4.1 - Interdependence of Science and Technology - Synthesizes how science and engineering have supported the development of scientific theories, technology, and changes to society.

AST 4.2 - Scientific Ethics - Evaluates the short and long term effects of applying scientific understanding to address issues in the natural world and society.

AST 4.3 - Personal Impacts - Articulates the impacts of personal, traditional, and community knowledge and practices on the natural world and society.

ALT5 - Literacy in Science: Obtains, reads, evaluates, and communicates scientific information.

AST 5.1 - Obtains Information - Obtains information from multiple credible sources.

AST 5.2 - Reads Informational Text - Reads informational text critically to determine the central ideas or conclusions, collect evidence, and/or obtain scientific information.

AST 5.3 - Evaluates Sources - Evaluates the evidence, bias, and usefulness of multiple information sources (scientific, technical, text-based, and media / visual).

AST 5.4 - Communicates Ideas - Communicates and synthesizes scientific and/or technical information or ideas in multiple formats effectively (including orally, graphically, textually, and mathematically).

Science Learning Targets – 7th Grade 2020

All classroom instruction and assessments are aligned to BSD Learning Targets

ALT - Academic Learning Target **AST** - Academic Supporting Target

ALT1 - Science Practices: Uses the practices of science inquiry to design, investigate, model, and explain phenomena using appropriate tools, techniques, and variables**.**

AST 1.1 Asks Questions - Asks testable questions that arise from observations of phenomena, models, or unexpected results.

AST 1.2 Develops and Uses Models - Develops, uses, evaluates, and revises models to describe, test, and predict phenomena.

AST 1.3 - Designs Investigations - Plans and carries out investigations that identify and appropriately measure variables to provide data as evidence to support explanations or solutions.

AST 1.4 - Analyzes and Interprets Data - Analyzes and interprets data, using graphical displays, to provide evidence for phenomena

AST 1.5 - Mathematical and Computational Thinking - Uses mathematical and computational thinking to identify patterns and trends in data sets in order to evaluate and support scientific conclusions.

AST 1.6 - Constructs Explanations - Constructs explanations based on valid and reliable evidence and applies scientific ideas and principles to explain the phenomena..

AST 1.7 - Engages in Argument from Evidence - Engages with evidence to construct or critique a convincing argument that supports or refutes a claim and uses argumentation to listen to, compare, and evaluate competing ideas supported by scientific reasoning..

ALT2 - Engineering Design: Designs, constructs, tests and evaluates a solution to a defined problem using appropriate tools and materials**.**

AST 2.1 - Defines the Problem - Defines the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS-ETS1-1)

AST 2.2 - Evaluates Competing Solutions - Evaluates competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS-ETS1-2)

AST 2.3 - Analyzes Design Solutions - Analyzes data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS-ETS1-3)3)

AST 2.4 - Develops and Iterates Solutions - Develops a model or prototype to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS-ETS1-4)

ALT3 - Disciplinary Core Ideas: Uses the disciplinary core ideas of science to explain phenomena and design solutions

AST 3.1 - Molecules to Organisms - Demonstrates knowledge of the organization of matter in living and nonliving systems and how energy and molecules flow through those systems.(MS-LS-1; MS-LS-2)

AST 3.2 - Ecosystems: Interactions, Energy, and Dynamics - Demonstrates knowledge of the relationships and dynamics within ecosystems; including between humans and the environment. (MS-LS2)

AST 3.3 - Earth's Systems - Demonstrates knowledge of how Earth's surface changes over time due to water and Earth's processes driven by the cycling of energy in the Earth. (MS-ESS2)

AST 3.4 - Earth and Human Activity - Demonstrates knowledge of the role of geological processes and human activities on the unequal distribution of natural resources and natural hazards.(MS-ESS3)

AST 3.5 - Matter and Its Interactions - Demonstrates knowledge of the structure and properties of matter, the reactions that occur between chemicals, and thermal energy. (MS-PS1)

ALT4 - Science and Society: Constructs an explanation of how science and engineering influence our understandings, decisions, and changes to societies over time.

AST 4.1 - Interdependence of Science and Technology - Synthesizes how science and engineering have supported the development of scientific theories, technology, and changes to society.

AST 4.2 - Scientific Ethics - Evaluates the short and long term effects of applying scientific understanding to address issues in the natural world and society.

AST 4.3 - Personal Impacts - Articulates the impacts of personal, traditional, and community knowledge and practices on the natural world and society.

ALT5 - Literacy in Science: Obtains, reads, evaluates, and communicates scientific information.

AST 5.1 - Obtains Information - Obtains information from multiple credible sources.

AST 5.2 - Reads Informational Text - Reads informational text critically to determine the central ideas or conclusions, collect evidence, and/or obtain scientific information.

AST 5.3 - Evaluates Sources - Evaluates the evidence, bias, and usefulness of multiple information sources (scientific, technical, text-based, and media / visual).

AST 5.4 - Communicates Ideas - Communicates and synthesizes scientific and/or technical information or ideas in multiple formats effectively (including orally, graphically, textually, and mathematically).

Science Learning Targets – 8th Grade 2020

All classroom instruction and assessments are aligned to BSD Learning Targets

ALT - Academic Learning Target **AST** - Academic Supporting Target

ALT1 - Science Practices: Uses the practices of science inquiry to design, investigate, model, and explain phenomena using appropriate tools, techniques, and variables.

T 1.1 Asks Questions - Asks testable questions that arise from observations of phenomena, models, or unexpected results.

AST 1.2 Develops and Uses Models - Asks testable questions that arise from observations of phenomena, models, or unexpected results.

AST 1.3 - Designs Investigations - Plans and carries out investigations that identify and appropriately measure variables to provide data as evidence to support explanations or solutions.

AST 1.4 - Analyzes and Interprets Data - Analyzes and interprets data, using graphical displays, to provide evidence for phenomena.

AST 1.5 - Mathematical and Computational Thinking - Uses mathematical and computational thinking to identify patterns and trends in data sets in order to evaluate and support scientific conclusions.

AST 1.6 - Constructs Explanations - Constructs explanations based on valid and reliable evidence and applies scientific ideas and principles to explain the phenomena.

AST 1.7 - Engages in Argument from Evidence - Engages with evidence to construct or critique a convincing argument that supports or refutes a claim and uses argumentation to listen to, compare, and evaluate competing ideas supported by scientific reasoning.

ALT2 - Engineering Design: Designs, constructs, tests and evaluates a solution to a defined problem using appropriate tools and materials**.**

AST 2.1 - Defines the Problem - Defines the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS-ETS1-1)

AST 2.2 - Evaluates Competing Solutions - Evaluates competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS-ETS1-2)

AST 2.3 - Analyzes Design Solutions - Analyzes data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS-ETS1-3)

AST 2.4 - Develops a model or prototype to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS-ETS1-4)

ALT3 - Disciplinary Core Ideas: Uses the disciplinary core ideas of science to explain phenomena and design solutions

AST 3.1 - Heredity: Inheritance and Variation of Traits - Demonstrates knowledge that traits are variable and are the result of genes made of DNA that encodes proteins. (MS-LS3)

AST 3.2 - - Biological Evolution: Unity and Diversity - Demonstrates knowledge that organisms evolve via natural selection and that multiple lines of evidence support the theory of evolution. (MS-LS4)

AST 3.3 - Earth's Place in the Universe - Demonstrates knowledge of systems at varying spatial scales (planet, solar system, galaxy, universe) to explain observable phenomena in space, the role of gravity, and Earth's history. (MS-ESS1)

AST 3.4 - Earth and Human Activity - Demonstrates knowledge of the impact increasing human populations have on Earth. (MS-ESS3)

AST 3.5 - Motion and Stability: Forces and Interactions - Demonstrates knowledge of Newton's laws, including how a variety of forces and the interactions between those forces impact objects. (MS-PS2)

AST 3.6 – Energy - Demonstrates knowledge of the types of energy and explains the relationship between energy and forces. (MS-PS3)

AST 3.7 - Waves and their Applications in Technologies for Information Transfer - Demonstrates knowledge of mathematical representations and models that describe the energy of a wave, the way waves interact with materials, and how waves transmit information. (MS-PS4)

ALT4 - Science and Society: Constructs an explanation of how science and engineering influence our understandings, decisions, and changes to societies over time.

AST 4.1 - Interdependence of Science and Technology - Synthesizes how science and engineering have supported the development of scientific theories, technology, and changes to society.

AST 4.2 - Scientific Ethics - Evaluates the short and long term effects of applying scientific understanding to address issues in the natural world and society.

AST 4.3 - Personal Impacts - Articulates the impacts of personal, traditional, and community knowledge and practices on the natural world and society.

ALT5 - Literacy in Science: Obtains, reads, evaluates, and communicates scientific information.

AST 5.1 - Obtains Information - Obtains information from multiple credible sources.

AST 5.2 - Reads Informational Text - Reads informational text critically to determine the central ideas or conclusions, collect evidence, and/or obtain scientific information.

AST 5.3 - Evaluates Sources - Evaluates the evidence, bias, and usefulness of multiple information sources (scientific, technical, text-based, and media / visual).

AST 5.4 - Communicates Ideas - Communicates and synthesizes scientific and/or technical information or ideas in multiple formats effectively (including orally, graphically, textually, and mathematically).

Science Learning Targets - Elementary Primary Specialized Classrooms (ALC, SRC, SLC), and ISCs K-12

ALC – Academic Learning Center
SRC – Structured Routines Center
SLC – Structured Learning Center
ISC – Independent Skills Center

With verbal, visual, or physical prompting...

ALT 1: Demonstrates problem solving skills.

- AST 1.1 Tackles a Challenge
- AST 1.2 Thinks creatively
- AST 1.3 Uses multiple approaches to solving a problem

ALT2: Demonstrates focused attention to pursue curiosity.

- AST 2.1 Exhibits curiosity and imagination
- AST 2.2 Asks questions about the natural and designed worlds
- AST 2.3 Engages in novel activities to explore questions.

ALT3: Demonstrates communication skills

- AST 3.1 Answers “wh” questions
- AST 3.2 Responds to peer interaction
- AST 3.3 Communicates ideas

ALT4: Notices relationships in patterns and organizes items based on observed details

- AST 4.1 Communicates cause and effect relationships
- AST 4.2 Sorts objects using various criteria
- AST 4.3 Creates and notices patterns

Intermediate Elementary ALC, SRC, and SLC Science Learning Targets

ALC – Academic Learning Center
SRC – Structured Routines Center
SLC – Structured Learning Center

ALT1: Scientific Practices: Explains scientific phenomena using the practices of science through investigation, modeling, argumentation, and use of information**.**

AST 1.1: Ask Question about nature or human-made world with verbal, visual, or physical guidance.
AST 1.2: Developing and Using Models - With visual, verbal, or physical guidance, identifies, uses, and develops models that represent concrete events. Distinguishes between a model, the actual phenomenon, and other models.
AST 1.2 A: Developing and Using Models - With visual, verbal, or physical guidance, identifies, uses, and develops models that represent concrete events. Compares between a model, the actual phenomenon, and other models.
AST 1.3: Planning and Conducting Investigations - With visual, verbal, or physical guidance, collect and share data from an investigation with peers.
AST 1.3 A: Planning and Conducting Investigations - With visual, verbal, or physical guidance, plans and conducts an investigation in collaboration with peers.
AST 1.4: Analyzing and Interpreting Data - With visual, verbal, or physical guidance collects and shares data from an investigation with peers and compares predictions to what occurred.
AST 1.4 A: Analyzing and Interpreting Data - With visual, verbal, or physical guidance, collects and shares data from an investigation with peers and compares predictions to what occurred.
AST 1.5: Mathematical and Computational Thinking - With visual, verbal or physical guidance, uses counting and numbers to identify and describe patterns in the natural world. Uses and compares quantitative and qualitative data.
AST 1.6: Constructing Explanations - With visual, verbal or physical guidance, uses information from observations to identify and describe patterns in the natural world.
AST 1.6 A: Constructing Explanations - With visual, verbal or physical guidance, uses information from observations to construct an evidence-based explanation for natural phenomena.
AST 1.7: Engaging in Argument from Evidence- With guidance, listens actively to others' explanations and arguments and asks questions for clarification AND distinguish between opinion and evidence.
AST 1.8: Obtains, Evaluates, and Communicates Information - With visual, verbal or physical guidance, reads grade-appropriate texts and uses media to obtain scientific and technical information. Communicates AND clarify information.

ALT 2: Engineering: Shares ideas about a simple defined problem, plans a possible solution, builds it with suggested materials, and considers whether the design met criteria**.**

AST 2.1 With visual, verbal or physical guidance ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (K-2- ETS1-1)
AST 2.2 - Develop a simple drawing, or physical model to solve a given problem with verbal, visual or physical guidance. (ETS1-2)
AST 2.2 A Develop a drawing, or physical model to show how the form of an object helps it function as needed to solve a given problem with visual, verbal or physical guidance. (K-2- ETS1-2)
AST 2.3 - Compare the strengths and weaknesses of the design of two objects that solve the same problem. (ETS1-3)
AST 2.3 A Compare the strengths and weaknesses based on evidence from tests of two objects designed to solve the same problem with verbal, visual or physical guidance. (K-2- ETS1-3)

ALT 3: Life Science: Explains earth science concepts including weather, human impacts on the environment, and patterns of the sun, moon, and earth**.**

AST 3.1 - Uses observations to describe patterns of what plants and animals (including humans) need to survive with visual, verbal or physical guidance. (K-LS1-1)

AST 3.2 - Uses materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs with visual, verbal or physical guidance. (1-LS1-1)

AST 3.3 - Reads texts and use media to determine patterns in behavior of parents and offspring that help offspring survive with visual, verbal or physical guidance. (1-LS1-2)

AST 3.4 - Makes observations to construct an evidence - based account that young plants and animals are like, but not exactly like, their parents with visual, verbal or physical guidance. (1-LS3-1)

ALT4: Earth Science: Explains earth science concepts including weather, human impacts on the environment, and patterns of the sun, moon, and earth.

AST 4.1 - Uses and shares observations of local weather conditions to describe patterns over time with visual, verbal or physical guidance. (K-ESS2-1)

AST 4.2 - Constructs an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs with visual, verbal or physical guidance. (K-ESS2-2)

AST 4.3 - Uses a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live with visual verbal or physical guidance. (K-ESS3-1)

AST 4.4 - With visual, verbal or physical guidance will ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (KESS3-2)

AST 4.5 - With verbal, visual or physical guidance, communicates solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (K-ESS3-3)

AST 4.6 - With visual, verbal or physical guidance uses observations of the sun, moon, and stars to describe patterns that can be predicted. (1-ESS1-1)

AST 4.7 - With visual, verbal or physical guidance makes observations at different times of year to relate the amount of daylight to the time of year. (1-ESS1-2)

AST 4.7A - With visual, verbal, or physical guidance identifies patterns of motions of objects in the sky and provide evidence. (1ESS1-3)

ALT5: Physical Science: Investigates physical science concepts, including pushes and pulls and how light and sound work.

AST 5.1 - With physical, visual, or verbal guidance, plans and conducts an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. (K-PS2-1)

AST 5.2 - With physical, visual, or verbal guidance, analyzes data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. (K-PS2-2)

AST 5.3 - With visual, verbal or physical guidance, makes observations to determine the effect of sunlight on Earth's surface. (K-PS33-1)

AST 5.4 - With visual, verbal, or physical guidance, uses tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on Earth's surface. (K-PS3-2)

AST 5.5 - With verbal, visual or physical guidance, plans and conducts investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. (1-PS4-1)

AST 5.6 - With verbal, visual or physical guidance, uses tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. (1-PS4-4)

AST 5.7 - With verbal, visual or physical guidances, plans and conducts investigations to determine the effect of placing objects made with different materials in the path of a beam of light. (1-PS4-3) AST 5.5 - With visual, verbal or physical guidance, makes observations to construct an evidence - based account that objects in darkness can be seen only when illuminated. (1-PS4-2)

Middle School ALC, SRC, SLC and ACE Science Learning Targets

ALC – Academic Learning Center
SRC – Structured Routines Center
SLC – Structured Learning Center
ACE – Academic and Communication Enhancements

ALT1: Scientific Practices: Explains scientific phenomena using the practices of science through investigation, modeling, argumentation, and use of information, with guidance.

AST 1.1: Asking Questions - Asks and/or identifies questions that can be answered by an investigation.
AST 1.2: Developing and Using Models - Identifies, uses, and develops models that represent patterns, scale, and/or relationships of concrete events. Compares between a model, the actual phenomenon, and other models.
AST 1.3: Planning and Carrying Out Investigations - Plans and conducts an investigation to produce data that can be used as evidence to answer a question.
AST 1.4 - Presents data in various formats (bar graphs, pictographs and/or pie charts). With support, analyzes and/or compares individual or group data to support explanations about phenomena using logical reasoning, mathematics, and/or computation.
AST 1.5: Mathematical Thinking - Uses numbers to identify and describe patterns in the natural world. Describes, measures, estimates, and/or graphs quantities (e.g., area, volume, weight, time) to address scientific questions.
AST 1.6: Constructing Hypothesis - Creates a hypothesis and supports it with evidence to explain what they observed and share it with peers.
AST 1.7: Analyzing the Evidence - Identifies arguments that are supported by evidence, listens actively to others' explanations and arguments and ask questions for clarification, and makes comparisons between opinion and evidence.
AST 1.8: Obtaining, Evaluating and Communicating Information - Reads, comprehends and compares modified texts and media to acquire scientific information.

ALT 2: Engineering: Shares ideas about a simple defined problem, plans a possible solution, builds it with suggested materials, and compares/contrasts objects designed to solve the same problem, with guidance.

AST 2.1 - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem with criteria that can be solved through the development of a new or improved object or tool.(K-2 ETS1-1)
AST 2.2 - Uses a variety of visual supports to construct a model of an object. (K-2 ETS1-2)
AST 2.3 - Compares and contrasts two objects designed to solve the same problem and suggest improvements. (K-2 ETS1-3)
AST 2.4 - Defines a simple design problem reflecting a need or a want that includes criteria for success and constraints on materials, time, or cost.
AST 2.5 - Generates and compares possible solutions to a problem based on how well each is likely to meet the criteria and/or constraints of the problem.
AST 2.6 - Plans and carries out fair tests to identify aspects of a model or prototype that can be improved.

ALT 3: Life Science: Uses observations to describe what plants need to survive and grow and uses models to explore life cycles and heredity.

AST 3.1 - Plans and conducts an investigation to determine if plants need sunlight and water to grow. (LS2-1)
AST 3.2 - Develops a simple model that mimics the function of an animal in dispersing seeds or pollinating plants (LS2-2.)
AST 3.3 - Makes observations of plants and animals to compare the diversity of life in different habitats. (2-LS4-1)
AST 3.4 - Develops models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction and death. (3-LS1-1)
AST 3.5 - Provides evidence that some animals form groups that help members survive. (3-LS2-1)

AST 3.6 - Analyzes data to provides evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1)
AST 3.7 - Uses evidence to support the explanation that traits can be influenced by the environment. (3-LS3-2)
AST 3.8 - Analyzes data from fossils to provide evidence of the organisms and the environments in which they lived long ago. (3-LS4-1)
AST 3.9 - Uses evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. (3-LS4-2)
AST 3.10 - Constructs an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. (3-LS4-3)
AST 3.11 - Makes a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. (3-LS4-4)

ALT4: Earth Science: Explains earth science concepts including weather, climate, water, and wind, and their impacts on the environment, landscapes, and people**.**

AST 4.1 - Obtains information to identify where water is found on Earth and that it can be solid or liquid.(2-ESS2-3)
AST 4.2 - Compares multiple solutions designed to slow or prevent wind or water from changing the shape of the land. (2-ESS2-1)
AST 4.3 - Develops a model to represent the shapes and kinds of land and bodies of water in an area.(2-ESS2-2)
AST 4.4 - Uses information from several sources to provide evidence that Earth events can occur quickly or slowly.(2-ESS1-1)
AST 4.5 - Represents data in tables and graphical displays to describe typical weather conditions expected during a particular season. (3-ESS2-1)
AST 4.6 - Obtains and combines information to describe climates in different regions of the world. (3-ESS2-2)
AST 4.7 - Makes a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

ALT5: Physical Science: Investigates physical science concepts related to matter and energy.

AST 5.1 - Plans and conducts an investigation to describe and classify different kinds of materials by their observable properties.(2-PS1-1)
AST 5.2 - Analyzes data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.(2-PS1-2)
AST 5.3 - Makes observations to construct an evidence - based account of how an object made of a small set of pieces can be disassembled and made into a new object.(2-PS 1-3)
AST 5.4 - Constructs an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.(2-PS1-4)
AST 5.5 - Plans and conducts an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. (3-PS2-1)
AST 5.6 - Makes observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. (3-PS2-2)
AST 5.7 - Asks questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. (3-PS2-3)
AST 5.8 - Defines a simple design problem that can be solved by applying scientific ideas about magnets. (3-PS2-4)

High School ALC, SRC, SLC Science Learning Targets

ALC – Academic Learning Center
SRC – Structured Routines Center
SLC – Structured Learning Center

ALT1: Scientific Practices: Explains scientific phenomena using the practices of science through investigation, modeling, argumentation, and use of information.

AST 1.1 - Develops questions and hypothesis/prediction based on scientific principles and observations, with support. Asks questions based on scientific thinking that can be answered by an investigation.
AST 1. 2 - Develops and uses models and with collaboration revises models, based on evidence that shows the relationships among variables. Begins to identify limitations of models.
AST 1.3 Designs and conducts investigations to gather data. Makes decisions about experimental variables, controls and investigational methods (e.g. number of trials, fair tests). Identifies possible outcomes of investigation.
AST 1.4 - Presents data in various formats (bar graphs, pictographs and/or pie charts). With support analyzes and/or compares individual or group data to support explanations about phenomena using logical reasoning, mathematics, and/or computation.
AST 1.5 - Organizes simple data sets to reveal patterns that suggest relationships. Describes, measures, estimates, and/or graphs quantities (e.g., area, volume, weight, time) to address scientific questions.
AST 1.6 - Constructs a claim and supports it with evidence to explain a phenomenon and communicate results.
AST 1.7 - Engages in argumentation. The student discourse may include evidence, reasoning that links the evidence to their claim and critique of competing arguments during which students build on and question each other's ideas with modeling from the teacher.
AST 1.8 - Reads and compares information to explain phenomenon in multiple sources. Communicates information orally.

ALT 2: Engineering Design: Defines a problem and proposes solution(s), from which a prototype is built, tested, and evaluated against criteria and constraints.

AST 2.1 - Defines a simple design problem reflecting a need or a want that includes criteria for success and constraints on materials, time, or cost. (3-5 - ETS1-1)
AST 2.2 - Generates and compares possible solutions to a problem based on how well each is likely to meet the criteria and/or constraints of the problem. (3-5 - ETS1-2)
AST 2.3 - Plans and carries out fair tests to identify aspects of a model or prototype that can be improved.(3-5 - ETS1-3)

ALT3: Life Science: Structure, Function and Information Processing: Uses models and evidence to argue that plants and animals have different functions in an ecosystem, which support their survival, growth, and reproduction.

AST 3.1- Constructs an argument that plants and animals, including humans with organs and organ systems, have internal and external structures that function to support survival, growth, behavior, and reproduction. (4-LS1-1)
AST 3.2- Uses a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. (4-LS1-2)
AST 3.3 Supports an argument that plants get the materials they need for growth chiefly from air and water (5-LS1-1).)
AST 3.4 Uses models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. (5-PS3-1)
AST 3.5 Develops a model to describe the movement of matter among plants, animals, decomposers, and the environment. (5-LS2-1)

AST 3.6 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. (MS-LS1-3)

ALT4: Earth Science: Processes that Shape the Earth: Explains earth science concepts including erosion, interactions between earth's systems, and water.

AST 4.1- Makes observations and/or measurements to provide evidence of the effects of erosion by water, ice, wind, or vegetation. (4 - ESS2-1)
AST 4.2- Analyzes and interpret data from maps to describe patterns of Earth's features. (4-ESS2-2)
AST 4.3- Obtains and combines information to describe that energy and fuels are derived from natural resources and their uses affect the environment. (4-ESS3-1)
AST 4.4- Generates and compares multiple solutions to reduce the impacts of natural Earth processes on humans. (4-ESS3-2)
AST 4.5 - Develops a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. (5-ESS2-1)
AST 4.6 - Describes and graphs the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.(5-ESS2-2)
AST 4.7 - Obtains and combines information about ways individual communities use science ideas to protect the Earth's resources and environment. (5-ESS3-1.)

ALT5: Physical Science: Matter and Energy: Describes physical science concepts including matter and its properties and energy.

AST 5.1 Uses evidence to construct an explanation relating the speed of an object to the energy of that object (4-PS3-1)
AST 5.2 Makes observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.(4-PS3-2)
AST 5.3- Asks questions and predict outcomes about the changes in energy that occur when objects collide. (4-PS3-3)
AST 5.4 - Provides evidence that substances sometimes change when heating, cooling, or mixing with other substances, and sometimes they do not. (related to 5-PS1-2)
AST 5.5 - Conducts an investigation to determine whether the mixing of two or more substances results in new substances. (5-PS1-4)
AST 5.6 - Makes observations and measurements to identify materials based on their properties. (5-PS1-3)

Pre-K and Kindergarten:

- **Pre-K and K Science Instructional Model:** The design of the Pre-K and Kindergarten instructional models will revolve around on lines of inquiry and a student-led emergent curriculum. In this culturally and developmentally responsive instructional style, teachers observe and note the questions and ideas students develop during intentional science-focused, play-based experiences. Using knowledge of the NGSS standards, teachers will guide students through inquiry cycles to further both their science knowledge and investigation and problem-solving skills. For example, one of the Kindergarten NGSS standards is, "Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object." For students to form a deep understanding of forces, and to conduct investigations to discover their patterns, students should have opportunities to explore those skills and ideas throughout the year. To meet this standard, teachers will be provided with materials related to pushes and pulls, such as blocks, toy cars, and construction sets. Teachers will focus on developing lines of inquiry alongside their students, based on the questions students develop through play. These experiences will be founded in the NGSS practices, crosscutting concepts, and disciplinary core ideas, but will be student-directed and play-based. Lines of questioning and strategies will connect to science and engineering practices (e.g. asking questions and designing investigations), core ideas (e.g. pushes and pulls), and crosscutting concepts (e.g. cause and effect).
- **Pre-K Habits of Mind** is our PreK Framework for observing children and designing learning opportunities in BSD. This framework will be utilized in the design of our Pre-K and K Science program. The habits of mind most connected to science are:
    - Thinking strategically, creatively and reflectively to follow an interest and tackle a challenge
    - Focusing attention to pursue an interest, gratify curiosity, respond to a challenge, or try out an idea.
    - Noticing relationships, making connections and organizing items based on observed details
    - Collaborating with others to accomplish a shared goal

- **Instructional Resources:**
    - The recommended primary instructional resource for Pre-K and Kindergarten are the lines of inquiry developed by teachers in response to their observations of students' play. This includes district created resources for teachers to support play-based inquiry, classroom equipment/manipulatives, books that connect to the standards, and the natural world students will encounter.
        - For both Pre-K and Kindergarten, the following types of equipment are recommended for purchase, to support student-directed and inquiry-based learning (in lieu of Twig kits and student workbooks). These will be used to build more varied lines of inquiry for students in Engineering and Earth, Life, and Physical Sciences:
            - **Life Science:** Ant farm (Pre-K) and Worm habitat (K), magnifying glasses to explore collections of natural objects, and plant growing kits.
            - **Physical Science and Engineering:** K'nex (engineering manipulatives) kit, blocks, and ramp/ball sets to explore pushes and pulls and engage in the engineering design process.

        - **Earth Science:** UV beads and various types of materials, plus exploration of outside spaces like the playground to investigate how materials and surfaces interact with the environment.
    - For Kindergarten, the Twig Science program is recommended as a supplement. Including the 8-year Teacher Digital Platform, 8-year Media Suite, and Twig Science Reporter.

Grades 1-5

The Project Team recommends Twig Science as the primary instructional resource for Elementary, with supplementary use in Kindergarten. For information on the Twig Science Program and its evidence of efficacy, see Appendix A. In Grades 1-5, the following components of the Twig Science Program are recommended for adoption:

- 8-year Teacher Digital Platform and Digital Assessments
- 8-year Student Digital Platform
- 8-year Media Suite
- Print Teacher Edition
- 8-years of yearly printed Student Twig Books
- Modular Science Kits (1 year consumable and non-consumables)
- Grades 3-5 Science Essentials Kits
- Authentic text sets that connect to NGSS

Grades 6-8

The Project Team recommends the IQWST Integrated Edition from Activate Learning as the primary instructional resource for middle schools. For information on the IQWST Program and its evidence of efficacy, see Appendix B. The following components of the IQWST Program are recommended for adoption:

- 8-year Teacher Digital Platform and Digital Assessments - this is the Interactive Digital Edition for teachers that includes an assessment bank, teacher files, student files, and help/support.
- Print Teacher Edition
- 8-year Student Portal Access - this is where students can access the assignments, texts, and assessments in the curriculum, which will be accessible in Canvas.
- Classroom sets of Student Print Editions - student textbooks, each classroom would get a class set of each grade level text set.
- Science Kits (non-consumables and 1 year consumables)
- 7 years of consumable replenishment kits, purchased yearly.

In addition to the IQWST Integrated Edition, the following supplementary instructional resources are recommended for middle school:

- Vernier measuring devices for data collection (aligned with IQWST units and necessary for their implementation)
- Compound Microscopes
- A yearly budget for consumables that are required for IQWST units but not included in the replenishment kits (mostly food items that the vendor is not allowed to ship).
- Twig Secondary 8-year digital licenses for teachers. Twig Secondary includes a rich media suite, text resources, and interactive simulations.

High School Supplemental Resource

In addition to the Patterns Science instructional resource adopted in Phase 1 of the science adoption, the following supplemental resource is recommended for high school:

- Twig Secondary 8-year digital licenses for teachers. Twig Secondary includes a rich media suite, text resources, and interactive simulations.

K-12 ALC, SRC, SLC, ISC, and ACE Science Adoption Instructional Resource Plan

The following instructional resources have been selected to provide science and engineering experiences for students in Academic Learning Center (ALC), Structured Routines Center (SRC), Structured Learning Center (SLC), Independent Skills Center (ISC), and the Academic Communication Enhancement (ACE) classrooms. The specific resources (a combination of texts, online resources, media, and kits/hands on equipment) will be implemented for each level over time, in collaboration with classroom teachers and in response to student needs and interests. Implementation will start with Twig resources and sets of inquiry and play-based manipulatives at each level. As teachers work with their students and follow their investigative lead, additional opportunities, such as Engineering is Elementary kits, will be added on. This will allow us to respond to teacher and student input on the amount of time they have for science, and what is most engaging, relevant, and effective for learning science in our specialized classrooms. Additionally, please note that the other specialized classrooms (EGC, ELC, and SCC) will use the same on-grade level materials as mainstream classes (see above Pre-K-Kindergarten and Grades 1-5 plans).

Primary Elementary ALC, SRC, and SLC Classrooms, as well as K-12 ISC Classrooms

Summary: Utilization of a combination of hands on equipment and media to provide play and inquiry based learning experiences that support students in developing problem-solving and investigation skills. This approach is in alignment with the pre-K model of student-directed and inquiry based learning.

- Lakeshore Learning - Various inquiry and play-based STEM Learning items
- Amazon - Various inquiry and play-based STEM Learning items
- Constructive Play Things - Various inquiry and play-based STEM Learning items
- Unique - Science text-based materials

Intermediate Elementary ALC, SRC, and SLC Classrooms

Summary: We will utilize a combination of text, unit kits, hands on equipment, and media to provide play and inquiry based learning experiences that support students in developing problem-solving and investigation skills. Additionally, teachers will have access to a variety of kits and instructional resources from Twig Science and engineering kits from Engineering is Elementary.

- Twig Science - Kindergarten and 1st grade level media and lesson resources (modified as needed)
- Engineering is Elementary - Various Engineering Kits
- Unique - Science text-based materials
- Lakeshore Learning - Various inquiry and play-based STEM Learning items
- Amazon - Various inquiry and play-based STEM Learning items

Middle School ALC, SRC, and SLC Classrooms, and the ACE Program

Summary: A combination of text, unit kits, hands on equipment, and media to provide inquiry and engineering learning experiences that support students in developing problem-solving and investigation skills. Additionally, teachers will have access to a variety of kits and instructional resources from Twig Science and engineering kits from Engineering is Elementary.

- Twig - 2nd and 3rd grade level media and lesson resources (modified as needed)
- Engineering is Elementary - Various Engineering Kits
- Unique - Science text-based materials
- Attainment Company - Science Step-by-Step and Explore Life Science, these are science texts specifically designed for students with disabilities
- Amazon - Various inquiry and engineering STEM Learning items

High School ALC, SRC, and SLC Classrooms

Summary: A combination of text, unit kits, hands on equipment, and media to provide inquiry and engineering learning experiences that support students in developing problem-solving and investigation skills. Additionally, teachers will have access to a variety of kits and instructional resources from Twig Science and engineering kits from Engineering is Elementary.

- Twig - 4th and 5th grade level media and lesson resources (modified as needed) - these materials are at an appropriate level for students in these classrooms. The NGSS standards spiral over the grade bands, so these units cover the same topics as high school level standards, but at a level that is more developmentally appropriate.
- Engineering is Elementary - Various Engineering Kits
- Attainment Company - Science Step-by-Step and Explore Biology, these are science texts specifically designed for students with disabilities
- Unique - Science text-based materials
- Amazon - Various inquiry and engineering STEM Learning items

Elementary School Science Adoption
Professional Development Plan

Each Elementary School teacher will participate in the following professional development opportunities (dates are tentative:

Kindergarten Science and Play - Introduction.

- Introduction to Play-Based Inquiry and NGSS at district-wide Kindergarten Ready, Reset, Play PD
- June 2020

Kindergarten NGSS, Lines of Inquiry, and Language Integration
NGSS overview

- Developing emergent curriculum with student-led lines of inquiry, and language integration
- August 2020 (pre-service week)

Grades 1-5 Unit 1 Twig online, NGSS pedagogy, and Unit 1 overview

- Navigating Twig online and Unit 1 (grade level specific), teachers learn the unit's storyline and key inquiry and engineering experiences with NGSS pedagogy embedded.
- August 2020 (pre-service week)

Pre-K NGSS and Play-Based Inquiry and Engineering

- Pre-K teachers will engage in a full day of science and NGSS PD, in alignment with our Pre-K Habits of Mind and student led inquiry model.
- November 2020

Grades 1-5 Unit 2 overview and assessment collaboration

- Unit 2 (grade level specific), teachers learn the unit's storyline and key inquiry and engineering experiences. Afternoon collaboration time to develop assessment plans.
- December 2020

Grades 1-5 Unit 3 overview and language integration

- Unit 3 (grade level specific), teachers learn the unit's storyline and key inquiry and engineering experiences. Afternoon collaboration time to learn and plan language integration strategies (talk protocols, writing supports, etc.).
- Pilot teachers - Feb. 2021. All other teachers - Fall

Grades 1-5 Unit 4 overview and assessment collaboration

- Unit 4 (grade level specific), teachers learn the unit's storyline and key inquiry and engineering experiences. Afternoon collaboration time to develop assessment plans.
- Pilot teachers - April 2021. All other teachers Dec/Jan 2021

Additional collaboration and leadership opportunities:

Science Leaders Summer 2020 Training, 2 teachers per school

- 1 Day NGSS Instructional shifts, language integration, navigating Twig/Carolina online, and 3-dimensional assessment.
- August 2020

Science Leaders PLC - 2 teachers per school

- Two leaders for each school (1 primary and 1 intermediate) to support implementation of the adoption district-wide. Their work will focus on supporting teachers in their building and cross-district collaboration.
- Monthly after school PLC meetings, plus extended contract time for school support

Kindergarten Leadership Team (10 kindergarten teachers)

- 2 Days of PD and Collaboration - Aligning Kindergarten science units with inquiry and play-based Kindergarten model.
- October and December

Middle School Science Adoption
Professional Development Plan

Each Middle School Science teacher will participate in the following professional development opportunities (dates are tentative):

Introduction to IQWST, NGSS pedagogy, and Unit 1 overview

- Day 1 - NGSS Instructional shifts, language integration, navigating IQWST online, and 3-dimensional assessment
- Day 2 - Unit 1 (grade level specific), teachers learn the unit's storyline and key inquiry and engineering experiences, with time in the afternoon for team collaboration.
- August 2020 - Teachers can choose between this 2-day summer session or the Fall unit 1 option

Introduction to IQWST, NGSS pedagogy, and Unit 1 overview

- Navigating IQWST online and Unit 1 (grade level specific), teachers learn the unit's storyline and key inquiry and engineering experiences.
- Mid-September 2020

Unit 2 overview and assessment collaboration

- Unit 2 (grade level specific), teachers learn the unit's storyline and key inquiry and engineering experiences. Afternoon collaboration time to develop assessment plans.
- Mid-Late October 2020

Unit 3 overview and Language Integration

- Unit 3 (grade level specific), teachers learn the unit's storyline and key inquiry and engineering experiences. Afternoon collaboration time to learn and plan language integration strategies (talk protocols, writing supports, etc.)
- January 2021

Unit 4 overview and assessment collaboration

- Unit 4 (grade level specific), teachers learn the unit's storyline and key inquiry and engineering experiences. Afternoon
- January 2021

Additional collaboration and leadership opportunities:

Grade Level TOSAs

- Two 0.2 FTE TOSAs for each grade level to support implementation of the adoption district-wide. Their work will include development of Canvas courses, formative assessments, common summative assessments, creating/modifying differentiated student supports and extensions, and facilitating cross-district collaboration.
- Yearlong

2020 Summer Collaboration time

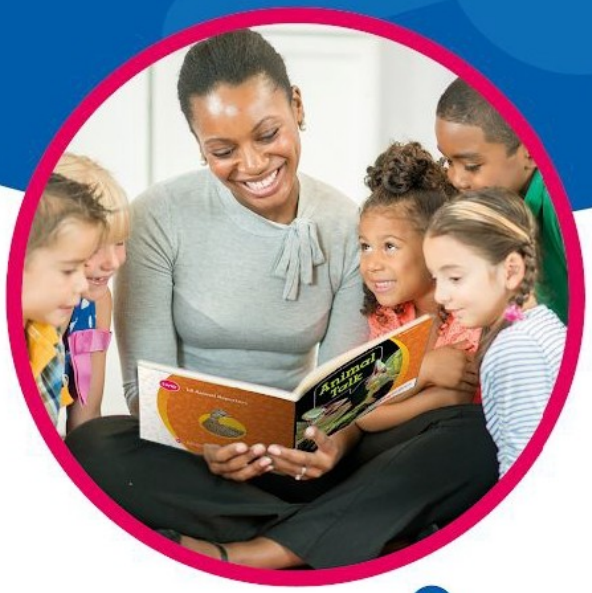
- Teachers who attend the 2-day summer PD option will have an optional 4 hours to meet with their team (alongside other schools' teams of the same grade level) to plan their implementation of the first unit.
- August (after 2-day training)

District Grade level Professional Learning Communities (PLCs)

- Once per month, each grade level team will meet to support implementation, share ideas, and develop common assessments. Ideally, at least one teacher per school will participate so they can share back with their school team. PLCs will be facilitated by Grade Level TOSAs.
- Once per month, before school via Zoom or after school (depending on teacher preference).

twig Science

NGSS Twig Science Research



twig EDUCATION

Twig Education, Inc report prepared for:

Beaverton School District

6475 Pacific Coast Highway, Suite 355
Long Beach, CA 90803

Cheryl De La Vega--U.S. Vice President
Tel: (310) 800-3114
cdelavega@twigeducation.com

Candice Thomassen--Director of Sales
Tel: (805) 588-6582
cthomassen@twigeducation.com

Confidential and contains commercially sensitive intellectual property Copyright © 2019 Twig Education, Inc. All rights reserved

TWIG SCIENCE

Twig Science is a complete PK–8 NGSS program built for Oregon. It supports educators as they implement the innovative NGSS by promoting student-centered instruction and three-dimensional learning. Twig Science's hands-on and digital investigative lessons encourage the development of 21st century skills that enable equity for all students in STEM-related opportunities, technical careers, and college advancement. Skills such as critical thinking, problem solving, designing solutions, and making connections across science disciplines provide students with real-world experience—just like working scientists and engineers.

Twig Science is the only program custom-built from the NGSS Framework segments, saving teachers months of professional development. Every module of Twig Science mirrors a segment in the NGSS Framework for a 1:1 alignment.

Grade-level scope and sequences are built into each Teacher Edition, unpacking the NGSS Framework, Coherence, and Progressions. Included are the NGSS Framework segments, Performance Expectations, anchor module phenomena, and unique, engaging STEM storylines.

Performance Expectations are unpacked through their respective three dimensions of Disciplinary Core Ideas, Crosscutting Concepts and Science and Engineering Practices. Engineering, Technology and Applications of Science Standards, plus Environmental Principles and Concepts, are integrated into instruction and assessment across the science disciplines—a fundamental instructional shift.

twig Science | NEXT GEN — NGSS Framework Alignment

GRADE	NGSS TOPIC ARRANGEMENTS	MODULE	MODULE ANCHOR PHENOMENON	CORE PERFORMANCE EXPECTATIONS
GRADE K	Interdependent Relationships in Ecosystems	My Big Nature Adventure	Different plants and animals live in different places.	K-LS1-1, K-ESS3-1
	Forces and Interactions; Engineering Design	Marble Run Engineer	What happens when we push, pull, and drop objects? How can we change their speed and direction?	K-PS2-1, K-PS2-2, K–2-ETS1-1
	Weather and Climate; Engineering Design	Be Prepared	How do we observe weather and collect data to describe weather patterns over time?	K-ESS2-1, K-ESS3-2, K-PS3-1, K-PS3-2, K–2-ETS1-1, K–2-ETS1-2, K–2-ETS1-3
	Interdependent Relationships in Ecosystems	I Can	How can I protect the environment from changes that harm it?	K-ESS2-2, K-ESS3-3, K–2-ETS1-1
GRADE 1	Structure, Function, and Information Processing; Engineering Design	Museum of Leafology	How are all plants alike and how are they different?	1-LS1-1, 1-LS3-1, K–2-ETS1-1, K–2-ETS1-2, K–2-ETS1-3
	Waves; Structure, Function, and Information Processing; Engineering Design	Animal Reporters	How do animals use their body parts, communicate with their young, and make sounds?	1-LS1-2, 1-LS3-1, 1-PS4-1, 1-PS4-4, K–2-ETS1-1, K–2-ETS1-2
	Waves	Shadow Town	Why is the town of Rjukan in a shadow?	1-PS4-2, 1-PS4-3
	Space Systems	Patterns in the Sky	What patterns do we observe in the sky?	1-ESS1-1, 1-ESS1-2
GRADE 2	Earth's Systems	My Journey West	How can we understand and describe the land and water on Earth?	2-ESS2-2, 2-ESS2-3
	Structure and Properties of Matter; Engineering Design	Master of Materials	How can we describe materials as different from one another and understand how their properties relate to their use?	2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4, K–2-ETS1-2, K–2-ETS1-3
	Earth's Systems; Engineering Design	Save the Island	How do natural processes shape the Earth?	2-ESS1-1, 2-ESS2-1, K–2-ETS1-1, K–2-ETS1-2
	Interdependent Relationships in Ecosystems; Engineering Design	A Garden for Life	How do living things in an environment depend on one another and what do they need to grow?	2-LS2-1, 2-LS2-2, 2-LS4-1, K–2-ETS1-1, K–2-ETS1-2
GRADE 3	Forces and Interactions; Engineering Design	The Ultimate Playground	How are objects affected by the forces of push and pull?	3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4, 3–5-ETS1-1, 3–5-ETS1-2, 3–5-ETS1-3
	Inheritance and Variation of Traits	Welcome to the Biodome	How do plants' and animals' life cycles help them survive?	3-LS1-1, 3-LS2-1, 3-LS3-1, 3-LS4-2
	Interdependent Relationships in Ecosystems	How to Survive an Ice Age	What is the relationship between an organism and its environment?	3-LS3-2, 3-LS4-1, 3-LS4-3, 3-LS4-4
	Weather and Climate	Weather Warning HQ	What is the weather like around the world?	3-ESS2-1, 3-ESS2-2, 3-ESS3-1, 3–5-ETS1-1, 3–5-ETS1-2
GRADE 4	Energy; Engineering Design	Egg Racers	What happens to energy when objects collide?	4-PS3-1, 4-PS3-3, 3–5-ETS1-3
	Energy; Engineering Design	Sparks Energy, Inc.	How do people produce and transfer energy for their use?	4-ESS3-1, 4-PS3-2, 4-PS3-4, 3–5-ETS1-1, 3–5-ETS1-2
	Earth's Systems	Time-Traveling Tour Guides	How have weathering and erosion sculpted some of Earth's most interesting landscapes?	4-ESS1-1, 4-ESS2-1, 4-ESS2-2, 4-ESS3-2, 3–5-ETS1-2
	Earth's Systems; Engineering Design	Earthquake Engineering	How can we reduce the damage caused by earthquakes?	4-PS4-1, 4-ESS2-2, 4-ESS3-2, 3–5-ETS1-1, 3–5-ETS1-2, 3–5-ETS1-3
	Waves; Structure, Function, and Information Processing	Super Survivors	How do the many parts of my body work together to help me live in the world? Communication involves transferring information through waves or signals.	4-LS1-1, 4-LS1-2, 4-PS3-2, 4-PS4-1, 4-PS4-2, 4-PS4-3, 3–5-ETS1-3
GRADE 5	Structure and Properties of Matter; Engineering Design	Matter Mysteries Hotline	What is matter made of?	5-PS1-1, 5-PS1-2, 5-PS1-3, 5-PS1-4, 3–5-ETS1-3
	Matter and Energy in Organisms and Ecosystems	Yellowstone: Uncovered	How do matter and energy move through an ecosystem?	5-LS1-1, 5-LS2-1, 5-PS3-1
	Earth's Systems; Engineering Design	H2O Response Team	Why do some places lack fresh water and what can we do to protect it?	5-ESS2-1, 5-ESS2-2, 5-ESS3-1, 3–5-ETS1-1, 3–5-ETS1-2, 3–5-ETS1-3
	Space Systems	Galactic Guidebook	What patterns do we notice when we observe the sky?	5-PS2-1, 5-ESS1-1, 5-ESS1-2
GRADE 6	Structure, Function, and Information Processing; Engineering Design	BioTech Systems Worldwide	How do human body systems and subsystems work together?	MS-LS1-1, MS-LS1-2, MS-LS1-3, MS-LS1-8, MS-ETS1-1, MS-ETS1-2
	Weather and Climate; Energy; Engineering Design	Destination Everywhere!	Weather and climate vary around the world, but we can use science and past trends to predict them.	MS-ESS2-4, MS-ESS2-5, MS-ESS2-6, MS-PS3-3, MS-PS3-4, MS-PS3-5, MS-ETS1-1, MS-ETS1-3
	Growth, Development, and Reproduction of Organisms	The Red List	How do the environment and genetics affect animals and plants?	MS-LS1-4, MS-LS1-5, MS-LS3-2, MS-ETS1-1, MS-ETS1-2
	Weather and Climate; Human Impacts; Engineering Design	Cities of the Future	How can we reduce harmful impacts on the environment in the places where people live?	MS-ESS3-3, MS-ESS3-5, MS-LS1-4, MS-LS1-5, MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4

Performance Expectation progressions located on the inside back cover of each Teacher Edition provides back-mapping or forward mapping to each set of three-dimensional standards covered in previous, current, and future grades.

Twig Science is built to spiral so students are introduced to foundational concepts in a grade-appropriate way as early as PK, revisiting them in more complexity in later grades.

Behind Twig Science is a team of teachers, scientists, filmmakers, writers, researchers, academics, and parents, all working together to support teachers in delivering engaging and effective student learning experiences. Our resources are used by over 150,000 teachers, in 60 countries, and in 20 different languages.

At Twig Science, we are proud to have established partnerships with leading universities including Imperial College London and Stanford University. We create our videos with some of the most amazing, awe-inspiring media in the world from the BBC, NASA, CBS, Science Photo Library and Getty Images. Using these and other resources, we combine entertainment with established teaching methods to bring learning to life and our world into the classroom. Most importantly, we work with teachers to ensure our resources are simple, flexible, and enjoyable to use.

To help find and save time for science, the Common Core English Language Arts, WIDA, Mathematics, History–Social Science, and Arts Standards are also provided at point of use in the Scope and Sequence and throughout the program.

MEET OUR COLLABORATIVE THINK TANK

Meet the team or—as we like to think of ourselves—the Twig Science Collaborative Think Thank. The development of Twig Science has been guided by our collective commitment to making science accessible to all. We do this through our engaging, phenomena-based storylines and flexible range of captivating resources, ensuring

Imperial College London

SCALE
Stanford Center for Assessment, Learning, & Equity

that all learners can experience phenomena. Thanks to the thousands of teachers, students and specialists who have advised, reviewed and used Twig Science. From the genesis of NGSS, Twig Science was developed through a collaborative Think Tank of three groups essential to a well-balanced program:

Imperial College London

Our partners and owners. To assure that science and engineering content was 100% accurate and authentic. ICL is an international community, attracting undergraduates from more than 125 countries. Imperial College London is one of the world's most international universities. Imperial's global collaborations, discoveries and networks are transforming lives and creating opportunities around the world.

The College focuses on the four main disciplines of science, engineering, medicine and business and is renowned for its application of these skills to industry and enterprise. It is consistently ranked among the world's top ten universities and is ranked by Reuters as one of the World's Most Innovative Universities.

Distinguished members of ICL have included 14 Nobel Laureates and three Fields Medalists. Imperial holds a Silver Athena Swan Award, which recognizes advancing women's careers in science, technology, engineering, math and medicine in academia. Twig Education works closely with Alan Spivey.

Alan Spivey: A professor of chemistry at Imperial College London, Alan leads the scientific review team. He is a committed educator, spearheading the implementation of Imperial's new learning and teaching strategy, an ambitious and exciting project designed to establish it as a global leader in STEM education and active learning.

Stanford SCALE

3-Dimensional Performance Assessments created by STANFORD SCALE to ensure that all assessments are preparing students for 3-D Performance Tasks.

Cathy Zozakiewicz: Cathy provides technical consulting and support through Stanford Center for Assessment, Learning, and Equity (SCALE). Cathy develops innovative, educational, and state-of-the-art performance assessments for evaluating student learning.

Cross-Curricular Experts

A diverse team of Cross-Curricular Experts in English Language Arts, English Language Development, STEAM, and Mathematics to maximize instructional opportunities for transfer within Twig Science and STEM-Based Opportunities. A few of the experts include individuals such as **Wiley Blevins** (ELA/ELD), **Natasha Stillwell** (former TV Science Journalist), **Jan de Lange** (PISA Winner of Mathematics)

Wiley Blevins: An author and reading specialist, Wiley has written several books on reading instruction and teaching students to read informational text. He is a cross-curricular expert with extensive experience in English Language Arts and English Learners, including graduate work in education at Harvard University, elementary classroom teaching, and professional development in the United States, Latin America, and Asia.

Natasha Stillwell: An acclaimed broadcast-science journalist, Natasha Stillwell hosted and produced Discovery Channel's award-winning science and technology show Daily Planet. Natasha has a powerful gift for storytelling and engaging young learners, and she brought these talents to the development of award-winning international online classroom resources Twig and Twig Science Reporter.

Dr. Jan de Lange: Dr. Jan de Lange is director of the Freudenthal Institute and a professor at University of Utrecht in the Netherlands. During his directorate, the Freudenthal Institute was part of the Faculty of Mathematics and Computer Science and had as its task: Innovation in Mathematics Education by Research, Implementation, Dissemination and Professionalization. His research addresses modeling and applications and assessment issues and has broadened to a variety of issues including multimedia and on issues related to implementation.

He served as Co-Principal Investigator of the Assessment Study Group of the National Center for Improving Student Learning and Achievement in Science and Mathematics in the USA. In 1999, a Theoretical Framework for Classroom Assessment was published as the result of this project. In the international comparative assessment area, he has been a member of the international

commission for TIMSS-R, and Chairman of the Mathematical Functional Expert Group of the OECD PISA Project.

RESEARCH EVIDENCE BASE

Evidence indicates a thoughtful blend of learning and teaching strategies yields the greatest effect on student learning. Learning attached to students' preconceptions and prior knowledge plays an important role in concept building. Instruction is also most effective when it pursues a deep understanding of concepts. This is accomplished not only by skill building, but by providing multiple examples of the same concept and helping students develop metacognitive skills so that they are actively involved in their own learning.

In addition to the NGSS Framework, Twig Science is based on current research from meta-analysis studies of student outcomes and cognitive psychology. We worked with outstanding teachers, both in the United States and internationally, to pick the best practices for each learning journey. Next, we tested Twig Science in classrooms of students and teachers. From there, iterations were made until we were sure each approach worked successfully.

Current research-based strategies found within Twig Science:

The 5E Instructional Model (Bybee & Landes, 1990) as evidenced in Twig Science 5-Step Lesson Structure:

> **Spark (Engage):** An engaging "hook" activity, which motivates students for the investigations ahead.
>
> **Investigate (Explore):** Students think like scientists and design like engineers, through hands-on, digital, video, and informational text Investigations.
>
> **Report (Explain):** Students articulate what they've learned today, citing evidence and their use of the three dimensions.
>
> **Connect (Elaborate):** Students make connections to the Driving Questions and Module Investigative Problem, while building knowledge of CCCs and SEPs.
>
> **Reflect (Evaluate):** Students use different means to think about what they have learned so far, and how they can use their new understandings to better figure out phenomena/problems.

Teacher Credibility (Hattie)—Background subject knowledge, professional learning, model lessons, and clear instruction in the teacher's edition with suggested questions and sample answers.

Conceptual Change/Building on Misconceptions/Preconceptions (Hattie/EEF)—Pre-Explorations and Progress Trackers.

Language of Science and Classroom Discussion (Hattie, EFF)—UL SCALE Language Routines

The aim of the Twig Science Language Routines is to support questioning strategies as a tool for formative assessment and to promote argumentation. These language routines are based on five ideas:

- Teachers, peers, and texts serve as language resources for learning (Vygotsky, 1978).

- Deep learning of subject content and skills is gained through language, as it is the primary medium of school instruction (Halliday, 1993).
- Through successive and supportive experiences with math ideas, learners make sense of math with their existing language toolkit (Moschkovich, 2012).
- Language is an inseparable part of all human action, so when students are engaged in meaningful activities (projects, presentations, investigations), language develops through perception, interaction, planning, research, and discussion (van Lier & Walqui, 2012).
- Language routines help focus attention on student language that support in-the-moment teacher, peer, and self assessment (Cazden, 2001).

Metacognition and Self-Regulation (Hattie/EEF)—Reflect through class discussions, hands-on, peer-to-peer as well as written responses.

Modeling: Written, Verbal, Visual (EFF)—Lots of modeling in Twig Science, films and 3D, and meta-think alouds.

Formative Assessment/Feedback (Hattie, EFF)—Assessments for learning are embedded in Twig Science**.**

Response to Intervention (Hattie)—We have support at point of use and support for small group work with readers.

Memory—Supporting students to retain knowledge (cognitive load theory, spaced review) (EFF). The modules scaffold learning in bite-sized chunks in lessons and Driving Questions with lots of points to activate prior knowledge and review learning.

Purposeful labs and problem solving (Hattie, EFF)—We do not include random acts of science in Twig Science. The hands-on investigations scaffold to build mastery of phenomena, concepts, and problem solving.

Research base citations and links:

NGSS Framework links: Oregon NGSS Framework

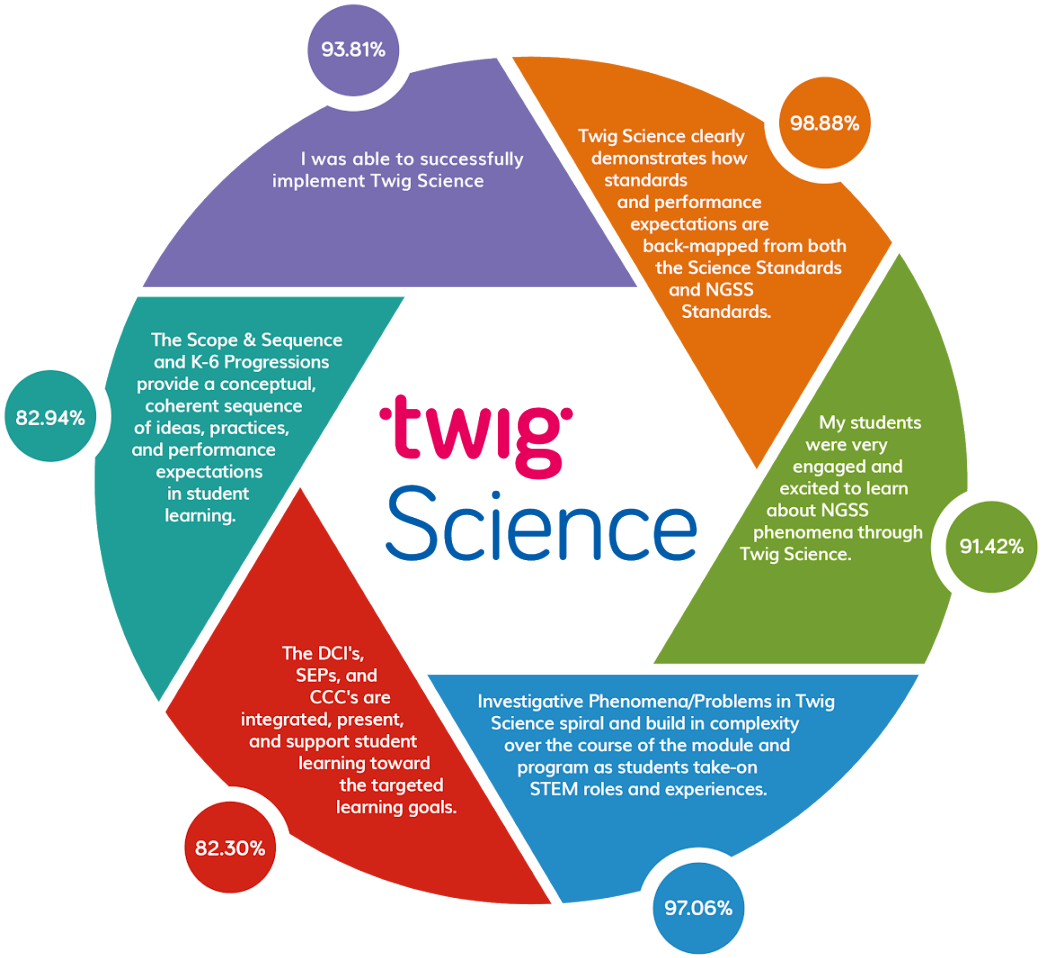
Hattie, John & Yates, G.C.R.. (2013). *Visible Learning and the Science of How We Learn*.

Hattie Effect Size: https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/

EEF Report:
https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-secondary-science/

Usage and User Feedback

User Data: September 1, 2019 - December 31, 2019
Users: 25,783
Districts: 33



Top three strengths as selected by survey respondents:

1. Support students in learning through authentic and meaningful phenomena or design problems., support student learning across the 3-dimensions, make student thinking visible, promote reasoning, sensemaking, and problem solving; challenge student thinking; and develop metacognitive abilities.
2. Monitor student learning and progress over time, Make decisions about instruction and provide feedback to students., Variety of Measures to elicit full range of student thinking and multiple assessment opportunities so students can demonstrate their understanding
3. Background information about phenomena, problems and NGSS, Module Introduction Videos, Model Lesson Videos, In-Person Guidance, Modeling and/or Support

ActIVa Learning IQWST®

PUBLISHER' S BACKGROUND INFORMATION

January 2020

Activate Learning is dedicated to promoting science literacy and achievement through three essential principles:

- Engage students with authentic learning and phenomena that are relevant and meaningful.
- Inspire teachers with research-based curricula that support three-dimensional learning.
- Prepare students for STEM careers of tomorrow.

Designed for the Next Generation Science Standards

IQWST® (Investigating and Questioning our World through Science and Technology) was developed through grant funding from the National Science Foundation. The development team, with combined expertise in science education, literacy education, and the learning sciences was led by Principal Investigators Joe Krajcik, Ph.D. (Michigan State University), Brian Reiser, Ph.D. (Northwestern University), LeeAnn Sutherland, Ph.D. (University of Michigan), and David Fortus, Ph.D. (Weizmann Institute of Science). At IQWST's foundation is research on how students learn and how they learn science in particular, the very research on which *A Framework for K-12 Science Education* and the Next Generation Science Standards are also based.

As research indicates, and as the *Framework* and the NGSS describe, students learn best when they use coherent materials that support them in building understanding over time. **IQWST® Integrated Edition** engages students in scientific practices as they experience, investigate, model, and explain phenomena while learning core ideas and engaging with crosscutting concepts. Students build understanding by connecting ideas from lesson to lesson, from module to module, and across grades. Students also pursue their own original questions in modules that integrate the fundamentals of Physics, Chemistry, Life, Earth and Space Sciences, and Engineering.

The Core Tenets of the IQWST curriculum are:

Three-dimensional: Every learning sequence engages students with all three dimensions of the Next Generation Science Standards. For teacher planning purposes, Performance Expectations are identified at the beginning of each IQWST lesson, and all three components of three-dimensional learning are identified at the beginning of each activity.

1. **Disciplinary Core Ideas (DCI)** are typically addressed in multiple lessons, with the aim of developing depth of understanding rather than simply achieving coverage.
2. **Scientific and Engineering Practices (SEP)** engage students meaningfully in the work of scientists as they explore and learn core ideas.
3. **Crosscutting Concepts (CCC)** thread throughout the curriculum so that students construct deep understanding of the ideas as they apply to each science discipline.

Phenomena-driven: Students experience phenomena firsthand where possible, secondhand where not possible, but always so that the goal of science learning is to be able to explain phenomena-to explain *how* and *why* things in the natural world happen as they do.

Coherent: Students build understanding through a progression within each grade and across grade levels, learning critical DCIs, CCCs, and SEPs across content areas. Curricular coherence-revising and building on ideas across time-provides students with opportunities to develop, reinforce, and apply their understandings on an ongoing basis.

Student-centered: Students' original questions are at the core of the curriculum, elicited by an anchoring phenomenon, setting them on a quest to find answers that motivate learning across time.

Discourse-centered: Combining small-group and whole-group discussion in every lesson, supported by tools including a Driving Question Board and a Word Wall, students have multiple opportunities to use the language of science. Talk is used to share ideas, to think together, to problem solve, and to make sense of in-class science, everyday experiences, and the larger world.

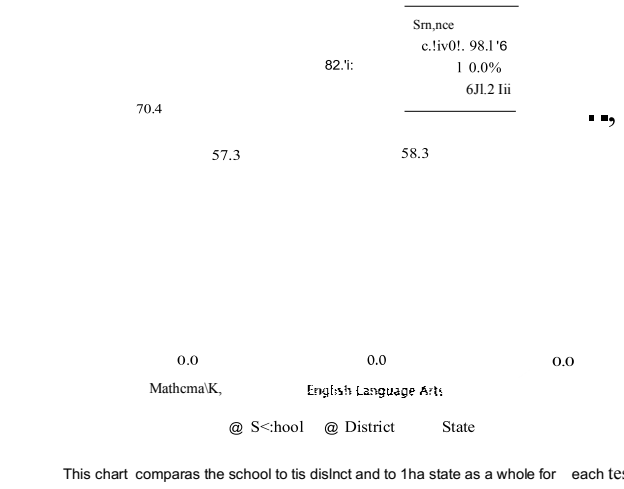
For all: IQWST engages *all* students with shared phenomena, common investigations, and opportunities to connect their everyday life experiences with science content. As students read, write, and talk about their experiences in a language-rich environment, every student has an opportunity to achieve success.

Joe Krajcik, Ph.D., a developer of the NRC Framework, NGSS, and IQ\VST, presents around the country on what n1akes teaching with three-dimensional learning different. ,Joe states: *"Perhaps the most significant shift in the Framework for K-12 Science Education and NGSS is the students need to make the sense of phenomena or design solutions for proble ms by scientific and engineering practices, disciplinary core ideas, and crosscutting concepts working together.* 171e *working together of the three dimensions to make sense of phenomena and design solutions toproblems* is *referred to as three-dimensional leaming. M aking sense of phenomena and designing solutions drives the teaching and leaming process . ... The Fra mework and NGSS, based upon the reseorch literature, clearly point out that you cannot learn scientific content (core ideas and crosscutting concepts) separate from engaging* in *practice. We learn content by engaging* in *practices and we learn practice by using science content to make sense of phenomena or design solutions toproblems. "*

Evidence of Efficacy

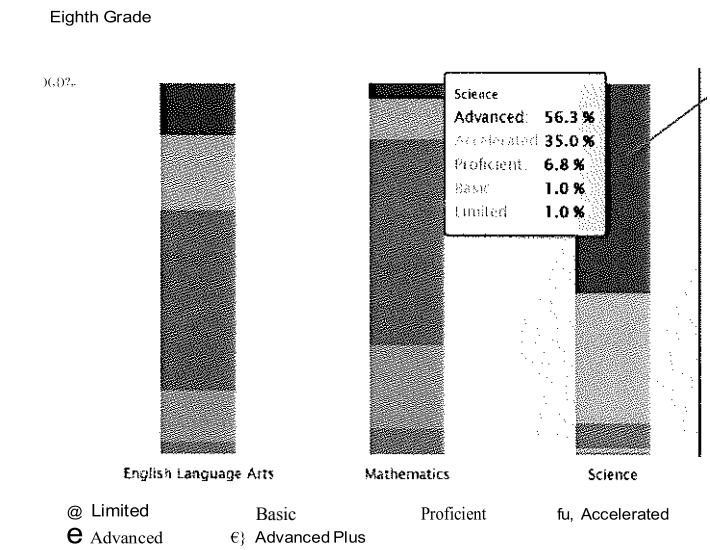
Students using JQWST in middle school classrooms across the country have demonstrated growth and excellence in standardized tests. Here are a few examples:

2018 8th Grade State Science Assessment
STEM School, OH
Implemented IQWST in 2010-2011
Source: Ohio Department of Education, Ohio School Report Card



98.1% of IQWST students passed the 8th Grade Science Assessment

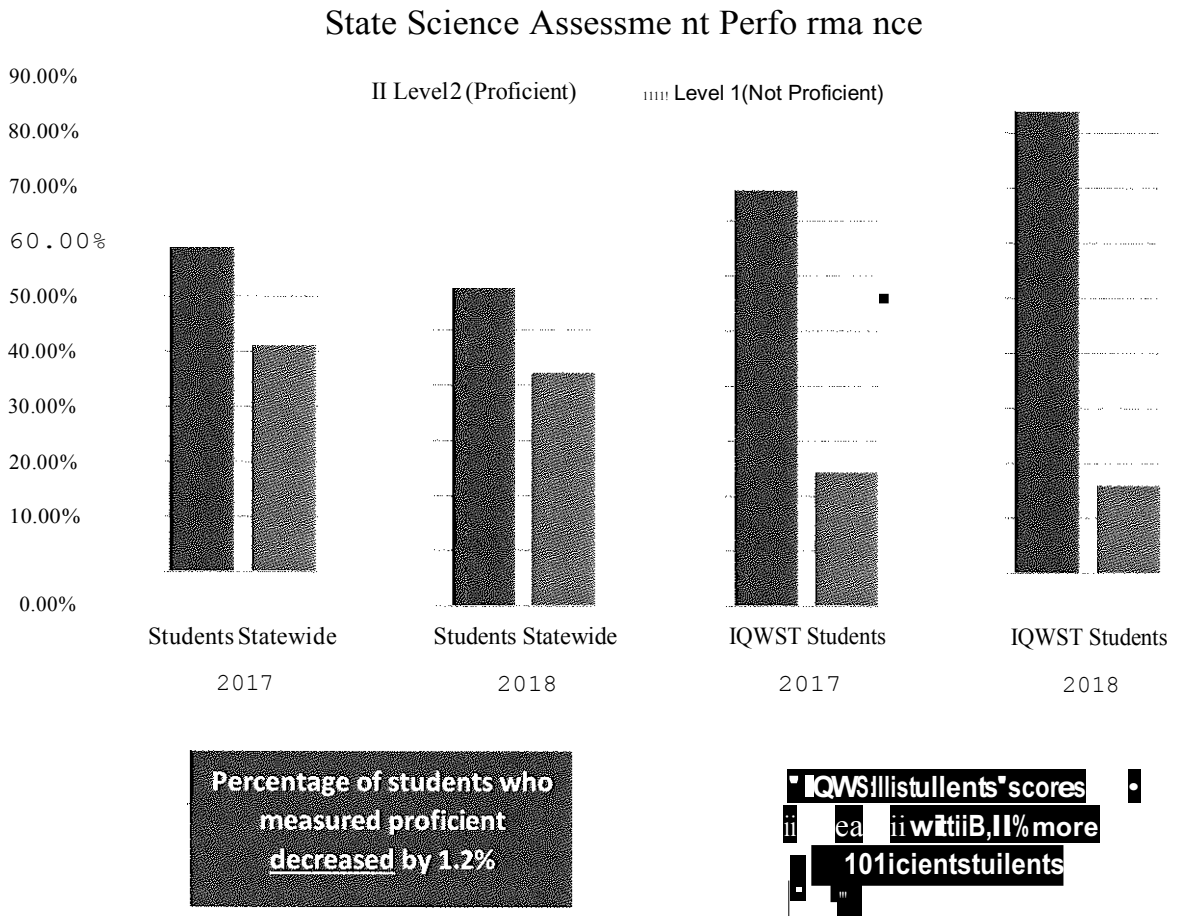
Almost 30% higher than the state average



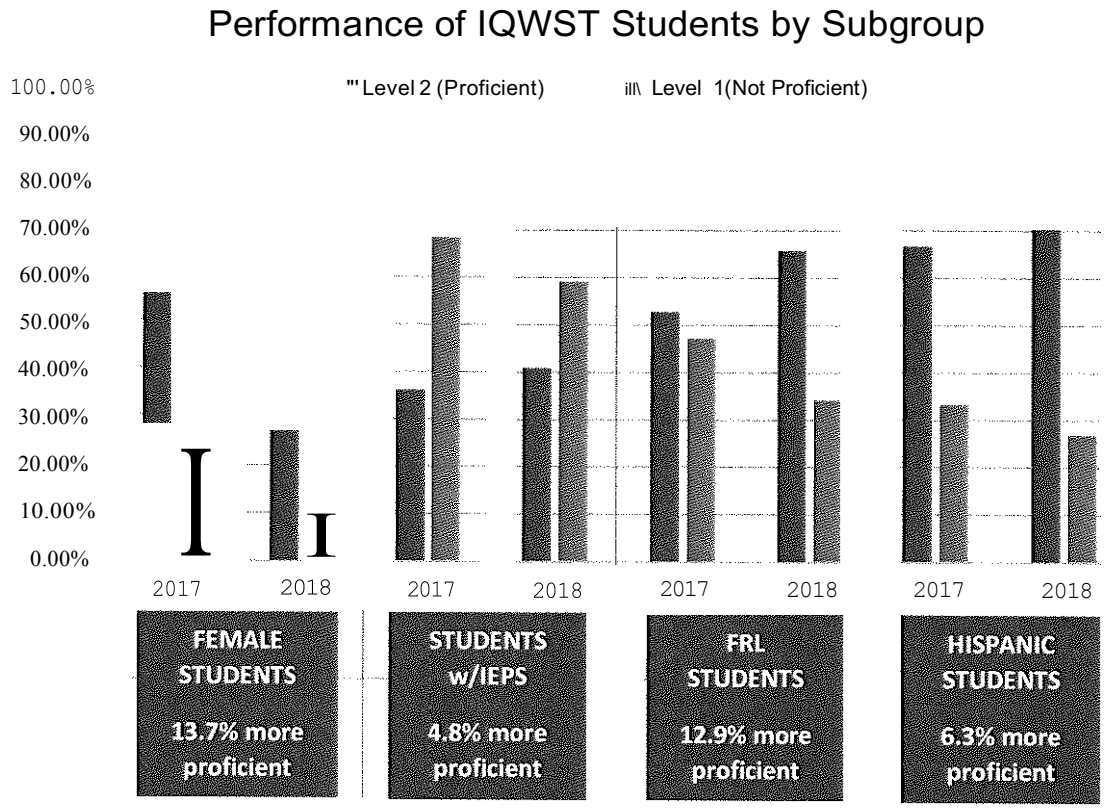
Over 90% of IQWST students passed with Advanced or Accelerated scores (>80%)

2018 Student Growth
Suburban Midwest District

Middle school science teachers taught IQWST in 2017 and 2018. While average performance of gth graders on the state science assessment *decreased* slightly, scores for IQWST students *increased* during the same period.



Disaggregated data of the same district shows improved performance of IQWST students by population subgroup.



District Profile: 15% FRL, White 62%, Hispanic 31%, Black 3%, and the remaining 4% of the student population identifies as either Asian, American Indian, Pacific Islander, or a combination of two or more races.

2019 Science Pilot

Large Northwest School District

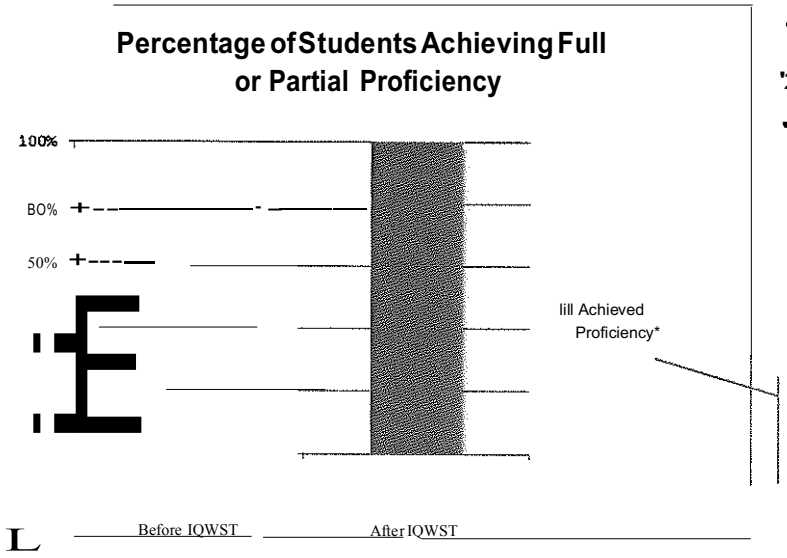
This district's middle schools piloted 3 science programs. Students were given pre- and post-assessments scored on a scale of 1(Developing) to 4 (Highly Proficient). Students in the IQWST pilot showed the largest growth with an average of 1.27 points higher on the post-test.

	IQWST (395 students)	**Curriculum B** (328 students)	**Curriculum C** (486 students)
Average Change to Scores from Pre- to Post-assessment	**1.27**	1.09	.92

Anecdotall y, 70% of students in the IQWST pi/at voted to adopt IQWST compared to 48% and 59% for Curricula B and C, *respectivel y.*

Student Growth Data on IQWST Unit {PS2: Energy)
Middle School, OR

Students from 2 classes demonstrated growth i n profici ency th roughout the course of the u nit as demonstrated by Pre- a nd Post-assessment data. *



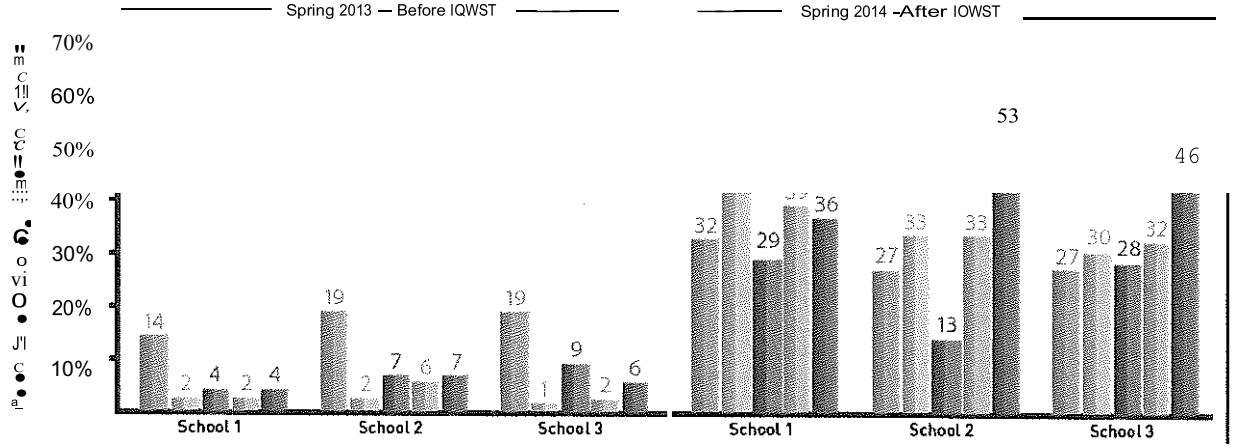
- 73% of students are at or above a proficient level.
- 27% are partially proficient at grade level.
- After the unit0% are below proficient at grade level.

Score	Bel ow Proficient 1	Partially Proficient 2	Profi ci ent 3	Advanced 4
Pre	95%	5"/o	0%	0%
Post	0%	31%	55%	14%

100% of IQWST students demonstrated growth

College Readiness Results After IQWST Implementation

Three diverse middle schools, 1000 students, before & after implementation of IQWST.



Science College Readiness Standards:

Select two or more pieces of data f rom a simple data presentation.

i Understand bask scientific terminology.

R Find basic information in a brief body of text.

Determine how the value of one variable changes as the value of another variable changes in a simple data presentation

II Understand the methods and tools used in a simple experiment

••Mastery is defined as correctly answering at least 3 out ol 4 question5 aligned to tile standard.

Supplemental Services to Support Implementation

PROFESSIONAL LEARNING

The goal of Professional Learning for teachers is, of course, improved student learning! Research indicates that to improve student outcomes, Professional Learning must enable teachers to experience the curriculum firsthand, which is why in-person PD is always our priority.

In-school Professional Development

Our dedicated Professional Learning team works with districts to develop and execute successful implementation plans. Our consultants are award-winning educators who have taught the curriculum. Sessions engage teachers in a series of activities, focusing on how the instructional sequence uniquely supports students in building and applying science ideas, practices, and concepts over time.

Beyond face-to-face opportunities, we also offer virtual support options:

./ Supplementary Support Webinar
./ Q&A with a Curriculum Expert
./ IQWST Teacher Portal Support Site
./ IQWST Facebook Group
./ Lesson and Materials Setup Videos

STORYLINES

Part of the intellectual richness and rigor of IQWST is the challenge it provides as students connect ideas across modules. IQWST's storyline approach uses a Driving Question as the project or problem around which each module is built. That is, students build understanding of DCIs, CCCs, and SEPs in a coherent manner from one lesson to the next, with each activity raising a new question or a not-yet-solved problem that is addressed in the following activity. Hence, from a student perspective, a story is built from activity-to-activity, and lesson-to-lesson within each module, with the aim of answering the Driving Question in a complete, evidence-based explanation. In addition, the curriculum is designed such that each module connects to the one before it, providing a yearlong storyline to support student sense making across the entire school year. For teachers, the Storyline for each unit provides a detailed synopsis of each activity, serving as a both guideline and outline to support teachers in planning for and assessing learning.

DIFFERENTIATED INSTRUCTION

IQWST provides teachers with instructional supports and strategies to accommodate gifted and struggling students. These include:

- ./ Research-based general strategies described in the *JQWST Overview*
- ./ Lesson-specific strategies embedded in the Teacher Edition
- ./ Literacy strategies built into the readings
- ./ Audio versions of readings
- ./ Strategies modeled in PD
- ./ Biographies/Career Narratives that enables students to see themselves in STEM
- ./ IQWST Teacher Portal Support Site
- ./ IQWST Facebook Group
- ./ Spanish Student Editions for EL students

DEDICATED SUPPORT TEAM

Our team of experienced Product and Customer Support Specialists are ready to resolve any questions or technical issues in a timely manner.

Description and Evaluation of K-8 Current Science Program

Summary

Elementary

a. Time spent on science

Currently, one hour of instructional time on science is allocated in our Elementary Schedule and Structure Agreements at Beaverton elementary schools. This is approximately half the instructional time compared to the Oregon average of 1.9 hours/week and 2.3 hours/week nationally. Additionally, the majority (70.8%) of our elementary teachers reported on our 2018 survey that they do not have enough time to teach science. Only 16% of teachers reported spending more time on science than is scheduled per week (1 hour). 6% of Beaverton teachers reported they do not teach science. To increase time on science, the T&L team is reviewing the Beaverton Elementary Schedule and Structure Agreements document to make a recommendation that both addresses the need for an increased amount of time on science, and also better communicates about and supports teachers in integrating instruction across disciplines.

b. Teacher preparedness

According to our 2018 teacher survey, only 31% of Beaverton elementary teachers agree or strongly agree that they have the training they need to teach science. Since the last adoption, only optional training on the NGSS standards has occurred. Beaverton elementary teachers will need support in understanding the NGSS, the instructional shifts the NGSS call for, and the newly adopted instructional units.

c. Adequacy of materials

According to our 2018 teacher survey, the majority of teachers (66%) reported they do not have the materials they need to teach science. Additionally, teachers have reported great difficulty in managing the materials we do have when they are rotated between schools, as has been past practice. The Project Team has recommended that the adoption include kits for every teacher, to ensure that teachers can collaborate within their grade level teams and teach on the same schedule. This will also minimize teacher stress that would be caused by kit rotations.

d. Outcomes

The outcomes of our elementary students in science are currently predictable by race/ethnicity, SES, special education, and ELL status. Since 2013, Beaverton students have shown little to no growth in science achievement (as measured by Grade 5 OAKS scores) across all demographics.

Middle School Science

e. Time spent on science

The amount of time on science across Beaverton middle schools ranges from 63 to 80 minutes. When the common middle school experience is implemented, this will likely change for most schools. The instructional resource being recommended for adoption (IQWST) has lessons that are technically planned for 50 minute class periods, but Beaverton teachers who piloted the curriculum reported that they needed more time than that to teach the lessons. This same finding was also reported by another district, Eugene, who has 5 years of experience implementing IQWST. A key part of NGSS-aligned and engaging instruction in science are the hands-on laboratory and engineering student experiences. Having longer class periods (60 minutes or more) is widely accepted as necessary to providing these hands-on experiences.

f. Teacher preparedness

In the spring 2018 district student survey, a series of questions was asked from the Portland Metro STEM Partnership's "Student Survey of Teacher Instructional Practices." This survey measures the following three key areas of instructional practice in STEM:

- **Centeredness -** Teachers facilitate active engagement of students in their learning.
- **Relatedness -** Teachers implement learning activities that students find to be relevant, important, worthwhile, and connected to their cultural and personal lives
- **Assessment -** Teachers use frequent formative assessments (and summative assessments) to facilitate diagnostic teaching and learning.

The district average scores for each above areas were 2.1, 2.4, and 2.0 respectively. These scores correspond to a likert scale where 2 is "seldom/not often" and 3 is "sometimes." These scores were lower than the high school results and reflect a need for professional development and resource investment in all three of these key instructional areas, especially regarding the centeredness and formative assessment categories, which scored closest to the "seldom/not often" score. For more information on this survey see the end of this appendix.

a. Adequacy of materials

Current middle school materials are inadequate in multiple areas. All schools have reported insufficient funds to purchase both consumable supplies for hands on experiments and durable equipment to do sufficient and rigorous experiments. Many schools are short on basic supplies such glassware and engineering equipment. Additionally, all middle schools lack the probeware they need for students to collect quality data. In regards to other instructional resources, middle school has some, but not a complete set, of common assessments and assessment banks. Additionally, we do not have a full set of resources that meet the NGSS. Teachers across the district have developed various materials on their own, in collaboration, and with our previous adoption (CPO and PBIS), but with the last adoption being incomplete and teachers having little cross-district collaboration time, the materials being used across the district vary widely. New teachers have frequently reported difficulty in creating or finding materials in the absence of a complete district curriculum. Dual language science teachers do not have access to a full Spanish curriculum. Teachers have also reported that it is difficult to create common assessments or share materials due to a lack of common curriculum and collaboration time.

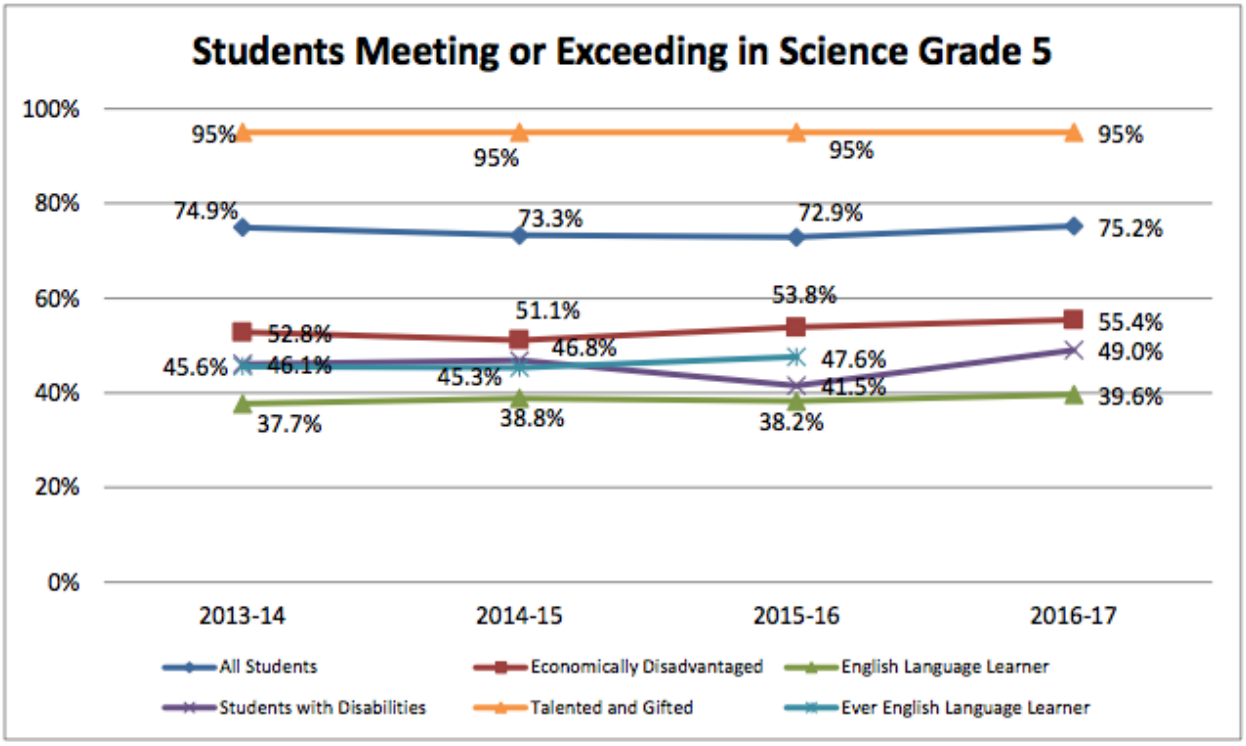
b. Outcomes

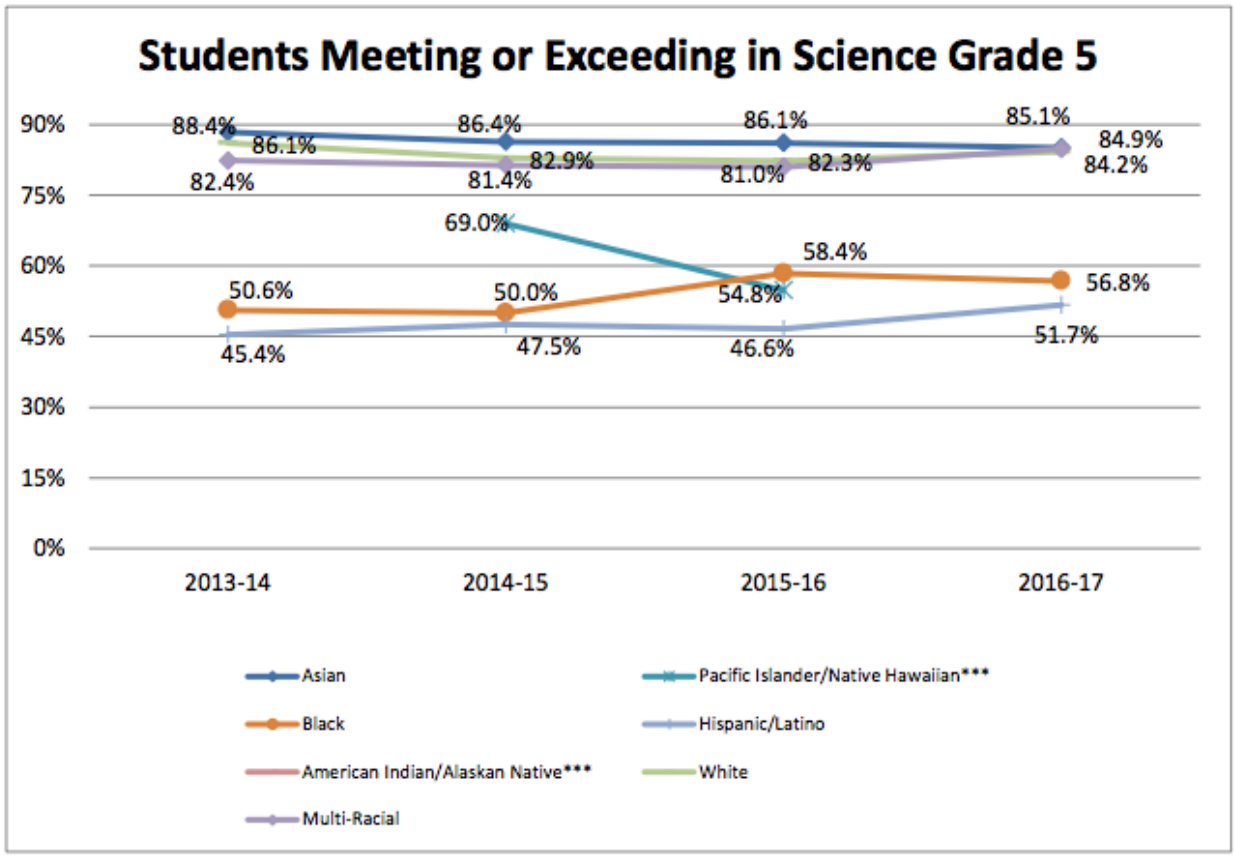
Overall, just under 50% of students are college and career ready in science as measured by the most recent Aspire test (2016-17). This number was relatively unchanged in the preceding 5 years as measured by the similar Explore test. These same outcomes are also predictable by race/ethnicity, SES, special education, and ELL status. Since 2013, Beaverton students have shown little to no growth in science achievement (as measured by Grade 8 OAKS scores, Aspire, and Explore data) across all demographics.

Evaluation of Current Program - Science Adoption

Science Achievement Scores

Grade 5 - Grade 5, 8, and 10 reports on Meeting and Exceeding in science are taken from the board packet for 2/6/18 meeting.





Students Meeting or Exceeding Standard in Science, Grade 5	2013-14	2014-15	2015-16	2016-17
All Students	74.9%	73.3%	72.9%	75.2%
Economically Disadvantaged	52.8%	51.1%	53.8%	55.4%
English Language Learner	37.7%	38.8%	38.2%	39.6%
Ever English Language Learner	45.9%	45.6%	45.3%	47.6%
Students with Disabilities	46.1%	46.8%	41.5%	49.0%
Asian	88.4%	86.4%	86.1%	85.1%
Pacific Islander/Native Hawaiian***		69.0%	54.8%	
Black	50.6%	50.0%	58.4%	56.8%
Hispanic/Latino	45.4%	47.5%	46.6%	51.7%
American Indian/Alaskan Native***				
White	86.1%	82.9%	82.3%	84.2%
Multi-Racial	82.4%	81.4%	81.0%	84.9%
Talented and Gifted	99.1%	98.8%	99.1%	98.9%
Male	75.3%	73.6%	73.5%	75.7%
Female	74.5%	73.1%	72.2%	74.6%

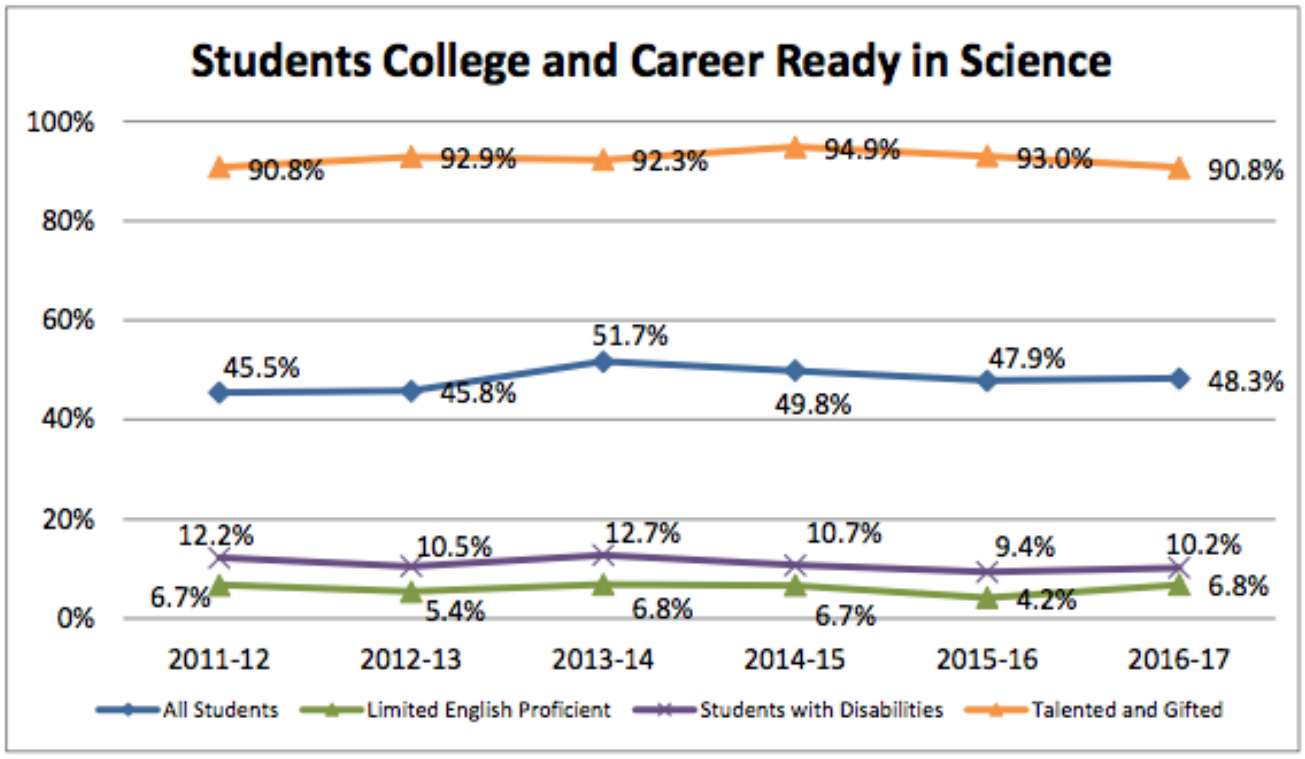
School Name	2013-14	2014-15	2015-16	2016-17
Aloha-Huber Park K-8 School	47.9%	50.4%	46.9%	50.8%
Barnes Elementary School	51.6%	50.0%	52.2%	51.7%
Beaver Acres Elementary School	57.5%	50.0%	52.2%	45.4%
Bethany Elementary School	92.8%	86.1%	82.1%	91.3%
Bonny Slope Elementary School	93.9%	90.2%	80.6%	89.7%
Cedar Mill Elementary School	79.1%	90.9%	98.0%	>95%
Chehalem Elementary School	58.5%	80.0%	67.1%	71.6%
Cooper Mountain Elementary School	87.5%	88.0%	88.9%	82.3%
Elmonica Elementary School	72.3%	77.3%	60.3%	62.3%
Errol Hassell Elementary School	89.6%	87.3%	87.2%	90.0%
Findley Elementary	94.7%	93.5%	95.0%	93.6%
Fir Grove Elementary School	62.8%	55.4%	65.1%	70.7%
Greenway Elementary School	62.7%	66.7%	64.1%	60.0%
Hazeldale Elementary School	73.2%	60.3%	73.1%	67.8%
Hiteon Elementary School	91.6%	85.7%	86.4%	79.8%
Jacob Wismer Elementary School	87.2%	88.6%	91.1%	>95%
Kinnaman Elementary School	50.0%	46.7%	47.7%	43.2%
McKay Elementary School	65.6%	65.5%	71.9%	81.1%
McKinley Elementary School	53.9%	47.7%	60.2%	59.4%
Montclair Elementary School	88.2%	89.7%	90.0%	>95%
Nancy Ryles Elementary School	84.1%	82.2%	79.3%	77.9%
Oak Hills Elementary School	87.1%	97.4%	89.5%	87.8%
Raleigh Hills K-8 School	72.4%	74.6%	64.3%	78.7%
Raleigh Park Elementary School	76.3%	71.9%	70.0%	69.2%
Ridgewood Elementary School	88.5%	81.0%	80.4%	86.8%
Rock Creek Elementary School	93.8%	90.9%	93.9%	88.3%
Scholls Heights Elementary School	89.0%	89.3%	86.1%	91.2%
Sexton Mountain Elementary School	86.6%	71.9%	78.6%	85.1%
Springville K-8 School	81.3%	82.1%	86.3%	85.0%
Terra Linda Elementary School	68.7%	73.6%	80.3%	74.0%
Vose Elementary School	56.3%	43.5%	42.9%	55.9%

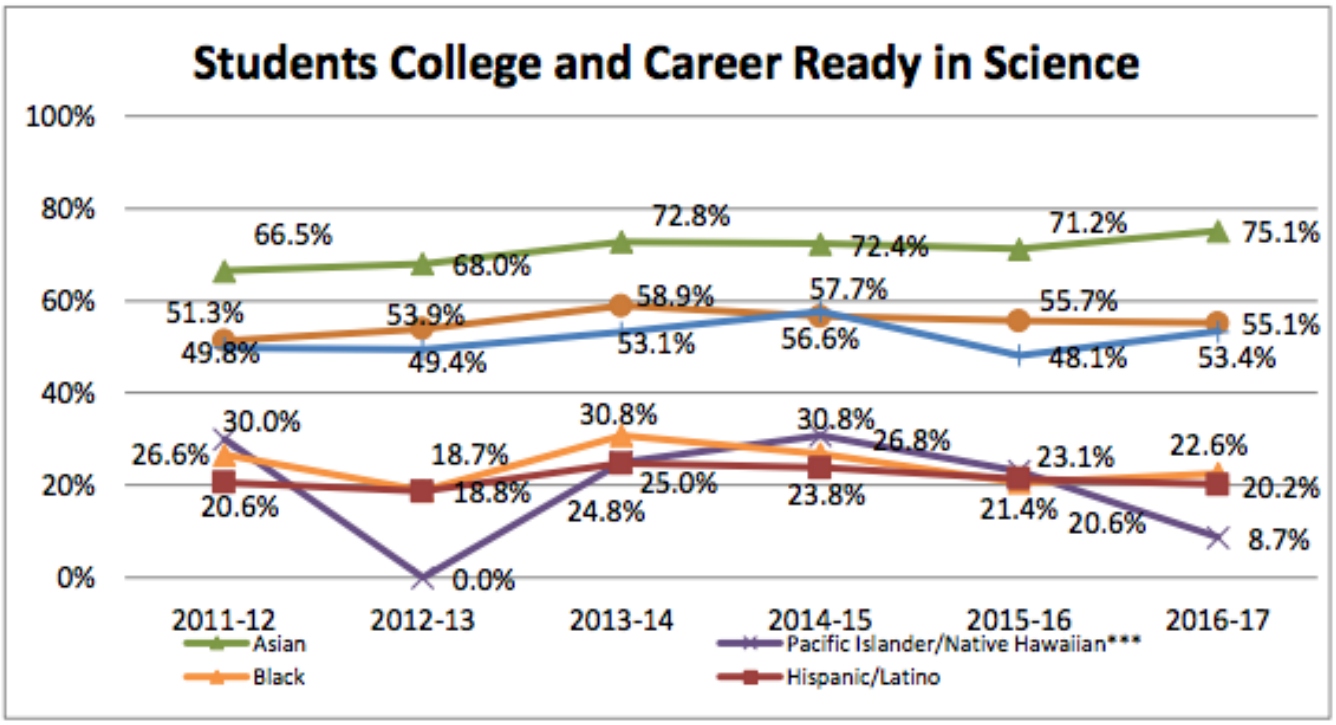
West Tualatin View Elementary School	81.1%	87.1%	76.5%	70.0%
William Walker Elementary School	40.2%	46.1%	45.6%	56.7%

Students Meeting or Exceeding Standard in Science, Grade 5 (2016-17)	All students	Asian	Hispanic /Latino	Multi-Racial	White	Female	Male	Econ Disadv	Stdnts with Disab	TAG	English Lang. Learner	Ever ELL
Aloha-Huber Park K-8	51%		49%		56%	51%	51%	45%			32%	42%
Barnes	52%		27%		85%	40%	67%	37%			22%	22%
Beaver Acres	45%		31%		59%	43%	48%	43%			26%	33%
Bethany	91%	91%			93%	88%	94%			>95%		
Bonny Slope	90%	91%			90%	90%	89%			>95%		
Cedar Mill	>95%				>95%	>95%	>95%			>95%		
Chehalem	72%		62%		81%	73%	70%	61%			42%	52%
Cooper Mountain	82%				84%	85%	79%					
Elmonica	62%		43%			60%	65%	51%			38%	44%
Errol Hassell	90%				95%	86%	94%					
Findley	94%	95%			89%	95%	92%			>95%		
Fir Grove	71%		52%		79%	61%	81%	61%				50%
Greenway	60%		36%		86%	68%	52%	50%			20%	27%
Hazeldale	68%		49%		80%	73%	62%	59%			41%	52%
Hiteon	80%				83%	88%	73%	71%		>95%		
Jacob Wismer	>95%	>95%			92%	94%	>95%			>95%		
Kinnaman	43%		30%		60%	36%	51%	39%			19%	27%
McKay	81%					86%						
McKinley	59%		42%		79%	54%	65%	50%			23%	30%
Montclair	>95%				95%	94%	>95%					
Nancy Ryles	78%				84%	64%	90%	68%		>95%		
Oak Hills	88%				90%	85%	91%			>95%		
Raleigh Hills K-8	79%		58%		91%	76%	82%	70%			56%	61%
Raleigh Park	69%				88%	59%	77%					
Ridgewood	87%				87%	86%	88%					
Rock Creek	88%				94%	86%	91%	62%		>95%		
Scholls Heights	91%				94%	96%	86%			>95%		
Sexton Mountain	85%				87%	85%	85%					
Springville K-8	85%	92%			84%	90%	78%	70%		>95%		64%
Terra Linda	74%				81%	75%	73%	52%				
Vose	56%		47%		82%	50%	62%	46%			38%	39%
West Tualatin View	70%				81%		70%					
William Walker	57%		56%			54%	59%	57%			43%	48%

Science: The achievement data for 5th grade Science increased 2.3%, from 72.9% of our students proficient or exceeding in 2015-16 to 75.2% of our students proficient or exceeding in 2016-17. There has been an increase in the percentage of students with disabilities who have demonstrated proficiency in science.

Grade 8 - Explore or Aspire Scores (% that meet or exceed)





Students College and Career Ready in Science, Grade 8	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Students	45.5%	45.8%	51.7%	49.8%	47.9%	48.3%
Economically Disadvantaged						
Limited English Proficient	6.7%	5.4%	6.8%	6.7%	4.2%	6.8%
Students with Disabilities	12.2%	10.5%	12.7%	10.7%	9.4%	10.2%
Asian	66.5%	68.0%	72.8%	72.4%	71.2%	75.1%
Pacific Islander/Native Hawaiian***	30.0%	<5%	25.0%	30.8%	23.1%	8.7%
Black	26.6%	18.8%	30.8%	26.8%	20.6%	22.6%
Hispanic/Latino	20.6%	18.7%	24.8%	23.8%	21.4%	20.2%
American Indian/Alaskan Native***						
White	51.3%	53.9%	58.9%	56.6%	55.7%	55.1%
Multi-Racial	49.8%	49.4%	53.1%	57.7%	48.1%	53.4%
Talented and Gifted	90.8%	92.9%	92.3%	94.9%	93.0%	90.8%
Male	44.7%	44.6%	50.3%	47.7%	45.7%	47.0%
Female	46.2%	47.2%	53.2%	52.1%	50.2%	49.7%

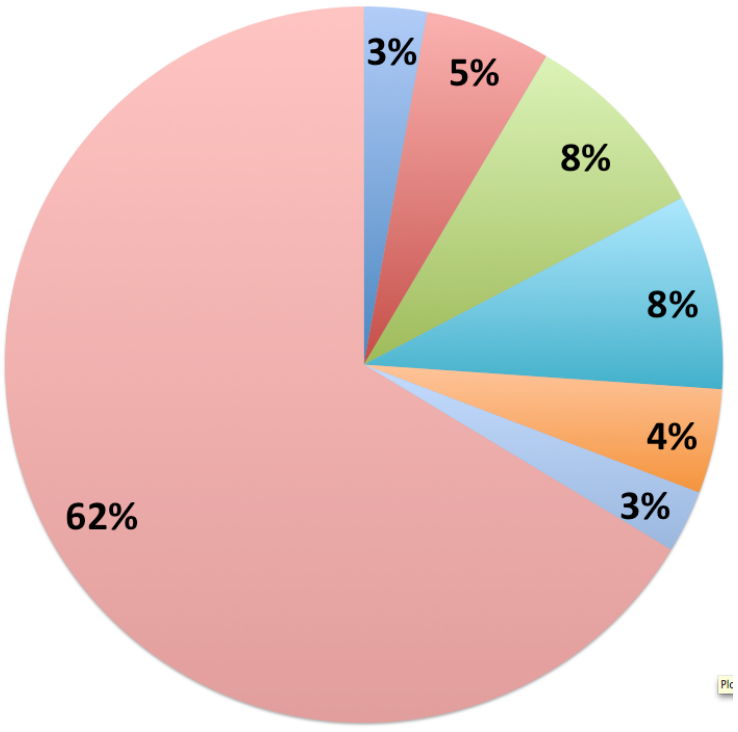
School Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Aloha-Huber Park K-8 School	14.9%	15.6%	22.0%	30.9%	14.5%	13.8%
Arts & Communication Magnet Academy	47.6%	41.2%	51.0%	58.9%	43.7%	43.5%
Cedar Park Middle School	47.6%	47.9%	51.0%	56.9%	51.8%	52.2%
Conestoga Middle School	45.0%	35.3%	51.3%	45.7%	35.7%	32.5%
Five Oaks Middle School	29.3%	32.9%	37.0%	29.4%	30.7%	33.7%
Health & Science School	45.7%	37.7%	60.0%	41.7%	39.2%	52.8%
Highland Park Middle School	43.4%	50.6%	50.0%	47.8%	43.0%	48.9%
International School of Beaverton	76.3%	70.6%	74.8%	75.6%	88.1%	83.0%
Meadow Park Middle School	49.8%	47.1%	54.7%	45.3%	51.9%	41.6%
Mountain View Middle School	29.0%	28.6%	38.2%	31.5%	27.7%	33.1%
Raleigh Hills Elementary School	52.5%	69.4%	62.7%	63.2%	51.6%	51.7%
Springville K-8 School		51.6%	55.8%	61.5%	66.7%	52.8%
Stoller Middle School	59.4%	67.0%	68.4%	69.4%	75.3%	72.9%
Whitford Middle School	44.4%	43.5%	46.9%	45.5%	35.2%	35.1%

Students College- and Career-Ready in Science, Grade 8 (2016-17)	All students	Asian	Hispanic /Latino	Multi-Racial	White	Female	Male	Stdnts with Disab	TAG	English Lang. Learner
Aloha-Huber Park K-8	14%		7%			12%	15%			
ACMA	44%				49%	46%			83%	
Cedar Park	52%	94%	17%	67%	59%	55%	50%	19%	92%	
Conestoga	32%	47%	21%		33%	40%	26%	8%	64%	
Five Oaks	34%	54%	20%		45%	36%	31%	7%	83%	<5%
Health & Science	53%		25%		67%	47%	58%		93%	
Highland Park	49%	65%	24%	58%	56%	53%	45%	7%	91%	
ISB	83%	82%		86%	86%	81%	85%		>95%	
Meadow Park	42%	82%	11%	39%	54%	40%	43%	6%	94%	<5%
Mountain View	33%	40%	22%		41%	36%	30%	<5%	86%	
Raleigh Hills K-8	52%				68%	59%	45%			
Springville K-8	53%				62%	50%	56%			
Stoller	73%	84%	53%	74%	68%	71%	74%	19%	>95%	38%
Whitford	35%		9%		54%	44%	27%	7%	87%	<5%

Data from Elementary Survey on Science in Elementary Schools

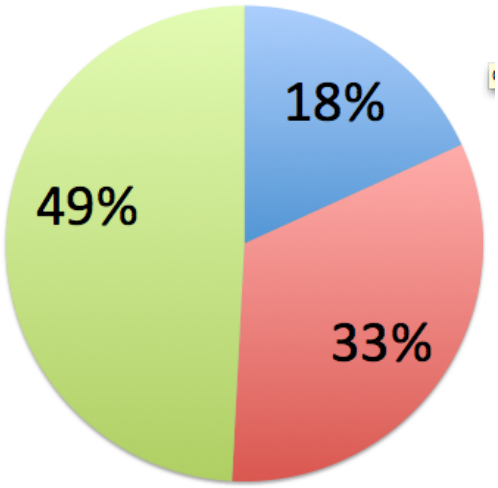
N = 344 teachers responded to the survey (there are about 800 elementary teachers in the district). Survey went out on 3.15.2018. Link to summary of survey responses in google form

Q1. What is your best guess on how many minutes a week you teach science, on average?



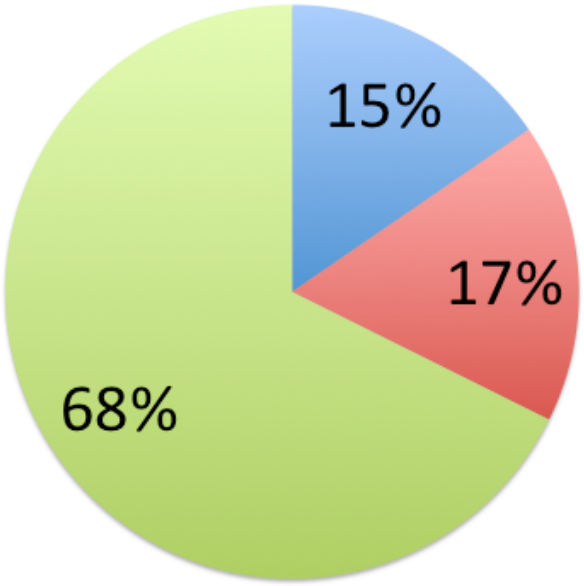
Color	% Response	Response Choice
	62%	It is hard for me to estimate how many minutes I teach science in a year because I do not teach science every week, I teach it in units that are spread throughout the year
	3%	0 - 15 minutes
	5%	15 - 30 minutes
	8%	30 - 60 minutes
	8%	60 - 90 minutes
	4%	90 - 120 minutes
	3%	I am a specialist, I am not expected to teach science

Q2. What proportion of content time do you spend on science as compared to social studies and health?



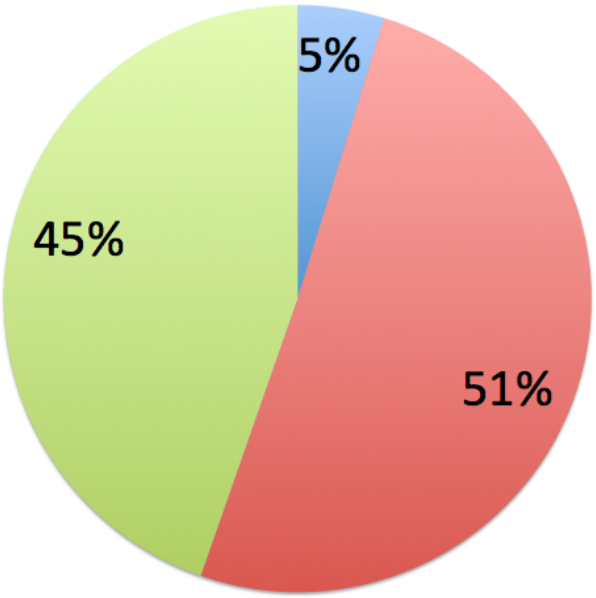
Color	% Response	Response Choice
	49%	I spend about the same amount of time on science as I do on social studies and health
	18%	I probably spend less time on science than I do on social studies and health
	33%	I probably spend more time on science than I do on social studies and health

Q 3: Is science grouped into your content time (ie. - is it grouped with health and/or social studies ?)



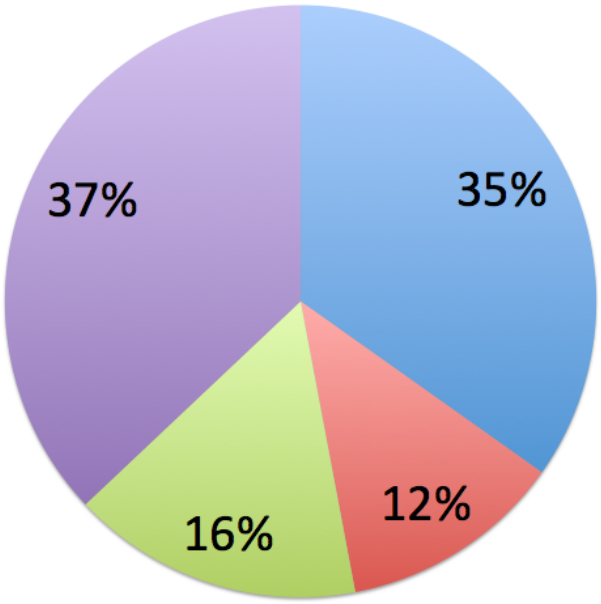
Color	% Response	Response Choice
	68%	Yes
	15%	Other
	17%	No

Q 4: Is your content time determined by your master schedule and created by your administrator?



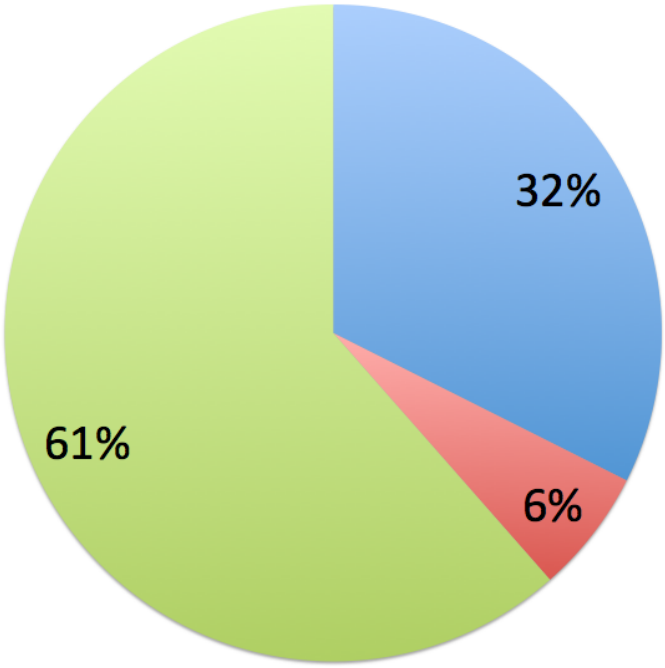
Color	% Response	Response Choice
	45%	Yes
	5%	I do not know
	51%	No

Q5: If your science time is scheduled for you, do you teach more, the same, or fewer minutes of science, on average, than is scheduled into your week?



Color	% Response	Response Choice
	16%	I teach more minutes of science than are scheduled
	35%	I teach about the same amount of minutes as are scheduled
	12%	I teach fewer minutes than are scheduled
	37%	Science is not scheduled into my day/week

Q6: If your science time is not scheduled, do you still teach science?

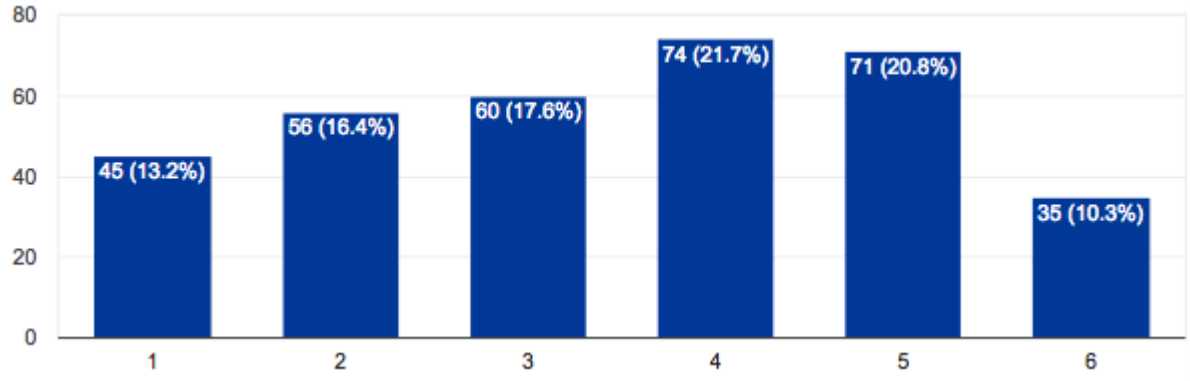


Color	% Response	Response Choice
	61%	Yes
	32%	Does no apply to me
	6%	No

The following questions were Likert Scale Questions

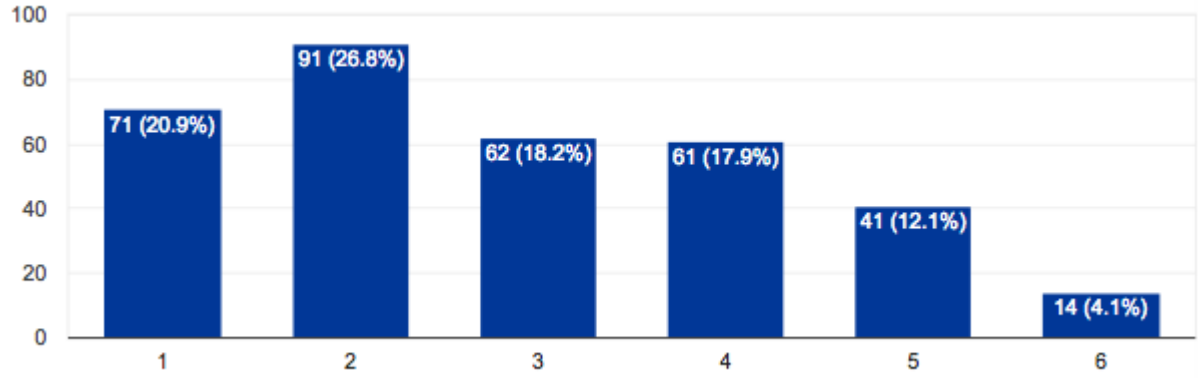
1	2	3	4	5	6
Strongly disagree	**Disagree**	**Slightly disagree**	**Slightly agree**	**Agree**	**Strongly agree**

Q7: I have had the training I need to teach science

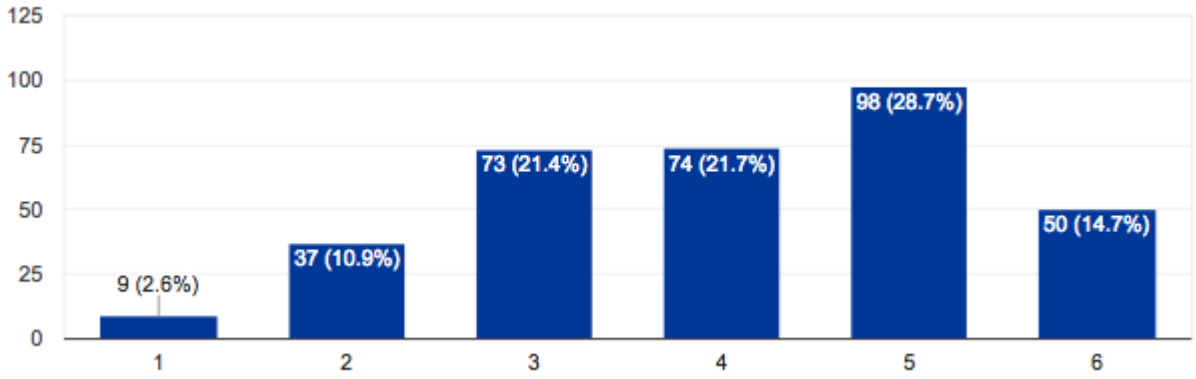


1	2	3	4	5	6
Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

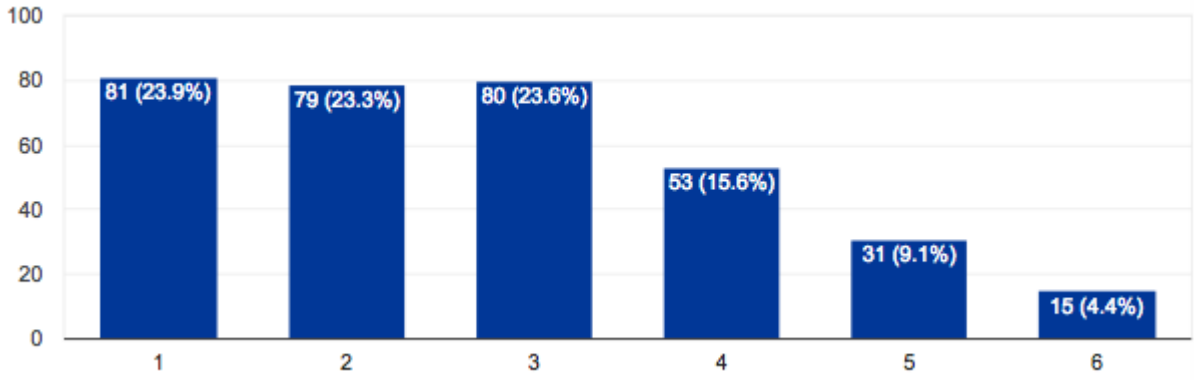
Q8: I have the materials I need to teach science



Q9: I feel confident about teaching science

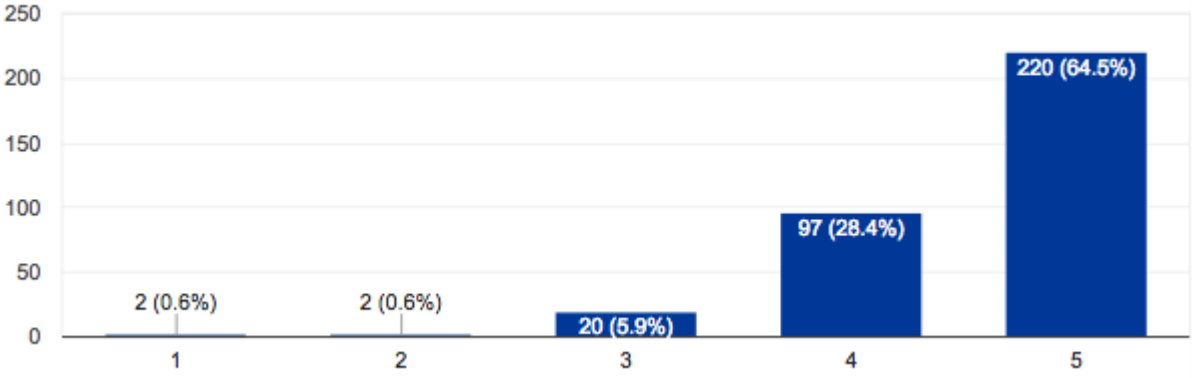


Q10: I have the time that I need to teach science

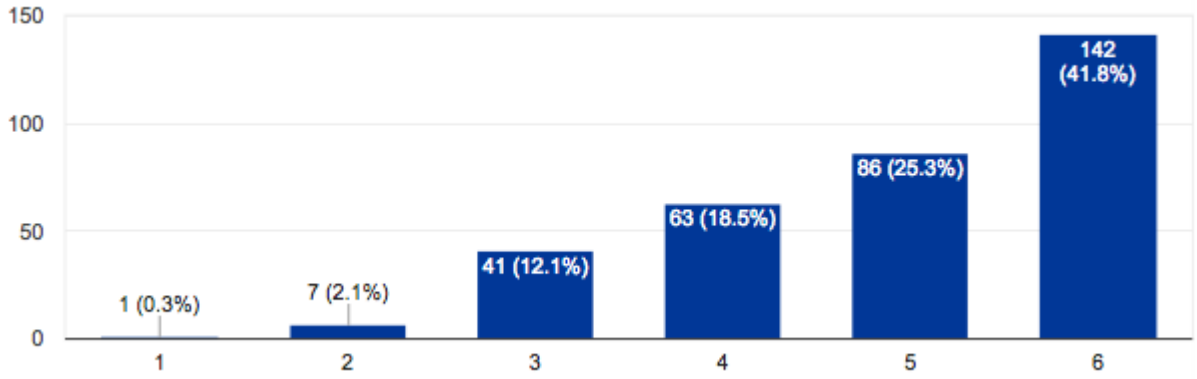


1	2	3	4	5	6
Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

Q11: I think teaching science helps increase student engagement in my classroom



Q12: I think that teaching science helps ELL students with academic language acquisition.



Q13: Anything else that you would like us to know about science in elementary school?

Generalized Teacher Responses	Count
Too much focus on reading and math, not enough time for science. Blocked schedule makes it hard to find time for science	17
District resources are difficult to pair with PYP. Need materials that correlate to PYP units and are more integrated.	11
Want kits/science materials kept in schools (not dropped off). Liked Foss kits.	11
Do not like current materials/books. Do not like workbook.	9
Teaching in elementary needs to be more integrated (ie science/writing, science/math), not siloed	9
Want more PD/guidance on teaching science	8
When science is hands-on students are engaged (When only reading/writing - about science they are not, even best readers/writers)	5
Teaching Science is time and labor intensive. Need time for planning.	4
Create(d) own units	3
Spanish version of curriculum is a need/ ELL support needed	3
Give money for science to schools	2
Need elementary science TOSA.	2
Teachers still teaching old lessons they have always taught	1
Look at free materials before buying new materials	1
Create videos of master teachers teaching science	1
Use IA to teach science and technology	1
ELL/SPEd students pulled during science	1
Large class size makes teaching science difficult	1
Do not make science a workshop model	1
Admin is supportive of adding time for science	1

Middle School Student Survey Data

Student Survey of Instructional Practices:

The Student Survey of Instructional Practices was administered to all middle and high school students in the spring of 2018 to inform the adoption process. The survey is designed to measure three research-based instructional approaches that are considered to be the most influential on student achievement in STEM (Saxton, et al., 2014).

1. **Centeredness**
    - Teachers facilitate active engagement of students in their learning.
        - Teachers assume the role of facilitator rather than authority figure
        - Students assume the role of active learners making sense of learning activities for themselves

2. **Relatedness**
    - Teachers implement learning activities that students find to be relevant, important, worthwhile, and connected to their cultural and personal lives outside of the classroom and encourage students to actively use real-world examples in their thinking.

3. **Assessment**
    - Teachers use frequent formative assessments (and summative assessments) to facilitate diagnostic teaching and learning.
        - The teacher's role includes setting clear, developmentally appropriate learning targets or performance criteria and selecting or developing formative assessment tasks that align with learning goals
        - The student's role includes assuming ownership over their learning and engaging in metacognitive activities
        - Teachers and students both contribute to a classroom culture of assessment for learning

Why should educators use this survey?

The three instructional practices identified in this survey - facilitating active engagement of students in their learning, the use of assessment, and the implementation of culturally and personally relevant curriculum - have been shown by research to impact student achievement in STEM. However, because instructional practices are complex, it is not possible to use one tool to see the whole picture. In addition to using this survey, we encourage teachers to look at student work, listen to student talk, and collaborate with colleagues to reflect on how to best facilitate student-centered learning in the classroom.

What kinds of questions or statements are on the survey?

Below are examples taken from the survey. Students are asked to indicate their answers from 1 (Almost never) to 5 (Very often).

- My teacher asks questions that have more than one answer.
- My teacher asks me to give reasons for my answers.
- My teacher encourages me to ask questions.
- I talk to my classmates about how to solve problems.

How can the results be used to improve outcomes for students?

The data is intended to be used at the individual teacher level to inform decisions that help educators create student-centered, relevant and meaningful learning experiences in STEM. The Portland Metro STEM Partnership, our STEM Hub, developed this survey. A sample

PORTLAND METRO STEM PARTNERSHIP

Brown Elementary School
Student Survey of Teacher Instructional Practices
Results for the Academic Year 2015-2016
Science
Teacher Report for Mary Jones

Almost never 1	Seldom/Not often 2	Sometimes 3	Often 4	Very often 5

	Questions by Category	**Example Data**
	Question In science class, …	
Centeredness	My teacher asks questions that have more than one answer	3.4
	My teacher asks me to give reasons for my answers	4.1
	My teacher encourages me to ask questions	3.6
	My teacher encourages me to talk to my classmates about how to solve problems	3.6
	I memorize facts and science principles for no reason.	3.6
	My teacher spends a lot of time talking to the whole class.	2.2
	My teacher has me work with my classmates to learn.	3.7
	My teacher asks me to use evidence from classroom experiences, reading, group work, or other learning to support my answers.	3.6
	My teacher has us read from lots of printed material.	2.9
	Centeredness Mean =	***3.4***
Relevance	We relate what we are learning to our daily lives	3.2
	We connect what we are studying to current events or real-world problems	3.4
	I don't see a connection between what we are studying and my life outside of school*	3.4
	My teacher encourages me to use real-world examples in my thinking	3.6
	I don't think what we are studying is important outside of school*	3.8
	I think what we are learning is related to my life outside of school	3.3
	Relevance Mean =	***3.5***
Assessment	My teacher provides feedback on how I am doing.	*3.4*
	My teacher helps me understand my work so I can do better	*4.2*
	I understand what is expected of me.	*4.0*
	My teacher clearly explains what I should be learning.	*4.2*
	My teacher only gives us tests at the end of the unit we are studying.	*1.8*
	If I do not understand something during science time, I know I'll have a chance to ask questions about it.	*3.9*
	Assessment Mean =	***3.6***

Overall Mean =	***3.5***

Results of the above survey (2018): On average, high schools performed stronger on this survey, across all three categories, than middle schools.

MS 2018 Spring Student Survey of Teacher Instructional Practices in Science - Category Means

School		Centeredness	Relevance	Formative Assessment
Cedar Park	Mean	2.2	2.4	1.8
	N	124.0	123.0	121.0
	Std. Deviation	0.9	1.0	0.8
Conestoga	Mean	2.4	2.8	2.3
	N	313.0	304.0	310.0
	Std. Deviation	0.7	0.9	0.9
Five Oaks	Mean	2.0	2.2	1.8
	N	225.0	222.0	225.0
	Std. Deviation	0.7	0.9	0.8
Highland Park	Mean	2.1	2.4	1.9
	N	190.0	185.0	190.0
	Std. Deviation	0.8	1.0	0.9
Meadow Park	Mean	2.1	2.5	1.9
	N	169.0	167.0	169.0
	Std. Deviation	0.8	1.0	0.8
Mountain View	Mean	2.3	2.4	1.9
	N	205.0	197.0	200.0
	Std. Deviation	0.8	1.0	0.8
Stoller	Mean	1.8	2.2	1.7
	N	494.0	483.0	493.0
	Std. Deviation	0.7	0.9	0.8
Whitford	Mean	2.2	2.5	2.5
	N	196.0	192.0	195.0

	Std. Deviation	0.8	0.9	1.0
District Mean	Mean	**2.1**	**2.4**	**2.0**

Elementary Time Research Summary

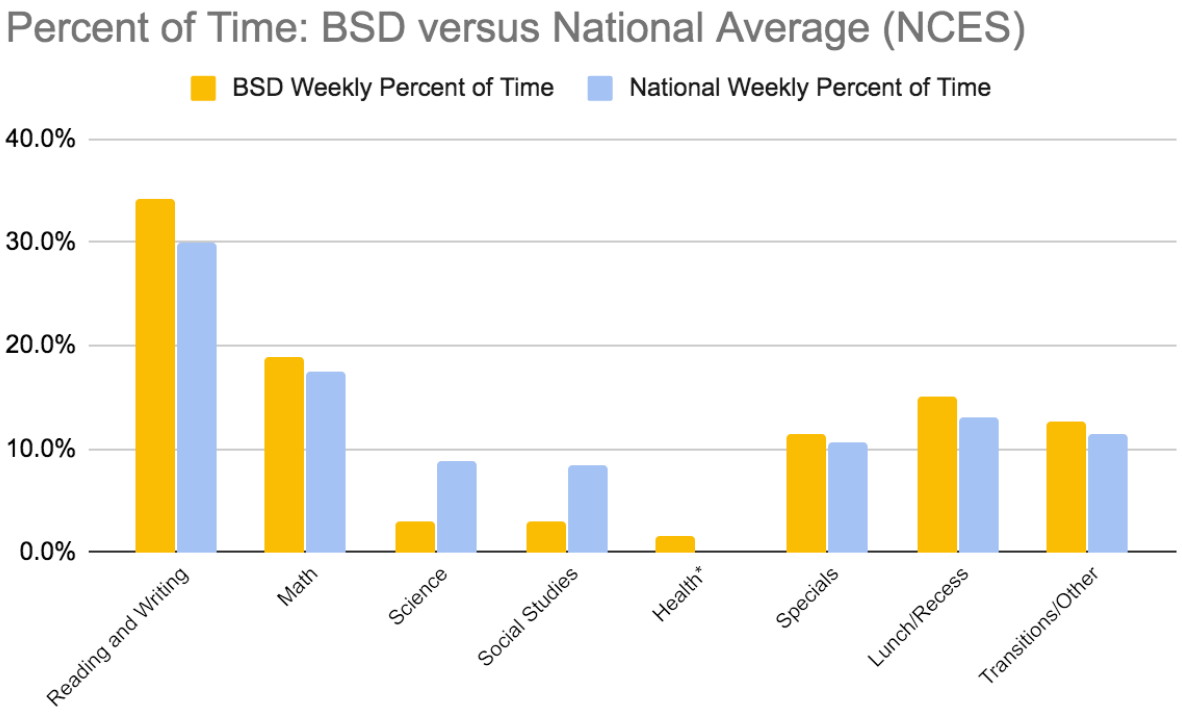
The State of Instructional Time: Beaverton versus National Averages

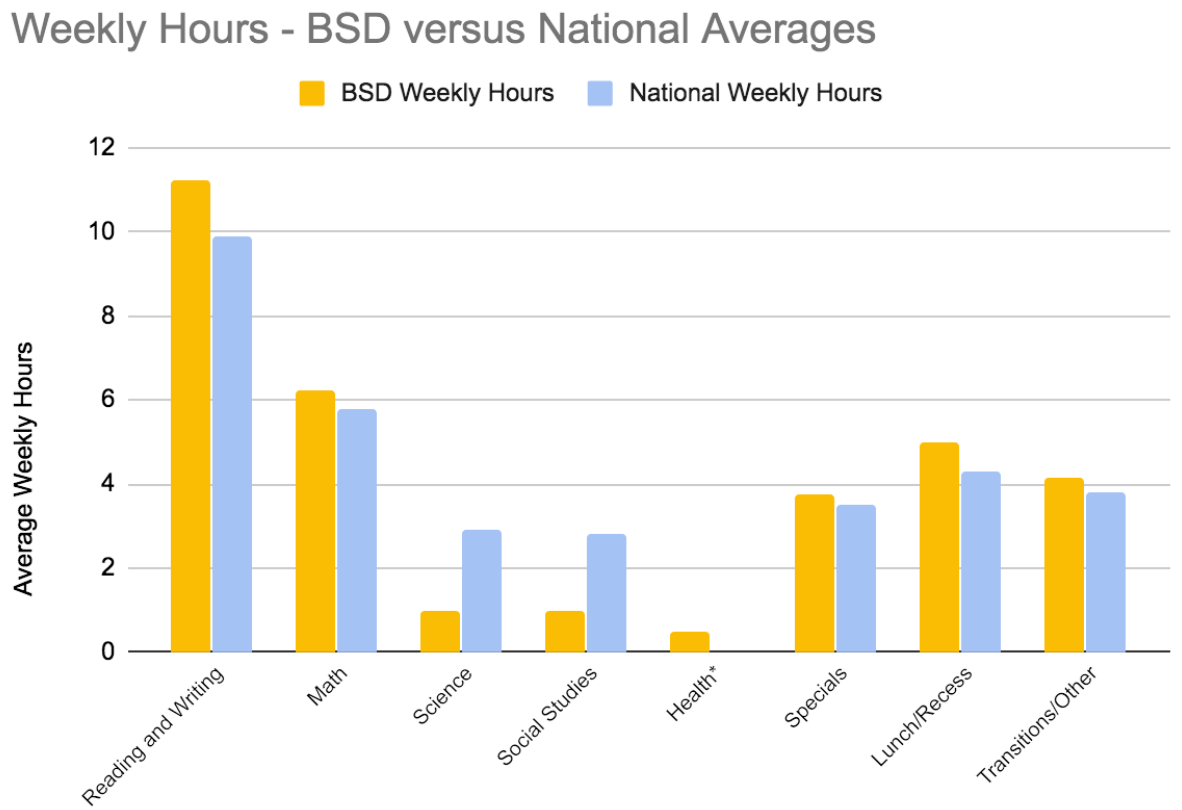
The below tables and graphs compares the amount of time students in Beaverton spend on each instructional area or activity per day and week as compared to national averages.
Source: NCES study published by the US Department of Education in 2017.

	BSD Instructional Time (Averages)			Average Instructional Time Nationally (NCES)	
	Daily Minutes	**BSD Weekly Hours**	**Percentage of Time**	**National Weekly Hours**	**Percentage of Time**
ELA / Reading and Writing	135	11.3	34.2%	9.9	30.0%
Math	75	6.3	19.0%	5.8	17.6%
Science	12	1.0	3.0%	2.9	8.8%
Social Studies	12	1.0	3.0%	2.8	8.5%
Health*	6	0.5	1.5%	*	*
Specials (on average)	45	3.8	11.4%	3.5	10.6%
Lunch/Recess**	60	5.0	15.2%	4.3	13.0%
Transitions/Other	50	4.2	12.7%	3.8	11.5%
Total Time	**395**	**32.9**	**100.0%**	**33**	**100.0%**

*Health was not reported separately in the NCES study. Above, health should be assumed as part of "Other," to reach the total school time average per week of 33 hours nationally.

**For NCES data, assumption of daily lunch time of 30 minutes was added to the recess category in the study. Average recess only time was reported as 1.8 hours by NCES.
For the BSD Lunch/Recess, a 45 minute lunch/recess plus an additional 15 minute recess was assumed.


Percent of Time: BSD versus National Average (NCES)
BSD Weekly Percent of Time
National Weekly Percent of Time
40.0%
30.0%
20.0%
10.0%
0.0%
Reading and Writing
Math
Science
Social Studies
Health*
Specials
Lunch/Recess
Transitions/Other


Weekly Hours - BSD versus National Averages
BSD Weekly Hours
National Weekly Hours
Average Weekly Hours
12
10
8
6
4
2
0
Reading and Writing
Math
Science
Social Studies
Health*
Specials
Lunch/Recess
Transitions/Other

State of Scheduling and Instructional Minutes

- There is a significant amount of variation between schools in how much time is dedicated to different instructional blocks, and the amount of teachers' time spent on collaborative planning, administrative meetings, personal prep time, and assigned school duties varied significantly by school (Choi & Nicholson, 2018).
    - *What is the state of BSD's elementary scheduling expectations and considerations?*

State of Science

- Nationally, elementary science instruction in 2008 was at the lowest number of hours per week as an average since trend data on the measure began in 1988 (Blank, 2013)
- NSTA recommends that science be given equal priority as other core subjects, recommending that schools should strive for at least 60 minutes of science instruction a day (NSTA, 2020).
    - Instructional time for science in the elementary grades has dropped to an average of 2.3 hours per week, and states' averages vary widely in class time spent on science, with average hours per week ranging from 1.9 hours per week in Oregon (which is cited amongst the lowest in the nation, and this cited time is *still* higher than BSD's current model) to 3.8 hours per week in Kentucky (Blank, 2012)
    - Many elementary educators do not receive an adequate amount of professional learning to gain the confidence needed to teach science (Horizon Research 2013; McClure et al. 2017).
    - *How can we use the BSD Science adoption as a vehicle to address this?*

Importance of Science

- Performance on a first-grade general knowledge exam, which included science content, was more predictive of science achievement through eighth grade than measures of achievement in other subjects or student background characteristics (Morgan, Farkas, Hillemeier, & Maczuga, 2016)
    - *How can we design our elementary science program and instructional time to close the gaps we see in secondary science, in terms of both access to rigorous science coursework in HS, and science achievement?*
- A strong STEM identity is a significant predictor of future STEM academic success (Saxton, et al, 2014).
    - How can we design our science and instructional program to nurture student academic identity and motivational resilience in STEM?
- Research on human development has outlined the importance of middle childhood and early adolescence science instruction (i.e., the years between age 6 and 14; Eccles, 1999). Teaching science through playful experiences is an important approach to promote kindergarten students' developing understanding of science concepts (Bulunuz, 2013)

    - Additionally, science equity does not exist as early as third grade. Science education should begin earlier and address the inequities in science teaching, learning, and assessment related to gender, ethnicity, and poverty (Lin & Chu, 2010).
        - *If equity gaps emerge in Science as early as third grade, how can our K-2 approaches be crafted to eliminate inequity and promote play-based inquiry?*

An Integrated Approach and Mindset: *Could BSD follow a more formally supported integration approach? What could it look like?*

- Many states are planning curriculum under the literacy standards of the Common Core that can **lead to integrated approaches to instruction** across language arts, mathematics, science, social studies, and technology (Blank, 2013)
- **Integrated approaches led to greater student achievement in science and language arts across elementary grade level**s, and at all grade levels, teachers linked a variety of strategies including read-alouds, independent reading, at home reading, and writing in various genres that connected hands-on science activities to language arts skills. (Bradbury, 2017)
- Students in an experimental group who received in-depth science instruction that replaced a district-adopted basal reading program with science-content reading designed to facilitate applied comprehension skills **showed significantly greater standardized test achievement as measured by the Iowa Tests of Basic Skills Reading Subtest and the Metropolitan Achievement Test science subtest,** but also displayed a more positive attitude toward science and reading and greater self-confidence in learning science (Romance & Vitale, 1992).
- In an experimental study with 4th graders, students who received an integrated science and literacy approach showed **significantly greater gains on measures of science understanding, science vocabulary, and science writing** (Cervetti, Barber, Dorph, Pearson & Goldschmidt, 2012).
- Re: Social Studies (which is on the horizon for adoption): Teachers who used discipline-specific methods, integrated within English Language Arts, and who reported being satisfied with teaching social studies spent significantly increased time on social studies (Fitchett, Heafner & VanFossen, 2014).

Considerations: Standards vs. Instructional Minutes. *What are the implications of this consideration on the state of SBLS in BSD?*

- With the wave of new standards being adopted by states in mathematics, ELA, and science, and assuming the current length of the school day continues, the key question for reporting from teachers may be what content gets taught relevant to the standards across each subject, rather than how much time is spent on each subject (Blank, 2013)

Elementary Science Pilot Data Summary

Spring 2019 Pilot Data - Carolina, Amplify & STEMScopes

Pilot Teachers - Would you recommend we adopt this curriculum?

Amplify:

Yes	3	38%
No	4	50%
Maybe	1	13%

Carolina Biological

Yes	6	50%
No	6	50%
Maybe	0	0%

STEMScopes

Yes	1	9%
No	9	82%
Maybe	1	9%

Based on the above teacher input, student assessment data, and student interviews. The Project Team voted to move forward with further testing of the Carolina Biological curriculum. Additionally, between spring 2019 and fall 2019, the science leadership team learned of a new curriculum that was not yet published at the beginning of the review process, Twig Science. After the Teacher Cadre and Project Team reviewed Twig, they

found it to be high quality and recommended it for side by side piloting with Carolina Biological, the remaining publisher from the spring 2018 pilots.

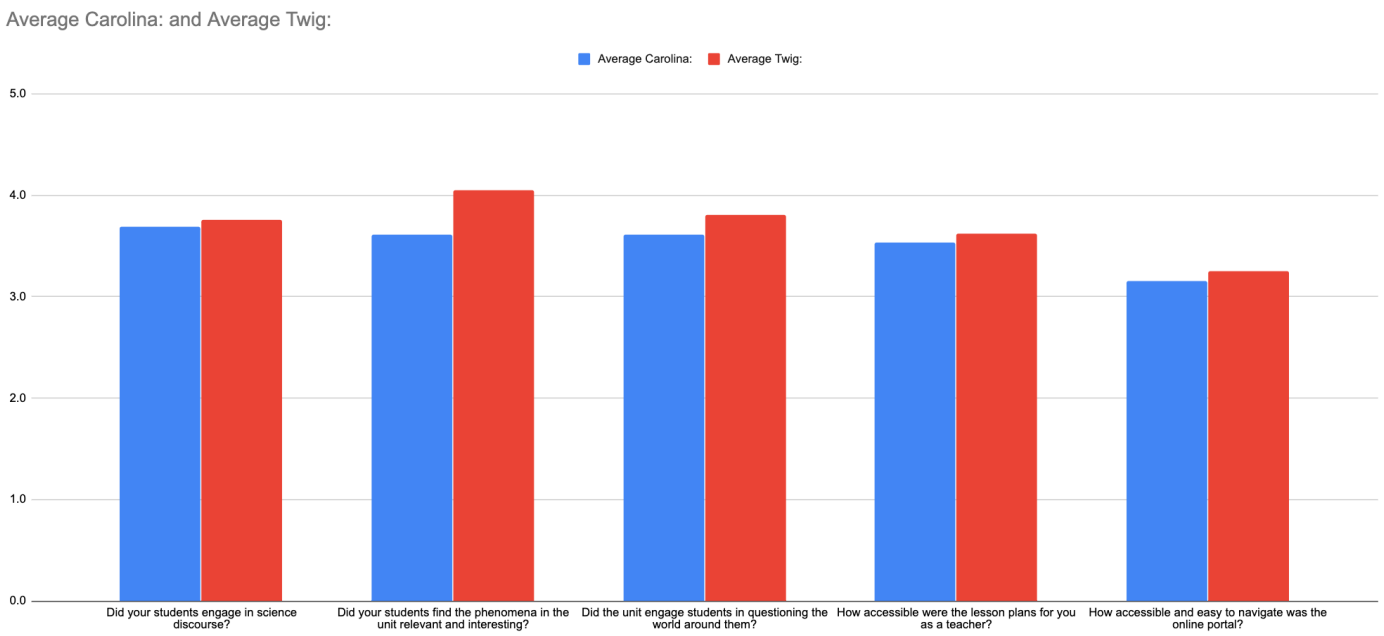
Fall 2019 Pilot Data - Carolina and Twig

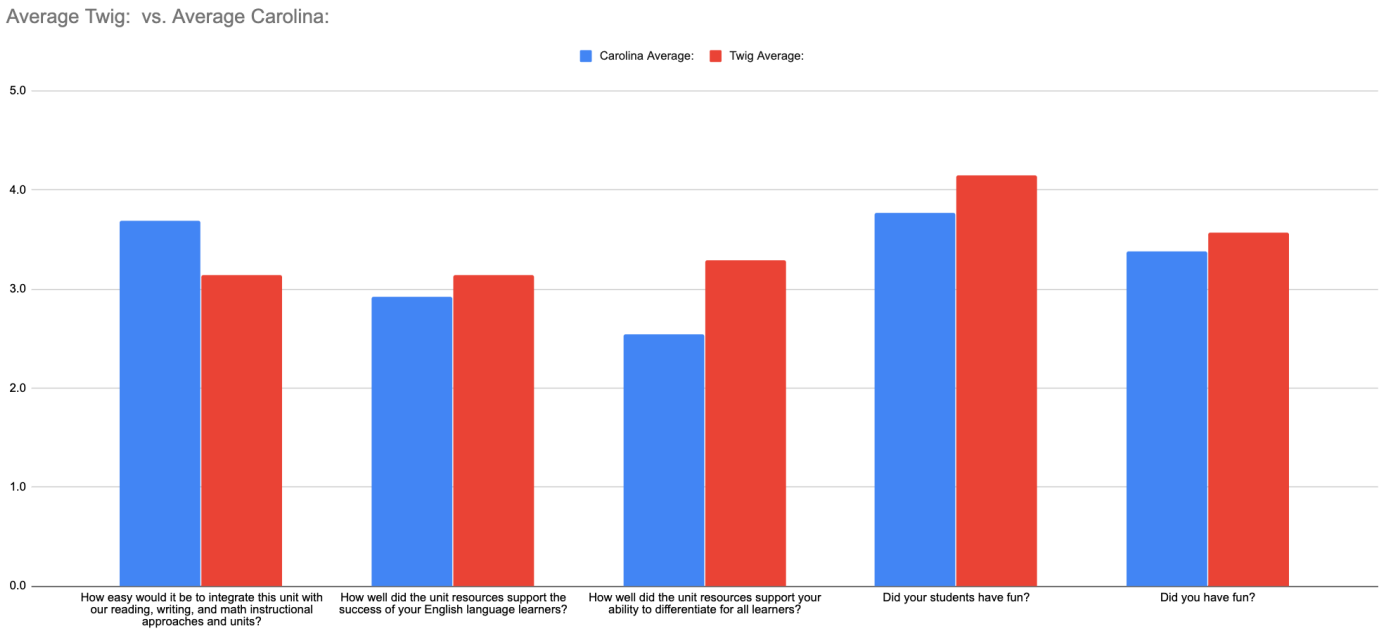
The following was written by the Project Team, summarizing all post pilot data (teacher and student) from the Fall 2019 pilots:

	Carolina	Twig
Positives	• Lots of hands on investigations, that the students seemed to enjoy • Appears that teachers found the planning for the pilot reasonable (not too difficult) (n=7 out of 9)	• Readers/note taking materials are age appropriate and very good (n=1) • High engagement with real world phenomenon • Twig is under the Heinemann umbrella, so there may be synergies to be gained due to our ELA curriculum having the same publisher and approaches. • ELL supports are high quality and are aligned to our ELD adoption.
Negatives	• Carrying out an investigation • Seems like none of the teachers used any of the readers materials or the readers were not helpful. (n=4) • Few mathematics and computational thinking opportunities • Lack of support for ELL students • Felt like needed to support the lesson with additional materials (visuals, videos, other activities) • Time estimates provided by Carolina are not accurate. • Few hands-on materials for earth science unit. • Students did not like the “packets” • The student worksheets were not engaging and often not phenomena-based. • Student readers were not used by teachers.	• Taking a lot of time (more than teachers have) • Teacher reported having to buy items that were needed but not included in the kits/not things she had in her classroom. (note: this was only for food items, which publishers are not allowed to ship - district will need to provide these items) • Few hands on investigations for earth science unit. (n=1) • Lots of reading, not enough hands on opportunities • Leveled readers in English only - for Spanish, only 1 option.
Twig/Carolina Comparison	• I taught the 4th grade Carolina unit and Twig in first grade. Twig had many more language supports for students with limited English proficiency. My students enjoyed working in their TWIG notebooks but many of my fourth graders didn’t like	

Summary Statements	the Carolina worksheets. ● Observational data is stronger for Twig ● Student responses are similar for both programs ● Both appear to integrate the SEP's appropriately. ● Incorporation of SEPs is evident in both, but Twig surpassed Carolina in Planning and Carrying out Investigations, Math & Computational Thinking, and Obtaining, Evaluating and Communicating Info (~0.5 or more point difference in each case on 2 point scale) ● My team and I taught the 5th grade Twig unit on Earth science. It was overall well received by all of us. We found the lessons engaging, the videos well done, the Twig book very user friendly for the kids and the hands-on that we did helped them to see a link between the phenomenon and all of unit tasks. The few things that we found that were not user friendly were changed or will be changed in the next iteration of the Twig Book. The staff was super helpful and made sure we had what we needed. ● Twig has a more STEM focus that allows for students to uncover the phenomenon through either investigations, research, and simulations versus "verifying" what they were told the concepts were in the initial video in Carolina. The written work that is done by students in TWIG incorporates more of the "writing, thinking and communicating of scientists" than Carolina. The format is more engaging in TWIG and is not so redundant and repetitive as Carolina. ● Twig surpasses Carolina in all of the numerical measures except for one. ● Twig materials don't need to be changed, they are interactive and engaging as is ● Carolina is very worksheet heavy ● Many Carolina lessons don't align with NGSS ● Based on conversations with pilot teachers at Project Team meetings, it seems that the professionals at Twig were very responsive to teacher questions and concerns. I see this as a distinct advantage. ● The data appear to support the adoption of Twig. Additionally, the data appear to show that the lessons and media are engaging. ● Observational data seems to support Twig ● Twig's connection to reading and writing is solid. ● Multi-media supports Twig. ● Twig appears to have a more embedded set of ELD supports which will allow the content to be more accessible.

Post Pilot Teacher Feedback





How accessible and helpful were the student readers?

Twig
Most teachers did not use the readers due to a lack of time. Those who did try them out commented that the reading level was too high so they read them as a group.

Carolina
Most teachers did not use the readers due to a lack of time.

Tell us about the hands-on investigations. Were there enough of them? Did they engage students in all three NGSS dimensions (science and engineering practices, crosscutting concepts, and core ideas)? Did they work effectively in the classroom?

Twig
Teachers commented that hands on takes a lot of time. Some units had enough hands on, one did not.

Carolina
Some units had enough hands on, others did not.

Would you recommend this curriculum to the Project Team for adoption by the district? Why or why not?

Twig
Yes - 13 (65%)
No - 5 (25%)
Maybe - 2 (10%)

"I would recommend this curriculum. It is inquiry based, it responds to the learning targets. Very engaging for the students. Having the spanish components, including the teacher manuals is a fantastic resource for our Dual Language programs."

"No, teachers do not have enough time to support this curriculum. We also do not have enough time dedicated to science to work with this curriculum."

Carolina
Yes - 5 (38%)

No - 5 (38%)
Maybe - 3 (23 %)

“Yes, I think a lot of the activities were worthwhile. With more practice and fine-tuning I think this would be a good curriculum.”

“I would not recommend that this is adopted by the district. There are many lessons that do not align to our standards. The lessons take FAR longer than they say they are going to. It is a very worksheet heavy curriculum (or you can do it digitally, but honestly, that's still a worksheet...it's just on the computer) where students are answering comprehension questions. The curriculum had very few visuals and did not support our ELLs. We did a lot of front loading with vocabulary when those words weren't yet relevant to students...and they engaged in investigations after the phenomena was fed to them in some instances.”

Was the time spent planning for and teaching the pilot realistic for teachers in the district?

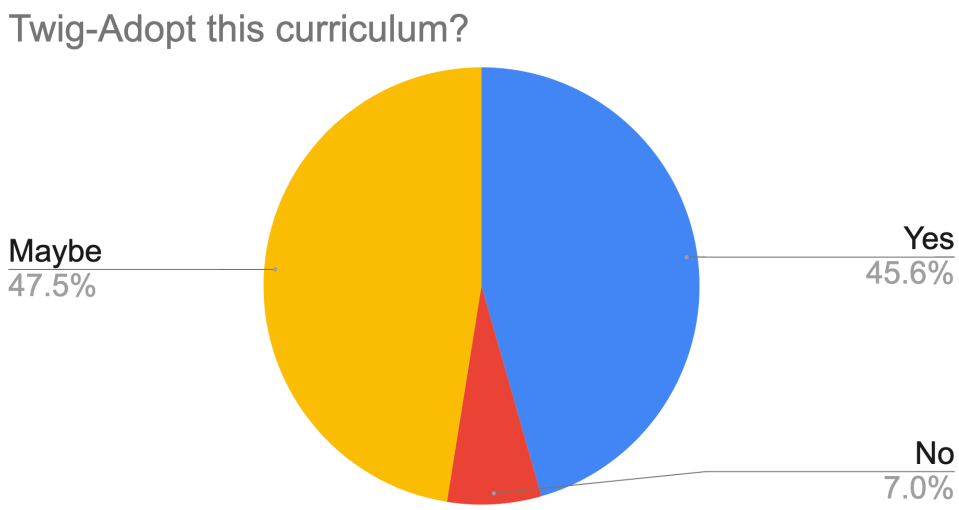
Twig
10% - Yes, Very doable
25% - Yes, but it will be a challenge
40% - Maybe- it would be difficult for most teachers but they could likely get through most of it
25% - No - teachers will find this so difficult as to be prohibitive of them teaching the unit

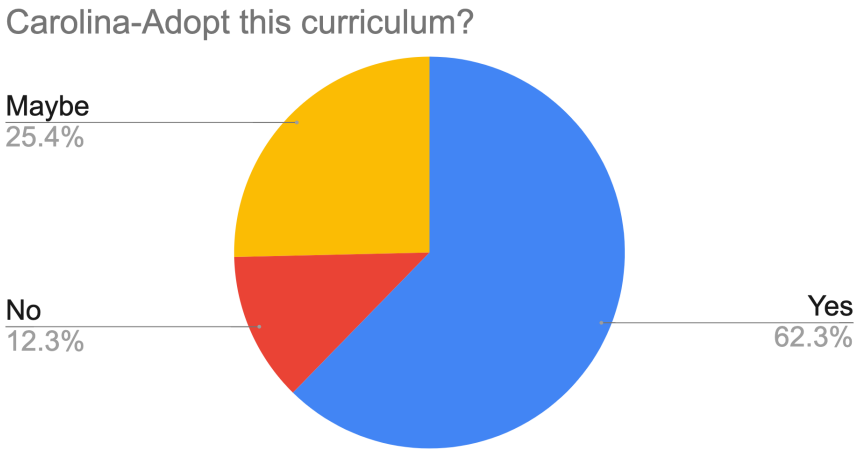
Carolina
23% - Yes, Very doable
46% - Yes, but it will be a challenge
31% - Maybe- it would be difficult for most teachers but they could likely get through most of it

Post Pilot Student Feedback (1-5 Scale)

Which Science curriculum did your teacher use? (your teacher can tell you this)	Did these science lessons give you opportunities to discuss your ideas with your classmates?	How easy was it to understand the directions?	How easy was it to navigate or use the online site (if you used it)?	Did these science lessons give you opportunities to do hands on activities?	Did the science lessons make it easy for you to understand the science ideas and improve the skills you were learning?	Did you feel you were challenged?
Carolina Average	3.89	3.74	3.26	3.66	3.71	3.69
Carolina SD	0.97	0.96	1.42	1.07	1.10	1.23

Twig Average	3.85	3.78	3.20	3.83	3.70	3.96
Twig SD	0.99	0.97	1.24	1.08	0.99	1.05





Excerpts from Student Surveys

Twig

I liked the hands on activities.

We did not have a lot of time to work on or build our car.

Carolina

The packets were very confusing and boring.

I liked the hands on stuff because it helps me learn better.

Post Lesson Student Interviews

What did you learn in the science lesson today?

Twig
-go outside and find objects and figure out what they are made from
-historic earthquakes that were smaller magnitude, but bigger deaths, and bigger magnitude but less deaths, that is probably due to better structures, more support on the bridges and stadiums and buildings, wire or more support on the bottom.

Carolina
-We learned about different plants and animals, how they are the same and different.
-how weather and climate are different

Tell me something you have liked about your science lessons in the last few weeks?

Twig
-Feliz, porque todo el tiempo en las ciencias leemos los libros de las ciencias y hacemos experimentos. (Happy because we read and do experiments all the time in science)
-Online-made custom earthquakes where students can make different magnitudes, random-ended up in oceans, also picked date, write it down on paper, building tower with paper.

Carolina
-Seeing the butterflies grow.
-I like the labs. I like the plants and growing the butterflies. I love science right now, I wish we did it more.

Middle School Science Pilot Data Summary Spring/Fall 2019

Spring 2019 Pilot:

Curriculum	Patterns/Trends	Questions	Conclusions	Recommendations
Amplify	High rate of "no's" from teachers. PD seemed to be of high quality (but not local).	Cost of kits: consumable vs. non-consumable? Are lessons aligned to HS and Elem targets?	Survey shows lack of teacher support.	No teacher support = no go
IQWST	Strong positives about student discussions. Evidence of higher student engagement. Higher level of consistency of quality and better alignment.	Cost of kits: consumable vs. non-consumable? Are lessons aligned to HS and Elem targets? Would student survey results been different if the sample size was higher? Spanish materials: how good are they? Is the scope well-aligned to what teachers need? What PD is available?	High ratings from students. Assessment and growth scores were highest. Best alignment with Patterns curriculum.	Stong front-runner, "yes"
STEMScopes	Lessons based off of whole class approaches. Student quotes indicate perhaps too easy. Tend to be more positives from newer teachers.	Cost of kits: consumable vs. non-consumable? Are lessons aligned to HS and Elem targets?	Evidence points to a possible lack of rigor. Easy to use, but almost too easy perhaps? Lowest student outcomes (on pre/post).	Need to explore rigor. Leaning "no".

Would you recommend we adopt this curriculum? (Teacher Responses)

Amplify			IQWST			STEMScopes		
Yes	2	25%	Yes	4	57%	Yes	3	50%
No	6	75%	No	1	14%	No	2	33%
Maybe	0	0%	Maybe	2	29%	Maybe	1	17%

Fall 2019 Pilot:

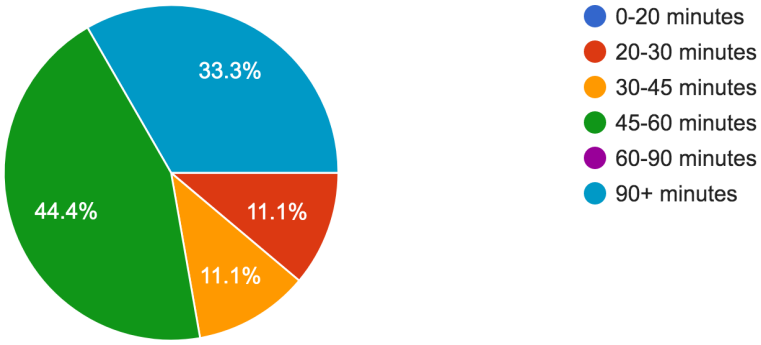
Summary of IQWST data by project team:

	IQWST
Positives	● A majority of students feel successful with IQWST ● Students enjoy the experiments and hands-on aspect. ● Teachers indicate there is strong support for differentiation ● Observational data is strong. All of the practices were engaged with and all students interviewed had positive responses/experiences to share. ● Students like the amount of hands on. ● Student feedback indicates that there is a lot of hands-on, more than they had done in previous years
Negatives	● Teachers were concerned that it was difficult to modify or reformat the worksheets for students, but the vendor has let us know that they will provide editable files if we adopt (the pilot teachers only had PDFs). ● This will be a shift in practice for some teachers, to more hands on. This might be challenging for teachers and we will need to support them with PD on how to do the labs.

Post Pilot Teacher Feedback

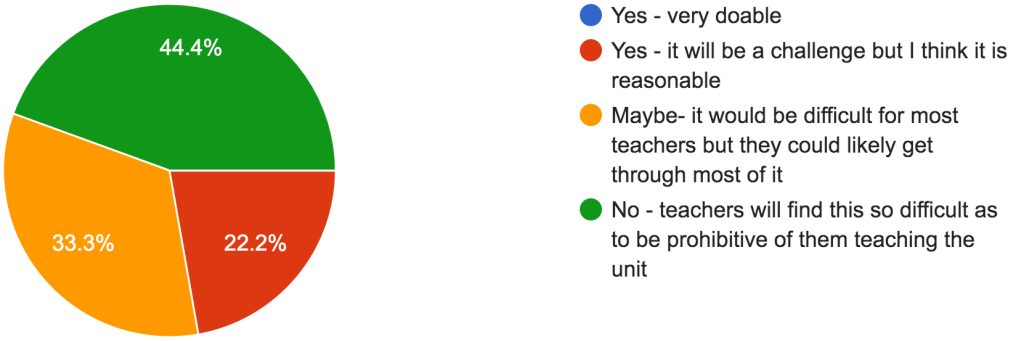
How much time did you need to devote to the planning of science per day of instruction with the pilot?

9 responses



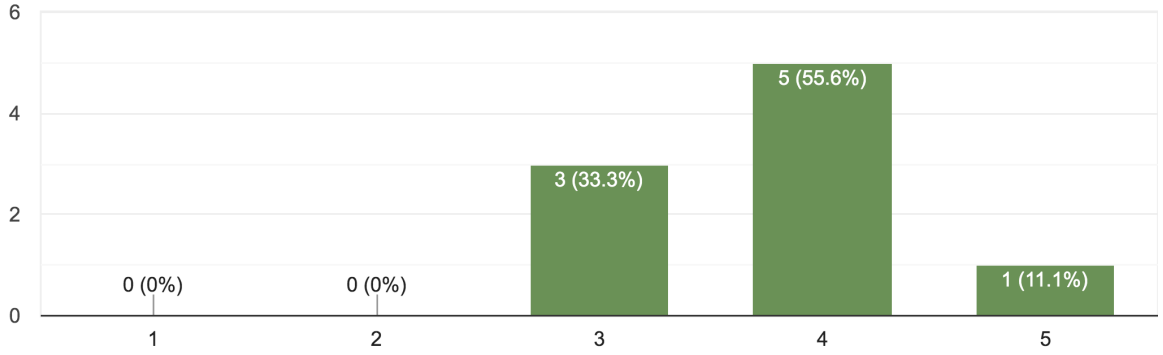
Was the time spent planning for and teaching the pilot realistic for teachers in the district?

9 responses



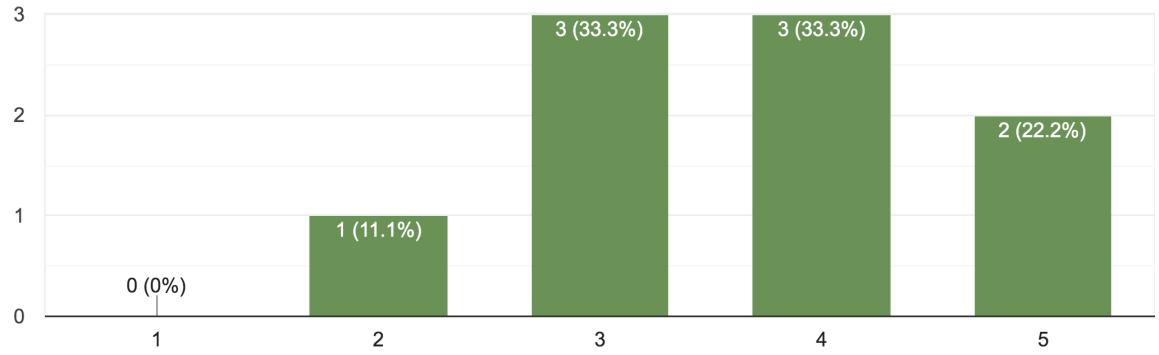
Did the unit engage students in questioning the world around them?

9 responses



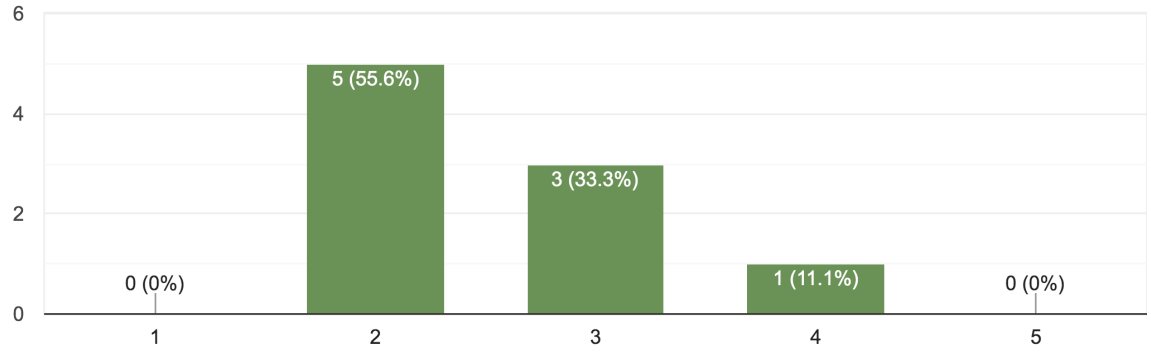
Did your students engage in science discourse?

9 responses



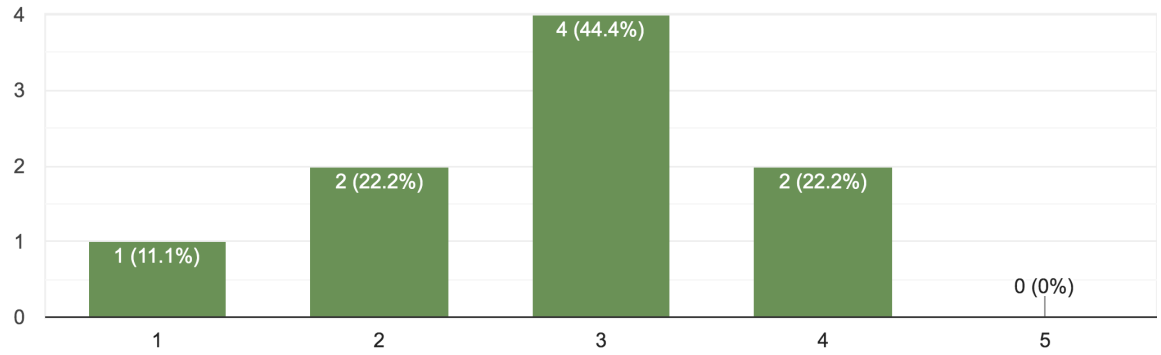
How accessible were the unit instructions for you as a teacher?

9 responses



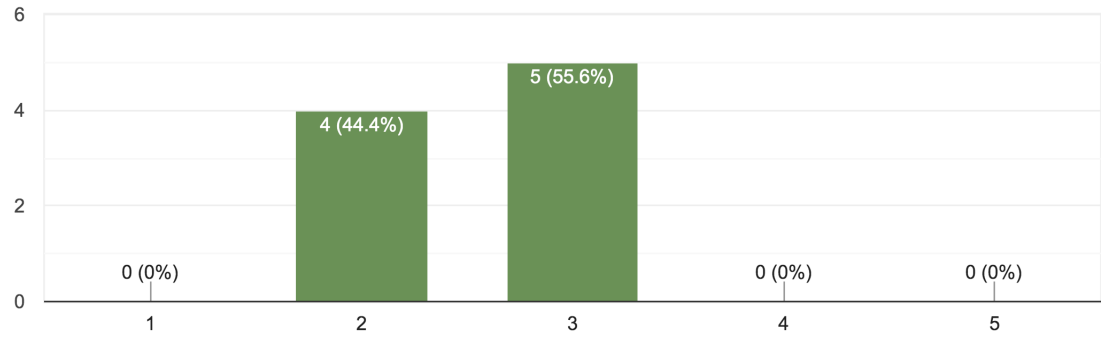
How well did the unit resources support the success of your English language learners?

9 responses



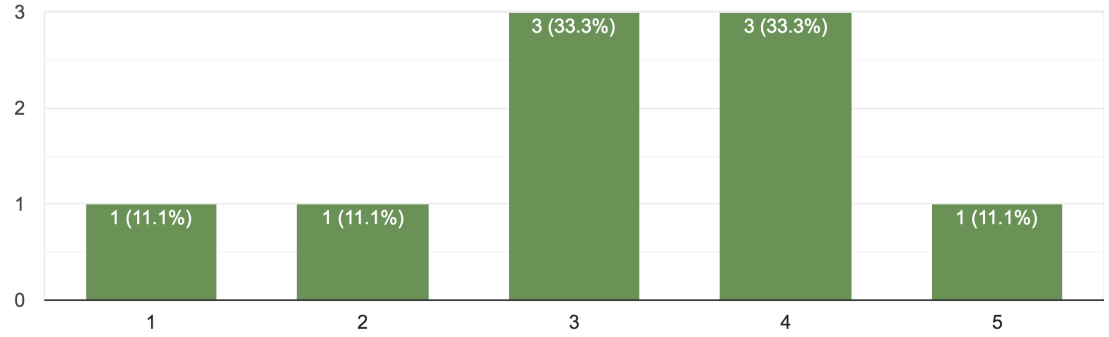
How well did this curriculum support students in reading engaging, accessible non-fiction text?

9 responses



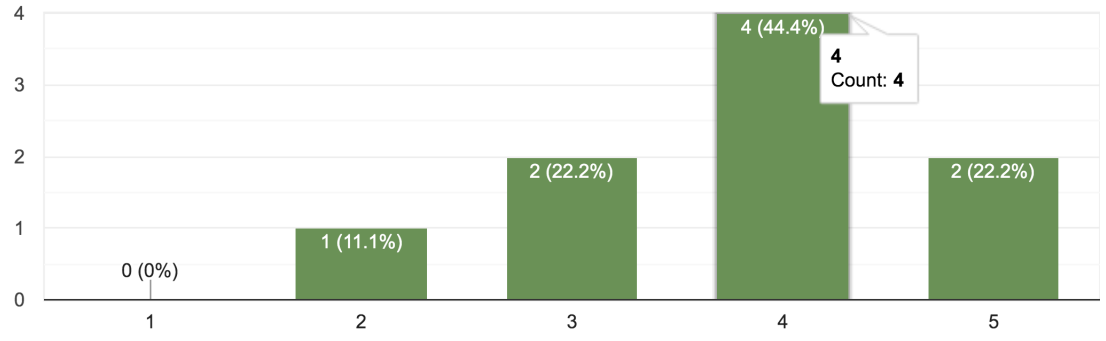
How well did the unit resources support your ability to differentiate for all learners?

9 responses



Did your students have fun?

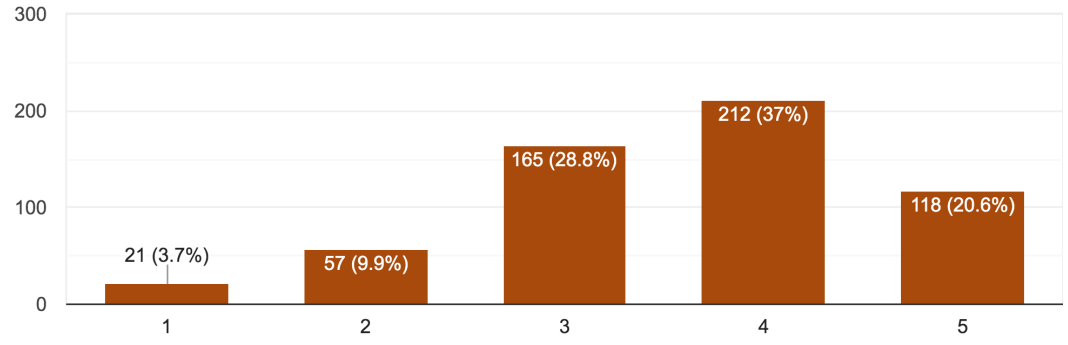
9 responses



Post Pilot Student Feedback

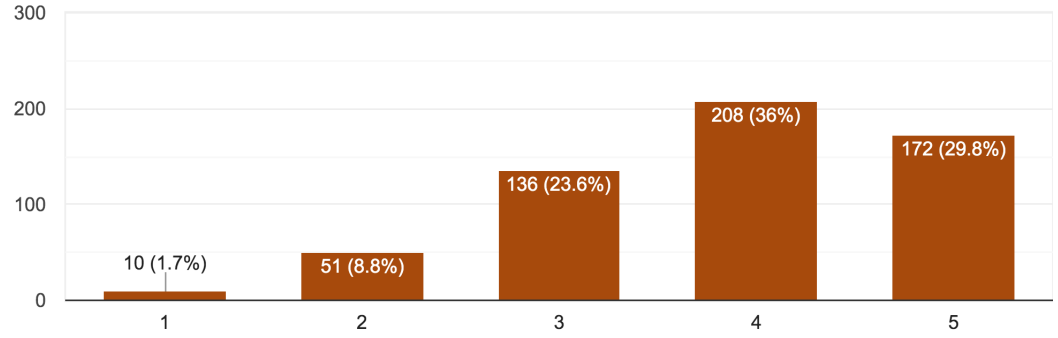
Did the curriculum allow you to share ideas with your classmates through discussion?

573 responses



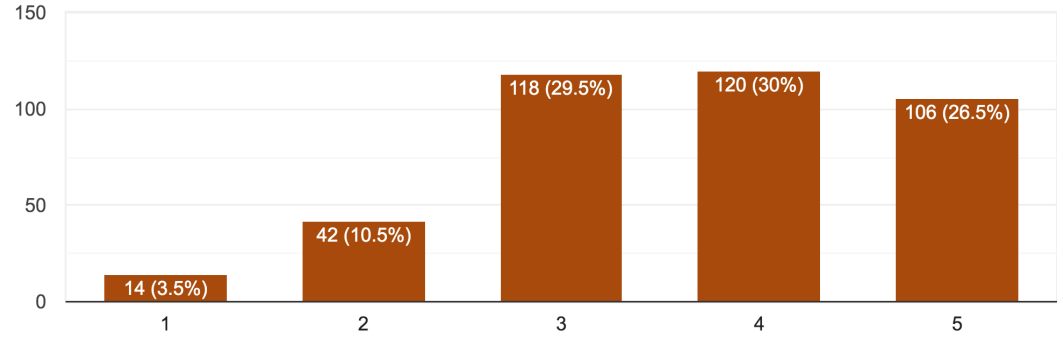
How easy was it to understand the lab and activity directions?

577 responses



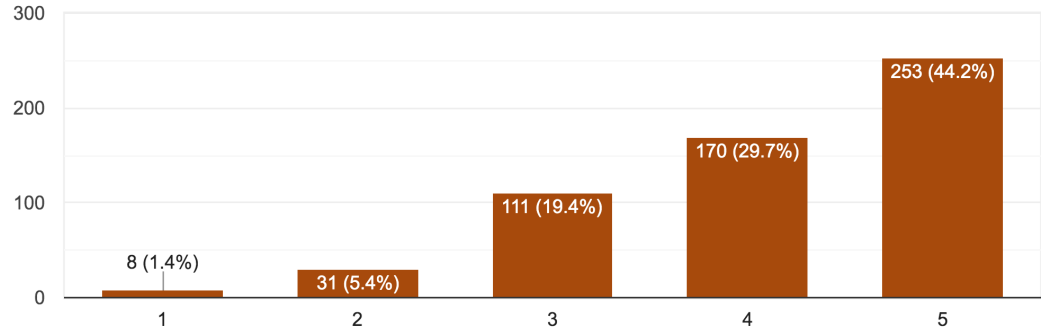
How easy was it to navigate or use the curriculum (if you used the online site)?

400 responses



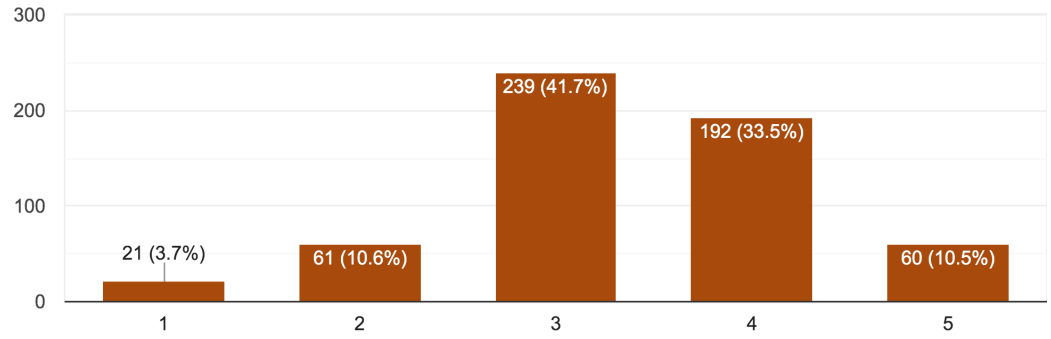
Did these science lessons give you opportunities to do hands on activities?

573 responses



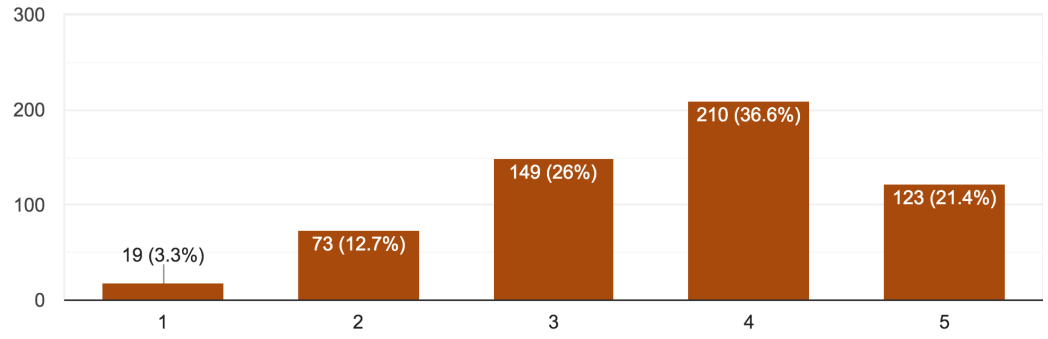
Did the lessons and activities make it easy for you to understand the science ideas and improve the skills you were learning? (3 = I was about as confident as I usually am)

573 responses



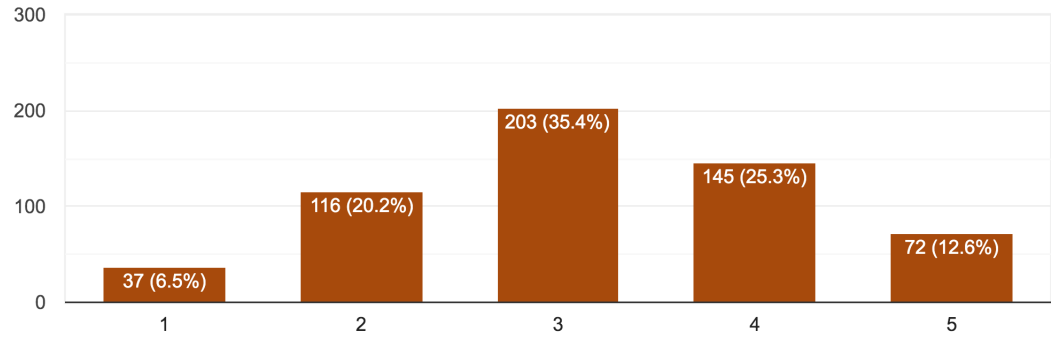
Did you feel you were appropriately challenged?

574 responses



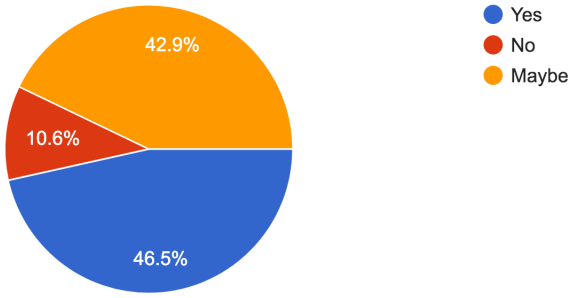
Did you have opportunities to self assess and provide feedback to your peers?

573 responses



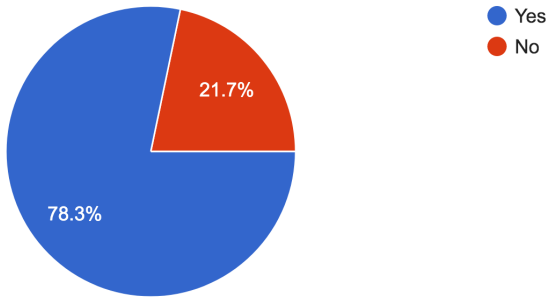
Would you like to have more science lessons like these?

576 responses



Would you recommend Beaverton adopt and use this curriculum?

571 responses



Tell me something you have liked about your science lessons in the last few days/weeks?

-Obviously the labs, we are doing way more labs than we usually do. Last year we didn't do labs very often, and now we do them basically every day. I also like the group work, because I can get other people's opinions. I also really like typing my labs in the online notebook. Usually I can focus better when I have it online.

-The experiments, there are a lot more experiments than we've had before. They are fun, it's not just notes. (when asked about readings) I do find them helpful, some of the readings have some information I don't need, but it's fine, and in general they are good.

-I like that it is more about us figuring it out, she doesn't tell us the answer, we have to use evidence to figure it out. Like with the convection box, and the water bottle, she didn't have to tell us, we figured it out and I like that.

How have you felt during science time in the last few days/weeks? Do you feel more, about the same, or less successful than usual?

-I feel more successful, I feel like I'm doing good in science. I'm doing way better in science than my other classes, and better in science now than last year.

-I feel more successful than normal. Last year I didn't feel successful in science because we didn't do much partner grouping. In this class I'm doing better because I get to practice saying my ideas in a small group and I feel more confident. Nothing has been a problem, I like this unit so far. Right now I really like science, but up until this class I've never really liked science. I like this unit even better than when we started, I like my teacher, but this unit is even better. I'm more skilled with my hands, so I feel like I'm successful with this unit.

-I feel about the same, but it is more fun than usual.

Is there anything you haven't liked or found too difficult?

-Learning how to use Chromebooks was hard at first, because that was new for us, but it is good now because we learned. The lessons are informative and it is easy to take what we know and explain it. Nothing I don't like.

-I don't like the writing part because it's difficult. I have to explain what happened and what I saw.

-Some of the questions are hard or confusing, but not always. I feel like I do get it by the end.

BEAVERTON SCHOOL DISTRICT

BOARD MEETING DATE
March 9, 2020

WE EXPECT EXCELLENCE | WE INNOVATE | WE EMBRACE EQUITY | WE COLLABORATE

Beaverton School District

Proposed Student Investment Account (SIA) Plan

Approved: March 9, 2020 Board Chair: Becky Tymchuk Superintendent: Don Grotting
Date of Board Meeting *Becky Tymchuk*

Below is the draft of the Beaverton School District's Student Investment Account plan. This draft was developed through extensive community engagement, strategic conversations and partnerships, and consultancy with content expertise. It is the result of more than six months of work both internally and externally and is reflective of the needs of the District's historically underserved populations, including students of color, emerging bilinguals, and students with disabilities.

Our process for developing this SIA plan began with internally planning in August of 2019. The District spent considerable time in the fall engaging the public both broadly and through targeted focal engagement about the needs of our student population. This engagement work included a district-wide survey, several open community forums (with translation), empathy interviews with focal populations groups, direct feedback session with school-based staff, language-specific community conversations with emerging bilingual families, and other targeted efforts. This engagement yielded over 4,000 data points that encompases the responses of far more actual individuals in the District and was analyzed by an outside consultant to draw out top themes and needs expressed by targeted populations.

Following the engagement work, the District formed three content based convenings. These were gatherings of approximately 20-25 individuals from both community and staff to work through a facilitated protocol of analyzing district data, needs assessment work, and the frameworks in the statute to develop an actionable list of ideas and concepts for consideration. The three convenings were equity, student health and wellness, and instructional. The work of the three convenings was compiled by the external facilitators and then used by a combined group of individuals from all three convenings in a final all-day work session to develop the actionable draft plan for the District.

This final draft plan was then presented to the community in a second round of broad and focused engagement that included a broad community meeting, and targeted outreach to groups and families representing historically underserved students in the District. These conversations yielded a number of

"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."

valuable insights and revealed several areas of need that were not addressed in the previous plan. A final internal drafting meeting was used to review and reflect on the insights gained and make final modifications, additions, and deletions to the District's proposed SIA plan that is attached here.

This Student Investment Account Plan is not just the protection of existing programs or the addition of positions in the District, but is a catalyst for change to the way services are delivered to all students and particularly to those students for whom the District has historically underserved (students of color, emerging bilinguals, and students with disabilities). The investments in class size contained within are used as a way to completely alter the way the classroom teacher allocation works by driving more services to kids in need through a redefinition of the staffing allocation model. The investments in supporting students' behavioral and mental health needs will drive a complete reform and standardization of the District's multi-tiered system of supports (MTSS) with evidence-based practices.

By leading with racial equity at the core of the development of this plan, we are able to disrupt the system to provide both universal and targeted supports to kids. Additionally, while the plan only contains a small investment defined for recruitment and retention of a diverse workforce, this investment will be used to focus the hiring throughout the implementation of this plan and across the District as a whole so that we are able to ensure that we have a workforce that better represents the racial diversity of our students, families, and community.

PLEASE NOTE*: This proposed plan is for the estimated $32.2 million in Student Investment Account funding, it does not reflect the BSD General Fund Budget of $515 million. When viewing this plan, please keep in mind this is one portion of the District funding.*

SIA Goal: Increasing Academic Achievement, including reducing academic disparities for focal populations

---

Evidence-based strategies for class size & caseloads

Equity-based class size reform in core content classes in grades K-12
Protects overall class size while serving as a catalyst to infuse an equity basis to the District's allocation of classroom teaching staff. Staffing based on enrollment will have a 0.25 additional weighting at elementary and 0.5 additional weighting for secondary applied to the enrollment count for each student who is eligible for free and reduced price lunch.
($6,823,637)

Class size reduction at grades K-2
Further protect classroom staffing at early grades within the new equity allocation framework, while where possible reducing class size at early grades to allow for an emphasis on early literacy.
($4,292,586)

Early Literacy Intervention Support
Increase elementary intervention teacher positions at all Title IA schools from half-time to full-time and maintain half-time at all other elementary schools with a focus on PK-2 English Language Arts interventions.
($946,890)

Caseload Reduction for Emerging Bilingual Instruction
Increase English Language Development (ELD) teachers by five to support the implementation of an integrated model at the elementary level, pilot integrated ELD model at the secondary level, and reduce caseloads at all levels.
($658,610)

Increasing Instructional Time

Extended Day Opportunities for Middle School
Targeted support for academics, language acquisition, culturally specific activities and support. Increase before/after school targeted instruction time, based on current middle school academics and soccer program (Safe and Sound 4 STUDENT SUCCESS or S4), using 2 classified engagement specialists. The number of days will be expanded from 2 to 4 and the types of enrichment activities will be diversified.
($570,000)

Expand availability of and participation in well-rounded learning experiences

Early Literacy Support
Provide professional development for intervention teachers as well as PK-3 classroom teachers, English Language Development teachers, and Special Education teachers in instructional practices to support students with difficulty in reading. Additionally provide support and professional development around early literacy assessment.
($380,000)

Culturally Responsive Materials for Libraries & Classrooms
Create Culturally responsive libraries for all K through 8 classrooms. Students need to read and hear stories that reflect their own experiences as well as the experiences of others. These are often referred to as mirrors and windows. A mirror is a story that reflects your own culture and helps you build your identity. A window is a story that offers you a view into someone else's experiences. We need to continue to invest in literature that supports student learning and the understanding of the world and people around them.
($383,262)

Materials Support for Dyslexia Implementation
Provide resources to support the purchase of materials and other support curricular needs for the implementation of requirements for increased screening and the subsequent identification of students with dyslexia/reading difficulties.
($50,000)

SIA Goal: Addressing students' health and safety needs

Equity Focused Systems Improvements

The following investments represent a significant investment in district-wide systems improvements to bring race and equity to the forefront of District decision making. This team of equity focused staff will be intentionally placed cross-departmentally to be able to work both within their key areas (instructional practice and climate, human resources, and public engagement) but also across the system to identify areas of inequity and support an ongoing conversation that focuses on racial equity as a pillar to success.

Equity Training
Implementation of training protocol with the Center for Educational Equity (CFEE) to begin a 10-year program to provide anti-racist training to every employee in the Beaverton School District. Building upon various educational research and literature that has consistently illustrated the impacts of bias, privilege, discrimination, racism, and allyship, the goal is to offer opportunities to immerse our staff in learning focused on cultural competency and historic minoritization.
($365,000)

Equity TOSA
Create the position of Equity TOSA within the Office of Equity & Inclusion that will work to support implementation of the district-wide CFEE training as well as provide additional on-demand and systems supported equity training throughout the District.
($142,129)

Recruitment & Retention of a Diverse Workforce
Create the position of Administrator for Equity Talent Acquisition in the Human Resources department that will be focused on creating and implementing systems improvements that build towards a workforce that is more representative of Beaverton's student population. Position will include funds to be able to develop a system of financial incentives to break down barriers that may exist for diverse candidates.
($267,735)

Ongoing & Authentic Community Engagement
Creation of a Community Liaison/Organizer position within the Office of the Superintendent to support strategic level engagement with community partners and agencies that predominantly represent

Beaverton's communities of color and other historically underserved populations. The position will primarily be an externally facing position that will serve to support the District's SIA engagement work with focal populations through partnering with community based organizations that have an existing presence, supporting the work of community based organizations that have the capacity to expand and reach Beaverton families, and/or support capacity building among nascent or informal organizations in Beaverton. Position will have access to discretionary funds ($15,000) to support minor contracting or other discretionary costs that support the work (food, travel, etc).
($141,858)

Supporting Students' Mental and Behavioral Health

Student Success Teams
($15,637,445)
Every school in Beaverton will have a Student Success Team which will consist of behavioral health, academic, and attendance providers. **A Multi-Tiered System of Support framework consisting of three tiers of intervention supports will be developed and then implemented districtwide.** This specific investment will address the staffing needs to address the behavioral health and wellness needs of students and families. The Behavioral Health Team Members will be comprised of existing counselors, student success coaches, grad mentors, nurses, school psychologists and special education staff, but the team will also expand to include an increased number social workers, counselors, behavioral health paraeducators, nurses, school psychologists, special education teachers, and speech language pathologists. The increased number of staff members will provide quicker and more direct services to students and families earlier including student groups and parenting classes. The increase in team members will lead to more staff to provide interventions to students. The behavioral health team members will be able to provide professional development to staff and families.

In addition, the District will work to develop voluntary cross-school affinity support teams from among the Student Success Team members. These groups would be composed of affinity race members that can support students across the District when circumstances demand. As an example, a group of black Success Team staff from several schools could be formed to support a black student that was targeted at another school in a significant incident being sensitive to the students' needs and preferences. They would provide the same services that their position provides to all students at their schools of assignment just on an as needed basis when major incidents occur.

The entirety of the Student Success Teams will be funded through a blending of General Fund, Student Investment Account, High School Success (M98), and Title IA funding.

Behavioral Health Teams will be comprised of the following positions:

1. ***Autism Spectrum Disorder Consultant****: A licensed Special Education professional to provide assessment and consultation supports for social communication and behavior for students with disabilities with an eligibility of Autism Spectrum Disorder*
2. ***Behavioral Health Paraeducator****: Classified paraeducators who implement behavior support plan interventions, monitor wellness centers, and provide point in time instruction to students.*
3. ***Drug and Alcohol Counselors****: Licensed counselors who can complete drug and alcohol*

assessments, facilitate drug and alcohol diversion groups, and provide education opportunities to students, staff, and families.

4. ***Counselor****: Licensed educators who implement and support academic, career and social/emotional needs of students. They promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students.*
5. ***College and Career Readiness Counselor****: Licensed educators who coordinate the system to deliver College & Career Readiness Curriculum, work with school and district-level staff to increase opportunities for students to earn college level credits, and work with school and district-level staff to increase CTE opportunities at each site associated with college and career readiness.*
6. ***School Nurse****: Licensed Registered Nurses who provide direct care to students, manage the health care of students within the school setting, and monitor the overall medical well-being within schools.*
7. ***School Psychologist****: Licensed school psychologists who complete special education evaluations (academic, cognitive and behavioral), and provide counseling support for students who are eligible for Special Education.*
8. ***Social Worker****: Licensed mental health professionals who will work with the behavioral health team members, school staff, students and their families to address social, emotional and behavioral concerns. School based Social Workers provide direct service to students, support parent engagement, facilitate student groups, assist with attendance needs, and connect families with community based resources.*
9. ***Speech Language Pathologist****: Certified Speech Language Pathologists to deliver Specially Designed Instruction to students eligible for Special Education, completes special education evaluations*
10. ***Special Education Resource Room Teacher****: Licensed educator who provides Specially Designed Instruction to students eligible for Special Education, completes special education evaluations*
11. ***Student Success Coach****: Licensed educators who provide social emotional learning training and coaching for teachers in elementary schools and universal behavioral supports for the school*

The following positions are the components of the Student Success Teams that are funded through the Student Investment Account (SIA):

Elementary non-Title IA school behavioral health team positions funded by the SIA as a follows:

1. Add 1.0 Social Worker per school
2. Maintain 0.5 Student Success Coach per school
3. Establish that all elementary schools will be staffed with a full-time Special Education Resource Room Teacher and have an overall staffing ratio of 1:30. This is a decrease in staffing ratio from 1:36 and establishes a resource room staffing of 1.0.

Elementary Title IA school behavioral health team positions funded by the SIA as follows:

1. Add 1.0 Social Worker per school
2. Maintain 1.0 Student Success Coach per school
3. Establish that all elementary schools will be staffed with a full-time Special Education Resource Room Teacher and have an overall staffing ratio of 1:30. This is a decrease in staffing ratio from 1:36 and establishes a resource room staffing of 1.0.

Middle Schools will have behavioral health team positions funded by the SIA as follows:

1. Add 1.0 Social Worker per school
2. Add one, 6.5 hour, 180 day Behavioral Health Paraeducator per school
3. Establish that all middle schools will be staffed with 3.0 full-time Special Education Resource Room Teachers and have an overall staffing ratio of 1:35. This is a decrease in staffing ratio from 1:42 and establishes a resource room staffing of 3.0.

High Schools will have behavioral health team positions funded by the SIA as follows:

1. Maintain 0.5 College and Career Readiness Counselor
2. Add one, 6.5 hour, 180 day Behavioral Health Paraeducator per school
3. Establish that all high schools will be staffed with 4.0 full-time Special Education Resource Room Teachers and have an overall staffing ratio of 1:35. This is a decrease in staffing ratio from 1:42 and establishes a resource room staffing of 3.0.

Merlo will have behavioral health team positions funded by the SIA as follows:

1. Maintain 0.25 College and Career Readiness Counselor
2. Add one, 6.5 hour, 180 day Behavioral Health Paraeducator per school
3. Establish that Merlo will be staffed with a full-time Special Education Resource Room Teachers and have an overall staffing ratio of 1:35. This is a decrease in staffing ratio from 1:42 and establishes a resource room staffing of 1.0.

ACMA, BASE, and ISB will have behavioral health team positions funded by the SIA as follows:

1. Add 0.5 Social Worker per school
2. Maintain 0.25 College and Career Readiness Counselor
3. Add one, 6.5 hour, 180 day Behavioral Health Paraeducator per school
4. Establish that ACMA, BASE, and ISB will be staffed with 1.0 full-time Special Education Resource Room Teachers and have an overall staffing ratio of 1:35. This is a decrease in staffing ratio from 1:42 and establishes a resource room staffing of 1.0.

Early College High School and Capital Center (CTP and ACE Programs) will have behavioral health team positions funded by the SIA as follows:

1. Add 0.25 Social Worker per school site

Note: The above listing only details the positions of the Student Success Teams that are funding with the Student Investment Account, a number of other positions that will be members of the Success Teams are currently or will be funding with General Fund or High School Success Funds so that the teams are complete at each school. This includes social workers at all secondary schools and additional counselor support across the spectrum.

At the district level there will be additional nurses, school psychologists, and speech language pathologists hired in order to provide more student health and safety supports within schools.

1. 3.5 School Nurses
2. 5.0 School Psychologists
3. 3.0 Speech Language Pathologists
4. 3.0 Drug and Alcohol Counselors
5. 1.0 Autism Spectrum Disorder Consultant

Total positions funded through SIA Funds in order to maintain existing positions or to add positions *(inclusive of all listed above by level)**:** Autism Consultant (1); College & Career Counselors (4); Drug & Alcohol Counselors (3); School Nurses (3.5); Paraeducators (18); School Psychologists (5); Social Workers (44); Special Education Resource Room Teachers (12.5); Speech-Language Pathologists (3); Student Success Coaches (20.75)*

Multilingual Support for Student Success Teams
Add eight (8) school-based Facilitators (elementary) and Community Liaisons (secondary) to meet the current translation/interpretation needs of Emerging Bilinguals and their families, and to support the anticipated increase in demand when the Student Success Teams are implemented.
($600,952)

Professional Development and Materials for Supporting Behavioral Health Needs of Students A professional development framework for all BSD staff will be developed and will include training in Trauma-Informed Practices, Adverse Childhood Experiences (ACES), Educator Wellness, Special Education 101, Models of Intervention, De-escalation Supports, Restorative Practices, Culturally Responsive Teaching, Youth Mental Health First Aid, Applied Suicide Intervention Skills Training (ASIST), and Motivational Interviewing. Curricular materials will be purchased for all schools to address three tiers of intervention support. These materials will be used by the members of the behavioral teams and classroom teachers.
($250,000)

Deployable Staffing for Behavioral Support
Creation of a bank of behavioral paraeducator staffing that can be deployed to schools for a limited duration to support students in transition to possible special education identification.
($150,000)

Parent Education Partnership with the National Alliance on Mental Illness (NAMI)
BSD will partner with NAMI to develop and implement a parent education program related to behavioral health topics such as defining mental illness- signs and symptoms and family support groups.
($110,900)

Administrative/Indirect Costs
($500,000)

Tier 2 Activities

The activities listed above are the priority activities for the District in meeting the goals of the Student Success Act; however, it is possible that we will not be able to implement all of the activities above within the first year of the plan, with the most likely barrier being access to a quality, diverse workforce to put in place for many of the specialty positions being created. Based on guidance from the Oregon Department of Education we have

incorporated a number of additional activities as Tier 2 approaches that could be implemented when we are unable to complete Tier 1 activities.

Tier 2 activities must still fit within the requirements of the Student Investment Account, including the allowable expenditures and responsive to community needs. Several activities below were moved from Tier 1 activities in response to budget restrictions or community feedback around other areas of investment. Other Tier 2 activities arose through other outreach means both internally and externally. The list below is not in priority order.

Following approval of the District's SIA application a process for prioritization of this list and the method for deciding to pull forward a Tier 2 activity will be developed. That process will weigh available resources, cost of the activity, time needed for impact, and likelihood of future implementation of original Tier 1 strategy.

Activity	**Budget**
Temporary Teacher Class Size Bank	$4,000,000
Equity Based Community Contracts	$75,000
Full Time Student Success Coach at Each Elementary School	$2,400,000
Middle School Pre-CTE Curriculum Purchase (9 schools)	$900,000
Additional Culturally Responsive Teaching/Library Materials	$500,000
Behavioral Support Paraeducator at Every Elementary	$1,589,670
Multilingual Department Secondary TOSA	$142,129
Biblioburro - Spanish Language Library Bus	$140,000
Extended Contract for Dual Language Translation	$60,000
Professional Development: CRT/RP/SEL and Assessment	$250,000
CRT/RP Instructional Coaches	$2,300,000
K-2 Intervention Teachers - Expand to 1.0 at every Elementary	$1,325,000
Safety & Security: Paging/Notifications	$500,000
Safety & Security: Classroom Walls	$2,000,000
Health: Re-Pipe 3 Schools	$1,500,000
Safety & Security: Cameras @ All	$3,000,000
Safety & Security: Fencing	$1,250,000
Safety & Security: Capital Center	$2,000,000
Tier 2 Total	$23,931,799

BEAVERTON SCHOOL DISTRICT
School Board Business Meeting
Administration Center
January 21, 2020
6:30 p.m.

WE EXPECT EXCELLENCE WE INNOVATE WE EMBRACE EQUITY WE COLLABORATE

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

Staff Present:

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Sue Robertson	Chief Human Resource Officer
Maureen Wheeler	Public Communications Officer
Mike Schofield	Associate Superintendent for Business Services
David Williams	Executive Administrator for Strategic Relations/Initiatives
Toshiko Maurizio	Administrator for Multilingual Programs
Josh Gamez	Chief Facilities Officer
Danielle Hudson	Administrator for Student Services
Pat McCreery	Administrator for Equity and Inclusion
Patrick Meigs	Executive Administrator for Elementary Schools
Steven Sparks	Executive Administrator for Long Range Planning
Camellia Osterink	District Legal Counsel
Sean Leverty	Montclair Elementary School Principal
Scarlet Valentine	West TV Elementary School Principal
Jon Bridges	Administrator for Accountability
Karl Granlund	Administrator for Risk Management

Visitors: 50
Media: 0

CALL MEETING TO ORDER & BOARD PROCEDURES – Becky Tymchuk
School Board Chair Becky Tymchuk called the meeting to order at 6:30 p.m. Chair Tymchuk asked for changes to the agenda, there were none.

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

Pledge to the Flag
Students recognized for the President's Volunteer Service Award led the meeting with the Pledge of Allegiance.

RECOGNITIONS
The Board recognized the following:

- All Board members were recognized for School Board Recognition Month.
- Nine students from Beaverton School District were recognized for the President's Volunteer Service Award by the Oregon Chinese Coalition for a combined 1,420 volunteer hours in a single year.

BEA OSEA COMMENTS

- Sara Schmitt (BEA) spoke about the common middle school experience causing discomfort. She feels that teachers should have been brought in at the beginning of the process.
- Dianna Hess (OSEA) reminded everyone as we begin the negotiation process that all of our classified staff work toward the success of all students. They would like a fair negotiation process.

PUBLIC COMMENTS

- Katherine Watkins spoke about racist comments and staff in Beaverton.
- Nabila Hersi, Samma Jama, Laya Rajee and Donyae Brownbey, BSD students, spoke about their experiences with racism in the district.
- Zadora Williams spoke on culturally specific services.
- Tyrone Henry spoke on diversity, equity and inclusion.
- Jordan Thierry advocated for increased Board engagement.
- Desiree Rajee spoke on equity in the district.
- Justice Rajee spoke about adult protective shield in matters of discrimination.
- Jodi Monroy spoke on equity.
- Domenique Jackson spoke on racial equity.
- Leonard Jones spoke about history curriculum around African American contributions.
- Veronica Jones spoke about student trauma induced by curriculum.
- Marlo McIlraith and Melissa Tom advocated for delayed school start times for middle and high school students in the district.
- Shuchi Chawla requested to speak about mental health and mindfulness further with staff.
- Eleissa Buddress spoke about middle school options vs. the common middle school experience. She does not feel that the Raleigh Hills K-8 program should be eliminated.
- Orissa Crispin, Stef Kofman, Molly Kline, Aaron Wharff and Sandy Dinsdale spoke about the change in the administrative transfer policy and that the changes create an additional hardship to students.
- Nadia Hasan spoke about equity and the Student Success Act.
- Anderson DuBoise from REAP spoke about equity and students wellbeing.
- Promise King spoke on students wellbeing.

REPORTS

A. Superintendent Comments – Don Grotting

- A fire was discovered on January 18th that was confined to an area on the second floor. There was significant smoke damage to other areas in the school. Supt. Grotting thanked our local fire department, maintenance and custodial staff, Belfor Restoration Company, our communication department and administration and staff at BHS. BHS was closed to students today but all staff

and students will return tomorrow. The three damaged rooms will take several months to repair the damage.

- The Middle School Boundary Process continues to move forward. Sessions have been well attended by community members and the Advisory Committee is fully engaged. The district continues to receive questions after each meeting and answers are being provided when possible.
- The conversion of Raleigh Hills and Springville K-8 schools to K-5 schools continues to move forward. The transition period will be three years if enrollment at the 6-8 grades are sufficient.
- As we prepare to adjust middle school boundaries, there is an effort to align schedules, equitable student opportunities, and resources to middle school students, regardless of where they attend school. We are in the process of engaging staff and the community. Hopefully a schedule will be selected by March that meets the Board's priorities.
- Supt. Grotting thanked the School Board for their dedication, time and expertise in guiding the district. January is National School Board Month.

B. School Board Presentations

Montclair Elementary – Sean Leverty

Principal Leverty reported that Montclair has seen success in their reading program. They have spent time restructuring their intervention program and the staff have embraced the workshop model.

Over the past few years the demographics have changed and Montclair is experiencing more trauma and academically impacted students across all socio-economic levels. Although there have been some successes there are many challenges that lay ahead.

Another challenge for Montclair is around math practices, specifically how to implement the curriculum and workshop model. Montclair will focus on their School Learning Plan and unpacking and applying their understanding of the new math practices. Currently they are meeting in collaborative groups.

Questions/Comments:

- Some teachers are stronger than others in delivering math. How do you work with teachers that are not confident with the new math curriculum? *The math collaboration team meets every month and talks about unpacking the math workshop. They also utilize district math TOSA's and exploring the lessons.*
- What causes the gender disparity in the math scores? *In the most recent scoring many students were impacted. They need to look at demographics of each student regarding math and ask about how they teach males vs. females.*
- The new math curriculum includes much more reading. Is there a direct correlation between English language skills? *Fosnot units use different skill sets and a different way of thinking. What we do on a daily basis is different than what we are assessed on.*
- What do you do with the suspension/expulsion data? *They have professional development around how they can support students and keep the numbers low. They only have a .5 Student Success Coach and this makes it difficult as they are only in the building 2.5 days a week.*
- What do you do with teachers who are unable to work with students who have escalating behavior? *It goes back to training. They have done a lot of SEL training. They are recognizing when teachers begin to have disregulated behavior themselves. As a principal it is his job to support teachers and help them with management strategies.*

West TV Elementary – Scarlet Valentine
West TV reports that academic achievement has consistently been high in both math and reading. They have a strong parent involvement group with many volunteers.

Principal Valentine is most concerned about the decrease in growth in English Language Arts and math. This could be attributed to the adoption of the new ELA curriculum and the new Math curriculum. West TV has also seen an increase in the number of students with challenging behaviors that impact learning. Students with mental health and behavioral needs continues to rise each year.

This year they are focusing their professional development around ELA and math. Teachers are becoming experts with the reading, writing and math workshop models.

They are also addressing the challenging student behavior by adopting Social Emotional Learning (SEL) programs schoolwide to help students stay regulated through the day. They also have a half-time Student Success Coach who works alongside classroom teachers.

Questions/Comments:
- How has the change in schools been for you this year? *After 8 years at Errol Hassell it was a great change and growth opportunity.*
- Can you talk about the gap in math because of the change in curriculum? *It's a new way of teaching and it takes some time to get teachers trained. Teachers have been learning for three years. It doesn't feel like the students are behind due to teachers having to learn a new teaching method.*
- Is the issue centered on the teachers not understanding the concept or not being able to teach the concepts appropriately? *It's a matter of teachers having to retrain themselves because that is not how they were taught.*
- Did you feel that the culture remained with the elimination of the PYP program? *The program has not stopped internally at West TV. They are still teaching units of PYP and they are hopeful to bring it back in the future.*

C. Financial Update – Mike Schofield
Mike reported to the School Board that the projected ending fund balance is $20.4M.

Adjustments in the year-end forecast include a local option revenue forecast reduced by $1M based on assessed amounts and projected collections.

Questions/Comments:
- What accounts for the dip in the levy funds? *Half is compression and the other half is growth.*
- What is the impact on our budget? *Those impacts will be brought forward at a future Board meeting.*
- What will we be doing differently to track more closely in the future? *Not sure of what was used in the past, it is a very detailed analysis. It's something that we can refine and take a look at.*
- What is the deficit now? *We are modifying the working budget as we move forward.*
- On the property tax is this something that we see one time or is compression going to be an issue on everything we see on our property tax. *This is something we will need to keep an eye on as we move forward.*

D. Division 22 Compliance/Assurances – Jon Bridges

Each year, districts must report compliance with all state standards set forth in OAR Chapter 581, Division 22 to the School Board in a public meeting by February 1st and to the Dept. of Ed by February 15th. Staff have conducted an internal audit of the District's compliance with Division 22 requirements and have determined that the District was not in compliance with 3 of the 52 Division 22 rules during the 2018 – 2019 school year. For each rule reported as out of compliance, BSD has provided an explanation of why the school district was out of compliance and the proposed corrective action plan to come into compliance by the beginning of the 2020-2021 school year. They will need a waiver for this school year to meet the requirement.

Questions/Comments:

- Are you considering leveraging the SSA funds on Ethnic Studies? *There is a potential. T&L is prepared to provide professional development in that area. As we select a curriculum teachers will receive professional development in that new area.*
- Regarding the non-compliance on the drug and alcohol education that will come through the advisory classes, will there be a proposal for supplemental curriculum or where is that going to happen? *Will have to get back to you.*
- What about the data gap around teachers and their growth data? *We have the data but teachers have not received it yet.*
- For the compliance issues with the drug and alcohol, are we out of compliance at all of our schools? *Yes, it is all of our schools.*
- When we are out of compliance and we ask for a waiver, are there any repercussions? *Yes, ODE could withhold state school funds for any district that does not submit a plan of correction. We can also ask ODE for another year to meet the requirements.*

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

The district only has a few more months to finish the work. Tomorrow they will start writing the application to pull all of the work together. Representatives from the convenings and the finance team will be working tomorrow to determine what are the best and most effective investments in the district based on the needs assessment feedback from the fall, continuous improvement plan, disaggregated student data, and best practice research from around the country and quality education model all applied through the equity lens. They will be looking at a tiered effect to put forth to the Dept of Ed. They will be bringing a package to the Board at the March 9th meeting.

Questions/Concerns

- Kudos for pulling this together in a very short time. This is not the end all, we will have a continuing process over the next couple of years.
- Appreciative of the final report and all the themes from the focus groups: mental health support, class size, broadening curriculum. Will training take place for all staff? *There are several opportunities to have PD for teachers.*
- It would be great to see the list of community partners that will be working on the draft tomorrow.

DISCUSSION ITEMS

A. **First Reading of School Board Policy DBDB, Financial Reserves** – Becky Tymchuk, Anne Bryan and Donna Tyner

School Board policy DBDB was presented for suggested changes for a first reading. The policy will move forward with all suggested changes as well as one additional change under *Use of Reserves.* The term rainy day will be replaced with financial.

Director Larsen reiterated about how important this policy is to the financial health of the district. She is a little nervous about not putting a timeframe on the policy. Mike Schofield reported that it would take about $8M a year if we kept the three years in. The Policy Committee thought that that would be a very heavy lift.

Director Greenberg commented how the Board was able to build up the reserves during years of growth.

Questions/Comments

- Is the money more valuable invested in services currently and would a deeper cut threaten services core to our organization ? *It's a balance over time. We don't want to sacrifice programs.*

B. **First Reading School Board Policy DFA, Investment of** Funds – Mike Schofield
School Board policy DFA was presented for re-adoption. Board policy dictates that the policy and any revisions shall be presented annually to the Board. The policy will move forward to a second reading.

C. **First Reading of I Policy AR's** – Camellia Osterink & David Williams
The following "I" policy AR's were presented for a first reading. These administrative regulations (AR's) are required to be Board adopted.
    - IGBA-AR – Students with Disabilities – Child Identification Procedures
    - IGBAE-AR – Special Education – Participation in Regular Education Programs
    - IGBAF-AR – Special Education – Individualized Education Program (IEP)
    - IGBAG-AR – Special Education – Procedural Safeguards
    - IGBAH-AR – Special Education – Evaluation and Eligibility Procedures
    - IGBAI-AR – Special Education – Private Schools
    - IGBAJ-AR – Special Education – Free Appropriate Public Education (FAPE)
    - IGBAL-AR – Special Education – Services for Home-Schooled Students with Disabilities

All AR's will move forward to a second reading.

ACTION ITEMS

A. **Consent Agenda** – Becky Tymchuk

1. **Personnel**
BE IT RESOLVED that the employee(s) who are recommended herein for administrator and teacher elections, leaves of absence, and resignations/terminations are accepted by the School Board as submitted at this meeting.
2. **Approval of School Board Meeting Minutes**
BE IT RESOLVED that the minutes for the December 16, 2019 business meeting are hereby approved.
3. **Grant Report**
BE IT RESOLVED that the Grant report be and hereby is approved as submitted.
4. **Public Contracts**
BE IT RESOLVED that the School Board authorizes the Superintendent or a designee to obligate the District for the public contract items as submitted at this meeting.

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

BOARD COMMUNICATION – Board Members

A. Individual School Board Member Comments

- Becky Tymchuk – The William Walker dedication was a great day. February 5th is *Oregon's Read Out Loud Day*. There will be readers in schools on that day but they could still use volunteers. She acknowledged the work of the staff and all of the work over the weekend with the BHS fire.
- LeeAnn Larsen – Reminder that January 29th will be the Legislative Summit at Northwest Regional ESD at 6:00 p.m.
- Tom Colett also attended the William Walker dedication. He was so impressed with the building.
- Susan Greenberg was at a meeting last week regarding cultural responsiveness around cultural holidays.
- Anne Bryan is glad to see that we are looking at the observance of religious and cultural holidays as being important to families and how to provide considerations for scheduling, testing, etc.

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 9:23 p.m.

INFORMATION ITEMS

- Bond Program Status Report

Submitted by

Mary Hawkins

_____

Mary Hawkins

Becky Tymchuk

_____

Becky Tymchuk, School Board Chair

BEAVERTON SCHOOL DISTRICT
School Board Work Session
Administration Office
February 3, 2020
3:00 p.m.

WE EXPECT EXCELLENCE WE INNOVATE WE EMBRACE EQUITY WE COLLABORATE

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

Staff Present:

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Mike Schofield	Associate Superintendent of Business Services
Sue Robertson	Chief Human Resource Officer
Maureen Wheeler	Public Communications Officer
Camellia Osterink	District Legal Counsel
Josh Gamez	Chief Facilities Officer
Pat McCreery	Administrator of Equity and Inclusion
Toshiko Maurizio	Administrator for Multilingual Programs
Danielle Hudson	Administrator for Student Services
Ken Struckmeier	Executive Administrator for Middle Schools
Kayla Bell	Administrator for Curriculum, Instruction & Assessment
Brian Sica	Administrator for Curriculum, Instruction & Assessment
Toshiko Maurizio	Administrator for Multilingual Programs
Ginny Hansmann	Deputy Superintendent of Teaching & Learning
Patrick Meigs	Executive Administrator for Elementary Schools
Kathleen Skidmore	Executive Administrator for Elementary Schools
John Peplinski	Administrator for Curriculum, Instruction & Assessment
Steve Langford	Chief Information Officer
Jon Bridges	Administrator for Accountability
Jon Franco	Executive Administrator for High Schools & Option Programs

Visitors: 2
Media: 0

WELCOME – Becky Tymchuk
School Board Chair, Becky Tymchuk called the meeting to order at 3:05 p.m.

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

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

DISTRICT STRATEGIC MEASURES – Ginny Hansmann and T & L Team
The School Board received progress on Beaverton's District's Strategic Plan Measures. The Strategic Plan measures data, the analysis of successes and issues, the description of short and long-term action plans organized into five sections: 1) principal learning action plans; 2) English Language Arts K-11; 3) Math and Science K-11; 4) high school graduation and 5) K-12 attendance.

All schools presented a School Learning Plan in the fall. Principals were asked to determine areas of focus and goals based on state-wide data. All 54 principals presented their goals, strategies and engaged in conversation with the execs, Don and other administrators. This has led to increased accountability. School reports to the Board are tied to their School Learning Plan.

Teaching and Learning is focused on equity and leadership, consistent curriculum/instruction implementation in all classrooms, meaningful feedback to students and teachers and social emotional learning.

Early Learning currently serves 250 students in seven pre-k classrooms with 2 new classrooms being added each year. Classes are four days a week in the am and pm for 2.5 hours. The district currently has partnerships with Northwest Regional ESD, Morrison Center, Teaching Preschool Partners and Children's Institute.

Teachers College has six elementary reading lab schools in Cedar Mill, Greenway, Hazeldale, Oak Hills, Terra Linda and William Walker. PD is available for elementary and middle school principals.

ELA has seen success with 75% of kindergarten student meeting or exceeding by the end of kindergarten as assessed on IRLA. The district's 3rd and 5th grade students outperformed the state average by 14-16%. Proficiency rates for black students in 5th grade have increased over the last five years from 43.5% to 52.4%.

ELA still has challenges in that outcomes are still predictive of socio-economic status, English language proficiency, race and ability.

Math at the secondary level is seeing a higher percentage of students meeting ACT college readiness and a decrease in D/F's and an increase in A/B's in AGS1 and AGS2. What's challenging is our outcomes in math are still predicted by a student's race and socio-economic status and the enrollment in higher level math courses does not reflect the demographics of the district or individual schools.

Teachers at our most poverty impacted schools (AHS, MVMS, FOMS) have engaged in a multi-year project with the goal of improving the math experience for students.

Math action plans include expanding coaching to increase classroom level implementation of adopted practices/curricula, increase the use of practice opportunities, increase the use of common assessment practices and continue to investigate supported accelerated access at the middle level.

Graduation and CTE - The four year graduation rate is at an all-time high for economically disadvantaged Ever English Language Learners, Asian, Hispanic/Latino, Pacific Islander and Multiracial students. Challenges include students with disabilities in Beaverton are less likely to graduate than their Oregon peers. They will be focusing on 9th grade on track, the expansion of BSD Flex and Credit Recovery opportunities including learning target recovery and CTE opportunities.

AVID statistics – in 2019 the district served 210 seniors. Of those seniors 98% graduated on time and 63% enrolled in college. 75% qualified for FRLU, 78% identified as first generation college, 53% are multilingual learners and 80% identified themselves from an under-represented group.

CTE will start two new district magnet programs next year: Manufacturing at Westview and Construction at Merlo. M98 funds will support facilities and equipment enhancements throughout the BSD programs.

Attendance – in 2018 – 2019 the attendance rate was 82.9% for regular attenders. There is a need for care teams in buildings looking at data and creating multi-tiered systems of support.

Questions/Comments:

- Very concerned about students of color, it's concerning how we are not focused on the growth mindset. *This is about changing our mindset. The work that is being done is both immediate and long term. Implicit Bias Training will be provided in March for all administrators and supervisors. All staff will be doing a 16-minute module training in equity next fall. The district is looking at partnering with the Oregon Center for Equity for future training. The Leadership Summit this summer will be equity focused. The Social Studies Cadre recently met to view curriculum that much better reflects our student body.*
- Disproportionate suspension rates for students of color. Some schools are bigger offenders than others, some teachers are having more difficulty than others. *One of the systems that changed last year was the elimination of the Bridges program. Along with that change came the sense of urgency to figure out what to do intervention-wise and at a building level. Case teams go into buildings to push principals to reflect on suspensions. Last year we had 45 expulsions and to date this year we have only had 14. It's hard work.*
- What is the district doing to make principals understand the problem and what about the accountability piece? Who will be leading the accountability charge? *This is what we have been doing from a leadership standpoint. Principals can tell you where they are lacking. We will continue to call out race issues. There are a lot of discussions at the Cabinet level. Critical conversations are taking place with the data that principals presented in their School Learning Plans in the fall. There is a deep sense of urgency taking place. This is a complex issue and it is not just in Beaverton. It is state-wide.*
- State-wide testing – is it the right test for all of our students and is it equitable?
- It would be nice as a Board to have access to the School Learning Plans.
- We have heard from the principals that it's the teachers that are struggling with the concepts. How long do we wait for teachers to get the concept? *Everyone agrees but believes that we are headed in the right direction. The depth to how we teach our critical thinking has far surpassed what has been taught in the past. The accountability has never been this high in the district as it is now. Our teachers and principals are feeling the high accountability and stress that goes with it.*
- It would be great to see a list of the different programs and which year they started and how many students are in those programs. It would also be nice to see additional data added on to the yearly report with principal names added. Could we see data from a longer period of time?
- When we get the data could the cohort data be pulled together instead of having to do it on our own?
- Very discouraged with the data. We have to change the way we are doing things. We are not advancing our students. The fact that the scores of students of color has dropped should be a wakeup call that challenges our leadership at the school level to do better.
- How are our students feeling? Can that be measured?
- How do we measure social emotional learning?
- Our chronic non-attenders are experiencing so many social emotional learning issues.
- Would like more metrics and data on the SEL and Student Success Coaches.
- Is the FLEX on line program expanding? *We have long term plans to expand but need more teachers.*

All of this information will be taken back to the Board committee level and brought back at the April 6, 2020 School Board Work Session.

MIDDLE SCHOOL SCHEDULES – Ken Struckmeier
In September 2019, Deputy Supt. Ginny 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 requested by Supt. Don Grotting. The group met September – December 2019 to research, strategize and discuss the courses and schedules that would best meet the needs of students in Beaverton middle schools.

Teachers in neighborhood middle schools attended staff meetings on January 21, 2020 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 until February 6th. On February 6th each neighborhood middle school will host a Community Middle School Experience Listening and Learning Session where families will be provided with the same information that staff received and participate in a survey that will remain open until February 19th.

Supt. Grotting will consider the feedback from the staff and community to make a final decision and create an implementation timeline for the Common Middle School Experience.

Questions/Comments:

- All principals have agreed on schedules, is there a way to conduct the parent meetings so that the choices are not skewed by the meeting leader? *Middle School principals share a vision and have a common commitment.*
- What are the next steps in this process? *The Planning Committee has seen four proposals that have been proposed. There are the Board priorities and there are principal priorities. Those four schedules were created out of those needs. They were looking for 85 minutes of study in Humanities. The Planning Committee is focused on AVID students and single identified and being able to take a single year-long elective. Budget will determine the staffing and plan time in the different models.*
- Is there an explanation of the process and results of the survey available to the parents? *Yes, the feedback will be shared back with them. It would be nice, but we are not going to find that every stakeholder has a shared vision of what they aspire to. Whatever the decision is, the communication is critical as well.*
- One of the Board expectations is that it is a common experience at <u>all</u> middle schools.
- When will we hear next? *This will come back to the Planning Committee and then to the Board once a schedule has been selected.*

It is a complex issue and there are a lot moving points. The goal was to start next year. But it has to be done right and we need to understand the budgetary implications. Next steps will include a staff survey which will close on February 6, 2020 and that survey will be made available to the superintendent. On February 6, 2020 all middle schools will have information nights.

School messenger went out last week about the information nights and another reminder will be going out tomorrow. One of the schools, Conestoga, will be livestreamed for parents to watch. Principals are actively working with their different communities to encourage them to attend the Thursday evening event.

Five Oaks Middle School
Since we were unable to hold the Board Work Session at Five Oaks Middle School due to a broken water pipe Shirley Brock addressed the School Board at Central Office. This year has been a stressful but rewarding year. Bringing Rachel Carson back to Five Oaks has been difficult on the staff and on the students. They are seeing an increase in student behavior. Principal Brock invited all Board members to visit the new building and see what is going on in the classrooms.

Questions –

- How is the Rachel Carson program? *Because of resources they have had to reduce some staffing. Some Rachel Carson parents are still not happy but most are happy.*
- What about the Rachel Carson classrooms being in the center of the school*?* Are there windows in the classrooms for Rachel Carson? *Before, the classrooms were more isolated. Shirley chose to put them in the center because they started at 7:00 a.m. in the morning and are close to counselors and the library. It's stressful because teachers are having to interact with students who are not in the Rachel Carson program. Since Rachel Carson is an option program there is a different level of students. There are no windows in the Rachel Carson classrooms.*
- Is there an encouragement of the feeder schools to Five Oaks to apply to Rachel Carson? *Yes, there is some.*
- Do we know who will be the new principal at Five Oaks after Shirley's retirement in June? *No, the process is just getting started.* Is Five Oaks being marketed as a warm and welcoming school to prepare for the boundary change? *Hoping that the upcoming Family Fun Night and 5th Grade Family Night will be an opportunity. Once the boundaries are determined more decisions will be made.*
- Is there anything the Board can do to support the staff? *Shirley will get back with ideas.*
- Are a lot of people attending the meeting on Thursday night? *No, not a lot of Five Oaks parents will attend. Shirley is looking at doing additional meetings. A lot of her parents work at night and have young children.*
- Will the community garden be planted this spring? *Yes.*

BUDGET UPDATES – Mike Schofield
Mike reviewed the 2019 – 2020 budget, 2020-2021 budget process and timeline, financial reserves and next steps. No final projections for this year until March.

All Central Office departments have been making further reductions for next year and have been meeting with Don, Mike and Carl to explain their cuts and the impact to their departments. Any deeper Central Office cuts will definitely affect the level of support that we can provide to our schools.

We have a new staffing allocation model (SAM) that will use poverty as a factor. We have that model built and are in the process of trying to align the old SAM and the new SAM for next year.

Questions/Comments:

- Is it a possibility that Student Success Act funds will offset some of the deficit? *Yes*.
- PERS side account – is there a reason to invest in a PERS side account? *Mike thinks so, that PERS will continue to be a long term problem.*
- Won't the negotiations factor in? *Yes, we will have a discussion about negotiations later in the meeting tonight.*

ACTION ITEMS – Becky Tymchuk

Consent Agenda

1. Public Contracts
   BE IT RESOLVED that the School Board authorizes the Superintendent or a designee to obligate the District for the public contract items as submitted at this meeting.
2. Personnel
   BE IT RESOLVED that the employee(s) who are recommended herein for administrator and teacher elections, leaves of absence, and resignations/terminations are accepted by the School Board as submitted at this meeting.
3. Second Reading of School Board Policy DBDB – Financial Reserves
   BE IT RESOLVED that the School Board approved School Board Policy DBDB – Financial Reserves.
4. Second Reading of School Board Policy DFA – Investment of Funds
   BE IT RESOLVED that the School Board approved School Board Policy DFA – Investment of Funds.
5. Second Reading of I Policy AR's
   BE IT RESOLVED that the School Board approved the second readings of I Policy AR's as listed below:
   - IGBA-AR – Special Education – Participation in Regular Education Programs**
   - IGBAE-AR – Special Education – Participation in Regular Education Programs**
   - IGBAF-AR – Special Education – Individualized Education Program (IEP)**
   - IGBAG-AR – Special Education – Procedural Safeguards**
   - IGBAH-AR – Special Education – Evaluation and Eligibility Procedures**
   - IGBAI-AR – Special Education – Private Schools
   - IGBAJ-AR – Special Education – Free Appropriate Public Education (FAPE)
   - IGBAL-AR – Special Education – Services for Home-Schooled Students with Disabilities**

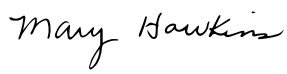
LeeAnn Larsen made the motion to adopt the Consent Agenda. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Eric Simpson, Anne Bryan, Susan Greenberg, Donna Tyner, LeeAnn Larsen and Tom Colett.

MID-YEAR SCHOOL BOARD EVALUATION – Becky Tymchuk

- Committee structure – is it working? Yes, more so in past years. People are engaged and things are getting done and reported on. Don's Board Updates provide a lot of information.
- Director Tymchuk asked if there needed to be more committees or task forces. General consensus was no.
- More opportunities to talk about things would be helpful.
- When things happen midstream is there an opportunity for those things to rise up to the Board committee?
- Public comments – the response process needs to be improved.
- School Board members do not like the setup of Board emails on the website. IT and Community Involvement will work on a better solution.
- Board members would like to meet with Washington County Commissioners in the near future.
- Would like to have an equity training at the April Work Session.

The meeting was adjourned at 7:52

Submitted by



_____

Mary Hawkins

Becky Tymchuk, School Board Chair

GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Secondary Career Pathway Funding	Oregon Dept. of Education	$271,711	15 Nov 2019	15 Dec 2019	Permission to receive funds
Secondary Career Pathways funds support the continued growth of approved Career and Technical Education (CTE) Programs of Study that lead to high wage and high demand occupations.					
Title IC (Summer School)– Education of Migratory Children	Oregon Dept. of Education	$82,000 (est.)	1 May 2020	25 May 2020	Permission to apply
The migrant summer school program provides help with reading and math for children who move frequently because they, their parents, or guardians work in agriculture, fishing, or forestry.					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded

RECOMMENDATION:
It is recommended that the proposals be approved.

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

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

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.

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.

Attachment A
March 9, 2020

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	
District-Wide Auditorium Upgrades	Aaron Boyle	ITB 19-0037	ASA Construction LLC	$806,372.00	03/2020	09/2020	Authorization to Award Contract
Beaver Acres Seismic Upgrades	Aaron Boyle	ITB 19-0040	INLINE Commercial Construction	$4,896,699.00	05/2019	09/2020	Authorization to Award Contract
District-Wide Fire Alarm Communicators	Aaron Boyle	Sourcewell Cooperative Contract 031517 SGL	Johnson Controls, Inc.	$299,662.03	03/2020	12/2020	Authorization to Award Contract
Terra Linda ES Re-pipe and Restroom Remodel	Aaron Boyle	ITB 19-0036	Fulcrum Construction and Building Services LLC	$799,492.37	07/2019	09/2020	Authorization to Award Contract
Propane Fuel for School Buses	Craig Beaver	ORPIN Price Agreement 8680	FerrellGas	$160,000.00	07/2019	06/2020	Authorization to Award Contract
Renewal of License and Support for District phone system	Kevin McMillian	RFP 14-0022	Inflow	$264,240.00	11/30/2019	11/29/2022	Authorization to Award Contract
Peanuts – Processing of USDA Foods	Charity Ralls	RFP 19-0032	Smucker's	$221,000	07/2020	06/2021	Authorization to Award Contract
Chicken – Processing of USDA Foods	Charity Ralls	RFP 19-0034	Tyson	$410,000	07/2020	06/2021	Authorization to Award Contract

PROJECT NAME: District-Wide Auditorium Upgrades

PROJECT TIMELINE: 01/2016–12/2020

PROJECT BUDGET: $6,475,346.00

PROJECT SCOPE: This multi-year project encompasses several auditorium and stage upgrades at Aloha (AHS) Beaverton (BHS), Southridge (SRHS), Sunset (SHS) and Westview (WHS) High Schools, including critical safety issues and concerns and specific lighting systems updates.

CONTRACT NAME: General Contractor (GC) Services Auditorium Phase 4 Upgrades

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 19-0037

CONTRACT TIMELINE: 03/2020–09/2020

CONTRACT AMOUNT: $806,372.00

CONTRACT SCOPE: This portion of the project adds GC services as listed below:
BHS: addition of new manual and motorized line-sets. New ladders with cages and a platform will be added to access the walking grid from the mezzanine. The existing access ladder to be removed.

SRHS: new work lighting and replacement of existing fixtures at the stage grid and perimeter aisle lighting. An add-alternate to retrofit seating aisle lamps is included.

WVHS: upgraded production lighting system and new emergency lighting in the Black Box will be added. Existing perimeter step light fixtures and working lighting will be replaced. An add-alternate to retrofit seating aisle lamps is included.

RECOMMENDATION: Authorization to Award Contract to ASA Construction LLC

FUNDING SOURCE: 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; District Wide Auditorium Upgrades

BEAVERTON SCHOOL DISTRICT

BOARD MEETING DATE
March 9, 2020

WE EXPECT EXCELLENCE WE INNOVATE WE EMBRACE EQUITY WE COLLABORATE

PROJECT NAME: Beaver Acres Seismic

PROJECT TIMELINE: 05/2019 – 09/2020

PROJECT BUDGET: $8,232,283.00

PROJECT SCOPE: Seismic upgrades related to Oregon seismic grant, roof replacement, domestic water re-pipe and storefront replacement.

CONTRACT NAME: General Contractor (GC) Beaver Acres Elementary School (BAES) Seismic Upgrades

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 19-0040

CONTRACT TIMELINE: 05/2020 – 09/2020

CONTRACT AMOUNT: $4,896,699.00

CONTRACT SCOPE: Provide General Contractor services for BAES seismic improvements.

RECOMMENDATION: Authorization to Award Contract to INLINE Commercial Construction

FUNDING SOURCE: 2014 Bond; Modernization, Regulatory Compliance; Seismic Upgrades, and BAES Seismic Rehabilitation Grant ($2.5M); Beaver Acres Seismic

BEAVERTON SCHOOL DISTRICT

BOARD MEETING DATE
March 9, 2020

WE EXPECT EXCELLENCE WE INNOVATE WE EMBRACE EQUITY WE COLLABORATE

PROJECT NAME: District-Wide Fire Alarm Separation

PROJECT TIMELINE: 02/2020–12/2020

PROJECT BUDGET: $434,211.00

PROJECT SCOPE: Separate fire alarm communications from intrusion system communications.

CONTRACT NAME: Fire Alarm Communicators

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Sourcewell Cooperative Contract 031517 SGL

CONTRACT TIMELINE: 03/2020–12/2020

CONTRACT AMOUNT: $299,662.03

CONTRACT SCOPE: Furnish and install new fire alarm communicators

RECOMMENDATION: Authorization to Award Contract to Johnson Controls, Inc.

FUNDING SOURCE: Insurance Reserve Fund

BEAVERTON SCHOOL DISTRICT

BOARD MEETING DATE
March 9, 2020

WE EXPECT EXCELLENCE WE INNOVATE WE EMBRACE EQUITY WE COLLABORATE

PROJECT NAME: Terra Linda ES Re-pipe and Restroom Remodel

PROJECT TIMELINE: 06/2020 – 09/2020

PROJECT BUDGET: $1,736,000.00

PROJECT SCOPE: Replacement of domestic water piping throughout the building; replacement of some water heaters and drinking fountains; Installation of new drinking fountains; remodel lockers area, bathrooms, and associate work.

CONTRACT NAME: General Contractor (GC) Services Terra Linda Re-pipe and Restroom Remodel

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 19-0036

CONTRACT TIMELINE: 07/2019 – 09/2020

CONTRACT AMOUNT: $799,492.37

CONTRACT SCOPE: GC services to complete re-piping, replace water heaters and drinking fountains, install new drinking fountains and re-model lockers area and bathrooms.

RECOMMENDATION: Authorization to Award Contract to Fulcrum Construction and Building Services LLC

FUNDING SOURCE: 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; Terra Linda ES Re-pipe and Restroom Remodel

PROJECT NAME: Increase Propane Fuel Purchase

PROJECT TIMELINE: 7/1/19–6/30/20

PROJECT BUDGET: $160,000.00

PROJECT SCOPE: Propane Fuel for School Buses

CONTRACT NAME: FerrellGas

RECOMMENDED BY: Craig Beaver

SOLICITATION METHOD: ORPIN Price Agreement 8680

CONTRACT TIMELINE: 7/2019–6/2020

CONTRACT AMOUNT: $160,000.00

CONTRACT SCOPE: Propane Fuel for School Buses

RECOMMENDATION: Authorization to Award Contract to FerrellGas

FUNDING SOURCE: General Fund

PROJECT NAME: Inflow Communications Inc.

PROJECT TIMELINE: 12/2/2019 – 06/30/2023

PROJECT BUDGET: $264,240.00

PROJECT SCOPE: Contractor to provide licensing for District phone system along with maintenance support.

CONTRACT NAME: Inflow Communications Inc.

RECOMMENDED BY: Kevin McMillian, Administrator for Information Technology

SOLICITATION METHOD: RFP 14-0022

CONTRACT TIMELINE: 11/30/2019 – 11/29/2022

CONTRACT AMOUNT: $264,240.00. Amount is billed annually at $88,080.00

CONTRACT SCOPE: Contractor to provide licensing for District phone system along with maintenance support.

RECOMMENDATION: Authorization to award contract to Inflow.

FUNDING SOURCE: General Fund

PROJECT NAME: Peanuts - Further Commodity Processing

PROJECT TIMELINE: 07/2020–06/2021

PROJECT BUDGET: $221,000

PROJECT SCOPE: Contractor to provide Beaverton School District Nutrition Services with further processed peanut products in the form of Peanut Butter and Jelly Sandwiches for a one-year contract with options to renew for four additional years.

CONTRACT NAME: Processing of USDA Foods

RECOMMENDED BY: Charity Ralls, Administrator for Nutrition Services

SOLICITATION METHOD: Request for Proposal 19-0032

CONTRACT TIMELINE: 7/2020–6/2021

CONTRACT AMOUNT: $221,000

CONTRACT SCOPE: Provision of further processed peanuts in Peanut Butter and Jelly Sandwiches as requested by Beaverton School District Nutrition Services.

RECOMMENDATION: Authorization to Award Contract to Smucker's

FUNDING SOURCE: Nutrition Services

PROJECT NAME: Chicken - Further Commodity Processing

PROJECT TIMELINE: 07/2020–06/2021

PROJECT BUDGET: $410,000

PROJECT SCOPE: Contractor to provide Beaverton School District Nutrition Services with further processed chicken products for a one-year contract with options to renew for four additional years.

CONTRACT NAME: Processing of USDA Foods

RECOMMENDED BY: Charity Ralls, Administrator for Nutrition Services

SOLICITATION METHOD: Request for Proposal (RFP) 19-0034

CONTRACT TIMELINE: 7/2020–6/2021

CONTRACT AMOUNT: $410,000

CONTRACT SCOPE: Provision of further processed chicken as requested by Beaverton School District Nutrition Services.

RECOMMENDATION: Authorization to Award Contract to Tyson

FUNDING SOURCE: Nutrition Services

BEAVERTON SCHOOL DISTRICT

BOARD MEETING DATE
March 9, 2020

WE EXPECT EXCELLENCE WE INNOVATE WE EMBRACE EQUITY WE COLLABORATE

BEAVERTON SCHOOL DISTRICT INTER DISTRICT TRANSFER PROCESS, 2020-2021

BACKGROUND INFORMATION:
Senate Bill 709 was enacted by the February 2015 Legislature, providing new rules for school choice for Oregon students. Senate Bill 709 will be applied to the 2020–2021 school year.

The proposal for 2020-2021 Inter District Transfers is as follows:

- Approval for all seniors into, and out of, the Beaverton School District
- Approval of hardship requests into, and out of, the Beaverton School District as defined by Senate Bill 709 for student health and/or safety interests.

- Unfilled Beaverton School District Open Enrollment slots will be open for Inter District Transfers at the following schools:

Errol Hassell Elementary - 16
- 7 students @ grade 1
- 9 students @ grade 5

Fir Grove Elementary – 26
- 8 students @ grade 3
- 10 students @ grade 4
- 8 students @ grade 5

Kinnaman Elementary – 15
- 15 students @ grade 2

McKay Elementary – 25
- 5 students @ grade 2
- 7 students @ grade 3
- 7 students @ grade 4
- 6 students @ grade 5

Terra Linda Elementary – 6
- 4 students @ kindergarten
- 2 students @ grade 1

Southridge High School - 5
- 5 open slots for students (no grade levels designated)

RECOMMENDATION:
It is recommended that the Beaverton School District Board approve the Inter District Transfer proposal for the 2020–2021 school year.

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

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

BEAVERTON SCHOOL DISTRICT

BOARD MEETING DATE
March 9, 2020

WE EXPECT EXCELLENCE WE INNOVATE WE EMBRACE EQUITY WE COLLABORATE

BRAND NAME APPROVALS FOR FACILITIES PROJECTS

POLICY ISSUE / SITUATION:
Oregon procurement rules state that specifications for public improvement contracts may not expressly or implicitly require any product by a brand name. However, ORS 279C.345 allows a local contract review board to exempt certain products from this restriction. A year-long effort to update the District's technical design specifications for the 2014 Bond construction program has also developed a list of products staff recommend be approved by the Board as exemptions from the brand name restriction.

Attachment (A) incorporates approvals as of the 3/09/2020 Board Meeting.

BACKGROUND INFORMATION:
On a limited basis, it is in the District's best interests to utilize proprietary, brand name parts and materials. Generally, these materials are used in situations where new items should match existing District building components to ensure efficient maintenance operations, or where the use of a single product is necessary to get the quality, durability, and function required by the long required economic life of the District's assets.

ORS 279C.345 states that a local contract review board may allow brand name requirements upon making any of the following findings:

a) It is unlikely that the exemption will encourage favoritism in the awarding of public improvement contracts or substantially diminish competition for public improvement contracts;
b) The specification of a product by brand name or mark, or the product of a particular manufacturer or seller, would result in substantial cost savings to the contracting agency;
c) There is only one manufacturer or seller of the product of the quality required; or;
d) Efficient utilization of existing equipment or supplies requires the acquisition of compatible equipment or supplies.

Attachment (A) identifies the applicable finding for each of the products listed.

RECOMMENDATION:
It is recommended that the Board approve the products listed on Attachment (A) as required brand name items in contract specifications.

BE IT RESOLVED that the Beaverton School District Board of Directors approves an exemption to ORS 279C.345 and authorizes use of brand names in public improvement contract specifications for the items listed in Attachment (A) based upon the findings listed.

BEAVERTON SCHOOL DISTRICT

March 9, 2020

BRAND NAME APPROVALS FOR FACILITIES PROJECTS
Approved by Beaverton School Board Resolution 3/09/2020

ORS 279C.345 states that a local contract review board may allow brand name requirements upon making any of the following findings:

a) It is unlikely that the exemption will encourage favoritism in the awarding of public improvement contracts or substantially diminish competition for public improvement contracts;
b) The specification of a product by brand name or mark, or the product of a particular manufacturer or seller, would result in substantial cost savings to the contracting agency;
c) There is only one manufacturer or seller of the product of the quality required; or;
d) Efficient utilization of existing equipment or supplies requires the acquisition of compatible equipment or supplies.

BSD Technical Standard	Product	ORS 279C.345 Finding
Division 26	Eaton Corporation	d

Matt Lichtenfels, Energy Manager, Beaverton School District, 2/1/20 – Maintenance Electrical Department has agreed to expand lighting manufacturer offerings from Eaton Corporation as an 'or/ equal' lighting option for interior/ exterior fixtures, lighting control systems and exterior stadium lights. Adding Eaton to our brand name call out listing will expand lighting fixture and control options as well as elicit price competition all the while retaining quality of product, service, and warranty.

Eaton was selected because it is one of the three largest lighting manufactures in the world that offers industry leading innovation, reliability, price point and product warranty. Eaton has advanced R&D and high-level quality assurance of products that are fully engineered and developed products. Additionally, Eaton has exceptional local and factory product and system support. Finally, Eaton products are easily and readily available in this region and available in quantities that a large school district like BSD would require.

BEAVERTON SCHOOL DISTRICT

BOARD MEETING DATE
March 9, 2020

WE EXPECT EXCELLENCE WE INNOVATE WE EMBRACE EQUITY WE COLLABORATE

Hope Chinese Charter Amendment

POLICY ISSUE/SITUATION

The current Hope Chinese Charter is for the term July 1, 2018 to June 30, 2023. The Charter is automatically amended to conform to any amendment to the State's Charter School law or any related ordinance, regulation, order, or rule. Any other amendment or modification to the Charter must be in writing and authorized by the Board.

BACKGROUND INFORMATION

The enrollment section of the Charter stipulates that the Charter School may not limit admission or discriminate against any person on the basis of actual or perceived race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, disability, linguistic background. Hope Chinese wishes to add language allowing the Charter School the option to develop a proposal to be submitted for approval by the District that will allow the Charter School to implement Chinese language proficiency requirements for students who enroll in the Charter School after being enrolled in non-Chinese language immersion elementary educational programs. The purpose of such a policy is to ensure sufficient Chinese language proficiency at a level that will allow a student to maximize his or her performance and achievement in the Charter School's educational program. Any proposal will comply with applicable state and federal law. Any language proficiency policy proposed under this amendment (if approved by the Board) will be reviewed and approved by the Director for Multilingual Programs.

The Arco Iris Charter has similar language to that proposed by Hope Chinese and Arco Iris recently implemented a language proficiency policy for student first enrolling at Arco in 3rd grade and beyond approved by the Multilingual Department.

The proposed Charter amendment was approved by the Hope Chinese Charter Board on February 19, 2020.

RECOMMENDATION:

The Board approve the amendment proposed by Hope Chinese to the Charter.

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."

CHARTER SCHOOL AMENDMENT 1
HOPE CHINESE CHARTER SCHOOL

This Charter School Amendment (this "Amendment"), dated effective as of July 1, 2020, is entered into by and between Beaverton School District No. 48, an Oregon public school district (the "District"), and Hope Chinese Charter School ("HCCS"), an Oregon nonprofit corporation, and amends the Charter School Agreement ("Charter") dated July 1, 2018.

6. ENROLLMENT

Charter provision 6.8 is amended to read:

1.8 Nondiscrimination Standards. The Charter School may not limit admission or discriminate against any person on the basis of actual or perceived race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, disability, linguistic background, culture, or geographic location, the terms of an individualized education program, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level. Additionally, the Charter School may not discourage students otherwise eligible to attend the Charter School, including any student with special needs, from applying to or attending the Charter School. The Charter School shall have the option to develop a proposal to be submitted to and approved by the District that will allow the Charter School to implement Chinese language proficiency requirements for students who enroll in the Charter School after being enrolled in non-Chinese language immersion elementary educational programs to ensure sufficient Chinese language proficiency at a level that will allow the student to maximize his or her performance and achievement in the Charter School's educational program. Such proposal shall comply with applicable state and federal law. This provision shall not be construed to obligate the District to approve any such proposal.

The parties have executed this Amendment as of the date written by each party's signature below.

BEAVERTON SCHOOL DISTRICT NO. 48J

By: Becky Tymchuk
Name: Becky Tymchuk
Title: School Board Chair
Date: 3/9/2020

HOPE CHINESE CHARTER SCHOOL

By: Jennifer Shih
Name: Jennifer Shih
Title: Board Chair
Date: 2/19/2020

Northwest Regional
Education Service District

Annual Report
2018–19

FOREWORD

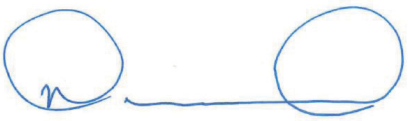
Dan Goldman
Superintendent

To the school boards, superintendents and communities across Clatsop, Columbia, Tillamook and Washington counties:

I'm proud to present my inaugural annual report as the superintendent of Northwest Regional Education Service District. When I joined the agency in July 2019, it was clear that I was joining a region deeply committed to student success, equity, partnership and results. What I now know is that the 20 school districts across our four counties work shoulder-to-shoulder—regardless of zip code, race, family-income or personal story—to ensure our children have access to early learning opportunities, highly trained professional educators, special education services, Outdoor School, STEM opportunities and more.

I hope this annual report can serve to demonstrate our steadfast commitment to transparency, as much as it can cue conversations about the future and shared aspirations for our young people. I look forward to our continued partnership in delivering high-quality, innovative services with students always at the center of everything we do.

I look forward to our continued partnership in delivering high-quality, innovative services and support, with students always at the center of everything we do.

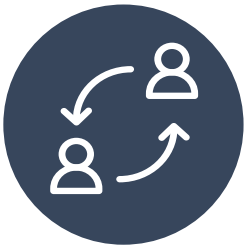


OUR MISSION & VALUES

In partnership with the communities we serve, Northwest Regional Education Service District improves student learning by providing equitable access to high-quality services and support.

Student Success
Improving student outcomes is the core of our work. We believe all students can fulfill their potential. Our programs, services and supports provide districts and families high-quality learning opportunities to realize this belief.

Partnership
We work in partnership with families, districts and other educational providers to increase impact and leverage resources. We provide seamless learning opportunities and transitions for all students from birth to 21.



Equity
We are committed to equitable outcomes for the diverse communities we serve. We strive to eliminate achievement gaps for students and provide equitable access to services for our partner districts, regardless of size and geography.

Innovative Service
We offer specialized services to students, families and districts through skilled and responsive providers who are committed to excellence. Our innovative service delivery allows us to maximize resources for partner districts and preserve their local budgets, while providing the highest-quality services.

BOARD OF DIRECTORS

Renée Bruce, Chair

Social service position
Renée has more than 20 years of experience managing social support programs. In 2019, she stepped down as the Director of Family & Community Resources at Community Action in Washington County. In addition to her work with NWRESD, she serves on the boards of Creating Assets Savings & Hope, Essential Health Clinic and the Washington County Housing Advisory Board. She chairs the Washington County Childhood Care & Education Advisory Committee. She has two grown children who attended Beaverton Schools.

Christine Riley

Zone 1: Gaston, Sherwood and Tigard-Tualatin school districts
Christine has been on the Gaston School Board since 2004 and has served on the NWRESD Board since 2012. She has long been a strong advocate of public service and community volunteering. Chris is a retired research director at Intel, and she currently owns Upstream Alpacas with her husband, Alan McConkie.

Dave Hollandsworth

Zone 2: Astoria, Banks, Forest Grove, Jewell, Knappa, Neah-Kah-Nie, Nestucca Valley, Seaside, Tillamook and Warrenton-Hammond, school districts
Dave is a longtime advocate of education, especially special education. He has a son with autism spectrum disorder who has received NWRESD services for many years. He currently serves as the chair of the Tillamook School District Board. Dave owns and operates an insurance agency in Tillamook. He is married to Cathy and has three children.

Lisa Poehlitz

Zone 3: Hillsboro School District
Lisa lives in Hillsboro and is a former member of the Hillsboro School District Board of Directors. She worked for the Sherwood School District in the Department of Teaching and Learning and retired in 2019. She is also the parent of a student who received services through NWRESD during his early childhood and K–12 education.

BOARD OF DIRECTORS

Tony Erickson

Zone 4: Beaverton (Beaverton and Sunset attendance areas), Clatskanie, Rainier, Scappoose, St. Helens and Vernonia school districts
Tony serves as Chief Operating Officer for Oregon Aero Inc., where he manages the company's daily operations. For the past 25 years, he has worked with the Scappoose-based manufacturing company, which designs advanced comfort and safety systems for the aviation industry, law enforcement and the military.

Karen Cunningham

Zone 5: Beaverton School District (Aloha, Southridge and Westview attendance areas)
Karen has been an advocate for public education and equity in education for many years. She served on the Beaverton School Board from 2001–13. She also served on the board of the Oregon School Boards Association. Karen and her husband live in Beaverton, have two grown sons and own a computer consulting business together.

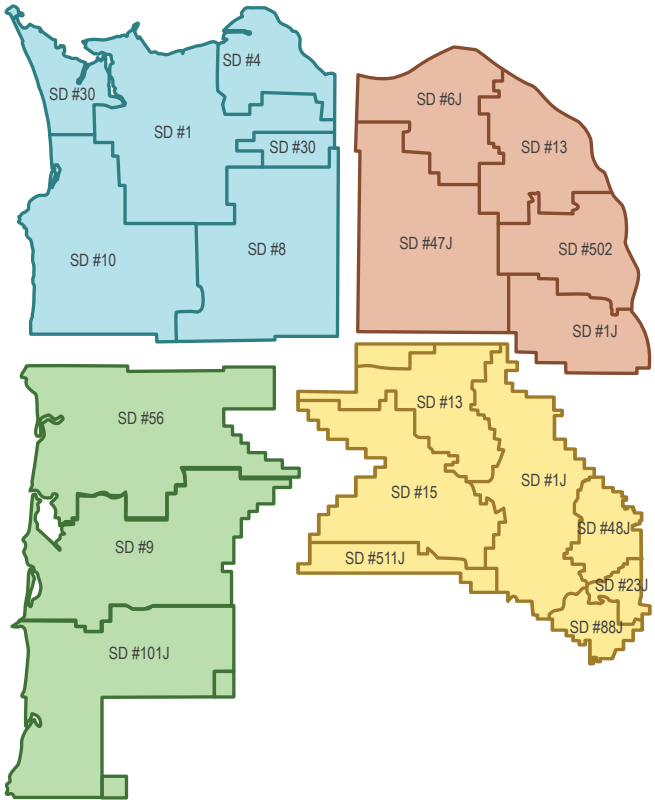
Ross Tomlin

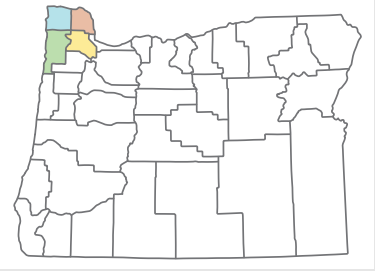
Higher education position
Ross spent 21 years as a full-time faculty member teaching Forestry and Natural Resources at the community college level. He also has nearly 20 years of experience as a college administrator. He has been the President of Tillamook Bay Community College since May 2017.

Marilyn McGlasson

At-large position
Marilyn is a retired educator with 33 years of experience as a teacher, counselor and principal. She served as superintendent for 18 years. She has also given back to the community as a volunteer and board member with various organizations. Marilyn currently serves as a Meals on Wheels volunteer and director of the Banks Alumni Foundation. In 2016, she was recognized for 30 years as an ESD Board member.

WHERE WE WORK





Clatsop County

Astoria (SD #1)
Jewell (SD #8)
Knappa (SD #4)
Seaside (#10)
Warrenton-Hammond (SD #30)

Tillamook County

Neah-Kah-Nie (SD #56)
Nestucca Valley (SD #101J)
Tillamook (SD #9)

Columbia County

Clatskanie (SD #6J)
Rainier (SD #13)
Scappoose (SD #1J)
St. Helens (SD #502)
Vernonia (SD #47J)

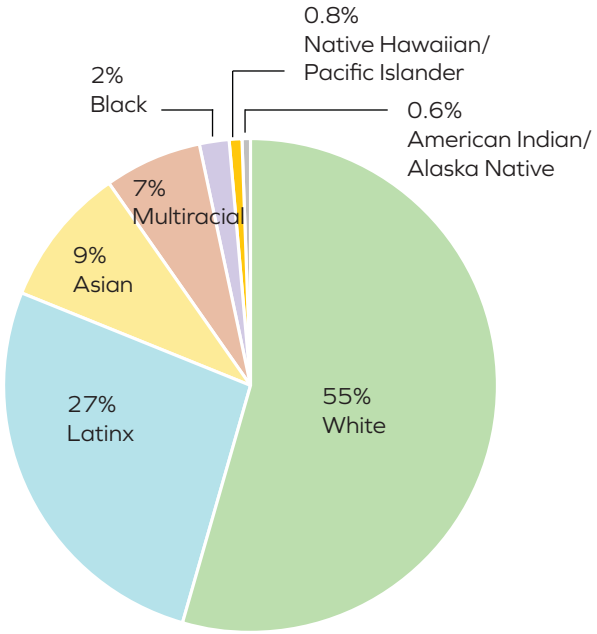
Washington County

Banks (SD #13)
Beaverton (SD #48J)
Forest Grove (SD #15)
Gaston (SD #511J)
Hillsboro (SD #1J)
Sherwood (SD #88J)
Tigard-Tualatin (SD #23J)

KEY DEMOGRAPHICS FOR OUR REGION

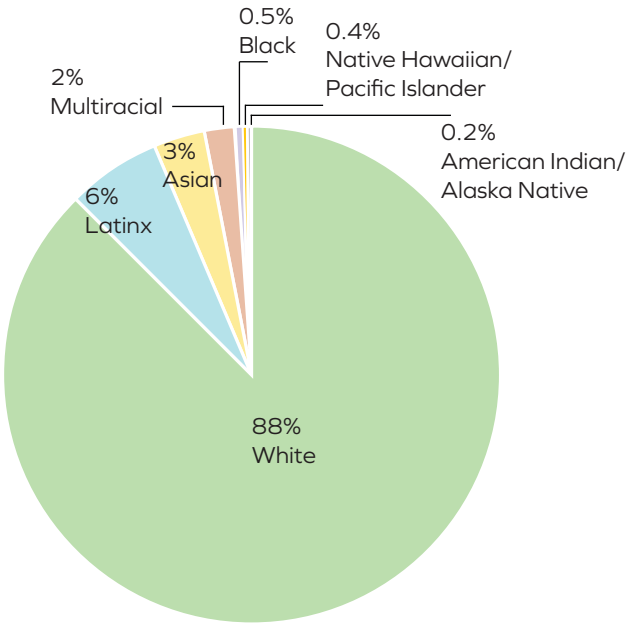
STUDENTS

- White (55%)
- Latinx (27%)
- Asian (9%)
- Multiracial (7%)
- Black (2%)
- Native Hawaiian/Pacific Islander (0.8%)
- American Indian/Alaska Native (0.6%)



TEACHERS

- White (88%)
- Latinx (6%)
- Asian (3%)
- Multiracial (2%)
- Black (0.5%)
- Native Hawaiian/Pacific Islander (0.4%)
- American Indian/Alaska Native (0.2%)



Numbers have been rounded for ease of reading.
Charts based on Oregon Department of Education's 2018-19 enrollment data and 2018-19 staff position collection data.

EARLY INTERVENTION & EARLY CHILDHOOD SPECIAL EDUCATION

Our Early Intervention and Early Childhood Special Education (EI/ECSE) program offers free services and support to families with young children who have special needs.

Members of the local community, such as parents, pediatricians, preschool teachers, and child care providers refer children to the EI/ECSE program. Once referred, our evaluation team determines whether a child qualifies for services. The evaluation team includes early childhood education specialists, speech-language pathologists, occupational therapists, physical therapists and school psychologists.

Early Intervention (EI) supports children, birth to three-years-old, at home and in community settings. The program provides parents with the tools, coaching and resources to enhance their child's physical, cognitive, communication, social-emotional and/or adaptive development.

Early Childhood Special Education (ECSE) delivers support to children, ages three to five, at our ECSE locations and at community preschools. NWRESD preschool settings are specialized and developmentally appropriate. The EI/ECSE teams also partner with and provide training and consultation to community preschools, child care providers, preschool teachers and school districts to maximize inclusion for children in the program.

Top Accomplishments in 2018–19

- We completed 2,828 EI/ECSE evaluations across all four counties: 200 in Clatsop, 225 in Columbia, 97 in Tillamook and 2,306 in Washington.
- We served 3,004 students in our EI/ECSE program. A total of 861 children received Early Intervention services at home. Early Childhood Special Education served 2,143 children at one of our centers or partner preschools.
- We transitioned a total of 771 children to kindergarten across all four counties: 60 from Clatsop, 43 from Columbia, 30 from Tillamook and 638 from Washington.
- We partnered with the Beaverton, Gaston, Hillsboro and Tigard-Tualatin school districts to operate nine collaborative preschools where 98 students with special needs have the chance to learn and play with their typically developing peers.

Teacher Katie Vsetecka works with a child who receives Early Intervention services. Along with his family, he attended the Beaverton Early Childhood Center's Harvest Fest Open House. Photo by Rebecca Esterline.

Key Focus Areas for 2019-20

1. Increase the number of collaborative preschools where children with special needs learn alongside their peers.

2. Improve the social and emotional skills of the children in our programs.

3. Increase EI/ECSE program visibility and accessibility by advertising, collaborating with pediatricians and health care providers, and partnering with school districts.

Children receiving ECSE services play with construction-themed toys at a preschool program in Vernonia, Oregon. Photo by Mallory Rutledge.

SPECIAL STUDENT SERVICES

Our Special Student Services team collaborates with 20 school districts in Clatsop, Columbia, Tillamook and Washington counties to provide services to students with disabilities from birth through age 21. Our skilled specialists serve students who experience autism spectrum disorder (ASD); behavioral or emotional disturbances; speech/language, vision, hearing or orthopedic impairments; learning disabilities; and intellectual delays. They also work with children who are medically fragile.

Our specialists provide a range of services including special education evaluation, specially designed instruction, consultation and professional development. Specialists may serve as part of evaluation teams to determine eligibility for special education services, then assist with developing an Individual Family Service Plan (IFSP) for children from birth to age 5 or an Individual Education Plan (IEP) for children from kindergarten through 12th grade.

Top Accomplishments in 2018–19

On Jan. 1, 2019, the criteria for autism spectrum disorder eligibility and evaluation requirements changed in Oregon. We provided nine workshops that trained approximately 200 people across the region; updated manuals, forms and the ASD technical assistance paper (in partnership with the Oregon Department of Education); and presented to 35 special education evaluators around the state.

The school psychology team developed student learning and growth goals to analyze referral data in order to make sure students who are learning English are not being over-identified for special education.

Our staff guest lectured about girls with autism spectrum disorder to 45 school psychology students at George Fox University and Lewis and Clark College.

The speech-language pathology program partnered with Oregon Health & Science University to offer a series of professional workshops on identifying, evaluating and intervening on cleft palate craniofacial speech disorders. About 60 speech-language pathologists participated.

The deaf and hard of hearing team improved the way it tracks student progress so that students and their families receive more consistent and cohesive services.

The motor team developed service guides about our occupational and physical therapy and nursing services and posted them on NWRESD's website. These documents will be used to support individualized education teams to determine best service delivery practices.

Nearly all members of the 10-person vision team participated in the first-ever regional training on cortical vision impairment. The vision team added two new staff members who hold dual-certification in visual impairment and orientation and mobility.

Northwest Regional Education Service District hosted the Blind and Visually Impaired Student (BVIS) annual youth track meet in May 2019. Photo by Kellen Ainley.

Lilia Lorz, who has cerebral palsy, uses a stander at day care so that she can play at the same level as her friends. Photo courtesy of Kari Lorz.

Key Focus Areas for 2019–20

The motor team continues to improve systems for monitoring and documenting student progress. The group recently updated the way it communicates about documenting services and next steps in order to improve every student's experience.

The vision team will focus on identifying eligible deafblind students in the region. The team will train staff in this area and launch a new NWRESD-sponsored statewide deafblind online training program. The training is primarily for teachers of the visually impaired and teachers of the deaf and hard of hearing who are working as deafblind consultants. The current cohort has about 50 people.

All programs will support districts to implement revised evaluation and eligibility criteria from the Oregon Department of Education. Our staff have trained school district staff and supported statewide working groups in areas such as autism spectrum disorder, developmental delay and blind and visual impairment.

SOCIAL-EMOTIONAL LEARNING SCHOOLS

Northwest Regional Education Service District operates five specialized school programs for K–12 students with emotional and behavioral learning needs. These programs are Cascade Academy, Columbia Academy, Day Treatment Program, Levi Anderson Learning Center and Pacific Academy.

Most students served are eligible for special education services and are placed into the programs either by local school districts or county mental health programs. Each program provides rigorous academic curricula, supported by behavioral and mental health interventions. Approaches include Positive Behavior Interventions and Supports, Collaborative Problem-Solving and Trauma-Informed Practices. Many of the teachers in our programs are co-endorsed in special education. Students with disabilities receive specially designed instruction, individualized behavior supports and related services. The goal of our programs is to help students transition back to their home school districts or graduate from high school.

Top Accomplishments in 2018–19

Cascade Academy has been shifting toward a more collaborative school culture using Restorative Practices. As part of that work, Cascade held accountability circles twice a week where students discuss how their behavior affected others and what they can do to make things right.

Columbia Academy completed a successful first school year. Staff focused on building routines and procedures to support social-emotional learning.

Day Treatment staff focused on learning about Trauma-Informed Care throughout the school year and began implementing strategies in their classrooms. They also established Zones of Regulation in all classrooms.

Levi Anderson launched a half-day Saturday program, including a staff- and student-prepared lunch. The goal is to create a learning space that addresses equity issues and works to improve school culture and climate.

Pacific Academy adopted a new math curriculum so that students have stronger math skills. They also established and improved program-wide behavior supports such as Collaborative Problem-Solving and Restorative Practices.

Instructional assistants at every site received training on how to better support students with behavioral challenges.

Top: Students in an art therapy class at Pacific Academy created a mural based on the objects and experiences that make them and their classmates happy. They wanted to focus on the positive aspects of their lives, rather than their disabilities or status as special education students. Photo by Jillynn Garcia.

Bottom: Parker Allen, a student at Cascade Academy, is recognized at his graduation celebration. Photo by Kendra Staley.

Top: Levi Anderson students pose with musician Nii Ardey Allotey. Photo by Lisa Bates.

Bottom: Columbia Academy students make slime with educators Nick Jimenez-Hatchel, Susan Lane and Luis Carpenter during their art class. Photo by Sarah Walker.

Key Focus Areas for 2019-20

- All programs are implementing a new math curriculum in order to strengthen math instruction.
- Teachers in every subject continue to participate in professional development and professional learning communities to improve their practices.
- Equity continues to be a focus for staff and students. For example, Levi Anderson formed an equity committee that meets twice a month to plan monthly school events centered on equity issues.
- All sites continue to align their processes in order to provide a more consistent experience to students.
- Wellness is another focus area for school staff. Opportunities to participate in wellness activities are provided to staff throughout the year.

INSTRUCTIONAL SERVICES

The Instructional Services Department provides enrichment and training to students, families and educators in Clatsop, Columbia, Tillamook and Washington counties.

Our services include:

- career technical education (CTE)
- college and career-going support
- English language learning support
- grant writing services
- migrant education
- preschool support
- professional development for educators
- reconnecting students and families to school support
- science, technology and math education (STEM)

We emphasize early learning opportunities—especially opportunities for children experiencing poverty and who have been traditionally underserved—so they are ready to learn when they go to kindergarten. We provide supportive services for families with young children so the children are healthy, stable and attached.

Our CTE/STEM team exposes students to career and technical education and STEM in order to increase the number of students who achieve high-wage, high-demand careers and postsecondary education.

We work to ensure every student completes high school with a plan for the future, a sense of passion for career exploration and skills to achieve their career goals. This includes access and opportunity to accelerated learning and dual-credit courses so students leave high school with transferable college credit.

Our migrant education and English language learner staff collaborate with school districts to make sure every student has equitable access to education. We also ensure education plans are compliant with state and federal guidelines.

Our professional learning team supports school teams using improvement science to improve systems and outcomes in early learning, school culture and climate, and 9th grade success.

A student celebrates laying a perfect bead on the virtual welder brought by Rightline Equipment at National Manufacturing Day. The event was held at the Oregon Manufacturing Innovation Center. Photo by Myronda Schiding.

Top Accomplishments in 2018–19

We served 383 incoming kindergarteners across 16 elementary schools at one- or two-week Kinder Camps during the summer. These camps give students a head start on learning school routines and getting to know the school staff. Students also have the opportunity to develop their writing, reading and math skills.

Students in our region earned 7,204 college credit hours through Northwest Promise, a program that supports students to earn college credit while they are still in high school.

Our Professional Learning team supported 61 school teams with research-based professional development opportunities related to early learning, school culture and climate, and 9th grade success. This work is based on current and evidence-based research, including improvement science, which encourages participants to continuously test and improve their solutions to challenging issues in education.

In collaboration with the Oregon Department of Education (ODE) and the Oregon Association of Education Service Districts (OAESD), we launched program supports to reduce chronic absenteeism in eight districts across the region.

Our Diverse Educator Pathway program recruited 17 high school students from Hillsboro, Tigard-Tualatin and Beaverton school districts to matriculate into a college or university teaching program.

We received $8,900,632 in grant funding: $4.5 million went directly to local school districts, $3.8 million went to NWRESD, including Early Learning and STEM Hubs, and $500,000 went to support county-specific initiatives.

Key Focus Areas for 2019–20

- As districts prepare for Student Success Act funds, we will support them by conducting community engagement and needs assessments, especially with students of color; students with disabilities; students experiencing poverty, homelessness or foster care and emerging bilingual students.
- Our Early Learning team will build capacity for high-quality preschool and child care providers to expand access for students experiencing poverty.
- The Diverse Educator Pathway program is developing a pathway program for bilingual classified staff to become teachers.
- The Northwest STEM Hub will continue to develop and expand opportunities throughout Clatsop, Columbia and Tillamook counties, including STEM-related professional development opportunities for educators and internship opportunities for high school students.
- Northwest Promise will focus on increasing participation, especially in writing courses. Staff are also working closely with our schools to help increase the rates of participation for students of color and underserved populations.
- We continue to build capacity on the Professional Learning team to provide high-quality, meaningful, data-driven professional learning to educators.

EDUCATIONAL OPTIONS

In addition to special education and instructional support, we also provide a number of enrichment activities for students in the districts we serve. Our programs include the Northwest Outdoor Science School, Home School Registration, General Equivalency Diploma (GED) and professional licensing certification. We also host and support Oregon Virtual Education.

Our Outdoor School gives students the opportunity to experience the natural world in an outdoor setting. Last year, 6,742 students from Clatsop, Columbia, Tillamook and Washington counties attended. In addition, we hosted 3,675 students from other districts around the state. Our program is open to elementary and middle school students. We offer experiences ranging from three to five days. We operate five sites near Vernonia, Salem, Cheshire, Rockaway Beach and Otis, Oregon.

We offer GED testing to students in the districts we serve and professional testing for certifications. Last year, 210 students from the 20 school districts in our region earned a GED.

We host an online registration system for parents in Clatsop, Columbia, Tillamook and Washington County to enroll their children in home school.

Oregon Virtual Education (ORVED) provides online courses to students in grades 6–12 from 60 districts in Oregon. The average student takes one or two courses at a time. ORVED helps meet different needs. For example, it offers specialized courses that are not otherwise available, helps resolve scheduling conflicts, enhances Talented and Gifted opportunities, helps students recover credits, and provides education to students who are unable to attend school for medical or disciplinary reasons.

Top Accomplishments in 2018–19

Outdoor School hosted 10,417 Oregon students during the 2018–19 school year. This was the highest attendance in our program's 50-year history.

Three students from Levi Anderson Learning Center graduated with their GED credential. NWRESD's GED coordinator also assisted school registrars with searching for students who had withdrawn or completed their GED so their school records are accurate.

We registered 5,330 home-school students last year.

ORVED provided more than 3,000 courses to students across the state.

Students at Trickle Creek Outdoor School fold a flag in preparation for the closing flag ceremony. Photo by Peter O'Brien.

Key Focus Areas for 2019–20

- Outdoor School will better support the schools we serve and our seasonal on-site staff. The program will have two administrative support staff and a site supervisor on special assignment who will support the program in the areas of curriculum, evaluation and professional development. The program continues to build capacity in a sustainable fashion and hopes to accommodate requests from districts that haven't participated recently as well as districts that want their students to have a longer Outdoor School experience.
- Our GED coordinator will continue to work with students who have started the process of completing their GED but have not yet completed it.
- ORVED will continue to provide varied course offerings to students from small and rural districts across the state. Offerings include core and elective credits as well as credit-recovery options. The team surveyed participating schools this year and will make improvements to the program based on the feedback they received.

OFFICE OF EQUITY, DIVERSITY AND INCLUSION

After five years of active equity work, Northwest Regional Education Service District launched an Office of Equity, Diversity and Inclusion (EDI) in the fall of 2019. Marisol Jimenez was named its first Director and during the past year, she has worked to establish, brand and staff the new office.

Our Purpose

Promote NWRESD's core commitment to equity and social justice.

Increase awareness of culturally sustaining pedagogy in principle and practice through professional development that examines the root causes of achievement and opportunity gaps.

Create and support educational programs and dialogue related to racial equity.

Promote a diverse staff by assisting in developing effective hiring, recruitment and retention practices.

Partner with component member school districts to examine and change practices that contribute to structural racism.

Foster a welcoming and inclusive environment where staff and students can thrive regardless of race or other identity characteristics.

Lead courageously to become an Antiracist Multicultural Organization.

Our Framework

NWRESD is committed to educational equity and to the development of a framework to build effective programs and services that promote excellence for all students. Our framework uses a three-prong appoach for achieving educational equity:

1. Individual: Increasing personal awareness
2. Interpersonal: Improving interactions
3. Systemic: Understanding the role of race and ethnicity in our institutions

The Office of Equity, Diversity and Inclusion is responsible for providing a number of services to NWRESD staff and the 20 school districts served by NWRESD. We provide:

- Equity professional development.
- Technical support to school districts to identify and remove institutional barriers for historically marginalized students and staff.
- Guidance and assistance to school districts to adopt and apply an equity lens when developing new policies, procedures and programs.
- Translation and interpretation from Spanish to English and English to Spanish.

Top Accomplishments in 2018–19

- Launched the Office of Equity, Diversity and Inclusion and hired the first director
- NWRESD board adopted an organization-wide equity policy in the fall of 2018
- NWRESD staff in all counties received high-quality equity professional development throughout the school year
- Co-created the Cascade Alliance for Equity with Multnomah and Clackamas education service districts

Key Focus Areas for 2019–20

- Continue to provide equity professional development for partner districts
- Provide two equity conferences through the Cascade Alliance for Equity
- Identify growth opportunity areas for the agency using a Racial Justice Impact Assessment
- Continue to build capacity with new positions, including an Equity Professional Development Specialist

Northwest Regional Education Service District

Equity Lens

PURPOSE
Provide a common vocabulary and protocol to produce and evaluate policies, programs, practices and decisions that result in more equitable outcomes.

PROCEDURE
For each thought, decision or practice, consider these questions cycled throughout the process.

1. WHO DOES IT IMPACT?

Who are the racial/ethnic groups affected by this policy, program, practice or decision? What are the potential impacts on these groups?

2. WHO HAS THE OPPORTUNITIES, AND WHO DOES NOT?

Does this policy, program, practice or decision ignore or worsen existing disparities or produce other unintended consequences?

3. WHOSE VOICES ARE AT THE TABLE?

How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? Can you validate your assessments in 1 and 2?

4. WHO IS INCLUDED OR NOT? WHY or WHY NOT?

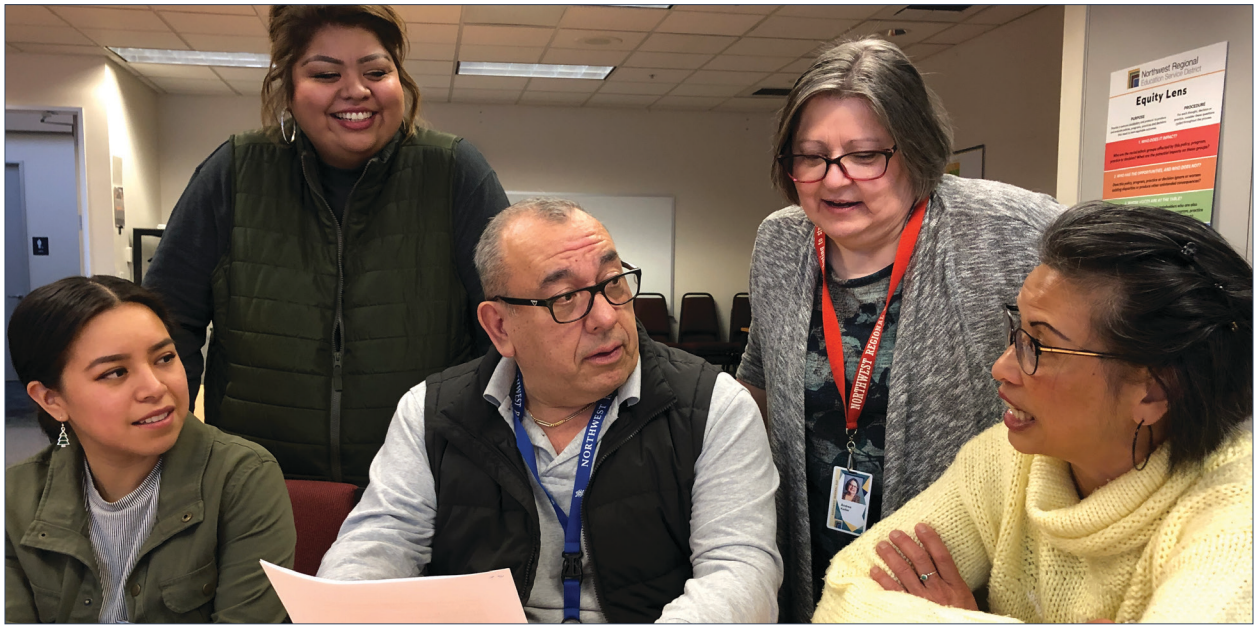
What are the barriers to more equitable outcome? (e.g. mandated, political, emotional, financial, programmatic or managerial)

5. WHAT CAN I DO ABOUT IT?

How will you mitigate the negative impacts and address the barriers identified above?

Office of Equity, Diversity & Inclusion

The Office of Equity, Diversity and Inclusion developed an equity lens poster for meeting rooms across the region so that staff can easily refer to it when decisions are being made.



Northwest Regional Education Service Distict staff members attend an equity training at the Washington Service Center in Hillsboro. Photo by Tracey Goldner.

TECHNOLOGY SERVICES

With equity in mind, Columbia Gorge, Multnomah, Northwest Regional and Willamette Education Service Districts formed the Cascade Technology Alliance (CTA) in 2011. CTA now serves 53 school districts, public and private charter schools and nonprofit agencies throughout the four ESD regions.

CTA enables the four ESDs to offer more reliable and higher-quality technology services at a reduced cost. Smaller districts receive and participate in services that were previously out of reach, and larger districts benefit from lower costs and streamlined services. The alliance has assembled and retained a team of specialized technology staff. CTA is built on a continuous improvement model that evolves its services as it reviews current needs and trends. With a focus on the future, CTA aims to achieve real outcomes for students and their families by offering school districts a responsive set of service options.

Top Accomplishments in 2018–19

- CTA offered an apprenticeship program to students from four of our special education programs. The program provided underserved students a chance to gain knowledge about technology while they practiced job readiness skills.
- The group developed a 22-week Certified Education Technology Leader (CETL) course.
- CTA converted 11 Intermountain ESD districts to Synergy's Student Information System.
- The team implemented a new Change management process, which increased communication, security and reliability
- CTA launched the Google transition for NWRESD, including Gmail and Team Drives.

Key Focus Areas for 2019–20

- Develop Information Security team and service offerings to districts
- Complete Google transition at NWRESD
- Build cybersecurity team to support ESDs and districts.
- Improve the technology experience of NWRESD's client base
- Coordinate at least two significant instructional technology conferences

NWRESD members of the Cascade Technology Alliance. Photo by Tracey Goldner.

ADMINISTRATIVE SERVICES

In addition to the menu of services we provide to our component school districts through the Local Service Plan, we also provide business services, human resources support and substitute services.

NWRESD's Fiscal Services Department provides a variety of business services to nine school districts. Services include payroll, accounts payable and receivable, business and grant management, and budget and audit. Some districts participate in a few of these services and others opt to use a full business suite.

Our goal is to help districts meet their financial services needs. Some districts come to us for assistance when they have emerging or complicated short-term issues. Other districts prefer to contract our services on an ongoing basis.

Our Human Resources Department has frequently assisted smaller districts with HR-specific projects. This work includes ongoing online posting and recruiting for open teaching positions for two rural districts, assistance with neutral investigations upon request, and support regarding licensing questions as appropriate. In 2017-18, NWRESD started providing full-service HR services to Nestucca Valley School District, and we now provide ongoing consultation and mentoring to the newly hired HR Specialist in that district.

In addition to business and human resources services, we also provide Substitute Services through the Cascade Technology Alliance. This service provides a web portal for districts to post vacant substitute positions and for people to find those positions. The Substitute Services team recruits, hires and provides placements to 33 school districts and ESDs in nine Oregon counties, including Clatsop, Columbia, Marion, Multnomah, Tillamook and Washington.

The Substitute Services team filled 100,888 open positions during the 2018-19 school year. The team filled 89% percent of positions that needed a substitute.

FINANCIAL OVERVIEW

2018–19 General Fund Revenue

State and Federal Revenue	$34,048,733
Property Taxes	$12,008,746
Beginning Fund Balance	$4,509,775
Local Revenue	$3,312,361
Other	$239,574
Total Revenue	**$54,119,189**

2019–20 Operations Budget

Board of Directors	$174,500
Business Services	$1,756,905
Communications	$221,861
Courier Services	$40,641
Deputy Superintendent's Office	$248,795
Facilities/Maintenance	$581,744
Human Resources	$1,330,657
Instructional Services	$832,186
Reception	$356,836
Service Center Administration	$819,821
Superintendent's Office	$623,133
Technology	$1,653,554
Truancy Services	$239,926
Debt Service	$781,718
Transfers - ESD operations	$495,000
Total	**$10,157,277**

2018–19 Core Services

Technology	$2,161,987
Regional Innovations	$548,951
Miscellaneous Core Services	
County Allocations	$1,604,399
Emergency Closure	$9,870
Home School	$15,718
Total Core Services	**$4,340,925**

County Allocations	
Clatsop	$262,204
Columbia	$325,022
Tillamook	$217,314
Washington	$799,859
Total County Allocations	**$1,604,399**

2018–19 General Fund Expenditures

Transfers and Transits	$41,787,708
Support Services	$6,788,290
Debt Service	$777,851
Capital Outlay	$106,232
Total Expenditures	**$49,460,081**
Ending Fund Balance	$4,659,108
Total Expenditures and Ending Fund Balance	**$54,119,189**

2018–19 Operations Expenditures

Board of Directors	$135,133
Business Services	$1,611,889
Communications	$140,693
Courier Services	$37,457
Deputy Superintendent's Office	$206,267
Facilities/Maintenance	$641,615
Human Resources	$1,181,188
Instructional Services	$589,007
Reception	$289,622
Service Center Administration	$711,280
Superintendent's Office	$524,173
Technology	$1,329,524
Truancy Services	$168,105
Debt Service	$777,851
Transfers - ESD Operations	$466,929
Total	**$8,810,733**

2018–19 School District Requirements

State School Fund	$34,048,733
Property Taxes	$12,008,746
Total Revenues	**$46,057,479**
90% Requirement to Districts	**$41,451,731**
2018–19 Service Credits	$37,248,563
2018–19 Core Programs	$4,203,168
Total Spent on Districts	**$41,451,731**

SERVICE CREDIT ALLOCATIONS

	Resolution Plan ADMw w/Growth*	% by Region	% by County	2018–19 Service Credits
Clatsop County School Districts				
Astoria	2,253.40	1.81%	35.16%	$728,349
Jewell	292.60	0.23%	4.57%	$88,665
Knappa	687.40	0.55%	10.73%	$209,120
Seaside	1,927.90	1.55%	30.08%	$652,393
Warrenton-Hammond	1,247.30	1.00%	19.46%	$415,738
Total	**6,408.60**	**5.15%**	**100.00%**	**$2,094,265**
Columbia County School Districts				
Clatskanie	942.90	0.76%	10.34%	$324,565
Rainier	1,103.70	0.89%	12.10%	$368,935
Scappoose	2,800.90	2.25%	30.71%	$930,818
St. Helens	3,528.20	2.83%	38.68%	$1,169,144
Vernonia	745.40	0.60%	8.17%	$255,220
Total	**9,121.00**	**7.32%**	**100.00%**	**$3,048,682**
Tillamook County School Districts				
Neah-Kah-Nie	1,020.40	0.82%	23.43%	$341,910
Nestucca Valley	668.10	0.54%	15.34%	$227,302
Tillamook	2,666.70	2.14%	61.23%	$838,798
Total	**4,355.20**	**3.50%**	**100.00%**	**$1,408,010**
Washington County School Districts				
Banks	1,355.60	1.09%	1.30%	$476,919
Beaverton	48,743.20	39.14%	46.58%	$16,174,312
Forest Grove	7,631.00	6.13%	7.29%	$2,560,302
Gaston	738.70	0.59%	0.71%	$247,728
Hillsboro	25,202.20	20.24%	24.08%	$8,449,276
Sherwood	5,995.60	4.81%	5.73%	$1,991,322
Tigard-Tualatin	14,981.10	12.03%	14.32%	$4,985,445
Total	**104,647.30**	**84.03%**	**100.00%**	**$34,885,304**
TOTAL	**124,532.10**	**100.00%**		**$41,436,261**

**Note: Allocation represents total funds available per HB 3401*

Astoria School District

Craig Hoppes, Superintendent
785 Alameda Avenue
Astoria, OR 97103
503-325-6441
astoria.k12.or.us

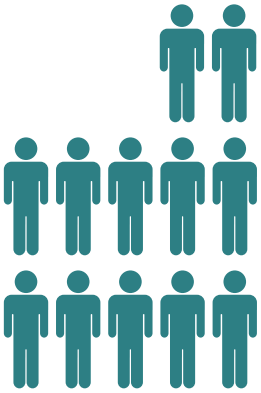
Services

Administrative Services
Home-school students registered: 303

Special Education Services
Average number of EI/ECSE evaluations completed each month: 5

Average number of children active in EI/ECSE programs each month: 51

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 35
Deaf/Hard of Hearing: 2
Orthopedic Impairment: 2

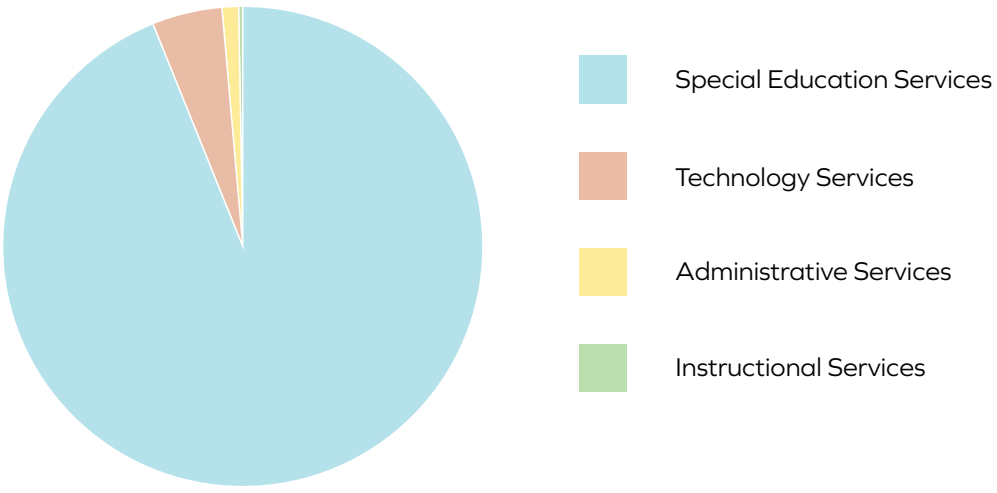


12

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$5,904.73**
Substitute Services	$5,904.73
Business Services	**$0**
Instructional Services	**$1,425.00**
Special Education Services	**$618,735.30**
Staffing Services	$554,650.30
EI/ECSE Evaluations	$53,398.00
Other Special Education Services	$10,687.00
Technology Services	**$32,775.93**
Infinite Visions	$25,843.03
Data Warehouse	$4,456.40
Other Technology Services	$2,476.50
Total billed during fiscal year 2018–19	**$658,840.96**



Average Daily Membership/Weighted (ADMw): 2,191

Jewell School District

Steve Phillips, Superintendent
83874 Highway 103
Seaside, OR 97138
503-755-2451
jewell.k12.or.us

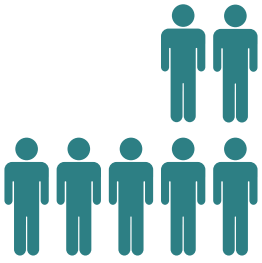
Services

Administrative Services
Home-school students registered: 13

Special Education Services
Average number of EI/ECSE evaluations completed each month: 1

Average number of children active in EI/ECSE programs each month: 6

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 1

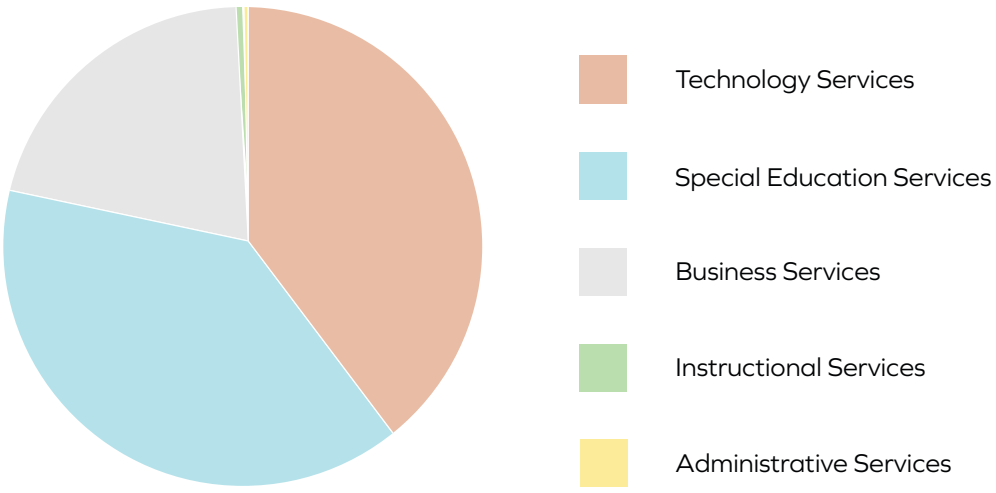


7

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$818.45**
Substitute Services	$818.45
Business Services	**$56,650.00**
Instructional Services	**$1,370.98**
Promise Programs	$1,170.98
Other Instructional Services	$200.00
Special Education Services	**$105,559.99**
Staffing Services	$98,141.00
EI/ECSE Evaluations	$4,166.00
Other Special Education Services	$3,252.99
Technology Services	**$108,837.93**
Technology Support	$51,900.00
Other Technology Services	$38,512.31
Infinite Visions	$18,425.62
Total billed during fiscal year 2018–19	**$273,273.35**



Average Daily Membership/Weighted (ADMw): 286

Knappa School District

Paulette Johnson, Superintendent
41535 Old Highway 30
Astoria, OR 97103
503-458-5993
knappa.k12.or.us

Services

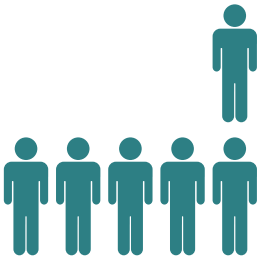
Administrative Services
Home-school students registered: 29
Truancy contacts: 4

Instructional Services
ORVED classes taken: 28

Special Education Services
Average number of EI/ECSE evaluations completed each month: 2

Average number of children active in EI/ECSE programs each month: 17

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 6
Deaf/Hard of Hearing: 1
Orthopedic Impairment: 1

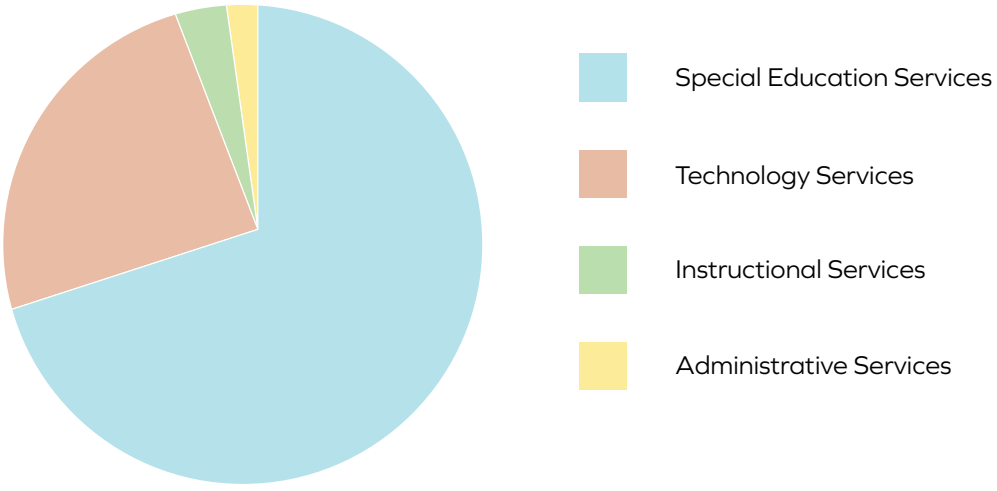


6

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$1,779.05**
Substitute Services	$1,779.05
Business Services	**$0**
Instructional Services	**$2,974.69**
Promise Programs	$2,349.69
Other Instructional Services	$625.00
Special Education Services	**$57,604.55**
Staffing Services	$30,289.70
EI/ECSE Evaluations	$19,696.00
Other Special Education Services	$7,618.85
Technology Services	**$19,790.24**
Infinite Visions	$18,818.58
Other Technology Services	$971.66
Total billed during fiscal year 2018–19	**$82,148.53**



Average Daily Membership/Weighted (ADMw): 656

Seaside School District

Dr. Sheila Roley, Superintendent
1801 South Franklin Street
Seaside, OR 97138
503-738-5591
seaside.k12.or.us

Services

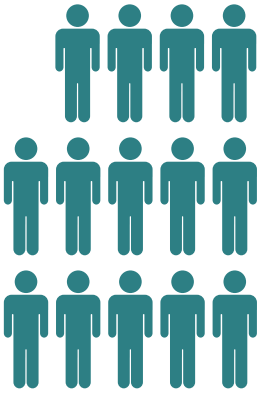
Administrative Services
Home-school students registered: 79
Truancy contacts: 1

Instructional Services
Outdoor School participants: 113

Special Education Services
Average number of EI/ECSE evaluations completed each month: 5

Average number of children active in EI/ECSE programs each month: 60

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 22
Deaf/Hard of Hearing: 3
Traumatic Brain Injury: 1
Vision: 1

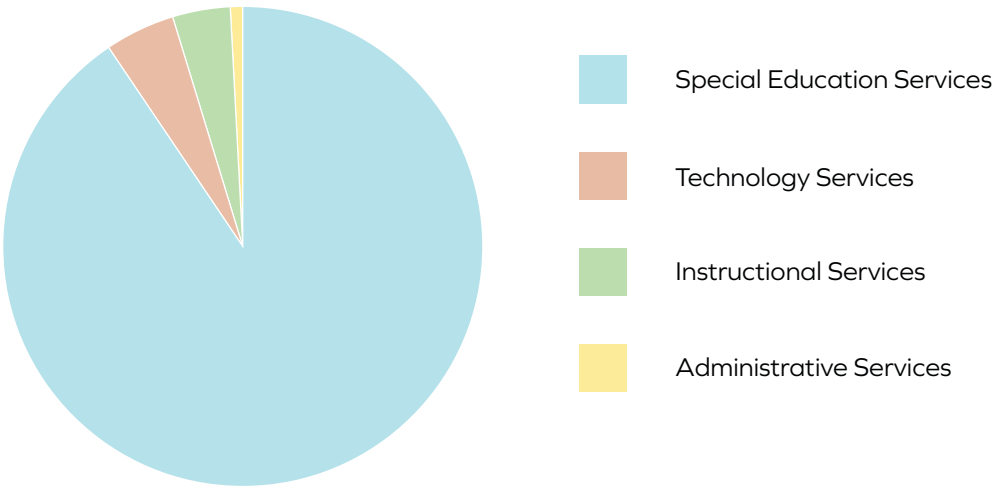


14

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$5,312.89**
Substitute Services	$5,200.89
Truancy Services	$112.00
Business Services	**$0**
Instructional Services	**$27,164.10**
Outdoor School	$18,645.00
Promise Programs	$6,869.10
Other Instructional Services	$1,650.00
Special Education Services	**$627,718.87**
Staffing Services	$558,801.10
EI/ECSE Evaluations	$55,063.00
Other Special Education Services	$13,854.77
Technology Services	**$31,196.29**
Infinite Visions	$24,527.15
Data Warehouse	$3,925.20
Other Technology Services	$2,743.94
Total billed during fiscal year 2018–19	**$691,392.15**



Average Daily Membership/Weighted (ADMw): 1,966

Warrenton-Hammond School District

Mark Jeffery, Superintendent
820 SW Cedar
Warrenton, OR 97146
503-861-2281
warrentonschools.com

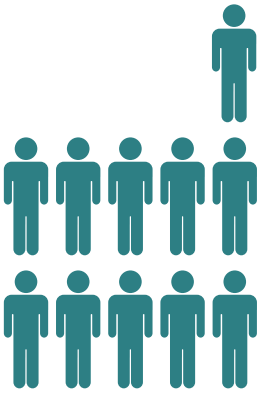
Services

Administrative Services
Home-school students registered: 106
Truancy contacts: 10

Special Education Services
Average number of EI/ECSE evaluations completed each month: 4

Average number of children active in EI/ECSE programs each month: 39

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 30
Deaf/Hard of Hearing: 1
Orthopedic Impairment: 3

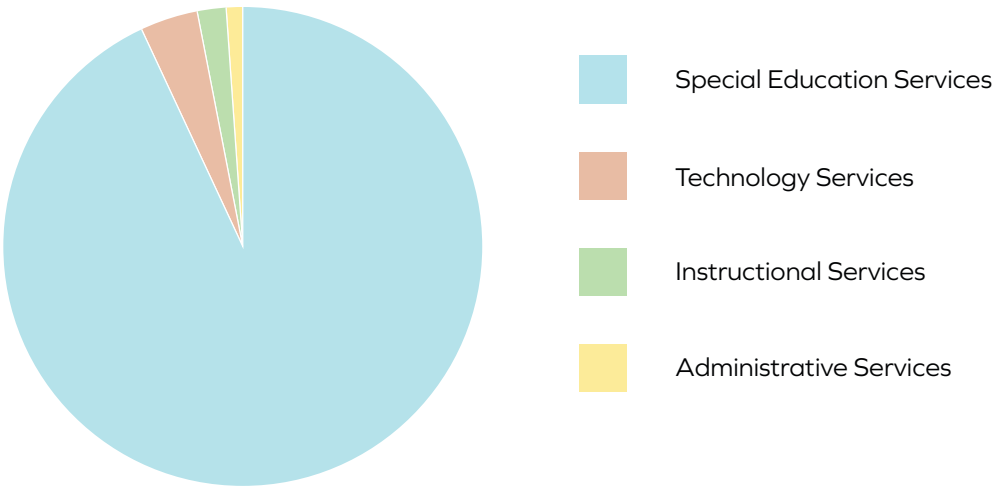


11

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$5,486.48**
Substitute Services	$3,498.48
Truancy Services	$1,988.00
Business Services	**$0**
Instructional Services	**$10,627.04**
Promise Programs	$9,177.04
Other Instructional Services	$1,450.00
Special Education Services	**$499,948.42**
Staffing Services	$450,418.50
EI/ECSE Evaluations	$40,491.00
Other Special Education Services	$9,038.92
Technology Services	**$21,187.76**
Infinite Visions	$18,832.66
Other Technology Services	$2,355.10
Total billed during fiscal year 2018–19	**$537,249.70**



Average Daily Membership/Weighted (ADMw): 1,266

Clatskanie School District

Cathy Hurowitz, Superintendent
471 SW Bel Air Drive
Clatskanie, OR 97016
503-728-0587
csd.k12.or.us

Services

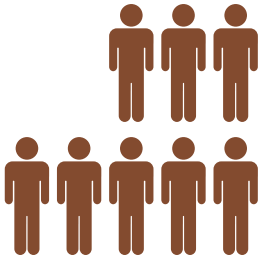
Administrative Services
Home-school students registered: 79
Truancy contacts: 5

Instructional Services
ORVED classes taken: 87

Special Education Services
Average number of EI/ECSE evaluations completed each month: 2

Average number of children active in EI/ECSE programs each month: 26

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 14
Deaf/Hard of Hearing: 1
Orthopedic Impairment: 2
Traumatic Brain Injury: 2
Vision: 2

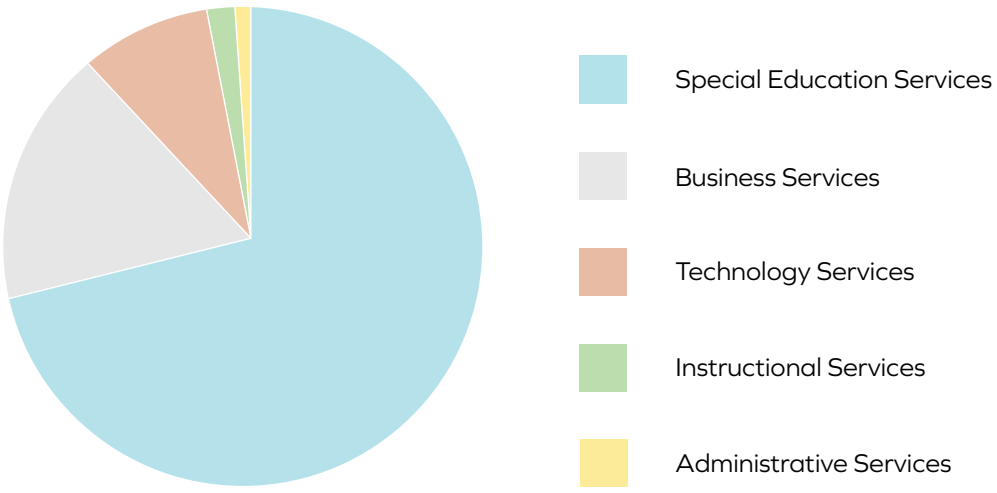


8

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$3,663.96**
Substitute Services	$3,663.96
Business Services	**$56,650.00**
Instructional Services	**$6,205.97**
Promise Programs	$3,205.97
Other Instructional Services	$3,000.00
Special Education Services	**$238,974.00**
Staffing Services	$222,582.00
EI/ECSE Evaluations	$16,392.00
Technology Services	**$29,452.43**
Infinite Visions	$16,433.54
Technology Support	$8,720.00
Other Technology Services	$4,298.91
Total billed during fiscal year 2018–19	**$334,946.36**



Average Daily Membership/Weighted (ADMw): 934

Rainier School District

Michael Carter, Superintendent
28168 Old Rainier Road
Rainier, OR 97048
503-556-3777
rainier.k12.or.us

Services

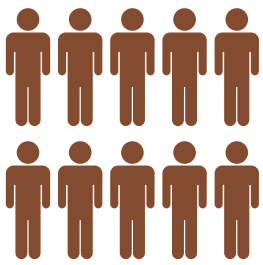
Administrative Services
Home-school students registered: 126
Truancy contacts: 56

Instructional Services
ORVED classes taken: 1

Special Education Services
Average number of EI/ECSE evaluations completed each month: 3

Average number of children active in EI/ECSE programs each month: 31

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 8
Orthopedic Impairment: 1
Vision: 1

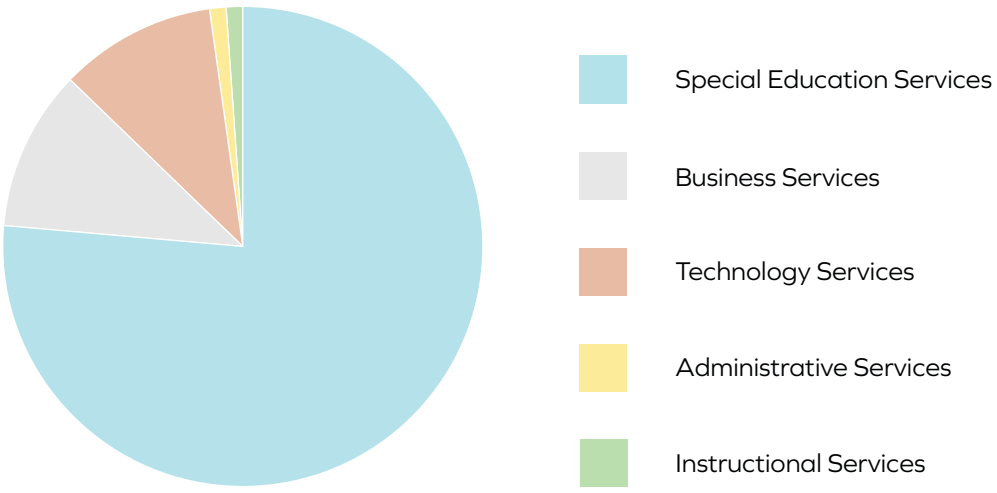


10

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$4,284.04**
Substitute Services	$4,284.04
Business Services	**$43,260.00**
Instructional Services	**$3,883.53**
Promise Programs	$3,808.53
Other Instructional Services	$75.00
Special Education Services	**$301,677.30**
Staffing Services	$273,051.30
EI/ECSE Evaluations	$28,576.00
Other Special Education Services	$50.00
Technology Services	**$41,242.62**
Infinite Visions	$18,199.46
Other Technology Services	$11,543.16
Technology Support	$11,500.00
Total billed during fiscal year 2018–19	**$394,347.49**



Average Daily Membership/Weighted (ADMw): 1,003

Scappoose School District

Paul Peterson, Interim Superintendent
33589 SE High School Way
Scappoose, OR 97056
971-200-8000
scappoosek12.org

Services

Administrative Services
Home-school students registered: 76
Truancy contacts: 36

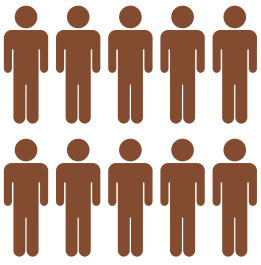
Instructional Services
ORVED classes taken: 6
Outdoor School participants: 194

Special Education Services
Average number of EI/ECSE evaluations completed each month: 5

Average number of children active in EI/ECSE programs each month: 44

Social-Emotional Learning Schools Enrollment
Cascade Academy: 1
Columbia Academy: 3
Pacific Academy: 1

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 38
Deafblind: 1
Deaf/Hard of Hearing: 2
Orthopedic Impairment: 7
Vision: 3

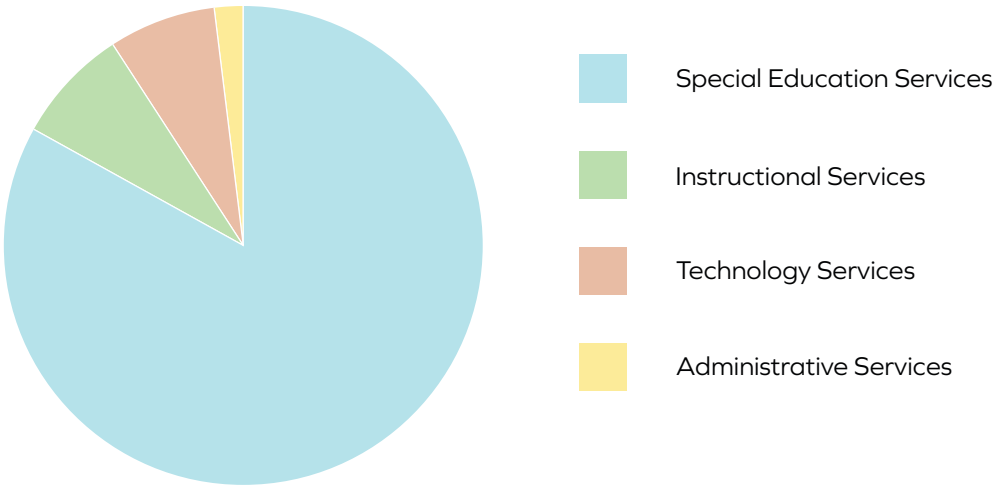


10

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$12,329.04**
Substitute Services	$7,289.04
Truancy Services	$5,040.00
Business Services	**$0**
Instructional Services	**$54,697.03**
Outdoor School	$36,380.00
Promise Programs	$10,317.03
Other Instructional Services	$8,000.00
Special Education Services	**$583,283.00**
Staffing Services	$356,075.95
Social-Emotional Learning Schools	$177,595.00
EI/ECSE Evaluations	$47,558.00
Other Special Education Services	$2,054.05
Technology Services	**$51,338.14**
Infinite Visions	$31,373.80
Technology Support	$11,500.00
Other Technology Services	$8,464.34
Total billed during fiscal year 2018–19	**$701,647.21**



Average Daily Membership/Weighted (ADMw): 2,457

St. Helens School District

Scot Stockwell, Superintendent
474 North 16th Street
St. Helens, OR 97051
503-397-3085
sthelens.k12.or.us

Services

Administrative Services
Home-school students registered: 193
Truancy contacts: 23

Instructional Services
Outdoor School participants: 107

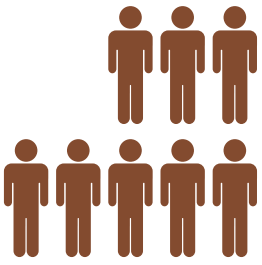
Special Education Services
Average number of EI/ECSE evaluations completed each month: 8

Average number of children active in EI/ECSE programs each month: 94

Specialized Classroom
Groner Elementary (for students who are Deaf/Hard of Hearing): 1

Social-Emotional Learning Schools Enrollment
Day Treatment Program: 1

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 50
Deaf/Hard of Hearing: 10
Orthopedic Impairment: 5
Vision: 1

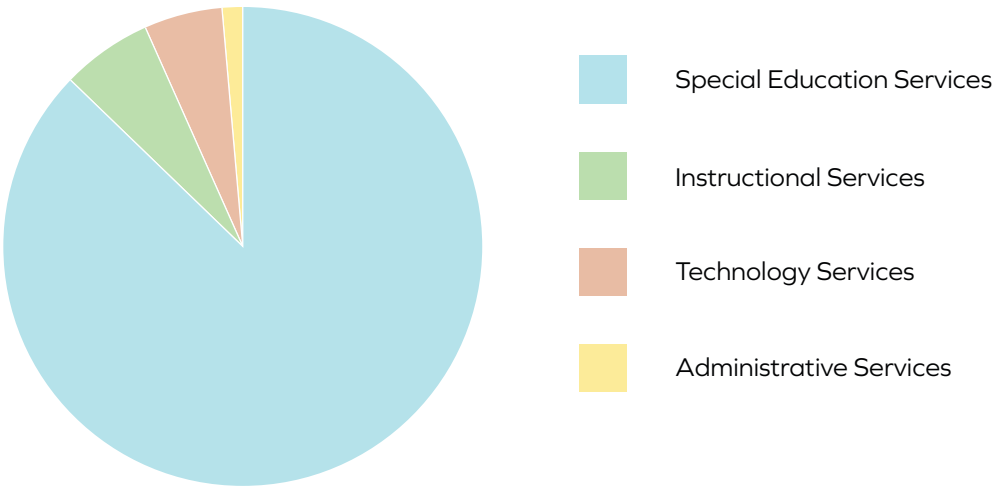


8

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$12,986.86**
Substitute Services	$9,122.86
Truancy Services	$3,864.00
Business Services	**$0**
Instructional Services	**$62,403.47**
Outdoor School	$48,914.40
Promise Programs	$13,489.07
Special Education Services	**$892,866.80**
Staffing Services	$762,607.80
EI/ECSE Evaluations	$75,438.00
Groner	$54,371.00
Other Special Education Services	$450.00
Technology Services	**$54,551.60**
Infinite Visions	$35,046.10
Public School Works	$7,767.50
Data Warehouse	$6,885.18
Other Technology Services	$4,852.82
Total billed during fiscal year 2018–19	**$1,022,808.73**



Average Daily Membership/Weighted (ADMw): 3,136

Vernonia School District

Aaron Miller, Superintendent
1000 Missouri Avenue
Vernonia, OR 97064
503-429-1333
vernonia.k12.or.us

Services

Administrative Services
Home-school students registered: 69
Truancy contacts: 20

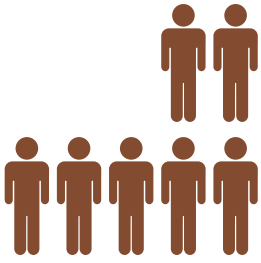
Instructional Services
ORVED classes taken: 47

Special Education Services
Average number of EI/ECSE evaluations completed each month: 1

Average number of children active in EI/ECSE programs each month: 20

Social-Emotional Learning Schools Enrollment
Cascade Academy: 1
Columbia Academy: 1

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 12
Deaf/Hard of Hearing: 1
Orthopedic Impairment: 2

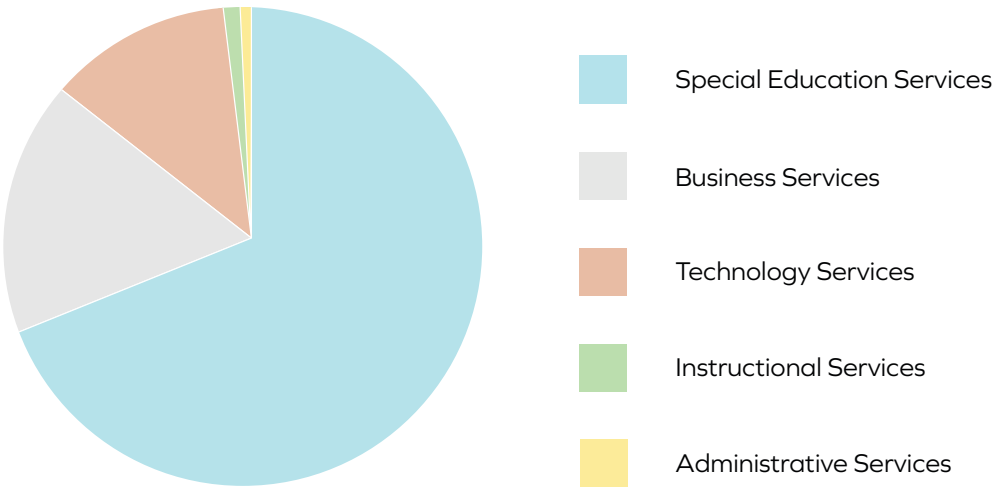


7

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$3,058.04**
Substitute Services	$3,058.04
Business Services	**$56,650.00**
Instructional Services	**$3,457.04**
Promise Programs	$2,825.79
Other Instructional Services	$631.25
Special Education Services	**$235,378.50**
Staffing Services	$150,794.50
Social-Emotional Learning Schools	$73,410.00
EI/ECSE Evaluations	$11,174.00
Technology Services	**$42,338.00**
Technology Support	$25,950.00
Infinite Visions	$15,279.71
Other Technology Services	$1,108.29
Total billed during fiscal year 2018–19	**$340,881.58**



Average Daily Membership/Weighted (ADMw): 747

Neah-Kah-Nie School District

Paul Erlebach, Superintendent
504 North Third Avenue
Rockaway Beach, OR 97136
503-355-2222
nknsd.org

Services

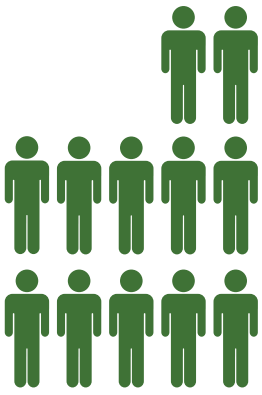
Administrative Services
Home-school students registered: 64
Truancy contacts: 53

Instructional Services
ORVED classes taken: 18
Outdoor School participants: 62

Special Education Services
Average number of EI/ECSE evaluations completed each month: 1

Average number of children active in EI/ECSE programs each month: 16

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 19
Deaf/Hard of Hearing: 4
Orthopedic Impairment: 1

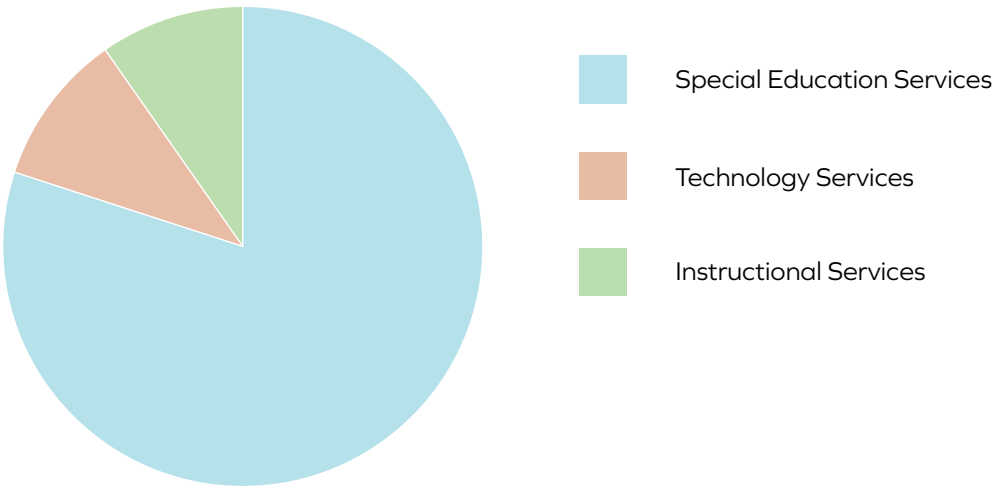


12

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$0**
Business Services	**$0**
Instructional Services	**$31,414.33**
Other Instructional Services	$15,179.70
Outdoor School	$12,338.00
Promise Programs	$3,896.63
Special Education Services	**$262,638.50**
Staffing Services	$248,228.50
EI/ECSE Evaluations	$13,660.00
Other Special Education Services	$750.00
Technology Services	**$33,523.09**
Infinite Visions	$18,818.58
Technology Support	$11,500.00
Other Technology Services	$3,204.51
Total billed during fiscal year 2018–19	**$327,575.92**



Average Daily Membership/Weighted (ADMw): 1,035

Nestucca Valley School District

Misty Wharton, Superintendent
36925 Highway 101 South
Cloverdale, OR 97112
503-392-3194
nestucca.k12.or.us

Services

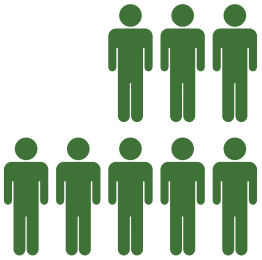
Administrative Services
Home-school students registered: 63
Truancy contacts: 33

Instructional Services
Outdoor School participants: 24

Special Education Services
Average number of EI/ECSE evaluations completed each month: 1

Average number of children active in EI/ECSE programs each month: 7

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 7
Deaf/Hard of Hearing: 2
Orthopedic Impairment: 3
Traumatic Brain Injury: 1
Vision: 1

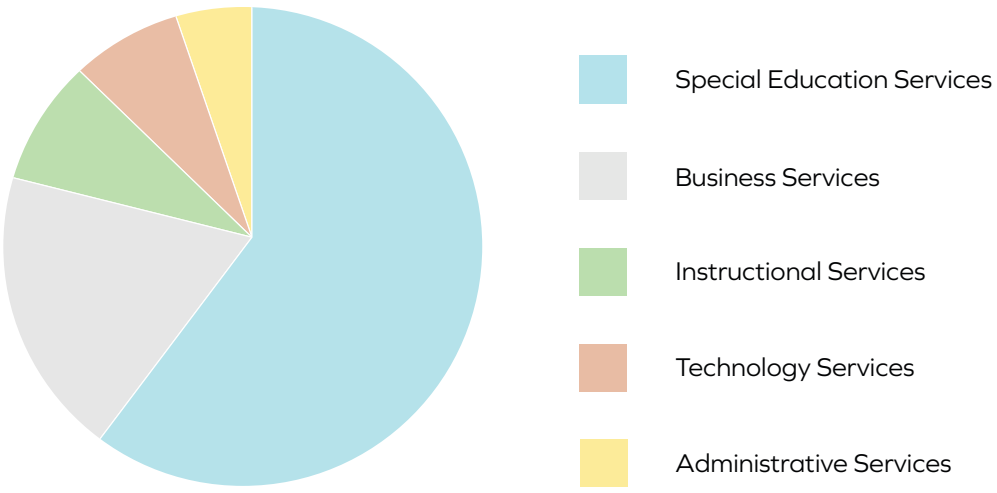


8

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$14,711.28**
Human Resources Services	$12,000.00
Substitute Services	$2,711.28
Business Services	**$51,500.00**
Instructional Services	**$23,408.37**
Other Instructional Services	$15,300.00
Outdoor School	$5,736.00
Promise Programs	$2,372.37
Special Education Services	**$169,221.50**
Staffing Services	$163,119.50
EI/ECSE Evaluations	$6,102.00
Technology Services	**$20,709.72**
Infinite Visions	$18,818.58
Other Technology Services	$1,891.14
Total billed during fiscal year 2018–19	**$279,550.87**



Average Daily Membership/Weighted (ADMw): 681

Tillamook School District

Randy Schild, Superintendent
2510 1st Street
Tillamook, OR 97141
503-842-4414
tillamook.k12.or.us

Services

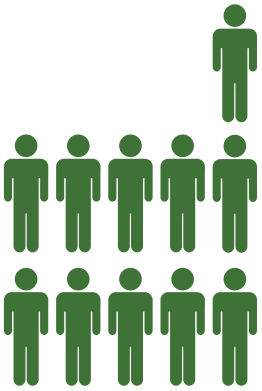
Administrative Services
Home-school students registered: 146

Instructional Services
ORVED classes taken: 9

Special Education Services
Average number of EI/ECSE evaluations completed each month: 6

Average number of children active in EI/ECSE programs each month: 55

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 41
Deafblind: 1
Deaf/Hard of Hearing: 4
Orthopedic Impairment: 7
Traumatic Brain Injury: 2
Vision: 3

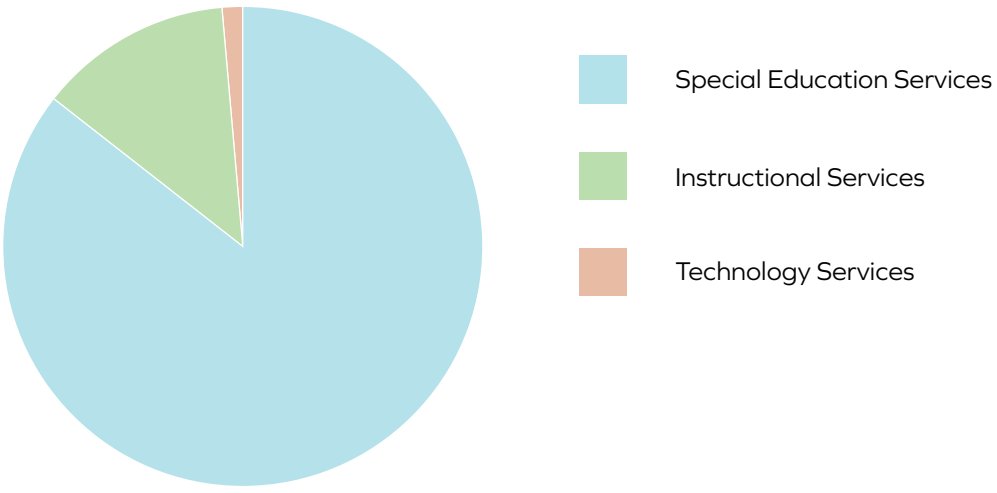


11

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$0**
Business Services	**$0**
Instructional Services	**$70,955.80**
Other Instructional Services	$60,993.00
Promise Programs	$9,962.80
Special Education Services	**$467,310.07**
EI/ECSE Evaluations	$391,288.07
Staffing Services	$72,772.00
Other Special Education Services	$3,250.00
Technology Services	**$7,521.35**
Data Warehouse	$5,161.60
Other Technology Services	$2,359.75
Total billed during fiscal year 2018–19	**$545,787.22**



Average Daily Membership/Weighted (ADMw): 2,652

Banks School District

Jeff Leo, Superintendent
12950 NW Main Street
Banks, OR 97106
503-324-8591
banks.k12.or.us

Services

Administrative Services
Home-school students registered: 93
Truancy contacts: 6

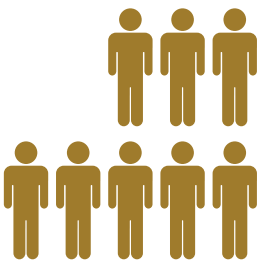
Instructional Services
Fire Science participants: 25
Outdoor School participants: 86

Special Education Services
Average number of EI/ECSE evaluations completed each month: 1

Average number of children active in EI/ECSE programs each month: 16

Social-Emotional Learning Schools Enrollment
Cascade Academy: 1

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 18
Deaf/Hard of Hearing: 3
Orthopedic Impairment: 2
Vision: 1

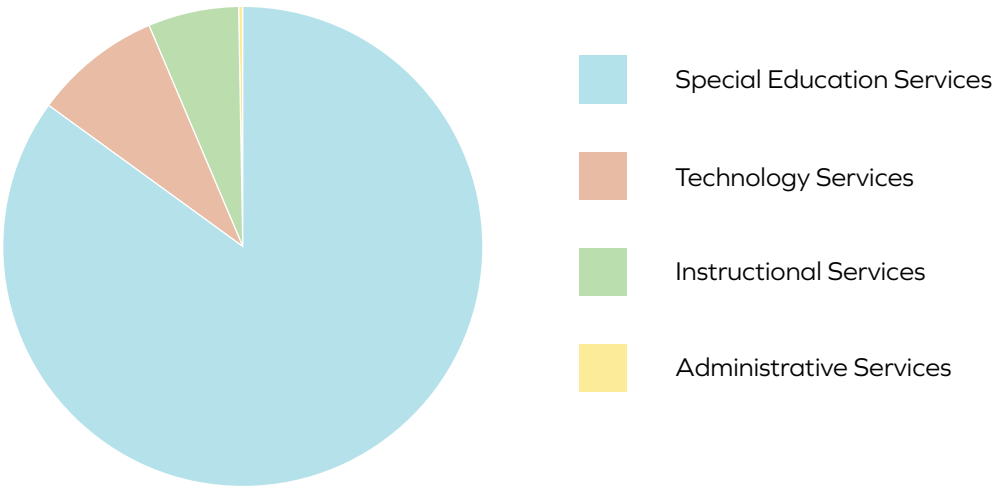


8

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$1,176.00**
Truancy Services	$1,176.00
Business Services	**$0**
Instructional Services	**$28,680.43**
Outdoor School	$20,554.00
Promise Programs	$4,580.08
Other Instructional Services	$3,546.35
Special Education Services	**$400,348.50**
Staffing Services	$343,626.50
Social-Emotional Learning Schools	$42,350.00
EI/ECSE Evaluations	$14,272.00
Other Special Education Services	$100.00
Technology Services	**$40,417.08**
Infinite Visions	$20,763.07
Technology Support	$18,037.00
Other Technology Services	$1,617.01
Total billed during fiscal year 2018–19	**$470,622.01**



Average Daily Membership/Weighted (ADMw): 1,279

Beaverton School District

Don Grotting, Superintendent
16550 SW Merlo Road
Beaverton, OR 97003
503-356-4500
beaverton.k12.or.us

Services

Administrative Services
Home-school students registered: 1,613
Truancy contacts: 31

Instructional Services
Outdoor school participants: 2,751

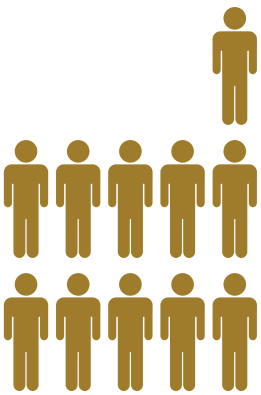
Special Education Services
Average number of EI/ECSE evaluations completed each month: 88

Average number of children active in EI/ECSE programs each month: 948

Specialized Classroom
Groner Elementary (for students who are Deaf/Hard of Hearing): 2

Social-Emotional Learning Schools Enrollment
Cascade Academy: 28
Columbia Academy: 5
Day Treatment Program: 2
Levi Anderson Learning Center: 24
Pacific Academy: 45

Low-Incidence Regional Program Enrollment
Deafblind: 2
Deaf/Hard of Hearing: 61
Orthopedic Impairment: 5
Traumatic Brain Injury: 1
Vision: 31

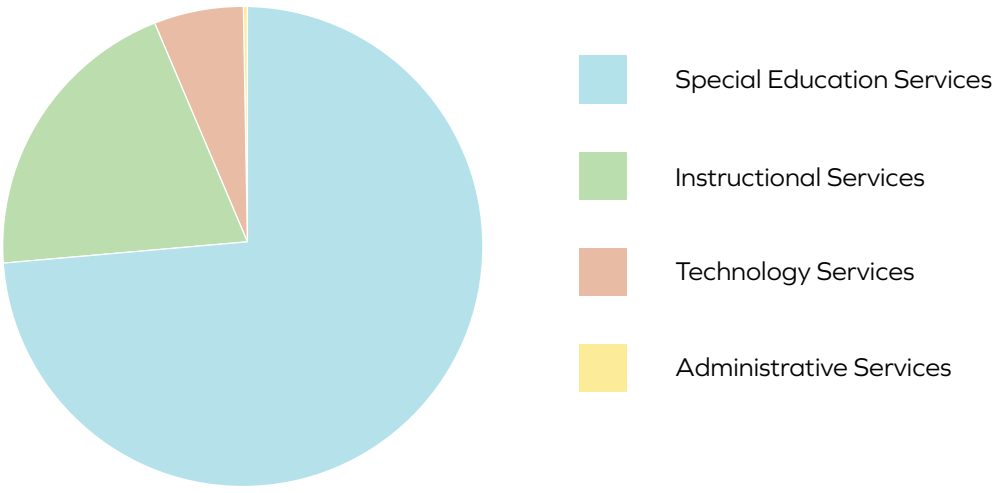


11

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$6,692.00**
Truancy Services	$6,692.00
Business Services	**$0**
Instructional Services	**$1,325,050.86**
Outdoor School	$581,500.75
Other Instructional Services	$566,282.00
Promise Programs	$177,268.11
Special Education Services	**$4,942,872.52**
Groner & Social-Emotional Learning Schools	$3,879,286.00
EI/ECSE Evaluations	$940,422.00
Staffing Services	$107,297.72
Other Special Education Services	$15,866.80
Technology Services	**$417,831.86**
Technology-Housed Applications	$276,054.86
Destiny Libary Services	$117,622.40
Other Technology Services	$24,154.60
Total billed during fiscal year 2018–19	**$6,692,447.24**



Average Daily Membership/Weighted (ADMw): 47,688

Forest Grove School District

David Parker, Superintendent
1728 Main Street
Forest Grove, OR 97116
503-357-6171
fgsdk12.org

Services

Administrative Services
Home-school students registered: 280
Truancy contacts: 158

Instructional Services
Outdoor School participants: 439

Special Education Services
Average number of EI/ECSE evaluations completed each month: 16

Average number of children active in EI/ECSE programs each month: 168

Social-Emotional Learning Schools Enrollment
Day Treatment Program: 4

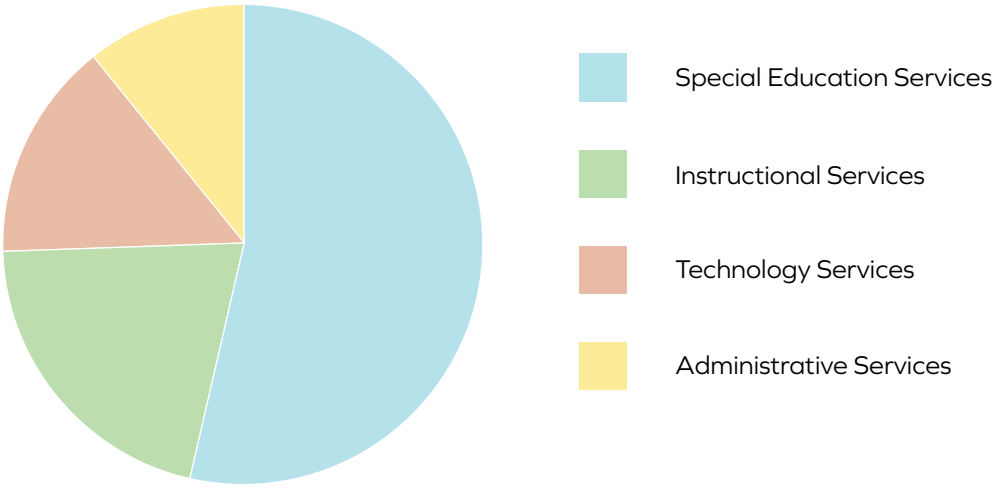
Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 142
Deaf/Hard of Hearing: 9
Orthopedic Impairment: 19
Traumatic Brain Injury: 4
Vision: 7

5

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$66,241.57**
Truancy Services	$46,284.00
Substitute Services	$19,957.57
Business Services	**$0**
Instructional Services	**$130,452.06**
Outdoor School	$82,283.00
Promise Programs	$27,829.06
Other Instructional Services	$20,340.00
Special Education Services	**$333,215.08**
EI/ECSE Evaluations	$173,386.00
Social-Emotional Learning Schools	$153,184.08
Staffing Services	$6,210.00
Other Special Education Services	$435.00
Technology Services	**$90,786.62**
Infinite Visions	$63,251.31
Data Warehouse	$15,062.32
Other Technology Services	$12,472.99
Total billed during fiscal year 2018–19	**$620,695.33**



Average Daily Membership/Weighted (ADMw): 7,240

Gaston School District

Susan McKenzie, Superintendent
300 Park Street
Gaston, OR 97119
503-985-0210
gastonk12.org

Services

Administrative Services
Home-school students registered: 42
Truancy contacts: 16

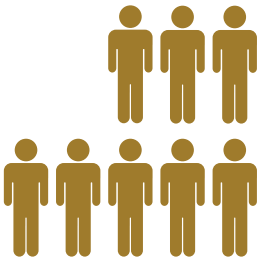
Instructional Services
Outdoor School participants: 38

Special Education Services
Average number of EI/ECSE evaluations completed each month: 1

Average number of children active in EI/ECSE programs each month: 11

Social-Emotional Learning Schools Enrollment
Cascade Academy: 1
Day Treatment Program: 1

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 8
Orthopedic Impairment: 1
Vision: 1

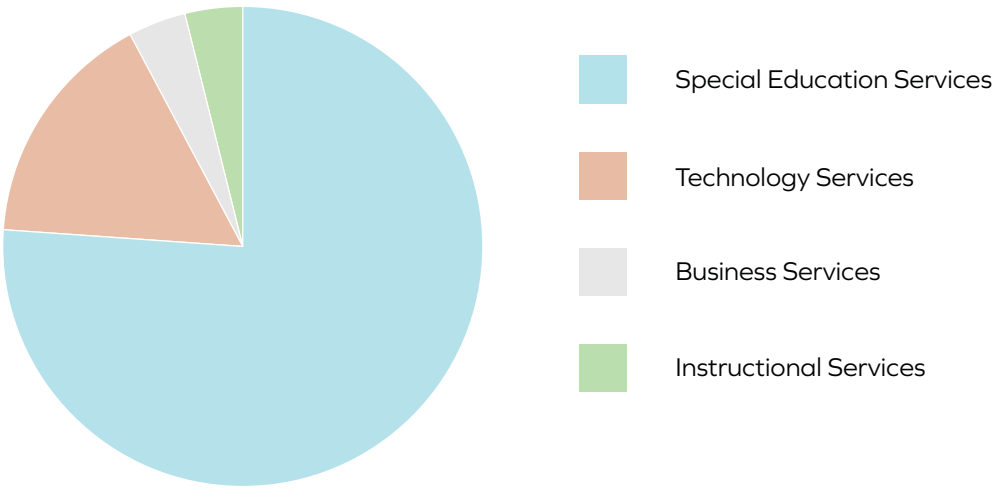


8

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$0**
Business Services	**$10,300.00**
Instructional Services	**$10,185.73**
Outdoor School	$7,562.00
Promise Programs	$2,603.73
Other Instructional Services	$20.00
Special Education Services	**$205,608.72**
Staffing Services	$112,106.72
Social-Emotional Learning Schools	$81,316.00
EI/ECSE Evaluations	$11,686.00
Other Special Education Services	$500.00
Technology Services	**$43,974.63**
Technology Support	$25,950.00
Infinite Visions	$15,734.18
Other Technology Services	$2,290.45
Total billed during fiscal year 2018–19	**$270,069.08**



Average Daily Membership/Weighted (ADMw): 745

Hillsboro School District

Mike Scott, Superintendent
3083 NE 49th Place
Hillsboro, OR 97124
503-844–1500
hsd.k12.or.us

Services

Administrative Services
Home-school students registered: 1,123

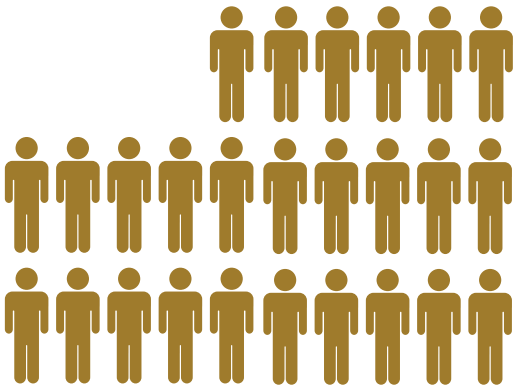
Instructional Services
Fire science participants: 56
Outdoor School participants: 1,511

Special Education Services
Average number of EI/ECSE evaluations completed each month: 54

Average number of children active in EI/ECSE programs each month: 661

Social-Emotional Learning Schools Enrollment
Cascade Academy: 21
Columbia Academy: 7
Day Treatment Program: 10
Levi Anderson Learning Center: 9
Pacific Academy: 11

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 431
Deafblind: 2
Deaf/Hard of Hearing: 34
Orthopedic Impairment: 28
Traumatic Brain Injury: 7
Vision: 11

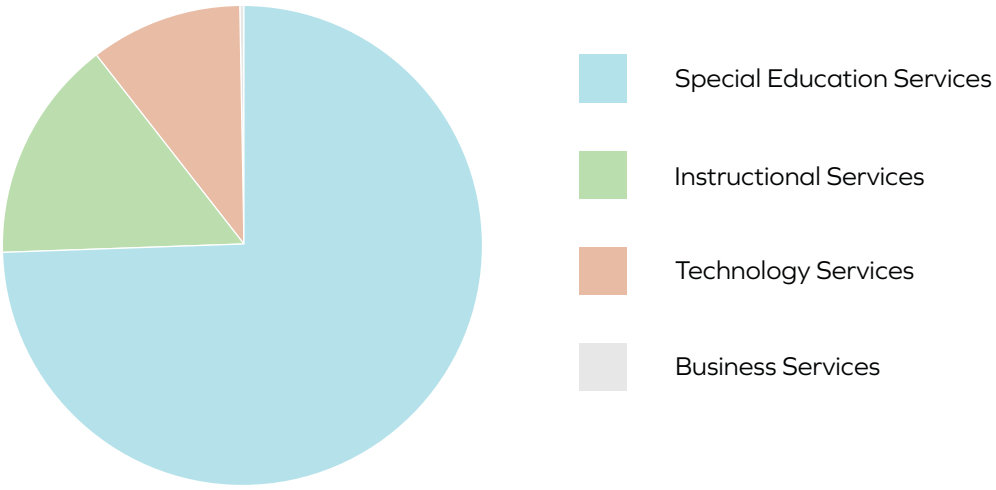


26

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$0**
Business Services	**$2,400.00**
Instructional Services	**$816,526.38**
Other Instructional Services	$324,422.00
Outdoor School	$237,780.50
Fire Science Programs	$161,863.96
Promise Programs	$92,459.92
Special Education Services	**$4,085,649.50**
Groner and Social-Emotional Schools	$2,253,647.36
Staffing Services	$1,243,829.44
EI/ECSE Evaluations	$578,306.00
Other Special Education Services	$9,866.70
Technology Services	**$570,300.97**
Infinite Visions	$166,539.94
Synergy	$134,672.87
Technology-Housed Applications	$132,404.69
Destiny	$88,327.20
Other Technology Services	$48,356.27
Total billed during fiscal year 2018–19	**$5,474,876.85**



Average Daily Membership/Weighted (ADMw): 24,609

Sherwood School District

Heather Cordie, Superintendent
23295 SW Main Street
Sherwood, OR 97140
503-825-5000
sherwood.k12.or.us

Services

Administrative Services
Home-school students registered: 281
Truancy contacts: 10

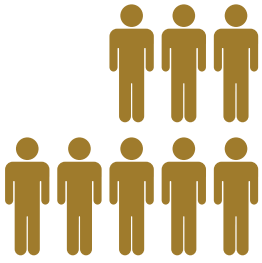
Instructional Services
Outdoor School participants: 385

Special Education Services
Average number of EI/ECSE evaluations completed each month: 7

Average number of children active in EI/ECSE programs each month: 85

Social-Emotional Learning Schools Enrollment
Cascade Academy: 4
Columbia Academy: 1
Day Treatment Program: 3
Levi Anderson Learning Center: 3
Pacific Academy: 5

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 83
Deaf/Hard of Hearing: 7
Orthopedic Impairment: 4
Vision: 3

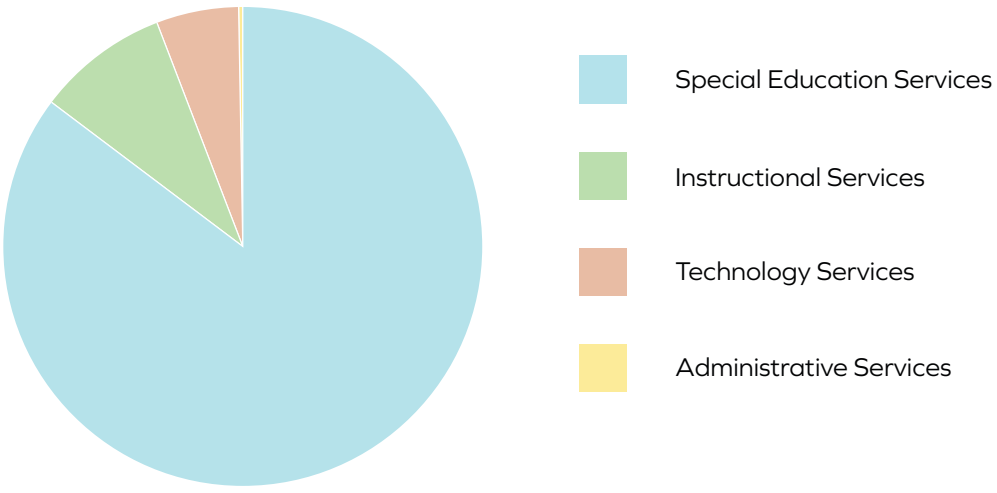


8

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$2,632.00**
Truancy Services	$2,632.00
Business Services	**$0**
Instructional Services	**$121,746.66**
Outdoor School	$77,200.50
Promise Programs	$24,466.16
Other Instructional Services	$20,080.00
Special Education Services	**$1,171,550.78**
Social-Emotional Learning Schools	$565,188.08
Staffing Services	$528,937.70
EI/ECSE Evaluations	$76,275.00
Other Special Education Services	$1,150.00
Technology Services	**$75,440.16**
Infinite Visions	$46,394.14
Other Technology Services	$29,046.02
Total billed during fiscal year 2018–19	**$1,371,369.60**



Average Daily Membership/Weighted (ADMw): 5,783

Tigard-Tualatin School District

Dr. Susan Rieke-Smith, Superintendent
6960 SW Sandburg
Tigard, OR 97223
503-431-4000
ttsdschools.org

Services

Administrative Services
Home-school students registered: 552
Truancy contacts: 52

Instructional Services
Outdoor school participants: 839

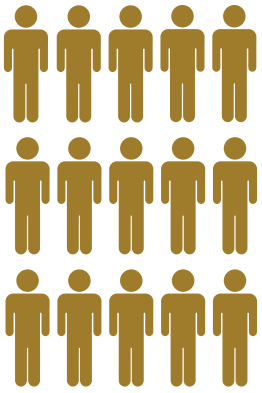
Special Education Services
Average number of EI/ECSE evaluations completed each month: 26

Average number of children active in EI/ECSE programs each month: 297

Specialized Classroom
Groner Elementary (for students who are Deaf/Hard of Hearing): 4

Social-Emotional Learning Schools Enrollment
Cascade Academy: 7
Columbia Academy: 1
Day Treatment Program: 4
Levi Anderson Learning Center: 3
Pacific Academy: 5

Low-Incidence Regional Program Enrollment
Autism Spectrum Disorder: 70
Deaf/Hard of Hearing: 26
Orthopedic Impairment: 18
Traumatic Brain Injury: 1
Vision: 16

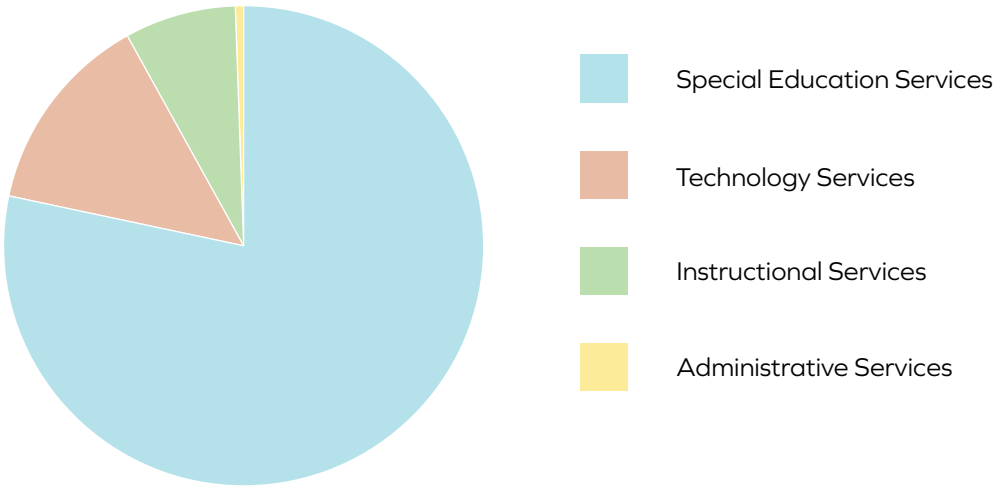


15

NWRESD staff members provided school-age special education support

Financial Overview

Administrative Services	**$12,404.00**
Truancy Services	$12,404.00
Business Services	**$0**
Instructional Services	**$230,670.00**
Outdoor School	$129,730.00
Promise Programs	$57,820.00
Cascade Education Corps	$23,100.00
Other Instructional Services	$20,020.00
Special Education Services	**$2,376,397.55**
Groner and Social-Emotional Schools	$1,153,527.70
Staffing Services	$975,350.10
EI/ECSE Evaluations	$245,796.00
Other Special Education Services	$1,723.75
Technology Services	**$412,127.53**
Other Technology Services	$168,998.81
Infinite Visions	$118,130.82
Technology Support	$85,431.00
Synergy	$39,566.90
Total billed during fiscal year 2018–19	**$3,031,599.08**



Average Daily Membership/Weighted (ADMw): 14,469

Left: Students in the Levi Anderson Learning Program created bag monsters as part of a letter writing campaign to ban plastic bags in Oregon. Photo by Rich Schuler.

Front cover: A student gets ready for dinner at Trickle Creek Outdoor School. Photo by Peter O'Brien.

Clatsop County
3194 Marine Drive
Astoria, OR 97103
Phone: 503-325-2862

Columbia County
800 Port Avenue
St. Helens, OR 97051
Phone: 503-366-4100

Tillamook County
2515 3rd Street
Tillamook, OR 97141
Phone: 503-842-8423

Washington County
5825 NE Ray Circle
Hillsboro, OR 97124
Phone: 503-614-1428

Our website
nwresd.org

Find us on social media:

facebook.com/NWRESD
twitter.com/nwresd
instagram.com/nwresd
linkedin.com/company/nwregional

Northwest Regional ESD

2020-21 Local Service Plan

Northwest Regional
Education Service District

5825 NE Ray Circle | Hillsboro, OR 97124-6436

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

www.nwresd.org

Northwest Regional Education Service District

Dan Goldman, Superintendent

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

Clatsop Service Center
Elizabeth Friedman, Administrator
3194 Marine Drive
Astoria, OR 97103
Phone: 503-325-2862

Columbia Service Center
Cynthia Jaeger, Administrator
800 Port Avenue
St.Helens, OR 97051
Phone: 503-366-4100

Tillamook Service Center
Kim Lyon, Administrator
2515 3rd Street
Tillamook, OR 97051
Phone: 503-842-8423

NWRESD Board of Directors

CHAIR
Cunningham, Karen | Zone 5
Beaverton, OR

VICE CHAIR
Poehlitz, Lisa | Zone 3
Sherwood, OR

Riley, Christine | Zone 1
Gaston, OR

Erickson, Tony | Zone 4
Scappoose, OR

Tomlin, Ross | Higher Ed TBCC
Tillamook, OR

Hollandsworth, Dave | Zone 2
Tillamook, OR

McGlasson, Marilyn | At-Large
Hillsboro, OR

Bruce, Renee | Social Services
Beaverton, OR

Judd, DaWayne | Business
Beaverton, OR

Board Zones

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

Northwest Regional Education Service District

Local Service Plan

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

• Programs for children with special needs, including but not limited to special education services, services for at-risk students and professional development for employees who provide those services.

• Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services, distance learning and professional development for employees who provide those services.

• School improvement services for component school districts, including but not limited to services designed to support component school districts in meeting the requirements of state and federal law, services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts, services designed to support and facilitate continuous school improvement planning, services designed to address school wide behavior and climate issues and professional technical education and professional development for employees who provide those services.

• Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035.

• Other services that an education service district is required to provide by state or federal law, including but not limited to services required under ORS 339.005 to 339.090.

Proposed NWRESD 2020-21 Local Service Plan: Service Credits

	2020-21 Projection 11.4.19	2019-20 SSF Est 3.4.19
Estimated SSF Allocation (based on 51% SSF 6/19)	$ 50,521,492	$ 48,788,794
ESD Operations @ 10%	5,052,149	4,878,879
Local Service Plan @ 90%	45,469,343	43,909,915
Beaverton (39.5%)	17,776,009	17,186,804
Hillsboro (20.35%)	9,151,383	8,886,262
Amount Available for 18 Districts	18,541,951	17,836,849
CORE Services - 25% of Plan	4,635,488	4,459,212
Service Credits - 75% of Plan	**$ 13,906,463**	**$ 13,377,636**

County	District	ODE Report 5/6/2019 2017-18 Ex. ADMw	ODE Report 5/6/2019 2018-19 Ex. ADMw	Growth	Local Service Plan ADMw w/ Growth	% of Total	Estimated 2020-21 Service Credit Allocation	Amount per ADMw	2019-20 Service Credit Allocation	Difference
Clatsop										
	Astoria	2,220.95	2,191.45	(29.5)	2,191.45	4.38%	$ 609,244	$ 278.01	$ 595,905	$ 13,339
	Jewell	300.48	286.47	(14.0)	286.47	0.57%	79,641	278.01	77,375	2,266
	Knappa	659.83	656.10	(3.7)	656.10	1.31%	182,402	278.01	181,780	622
	Seaside	1,945.50	2,001.92	56.4	2,058.34	4.11%	572,238	278.01	509,843	62,395
	Warrenton-Hammond	1,236.42	1,265.90	29.5	1,295.38	2.59%	360,128	278.01	329,842	30,286
Columbia										
	Clatskanie	920.00	933.57	13.6	947.14	1.89%	263,314	278.01	249,341	13,973
	Rainier	1,061.10	1,044.73	(16.4)	1,044.73	2.09%	290,445	278.01	291,865	(1,420)
	Scappoose	2,757.90	2,796.08	38.2	2,834.26	5.67%	787,951	278.01	740,696	47,255
	St. Helens	3,441.02	3,330.49	(110.5)	3,330.49	6.66%	925,908	278.01	933,036	(7,128)
	Vernonia	751.30	746.72	(4.6)	746.72	1.49%	207,595	278.01	197,110	10,485
Tillamook										
	Neah-Kah-Nie	1,017.89	1,034.74	16.9	1,051.59	2.10%	292,352	278.01	269,842	22,510
	Nestucca Valley	669.79	681.46	11.7	693.13	1.39%	192,697	278.01	176,671	16,026
	Tillamook	2,598.50	2,652.03	53.5	2,705.56	5.41%	752,171	278.01	705,213	46,958
Washington										
	Banks	1,299.44	1,279.49	(20.0)	1,279.49	2.56%	355,710	278.01	258,488	97,222
	Forest Grove	7,555.66	7,446.73	(108.9)	7,446.73	14.89%	2,070,261	278.01	2,018,000	52,261
	Gaston	729.97	744.98	15.0	759.99	1.52%	211,284	278.01	195,351	15,933
	Sherwood	6,010.74	5,992.85	(17.9)	5,992.85	11.98%	1,666,069	278.01	1,585,543	80,526
	Tigard-Tualatin	14,936.79	14,701.13	(235.7)	14,701.13	29.39%	4,087,054	278.01	3,961,736	125,318
	TOTAL	50,113.28	49,786.84	(326.4)	50,021.55	100.00%	$ **13,906,463**		$ 13,277,637	$ 628,826

Proposed NWRESD 2020-21 Local Service Plan: County Allocations

Total Available for Allocation			$ 1,699,798
Base per County =	$ 125,000	x 4	500,000
Available by ADMw			1,199,798

County	District	Resolution Plan ADMw w/ Growth	County Base	Allocation Outside of Base	Total 2020-21 Allocation Per County	Total 2019-20 Allocation Per County	Increase
Clatsop							
	Astoria	2,191.5					
	Jewell	286.5					
	Knappa	656.1					
	Seaside	2,058.3					
	Warrenton-Hammond	1,295.4					
	Total Clatsop County	6,487.7	$ 125,000	$ 155,612	**$ 280,612**	**$ 255,816**	**$ 24,796**
Columbia							
	Clatskanie	947.1					
	Rainier	1,044.7					
	Scappoose	2,834.3					
	St. Helens	3,330.5					
	Vernonia	746.7					
	Total Columbia County	8,903.3	125,000	213,552	**338,552**	**313,185**	**25,367**
Tillamook							
	Neah-Kah-Nie	1,051.6					
	Nestucca Valley	693.1					
	Tillamook	2,705.6					
	Total Tillamook County	4,450.3	125,000	106,743	**231,743**	**213,330**	**18,413**
Washington							
	Banks	1,279.5					
	Forest Grove	7,446.7					
	Gaston	760.0					
	Sherwood	5,992.9					
	Tigard-Tualatin	14,701.1					
	Total Washington County	30,180.2	125,000	723,891	**848,891**	**758,443**	**90,448**
	TOTAL	50,021.6	$ 500,000	$ 1,199,798	**$ 1,699,798**	**$ 1,540,773**	**$ 159,025**

Proposed NWRESD 2020-21 Local Service Plan: Core Services Budget

Program	2019-20 Adopted Budget	2020-21 Projected Budget
Instructional Services		
Professional Development Strands BSD + HSD	299,424	343,050
Professional Development Strands CORE Dist	208,951	236,221
Regional Innovations Fund BSD + HSD	550,000	550,000
Total Instructional Services	**$ 1,058,375**	**$ 1,129,271**
Technology		
Network Services	326,757	339,827
Help Desk	111,311	115,763
Application Support/Development	507,917	528,234
Technical Engineering Coop	423,507	440,447
Student Information System	812,016	844,497
Library Services	162,480	168,979
Total Technology Services	**2,343,988**	**2,437,748**
Miscellaneous Services		
Miscellaneous		
Home School	15,000	15,000
Emergency Closure Network	10,500	10,500
County Allocations	1,540,773	1,699,798
Total Miscellaneous Services	1,566,273	1,725,298
Total Core Services	**$ 4,968,636**	**$ 5,292,317**
Summary		
Core Allocation (25% of the 90%)	4,459,212	4,635,488
ESD Added Contribution for PD Staff	501,112	522,244
Beaverton and Hillsboro	849,424	893,050
Amount Available for Core Services:	**5,809,748**	**6,050,782**

RESOLUTION AUTHORIZING
NWRESD LOCAL SERVICE PLAN FOR 2020-21

BE IT RESOLVED by the Board of Directors of Beaverton School District in Washington County, Oregon, that for the nature and extent of Core Services, Service Credits, and the County Allocation Fund described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2020-21 school year.

ADOPTED this 9th day of March 2020.
ATTEST:

Becky Tymchuk
Board Chair

Superintendent

Please email the signed document by March 1, 2020 to:

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

January 27, 2020
School Board
Finance & Investment Strategies Committee
7:30 a.m.

Attendees: Eric Simpson, Anne Bryan, Mike Schofield, Jason Guchereau, Maureen Wheeler, David Williams, Don Grotting, Carl Mead, Danielle Hudson, Ginny Hansmann and Josh Gamez

1. **Future Bond Update**
    - November 2021 is target for ballot
    - Spring 2021 & Fall 2021 School Board Work Sessions good time for overall updates and preparation
    - Facility Assessments complete by end of February 2020 – good topic for working session
    - Some of the facilities may be beyond repair or cost prohibitive to retrofit
    - Criteria on project selection & priorities will be very critical (which schools and why)
2. **Investment Strategies**
    - PERS Account Update – was not filed for the first state incentive program
        1. Didn't have cash likely to do this
        2. Will file and plan for future programs that reduce PERS expenses
    - Reserves
        1. Board policy was updated on this to match replenishment schedule (first reading complete and Board vote in February 2020)
        2. Not much savings opportunity for this fiscal year (budget shortfall)
        3. Mike working on strategy for structural/sustainable budget models to enable both replenishment of reserves and PERS paydown opportunities
        4. Contract negotiations are beginning
3. **Other Items**
    - Future Planning – might be need to consolidate or right size facilities/locations
    - Cost per student publication (by school) will be ready in October 2020
    - Student Investment Plan (SIA Application) being published/released by Maureen and David soon

Meeting ended at 8:13 a.m.

Next meeting: March 2, 2020 at 7:30 a.m.

March 2, 2020
School Board
Finance & Investment Strategies Committee
7:30 a.m.

Attendees: Eric Simpson, Don Grotting, Maureen Wheeler, Anne Bryan, Ginny Hansmann, Josh Gamez, Mike Schofield and David Williams

Future Bond

- Still on target with the plan for November 2021 Bond
- Input still ongoing with individual schools to capture their facility wants/needs list(s)
- It will be paramount to message well and have clear logic on the decision of what schools get focus on the next Bond Project List
- Ensure Long Range Facility Planning (LRP) has cohesive strategy and communication – timing ideally would be well ahead of the Bond committee project selection process
    - **Josh to follow up on the check point and process for LRP to be leveraged by Bond Committee for selection process**
- 2014 Bond Refinance & structure will be critical aspect for freeing up future capital bond(s) capacity

Bond Refinance

- Current rates have plummeted recently with market correction & flight to secure investments (bonds) – strong opportunity for refinance now (Again)
- BSD team pulled the trigger with agency to move forward with refi of 2014 bonds – process can take upwards of 6 weeks
- Debt will be structured to provide max benefit for future bond (capacity) as well as align better for general election cycles
- No further action required by the School Board at this time - Board gave approval for a Refi several months ago
    - **Mike will provide the BSD staff and Board abreast of the 2014 Bond Refinance process & impact/results**

SIA Update

- Fine tuning from community feedback/engagements as well as continued staff inputs
- David/Maureen send the Board today (3/2) the executive summary level information (which was shared at committee meeting today)
- SIA Report a key topic for Board Meeting on March 9
- David/Mike to develop measurements and process to allocate unspent SIA funds on "next up" priority items

Opens

Negotiations – Work has begun for both OSEA and BEA (possible impact item for overall modelled budget)

General Fund Update – EFB trending favorably and finance staff following up on possible revenues from school funds (state). On target accurate information and model for upcoming Budget Season

Coronavirus – Impact on overall budget unclear – thought this poses risk for both operational expenses (facility cleans/subs) as well as state fund revenue (attendance)

Meeting ended at 8:38 a.m.

Next Meeting: Monday April 20 – 7:30 a.m.

January 13, 2020
School Board
Policy Subcommittee Meeting

Attendees: Becky Tymchuk, Anne Bryan, Don Grotting, David Williams, Camellia Osterink, Mike Schofield, Mary Hawkins and Donna Tyner by phone.

The district has received two OSBA policy updates for review. Packets were passed out of all suggested updates and will be reviewed at a future meeting.

DBDB – Financial Reserves was reviewed. This policy was passed in 2015. Support for the continuation of the policy was agreed with some changes to the language. Mike would like to come back to the Board every year with an update and a plan to replenish. All language stating *rainy day* reserves will be replaced with *financial* reserves as well as other minor changes.

The policy will move forward for a first reading at the January 21, 2020 School Board meeting.

Meeting adjourned at 4:50 p.m.

Next meeting will be scheduled in March.

I AR's Recently Adopted

- IB-AR - Freedom of Expression *(deleted)*
- ICA_ID-AR – Hours of the School Day *(deleted)*
- IGACA-AR – Recognition of Religious Beliefs and Customs *(edits)*
- IGAEB-AR – Tobacco, Alcohol and Other Drug Prevention, and Intervention *(deleted)*
- IGAI-AR – Human Sexuality Education *(reviewed but no changes)*
- IGBAC-AR – Special Education – Personnel Development *(deleted)*
- IGBB-AR – Talented and Gifted Program *(edits)*
- IGBC-AR – Title IA/Parental and Family Involvement (*New AR, OSBA Language)*
- IGBHA-AR – Evaluation of Alternative Education Program *(edits)*
- IGBHC-AR – Alternative Education Notification *(deleted)*
- IGBHD-AR – Program Exemptions *(edits)*
- IGDF-AR – District Fund-Raising Activities *(edits)*
- IGDG-AR – Student Body and Activity (Fund 231) Accounting *(deleted)*
- IGDJ-AR – Interscholastic Athletic Activities *(deleted)*
- IGDJB-AR – Community Sponsored club Sports *(reviewed but no changes)*
- IGDK-AR – Non-School Sponsored Study and Athletic Tours/Trips/Competitions *(reviewed but no changes)*
- IIBGA-AR – Electronic Communications System *(edits)*
- IK-AR – Academic Achievement *(reviewed but no changes)*
- IKE-AR – Promotion and Retention of Students *(reviewed but no changes)*
- IL-AR – Assessment Program *(deleted)*
- IM-AR – Evaluation of Instructional Programs *(deleted)*
- INB-AR – Studying Controversial Issues *(edits)*
- ING-AR – Animals on District Property *(reviewed but no changes)*

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.

Deleted 1/14/20
Code: **IB-AR**
Adopted: 4/1/00
Revised: 10/5/04, 2/14/06,
3/3/09

FREEDOM OF EXPRESSION**

Student Journalists
Generally, student journalists have the right to exercise freedom of speech and of the press in school sponsored media. "Student journalist," for the purpose of this Policy means a student who gathers, compiles, writes, edits, photographs, records or prepares information for dissemination in school sponsored media.

"School sponsored media" means those materials that are prepared, substantially written, published or broadcast by student journalists, that are distributed or generally made available, either free of charge or for a fee, to members of the student body and that are prepared under the direction of a student media adviser. School sponsored media does not include media intended for distribution or transmission solely in the classrooms in which they are produced.

School sponsored media prepared by student journalists are subject to reasonable time, place and manner restrictions, pursuant to federal law. School sponsored media cannot contain material that:

1. Is libelous or slanderous;
2. Is obscene, pervasively indecent or vulgar;
3. Is factually inaccurate or does not meet journalistic standards established for school sponsored media;
4. Constitutes an unwanted invasion of privacy;
5. Violates federal or state law; or
6. So incites students as to create a clear and present danger of:

    a. The commission of unlawful acts on or off school premises;
    b. The violation of district policies; or
    c. The material and substantial disruption of the orderly operation of the school. A school official will base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on subjective fear or apprehension.

Modifications or removal of items may be appealed in writing to the Superintendent or designee. The Superintendent or designee shall schedule a meeting on or before ten (10) school days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials and the Superintendent or designee. At the Superintendent or designee's discretion, the District's legal counsel may also attend the meeting. The Superintendent or designee shall make his/her decision on or before ten (10) school days of the meeting. The Superintendent or designee's decision shall be final and binding on all parties.

END OF POLICY
Legal References:
ORS 332.072
ORS 332.107
ORS 339.880
OAR 581-021-0050
OAR 581-021-0055

Hazelwood School District vs. Kuhlmeier: 108 S. Ct. 562 (1988)

DELETE

Deleted 1/14/20

Code: ICA/ID-AR
Adopted: 9/2/87
Readopted: 4/1/00
Orig. Code: 6000-12

HOURS OF THE SCHOOL DAY

The regular school day for students shall be determined annually.

DELETE

Reviewed w/edits
Code: **IGACA-AR**
Revised/Reviewed: 1/14/20, 10/28/15
Orig. Code(s): IGACA-AR

Recognition of Religious Beliefs and Customs

~~**Introduction**~~

The policy of the district reflects a commitment to the principles of religious neutrality and the accommodation of diversity, promoting respect and understanding of different beliefs and customs. To include religious music, symbols, art or writings in school programs, displays, performances, classroom activities and/or celebrations, the teacher must demonstrate an educational purpose consistent with the stated objectives of the curriculum. Therefore, reflective preview by teacher and administrator of the content of such activities is necessary and appropriate. In considering any material, the artistic, social and cultural aspects relevant to the purpose for including the material should be taken into account.

Religion in the Curriculum

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect of human culture would be incomplete. It is essential that teaching about and not of religion be conducted in a factual, objective and respectful manner.

Therefore, the practice of the district shall be as follows:

1. The district supports the inclusion of religious literature, music, drama and the arts in the curriculum provided it is intrinsic to the learning experience in the various fields of study and is presented objectively. Care should be taken when considering the seasonal inclusion of literature, music, drama and the arts that the use not lead to the observation or celebration of a particular religious holiday. Religious music should not dominate and any dramatic productions should emphasize the cultural aspects of the holiday. For example, while recognizing the holiday season, none of the school activities in December should have the purpose or effect of promoting or inhibiting religion;

2. Instruction should never foster any particular religious tenets or demean any religious beliefs or non-beliefs;

3. The emphasis on religious themes in the arts, literature and history should be appropriate to its educational value and only as extensive as necessary for a balanced and comprehensive study of these areas;
4. Student-initiated expressions in response to questions or assignments which reflect their beliefs or non-beliefs about religious themes shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

Exemption from Course(s)

The practice of the district is to excuse students from state- or district-required programs, learning activities and expectations when those programs, activities or expectations conflict with religious beliefs of parents and students (according to Oregon Administrative Rules). In the case of individual lessons, students may be assigned alternative assignments in a way which is not embarrassing to the student. When a significant portion of a state- or district-

required course is objectionable, the student will be granted an exemption from the course and any expectations assigned to that course. In such cases, the student will be expected to enroll in another class and, at the high school level, to earn a credit in lieu of the exempted course. The exemption from a course on religious grounds does not reduce the number of credits required for graduation from the district. Any waiver or exemption from state- or district-required courses must be acknowledged in writing by the parent, and a copy of the request and decision must be filed with the appropriate executive administrator of school improvement and support as well as attached to the transcript.

One written request by the parent on file is all that is required per student during his/her time in a particular school.

Dedications and Commencement
Traditions are a cherished part of the community life and the district expresses an interest in maintaining those traditions which have had a significance to the community. Such ceremonies should recognize the religious pluralism of the community.

Therefore, the practice of the district shall be as follows:

1. A dedication ceremony should recognize the religious pluralism of the community and be appropriate to those who use the facility. An open invitation should be extended to all citizens to participate in the ceremony;

2. Traditions, i.e., invocation and benediction, inherent in commencement ceremonies, should be honored in the spirit of accommodation and good taste;

3. Because the baccalaureate service is traditionally religious in nature, it should be sponsored by agencies separate from the district;

4. School choruses, bands, orchestras and other performing groups may accept occasional invitations to perform at non-school religious functions with the condition that:

    a. Any member of the group may be excused without penalty of any sort at his/her request; and
    b. The performance must meet the test of religious neutrality. However, school choruses, bands, orchestras and other performing groups may not sponsor or promote performances at religious functions or of a religious nature.

Holidays
Studying about religious holidays may be included in elementary, middle and high school curricula as opportunities for teaching about religions if:

1. The purpose is to provide secular instruction about multicultural religious traditions rather than to promote, observe or celebrate particular religions or religious holidays;

2. It is done within the context of the district curriculum.

Religious music[1], symbols,[2] art or writing in school programs, displays, performances, classroom activities and/or celebrations must have an educational purpose consistent with the stated objectives of the curriculum. Where the study of religion is an integral part of the curriculum, whether it is seasonal or not seasonal, symbols appropriate to that study may be displayed for the time their presence is necessary to the study and shall be limited to the area(s) where the study occurs. Religious symbols may be displayed seasonally only as a part of a broad, balanced multicultural study. The overall effect of such a display shall not promote or favor any religious practice, belief or non-belief.

~~* Religious music includes: Any music which recognizes the existence of a supreme being or deity. "The Messiah," O Holy Night," "Silent Night," "The Kaddish," "Kol Nidre" and "Maoz Tzur" are examples of this music. Music is not prohibited solely because it has a reference to God in it.~~

~~** A religious symbol includes: Any object which portrays or recognizes the existence of a supreme being or deity. The cross, star of David, nativity scene, menorah, tablets, chalices, crescent, Buddha and any other symbols which are part of a religious celebration are in this category~~.

In all school programs and study, care must be taken to avoid the presentation of religious music as a celebration of a particular religion or religious holiday and to ensure that there is no intent to promote, inhibit or denigrate any particular religion or non-religion.

The district and school calendars shall be prepared with the intent to avoid conflicts with the religious holidays of all faiths. Where conflicts are unavoidable, care should be taken to avoid tests, special projects, introduction of new concepts and other activities which would be difficult or impossible to make up. The students who remain in school should continue to have meaningful learning experiences.

A student's religious beliefs shall be honored by excusing the student at the student's or parent's request from school on the student's religious holidays. Upon successful completion of make-up work, there shall be no penalties attached to these absences. Care must be taken at all levels to respect student's rights to express themselves through the use of religious symbols in reports, projects and other assignments as long as these symbols are removed upon completion of the activity.

Educators must be sensitive to the diversity of cultural backgrounds and religious beliefs in our society. Special care must be taken to ensure that students do not experience exclusionary feeling and can participate comfortably in school programs, displays, performances, classroom activities and/or celebrations. Classroom parties held at a holiday time must be secular in nature and their overall effect should not promote or favor any religious practice, belief or non-belief.

~~**Reconsideration of the Use of Religious Curriculum**~~

~~Although care is exercised by the teacher and administrator so that the inclusion of religious literature, music, drama and the arts in the curriculum avoids the observation or celebration of a particular religious holiday, a member of the community or staff may wish to request a reconsideration of an activity, display or performance which is inconsistent with the curriculum. In such an event, the individual shall contact the teacher to informally resolve the issue. If the matter cannot be resolved at that level, the principal shall:~~

---

[1] Religious music includes: any music which recognizes the existence of a supreme being or deity. "The Messiah," "O Holy Night", "Silent Night," "The Kaddish," "Kol Nidre" and Maoz Tzur" are examples of this music. Music is not prohibited solely because it has a reference to God in it.

[2] A religious symbol includes: any object which portrays or recognizes the existence of a suprement being or deity. The cross, star of David, nativity scene, menorah, tablets, chalices, crescent, Buddha and any other symbols which are part of a religious celebration are in this category.

1. Have the community or staff member complete the form for "Reconsideration of Religious Curriculum";

2. Acknowledge receipt of all written or verbal requests for reconsideration of religious curriculum;

3. Notify all staff members who are directly involved in the request;

4. Forward the "Request for Reconsideration of Religious Curriculum" and other appropriate correspondence to the K-12 administrator for curriculum and staff development;

5. The K-12 administrator for curriculum and staff development will establish a committee to review the request for reconsideration;

6. The curriculum in question shall continue to be used until the formal procedure is complete;

7. Final action on the request shall be taken by the administration no later than five school days after the K-12 administrator for curriculum and staff development receives the completed "Request for Reconsideration of Religious Curriculum";

8. The individual making the request for reconsideration may withdraw the request at any time during the review process.

Establishment of a Review Committee

The review committee will be established by the K-12 administrator for curriculum and staff development. The K-12 administrator for curriculum and staff development will serve as or delegate the chair of the committee to an instruction division administrator. The teachers from the same grade level or subject at which the curriculum is being used, a site council member and a principal(s) will be a part of the committee. A student may also be included on the committee. The specific number of representatives from various categories will depend on the nature and use of the curriculum in question.

Committee Review Procedure

1. Committee members will receive copies of the statement questioning the instructional material.

2. Opportunity shall be afforded the person(s) or group questioning the materials to meet with the committee and to present their opinions. Committee members may ask the presenter(s) questions for the purpose of better understanding or clarifying their presentations.

3. The committee meetings shall be open to other staff or public who wish to observe the deliberations.

4. The committee will review the curriculum in question and form opinions based on how the curriculum reflects Board policy in meeting requirements of neutrality and tolerance.

5. The committee will formulate its recommendations and prepare a written report for the assistant superintendent who will make a final determination for action.

Action Taken

1. The action taken relative to the request for reconsideration of religious curriculum will be communicated in writing to the person submitting the request.

2. The final decision shall be sent to all district administrators.

3. Disposition of the appeal shall be made known to all parties in the action.

Request for Reconsideration of Religious Curriculum

Initiated by _____
Name (Please Print) Telephone

_____
Address

Representing ____ _____
Self Group (Name)

Curriculum questioned:

_____

_____

_____

_____

_ _

Please respond to the following questions. If more space is needed, use additional paper.

1. To what aspect of the curriculum do you object? Please cite specifics.

_____

_____

_____

_____

2. Please discuss the rationale for your objection and the basis on which the objection rests.

3. What action do you recommend that the school take on this curriculum?

Signature Date

Please return this form to the principal.

Received by the principal:
Signature

School Date and Time of Day

STATEMENT OF COURSE EXEMPTION
(to be attached to student transcript)

Approval has been granted to _____(Student name)

for an exemption from _____

(Coursework) due to a conflict with family religious beliefs. This exemption was initiated by the attached

Written request from the student's parent(s),

_____ (Print names).

_____
Principal Signature Date

_____
Instruction Division Signature Date

QUESTIONS/ANSWERS - RELIGIOUS BELIEFS AND CUSTOMS

The following information is intended to provide guidance as you plan and monitor the activities in your school. It is not always possible to provide concrete answers to questions on this subject and, therefore, considerable judgment is required of both principals and staff members.

Curriculum

1. What do the courts say about religion and the public schools?

   The Supreme Court has ruled that public schools may not sponsor religious practices but may teach about religion.

   While having made no definitive ruling on religious holidays in the schools, the Supreme Court let stand a lower federal court decision stating that recognition of holidays may be constitutional if the purpose is to provide secular instruction about religious traditions rather than to promote the particular religion involved (Florey v. Sioux Falls School District, 8th Circuit 1980).

2. What is the difference between teaching about religion and teaching religious practices?

   The Supreme Court has ruled that the Constitution does not prohibit teaching about religion in an objective manner. Indeed, certain aspects of history, literature, art and music cannot be taught without references to religion. Teaching the role of religion in relation to these subjects is quite different from teaching the precepts of a religion.

3. Do religious holidays belong in the curriculum?

   The study of religious holidays may be included in elementary, middle and high school curricula as opportunities for teaching about religions. Such study serves the academic goals of educating students about history and cultures as well as the traditions of particular religions within a pluralistic society. The social studies may include aspects of cultural studies including the history of religious customs and beliefs. The use of art, drama or literature with religious themes is permissible if it serves a sound educational goal in the curriculum and does not promote a religious belief.

4. May religious music be used in public schools?

   Sacred music may be sung or played as part of the academic study of music. School concerts that present a variety of selections may include religious music. Concerts should avoid programs dominated by religious music, especially when these coincide with a particular religious holiday.

5. Should all children, including those in a religious minority, be asked to sing songs that have religious references?

   All children should be given the opportunity to learn as much as possible about other religions. The issue is really more cultural than religious. The principal and the staff need to be sensitive to this issue, however, and consider:

   - The needs and backgrounds of all students;
   - The need to include all students in the planned activities when possible;
   - What the teacher is attempting to accomplish as part of a year-long set of activities.

6. May teachers have guest speakers on religion (pastors, rabbis, priests, etc.)?

If the guest speakers are invited to share information about a religious custom or belief and the activity is part of the planned curriculum, using guest speakers is permissible and in most cases encouraged.

Study of Religious Holidays and Customs

1. How should religious holidays be treated in the classroom?

   Teachers must be alert to the distinction between teaching about religious holidays, which is permissible and celebrating religious holidays, which is not. Recognition of and information about holidays may focus on how and when they are celebrated, their origins, histories and generally agreed-upon meanings. If the approach is objective and sensitive, neither promoting nor inhibiting religion, this study can foster understanding and mutual respect for differences in belief.

2. When should teaching about religious holidays take place?

   At the elementary and middle school level, natural opportunities arise for discussion of religious holidays while studying different cultures and communities. In the middle and high school curriculum, students of world history or literature have opportunities to consider the holy days of religious traditions. Teachers find it helpful when they are provided with an inclusive calendar noting major religious and secular holidays with brief descriptions of their significance.

3. What about Christmas?

   Decisions about what to do in December should begin with the understanding that public schools may not sponsor religious devotions or celebrations; study about religious holidays does not extend to religious worship or practice.

   Does this mean that all seasonal activities must be banned from the schools? Probably not, and in any event, such an effort would be unrealistic. The resolution would seem to lie in devising holiday programs that serve an educational purpose for all students — programs that make no students feel excluded or identified with a religion not their own.

   Holiday concerts in December may appropriately include music related to Christmas and Hanukkah but

religious music should not dominate. Any dramatic productions should emphasize the cultural aspects of the holiday. Nativity pageants or plays portraying the Hanukkah miracle are not appropriate in the pubic school setting. In short, while recognizing the holiday season, none of the school activities in December should have the purpose or effect of promoting or inhibiting religion.

4. May religious symbols be used in public school classes?

   The use of religious symbols, provided they are used only as examples of cultural and religious heritage, is permissible as a teaching aid or resources. Religious symbols may be displayed only on a temporary basis as part of the academic program. Students may choose to create artwork with religious symbols, but teachers should not encourage or discourage such creations. There has to be an educational purpose and some judgment in where any religious symbols are displayed.

5. Is a Christmas tree a religious symbol?

   A Christmas tree is not by itself a religious symbol. The Supreme Court has ruled that, "Although Christmas trees once carried religious connotations, today they typify the secular celebration of Christmas." A Christmas tree can become a religious symbol when combined with other symbols or objects of religious significance. So long as the tree does not feature religious symbols such as angels, the Star of Bethlehem, and the Holy Family, the display of a Christmas tree in a public school does not appear to violate Constitutional standards.

   As many people do closely associate Christmas trees with the Christian religious holiday of Christmas, we strongly advise against display of Christmas trees.

6. What about Hanukkah menorah?

   If a menorah is to be displayed, it should be viewed in its secular aspects and explained as a symbol of victory over oppression.

7. What about Santa Claus? Is Santa Claus allowed in schools?

   Presentations about or representations of Santa Claus should be based upon whatever educational value they have. Judgment should be exercised in using the Santa Claus character for entertainment only.

8. What about students and staff wearing religious clothing and/or decorations?

   Students and staff may wear religious decorations under the same constitutional guarantees as govern free speech. Should a student or staff member create a disruption or a disturbance associated with the exercise of this right, the school reserves the authority under case law to suspend or expel a student. A staff member in a public school in Oregon (Cooper v. Eugene School District) may not wear religious clothing.

9. Is Halloween a religious holiday?

   Generally, people no longer consider Halloween associated with religion. Some parents may object to some aspects of Halloween associated with witches or witchcraft. Some judgment should be exercised by staff or parents in planning events associated with Halloween and not emphasize this aspect of the day.

Excusal from School

1. May students be absent for religious holidays?

   Sensitive school policy on absences will take account of the religious needs and requirements of students. Students should be allowed a reasonable number of excused absences, without penalties, to observe religious holidays within their traditions. Students may be asked to complete make-up assignments or examinations in conjunction with school absences.

2. What about religious objections to some holidays?

   Students from certain religious traditions may ask to be excused from classroom discussions or activities related to particular holidays. Some holidays, considered by many people to be secular (for example, Halloween and Valentine's Day) are viewed by others as having religious origins and/or overtones.

   Excusal requests may be especially common in the elementary grades where holidays often are marked by parties and similar non-academic activities. Such requests are routinely granted.

   In addition, some parents and students may make requests for excusals from discussions of certain holidays even when treated from an academic perspective. If focused on a limited, specific discussion, such requests may be granted in order to strike a balance between the student's religious freedom and the school's interest in providing a well-rounded education.

   Administration and teachers should understand that a policy or practice of excusing students from a specific activity or discussion cannot be used as a rationale for school sponsorship of religious celebrations or worship for the remaining students.

Deleted 1/14/20

Code: IGAEB-AR
Adopted: 4/1/00
Readopted: 5/2/06

TOBACCO, ALCOHOL AND OTHER DRUG PREVENTION, AND INTERVENTION

District Written Prevention Plan

The district will maintain a written plan for a tobacco, alcohol, and other drug prevention program to include:

1. District philosophy;
2. District Consistent Discipline Policy procedures;
3. Legal consequences and referral to law enforcement;
4. Medical emergency procedures;
5. Intervention, referral to outside agencies, and support systems;
6. Research-based prevention curriculum;
7. Ongoing staff development reflective of data, current trends and changes in staffing;
8. Advisory committee to monitor prevention plan;
9. Access and use of federal monies;
10. Community partnerships and public relations.

Prevention Curriculum

The curriculum for providing education about the prevention of tobacco, alcohol, and other drug use will be part of the district's health education program. The curriculum for that program is to be developed by a curriculum review project team with/or the District CARE/Prevention Team which includes teachers, counselors, administrators and parents using input from students and assistance from state and local health department staff and others with expertise in the field. State standards and learning targets will be specified at grade levels, with age-appropriate instruction occurring for all students at each grade level, K-12. For high school students not taking health education classes, tobacco, alcohol, and other drug prevention instruction will be integrated into other courses taken and provided each year to students.

As part of the district's health program, instruction in tobacco, alcohol, and other drug use prevention will stress the value of abstinence, with the goals to prevent substance use/abuse. Instruction will include the following:

- The physical and psychological effects and consequences of tobacco, alcohol, and other drug use;
- The laws relating to the use, especially by minors, of alcohol and other unlawful drugs;
- The availability of school and community resources;
- Understanding and managing peer pressure;
- Understanding the consequences of consuming alcohol and other drugs;
- Making informed and responsible decisions; and
- Motivating students to adopt positive attitudes toward healthy and drug-free lifestyles.

The curriculum shall be reviewed and updated by the District Care/Prevention Team to reflect current research and

best practice.

DELETE

Reviewed no changes

Code: IGAI-AR
Revised/Readopted: 1/14/20, 3/31/10
Adopted: 4/1/00

HUMAN SEXUALITY EDUCATION

The Curriculum

The curriculum for providing education about human sexuality will be part of the human growth and development instruction in the district's comprehensive health education program. The curriculum for that program is to be developed by a curriculum review project team or committee (including teachers, administrators and parents) using input from students and assistance from state and local health department staff and others with expertise in the field. Student standards and outcomes will be specified at benchmark levels, with curriculum agreements about human sexuality education content being designated to particular grade-levels. Age-appropriate instruction in human growth and development will occur at each grade level K-12, with specific reproductive terminology beginning at grade 4.

As part of the district's health program, instruction in human sexuality will stress the value of abstinence, as indicated in this district position statement about abstinence:

> "Abstinence from sexual activity and other high-risk behaviors will be taught as the only totally effective means of prevention of teen pregnancy and sexually transmitted diseases (STDs/HIV) and the most appropriate course of action for young people during their school-age years.
>
> "Abstinence is to be stressed. However, it will not be emphasized to the exclusion of other materials and instruction on contraceptive and disease reduction measures which emphasize the risk factors associated with any method other than abstinence, and are presented as adult choices.
>
> "Therefore the curriculum will: (1) promote abstinence for school-age youth; (2) incorporate refusal skills and self-esteem building activities; (3) reinforce the benefits of abstinence without devaluating or ignoring those young people who have had or are having sexual intercourse; and (4) promote mutually monogamous relationships with an uninfected partner for adults as the safest and most responsible sexual behavior.
>
> "Providing guidance for youth in this period of development is a crucial function of the home and school working together to help students develop into responsible adults whose behavior reflects concern for self and others and incorporates family values." (*Health Curriculum Review, 8/97*)

Instruction will include information about:

1. Responsible sexual behaviors and hygienic practices which eliminate or reduce the risks of pregnancy, exposure to human immunodeficiency virus, hepatitis B and other infectious or sexually transmitted diseases;

2. Abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults, without the devaluing or ignoring of those young people who have had or are having sexual intercourse;

3. Contraceptive and disease reduction measures;

4. Statistics based on the latest medical information regarding both the possible side effects and health benefits of all forms of contraceptives, including the success and failure rate for prevention of pregnancy, an the efficacy of contraceptives in preventing HIV infection and other sexually transmitted diseases;

5. Emotional, physical and psychological consequences of early sexual involvements, including the consequences of disease or an unintended pregnancy;

6. Sexually transmitted diseases as serious possible hazards of sexual contact;

7. Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;

8. Laws pertaining to persons 18 years of age or older having sexual relations with persons younger than 18 to whom they are not married;

9. No form of sexual expression being acceptable when it physically or emotionally harms oneself or others;

10. Unwanted physical or verbal sexual advances, and how to decline or accept them;

11. The wrongness of taking advantage of or exploiting another person;

12. The importance of honesty with oneself and others, respect for each person's dignity and well-being and responsibility for one's actions;

13. Development of self-esteem, the development and practice of effective communication skills and the ability to resist peer pressure; and

14. Responsible decision making.

Parent Information and Notification

The principal of each school is responsible for ensuring that parents are informed prior to instruction in human sexuality (within the classroom, an assembly or other school-sponsored activity) that the content will be covered, when such instruction will occur, the particular content of that curriculum for the specified grade level and the materials which will be used during instruction. Parents must be provided the opportunity to view all materials. At the same time, parents shall be informed that no student will be required to take or participate in any instruction in human sexuality if the student's parent(s), after having reviewed the materials, submits written objections to the school.

Exemption from Instruction

Any parent may request his/her student be excused from the instruction by putting that request in writing to the principal. That exemption may be for all of the instruction related to the topic of concern or for specified elements of that instruction (such as a single video presentation or speaker).

It is the teacher's responsibility to ensure that appropriate alternative materials be available for the student, and that assignments in those alternative materials be handled in a way which does not single out or embarrass the student. The criteria for appropriate alternative materials include:

1. Activities/Lessons must have a specific purpose;
2. Activities/Lessons must be related to health;
3. The amount of time and effort required for the alternative activity/lesson must match approximately the amount of time and effort required were the student included in the regular instruction;
4. Lesson products and/or discussions about learning need to be shared with the teacher (versus having the student make a report in front of the class, which may single him/her out.

Although alternative lesson suggestions are provided to teachers as part of the human sexuality instructional program materials, teachers have the latitude to work with parents to devise effective alternative experiences and credit for students which are in agreement with the above criteria.

Program Verification

The K-12 administrator for curriculum and staff development is designated as the staff person to facilitate verifying program implementation annually to the state Department of Education for purposes of the report to the Legislative Assembly at each regular session.

DELETE 1-14-20

Code: IGBAC-AR
Adopted: 4/1/00

SPECIAL EDUCATION - PERSONNEL DEVELOPMENT

Input for staff development shall be obtained in the form of a needs assessment of personnel, from discussions at the building levels and from on-site monitoring reports of the Department of Education.

Staff development activities include local, regional and statewide workshops; release time for visitation to other programs; regular meetings of instructional, related and support personnel relating to specific programming and individual consultation with local or Department of Education personnel.

The district will provide incentives for personnel to enable them to participate in the in-service training and staff development activities such as released time or updating professional skills as is necessary and appropriate.

The district shall encourage the use of innovative practices in the educational setting which have been found to be effective.

District personnel trained by in-service training and staff development activities include:

1. General instructional personnel;
2. Special educational instructional personnel;
3. Related services personnel;
4. Support personnel; and
5. Administrative personnel.

Other persons trained by in-service training and staff development activities might include:

1. Parents;
2. Surrogate parents;
3. Volunteers; and
4. Other interested community persons, agencies and organizations (such as medical personnel, care providers, etc.).

WILL BE REVISED IN MAY 2000 AFTER RECEIPT OF PROCEDURES FROM THE DEPARTMENT OF EDUCATION.

DELETE

Reviewed w/edits

Code: IGBB-AR
Readopted: 1/14/20, 1/10/06
Adopted: 4/5/91

TALENTED AND GIFTED PROGRAM

Each school will provide programs and services for identified talented and gifted (TAG) students within the provisions identified in the district's written plan. In addition, each school shall develop a written plan for programs and services to provide information unique to that school's program. Schools shall inform parents of the programs and services available for their child.

Guidelines for Developing District and School Programs
At all grade levels, the classroom teacher provides the major portion of the instruction for identified talented and gifted students. The instruction provided to identified students shall address their assessed levels of learning and accelerated rates of learning. Assessments for the development of an appropriate academic instructional program shall include the information used by the school TAG committee for identification purposes and also may include one or more of the following:

1. An academic history which may include grades, portfolio assessment records or other progress records and achievement information that demonstrates the student's level of learning and rate of learning;
2. Other evaluation methods such as formal tests or informal assessment methods designed by teachers to determine the student's instructional level and rate of learning as related to specific academic programs;
3. Student interest, style and learning preferences information from inventories or interviews; and
4. Other measures determined by the district to be relevant to the appropriate academic instructional program for the student.

The district and/or school provides school-wide activities appropriate for identified students, either through established district programs or programs unique to the school.

Parent Notification
Parents shall be provided an opportunity to provide input to and discuss with the school the programs and services to be received by their child. Notification of this opportunity may take several forms and may vary from school to school, but it must be documented in writing. Regardless of the method used, the school must ensure that parents of TAG students have received this information.

Request for Reconsideration of Talented and Gifted Programs and Services
If parents believe that the instruction provided to their identified student does not address the assessed levels of learning and accelerated rates of learning, they should follow the provisions outlined below. If the request is for a change in the programs and services of a specific school, a written request in the form of a letter should be made directly to the principal who will evaluate the request and prepare a written response to the individual initiating the request.

~~Violation of State Standards Complaint Review Process~~

~~Parents shall be informed of their right to file a complaint alleging violations of state standards under OAR 581-022-1940. Differences of opinion may arise regarding~~

~~the appropriateness of programs and services provided for identified talented and gifted students. In such an event, the individual shall contact the teacher or the principal to informally resolve the issue. If the matter cannot be resolved at that level and the individual requests to file a complaint, the following procedure will be utilized:~~

1. ~~All complaints will be reported first to the principal;~~
2. ~~An attempt will be made to informally resolve the issue at the local school level;~~
3. ~~A parent initiates a complaint by completing and dating the Talented and Gifted Program "Violation of State Standards Complaint Form" and submits it to the school principal;~~
4. ~~All staff members who are directly involved in the complaint will be notified;~~
5. ~~The complaint, including a summary by the principal of the interactions to problem solve with appropriate staff and the complainant, will be forwarded to the appropriate executive administrator for school support by the principal within five days after receiving the complaint;~~
6. ~~The executive administrator for school support will render a decision and provide the parent with a written copy of the district's response within 45 days after the "Talented and Gifted Program Violation of State Standards Complaint Form" has been filed with the principal;~~
7. ~~The decision of the executive administrator for school support shall be final;~~
8. ~~If an acceptable resolution is not attained, an appeal to the State Superintendent of Public Instruction may be filed as outlined in OAR 581-022-1940. The district shall provide the parent a copy of OAR 581-022-1940 upon request.~~

BEAVERTON SCHOOL DISTRICT

TALENTED AND GIFTED VIOLATION OF STATE STANDARDS COMPLAINT FORM

Name of Parent/Guardian _____

Address _____

Home Phone _____ Work Phone

School in Question

Date Complaint Received by School

1. What is the current practice/procedure of concern?

2. In what way is the practice/procedure a violation of state standards?

3. What has been done at the school level to resolve concerns?

4. What do you believe the school/district should be doing?

5. Other pertinent comments:

Signature of Parent/Guardian

~~**Attach any additional information that you wish us to know.**~~

School TAG Committee
The identification of students eligible for ~~services in the~~ TAG ~~program~~ *services* shall be the responsibility of a school TAG committee which is appointed by the principal. The composition of the committee may vary from school to school depending upon the circumstances. However, it could include the school TAG facilitator, teachers, a counselor or child development specialist and/or the teacher for the learning disabled.

No single test, measure or score shall be the sole criterion for the identification of students. A record of the TAG committee's decision, and the data used by the committee to make the decision, shall become part of the education record for each student considered. The school shall collect behavioral, learning and/or performance information and include the information in all procedures for the identification of students. Test scores, cumulative records and other information which indicate the students' assessed levels of learning and accelerated rates of learning shall be available to the school TAG committee for the identification of students.

Assessment
A basic element of identification is the standardized testing program. If a student meets one or more of the following criteria, he/she shall be referred for consideration:

1. Intellectually gifted students shall score at or above the 97th percentile on a nationally norm-referenced standardized test of school ability;

2. Academically talented students shall score at or above the 97th percentile on a test of total reading or a test of total mathematics from a nationally norm-referenced standardized test battery or a nationally norm-referenced standardized test of reading or mathematics. The tests in the battery used for the purposes of identification shall be limited to reading and mathematics. Oregon statewide assessment results ~~from 1996 or after~~ may also be used;

3. Students transferring to the district after the most recent districtwide test administration shall score at or above the 97th percentile on nationally norm-referenced standardized achievement or school ability tests, from testing in the previous district. Oregon statewide assessment results from 1996 or after may also be used;

4. If a student who transfers to the district was identified as intellectually gifted and/or academically talented in an Oregon public school, that student shall immediately receive services.

Potential to Perform
Schools shall identify students who demonstrate the potential to perform at the 97th percentile. A variety of methods, including but not limited to those listed in this regulation, shall be utilized to identify students with the potential to perform at the 97th percentile.

Schools shall make efforts to identify students from ethnic minorities, students with disabilities and students who are culturally different or economically disadvantaged.

Referral Process
In addition to the assessment process, students may be referred for TAG identification by parents or

staff members. The referrals shall be in writing using the forms and procedures established by the district and found in the TAG Identification and Program Handbook.

Case Study
Once the TAG committee has screened all referrals, a case study shall be established for each student being considered for TAG identification. If a student is referred by two or more sources or has other indicators of being gifted in his/her profile, but does not meet the testing criteria for identification, further data collection may be needed before recommending the student.

Parent Notification
Parents shall be notified in writing at the time of the identification of their child and informed of the programs and services available.

TAG Identification Appeal
An appeal regarding TAG identification may be initiated in writing by a parent or staff member by completing the district TAG Appeal form found in the TAG Identification and Program Handbook. The request shall be referred to the school's principal. The principal and/or the school's TAG facilitator will discuss the appeal process and issues involved in the referral with the parent/guardian. This will be done either by telephone or in person. The appeal will then be submitted to the school TAG committee for consideration.

The school TAG committee shall review the records of the student whose eligibility is being appealed. It will determine if and what additional information is needed. After reviewing the appeal, and if necessary, gathering and considering any additional data, the committee shall make a recommendation to the principal. The principal's decision shall be final. The decision shall be communicated in writing to the parent(s), the person appealing the case (if not a parent) and to the TAG committee. The final decision shall be made no later than 45 calendar days from the date the written request for TAG appeal was received.

Withdrawal
The parents may, at any time, request the withdrawal of their child from programs and services provided under OAR 581-022-~~1320~~ 2330. The district shall notify parents of identified students of this right.

NEW – OSBA language
Code: IGBC-AR
Adopted: 1/14/20

Title IA/Parental and Family Involvement

A parental and family engagement policy shall be developed jointly, agreed upon with and distributed parents and family of participating students. The district shall ensure:

1. Involvement of parents and family members in the joint development of the district's overall Title IA plan, and the development of support and improvement plans.
2. Coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.
3. Development of activities that promote the schools' and parents' and family capacity for strong parent involvement.
4. Coordination and integration of parent and family engagement strategies with appropriate programs as provided by law.
5. Involvement of parents and family in the annual evaluation of the content and effectiveness of the policy, in improving the academic quality of schools served under Title IA.
6. Identification of barriers to participation by parents in activities who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority.
7. Findings of annual evaluations are used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy.
8. Involvement of parents in the activities of schools served under Title IA.

District Title IA Plan
The district's Title IA plan shall ensure that all children receive a high quality education and to close the achievement gaps between children meeting the challenging state academic standards and those children who are not meeting such standards. As a part of the district's overall Title IA plan, the district shall ensure effective involvement of parents and family by promoting activities that support a partnership among the schools, parents, family and the community, and that promotes the improvement of student achievement. The district Title IA plan shall describe:

1. How the district will monitor progress in meeting state academic content standards.
2. How the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.
3. How the district will use effective parental involvement practices.
4. The poverty criteria to select school attendance areas for participation.
5. The services provided in both schoolwide and in targeted assisted schools, and educational services outside of those schools as appropriate (e.g., children living in local institutions or a community day school program).
6. The services provided to homeless children and youth.
7. Effective parent and family engagement strategies used by the district.
8. If applicable, how the district will support, coordinate and integrate services with early childhood education programs including transition to local elementary schools.

9. In consultation with parents, administrators, specialized instructional support personnel, how the district will select the most eligible students in need of services in targeted assisted schools.
10. How the district will implement strategies to facilitate effective transitions of students from middle school to high school, and from high school to post-secondary education.
11. How the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom.
12. If appropriate, how the district supports programs that coordinate and integrate academic and career technical education, including but not limited to, work-based learning opportunities.
13. Any other information on how the district proposes to use funds to meet the purpose of the Title IA program as the district determines appropriate.

Title IA School Plan

Each Title IA school in the district shall jointly develop a plan and distribute the plan to parents and family members of participating children that:

1. Describes the convening of an annual meeting to inform parents and family members of their school's participation in Title IA and explain the requirements of Title IA.
2. Involves parents and family members in the planning, review and improvement of programs under Title IA.
3. Shall provide assistance to parents of students served by the school in understanding such topics as the State's academic standards and student academic achievement standards, Title IA plan requirements, state and local academic assessments and how to monitor a student's progress and work with educators to improve the achievement of their student.
4. Shall provide materials and training to help parents work with their student to improve their student's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
5. Shall educate teachers, student services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parental programs and build ties between parents and the schools.
6. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs, and other programs that encourage and support parents in fully participating in the education of their children.
7. Shall ensure, to the extent practicable, that information related to school and parent programs, meetings and other activities is sent to the parents of participating students in a format and language the parents can understand.
8. Shall provide such other reasonable support for parental involvement activities consistent with Title IA requirements, as parents may request.

School-Parent Compact

A school-parent compact shall be developed for each of the district's Title IA schools. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's academic achievement standards.
2. Describe the ways in which each parent will be responsible for supporting their student's learning.
3. Address the importance of ongoing communication between teachers and parents through:

a. Annual parent-teacher conferences at the elementary school level; and
b. Frequent reporting to parents on their student's progress.

The school shall provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students, to volunteer and participate in their student's class and observe classroom activities. Information and school reports, to the extent practicable, will be provided in a format and language parents can understand.

Reviewed w/edits

Code: IGBHA-AR
Revised/Readopted: 1/14/20, 6/22/09
Adopted: 4/1/00

Evaluation of Alternative Education Program

In accordance with Oregon Administrative Rule OAR 581-022-1350, the district is required to evaluate alternative education programs annually.

Please provide documentation required below and return to the Beaverton School District Office, at 16550 SW Merlo Road, Beaverton, OR *97003* ~~97006-5152~~, no later than September 30. Please include the program name, program coordinator and telephone number. A copy of the district's written evaluation shall be provided to the program coordinator.

Staff

1. Have criminal records checks requirements been met?
    - Provide list of individuals subject to criminal records checks and copy of Form 2283 from the Oregon Department of Education (ODE).

Curriculum

1. Are students receiving instruction in the state content standards to earn diploma credits?
    - Attach supportive documentation including such evidence as program overview, curriculum guide, course syllabi or other material that demonstrates that program curriculum is aligned with standards.

2. Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the ~~school~~ district?
    - Attach copy of summary report and sample of information reported to student, parents and the ~~school~~ district.

3. Are students receiving, at least annually, a report of academic progress?
    - Attach copy of report used.

Discrimination

1. Does the program comply with non-discrimination requirements of law – program does not discriminate based on age, disability, national origin, race, marital status, religion, sexual orientation, gender expression, gender identity or sex?
    - Attach Student enrollment/withdrawal summary based on above criteria.

Registration (Private Alternative Programs Only)

1. Is the program registered with Oregon Department of Education?
    - Attach copy of registration application and approval.

Site Evaluation

1. Does the program comply with health and safety statutes and rules?
    - Attach copy of appropriate documentation, including first aid and emergency procedures plan, such as staff/student handbooks, inservice agenda, fire marshal's report, safety inspection reports, etc.

Tuition and Fees

1. Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, 339.155)?
    - Attach list of fees required and explanation.

Contract

1. The program complies with any statute, rule or school District policy specified in the contract with a public or private alternative education program.
    - Attach as applicable.

2. Does the contract with a public or private alternative program state that non-compliance with a rule or statute may result in termination of the contract?
    - Contract on file with District and program, as applicable.

Expenditures

1. Does the District comply with Oregon Revised Statues regarding expenditures (ORS 336.635(2)?
    - Attach annual statement of expenditures.

_____

Superintendent

- Compliance indicators are intended as examples only. District may modify, as appropriate. Link to ODE Program Evaluation and District Self Assessment: http://www.ode.state.or.us/search/page/?id=731 Compliance indicators are intended as examples only. District may modify as appropriate.

Code: IGBHC-AR

Adopted: 4/1/00

ALTERNATIVE EDUCATION NOTIFICATION

DATE

TO: Parent of

FROM:

RE: Notification of Alternative Education

Your student qualifies for alternative education as a result of the following student action:

Alternatives available for your student at this time consist of

The recommendation of district staff members for your student is

Procedures for enrolling your student in the recommended program are as follows:

DELETE

Reviewed w/edits

Code: IGBHD-AR
Revised/Reviewed: 1/14/20, 1/11/06
Orig. Code(s): IGBHD-AR

PROGRAM EXEMPTIONS

The Board expects that all students will participate in the basic instructional program offered by the school district.

However, when requested by parents in writing, a student may be excused from participation in a specific topic of study when required by the student's religious ~~or cultural~~ beliefs, ~~or for students with special physical, sensory or other~~ ~~disabilities~~ disability, or other reasons deemed appropriate by the district.

Such a request should be made directly to the principal of the school. The principal will be responsible for assessing and acting upon the request in a timely fashion.

Should the exemption be granted it is with the understanding that the student will have a comparable assignment in an area of related study.

A student receiving an exemption under this policy shall receive no penalties as to grade, credit or graduation.

PROGRAM EXEMPTIONS FORM

I request that _____be excused from participation

in _____.

This request is based upon religious belief, ~~cultural belief, or special physical, sensory~~ or ~~other disabilities~~ *disability.* (Please explain)

_____

_____

I understand if this request is granted, the student will have a comparable assignment for which he/she will be held accountable. Further, the student is to be excused only for the topic(s) specified above.

Request Granted _____ *(initials)*

Request Denied _____ *(initials)*

_____

Parent Date

_____

Principal Date

Reviewed w/edits

Code: IGDF-AR
Readopted: 1/14/20, 1/8/08
Adopted: 5/23/93

DISTRICT FUND-RAISING ACTIVITIES

Fund-raising activities are important to the operation of selected district wide educational programs and activities as well as the overall operation of a school. They provide resources to conduct activities for students, purchase some supplies and equipment not provided for through the district operating budget, meet operating expenses of parent groups and booster clubs and related purposes such as activities by students, staff and/or parent/community groups. For these reasons they are authorized. It is equally important that the district administer fund-raising activities in such a way as to maintain an equitable balance of resources so that all district students have comparable educational opportunities. In order to provide for equity among programs and for an equal opportunity for student and community groups to participate in fund-raising activities, the following guidelines are established to regulate who should fund-raise and for what purpose.

District Level Fund-Raising
This administrative regulation provides further direction to implement Board policy IGDF - ~~Student~~ *District* Fund-Raising Activities, which regulates the procedures for conducting fund-raising activities to support instructional programs and activities which have been reduced or deleted from the district's general fund. District-level fund raising may be used to support salaries, related personnel costs, basic equipment and/or supplies.

Instructional Programs and Activities Supported through Fund-Raising - Procedures

1. District wide activities and/or instructional programs which may be supported by fund-raising activities must be authorized by the superintendent or designee. Activities and programs so authorized will be published annually.

2. The district will determine the conditions of comprehensiveness and equality under which the activities and programs will be conducted. Applicable state and federal laws such as the Americans with Disabilities Act and Title IX will be included as criteria for making this determination.

Approval will be based minimally on the following conditions:

   a. Programs/activities provide for equal access for all district students;
   b. Proposed programs/activities recognize the demand place don the community by increased fund-raising activities;
   c. Proposed programs reflect the district's desire to maintain a comprehensive educational program by submitting plans that provide for equity among programs;
   d. The scope of the proposed program is within the norm of similar programs/activities governed by the Oregon School Activities Association (OSAA) and/or other school districts.

3. Fund-raising activities must adhere to the following requirements:

a. Students must never solicit materials alone; they must always work in pairs or with a group. Collections must occur only during daylight hours. A responsible adult must be present and supervise such activities. No door-to-door solicitation of residences or businesses for funds or items for any purpose by students alone;

b. Students cannot be placed in dangerous or compromising situations;

c. Fund raising cannot unfavorably impact other district programs or schools;

d. Activities must be appropriate to the philosophy and goals of the district;

e. Groups must follow established procedures or district policies related to fund-raising.

4. Participation fees will be required of all students for selected activities that occur outside of the school day. In order for all students to participate, community groups and individual schools are encouraged to establish funds for scholarships.

5. The district will conduct an annual review of the guidelines and procedures governing fund raising as described in this administrative regulation. This review will determine the degree the regulation facilitates the district's efforts to incorporate fund raising in support of approved programs and/or activities. The review will be done in accordance with the district's budget time line.

School Based Fund-Raising

The district recognizes that fund-raising activities are important to the operation of a school. They may provide resources to conduct activities for students, purchase some supplies and equipment not provided for through the district operating budget, meet operating expenses of parent groups and booster clubs and related purposes. They also provide opportunities for parents, staff and students to join together in activities which develop rapport and build unity and enhance teamwork and the school's identity. In order to assist principals in administering fund-raising activities sponsored by site groups, the following procedures will be utilized:

1. All school-sponsored ~~groups~~ organizations (e.g., French Club, National Honor Society, Odyssey of the Mind, Chess Club, ~~etc.~~) and school-related groups (e.g., PTC, Booster Club, band parents~~, etc.~~) will submit a proposal ~~to fund-raise~~ for a fundraiser. Each proposal will be reviewed by the principal and/or designee and will include the following:

   a. Description of activity;
   b. Rationale for the fund-raising;
   c. Date, time, location;
   d. Person(s) collecting and receipting money;
   e. How money will be used.

2. Each principal and/or designee will be responsible for the following:

   a. Coordinating all fund-raising activities within the school;
   b. Establishing appropriate accounting controls;
   c. Ensuring a safe environment for students to conduct fund-raising activities.

3. All groups must have written permission from the principal before any product is ordered or selling begins;

4. Principals may develop and disseminate individual school guidelines for fund-raising as necessary beyond these administrative regulations.

All fund-raising activities district level and school-based must:

a. Show a need to fund designated programs/activities that have been reduced or eliminated through budget reductions;
b. Support the approved program beyond the district budgeted funds
c. Indicate a timeline for raising funds
d. Develop a criteria for disbursement of funds which is in accordance with federal and state laws including the Internal Revenue Code and state tax laws and district collective bargaining agreements
e. Be appropriate to the philosophy and goals of the district
f. Not impact other fund-raising activities.

DELETE 1-14-20
Code: IGDG-AR
Revised/Reviewed: 1/10/06
Orig. Code(s): IGDG-AR

Student Body and Activity (Fund 231) Accounting

Introduction

Money raised by a school's student body, as a whole will be expended to benefit the school's student body as a whole. Examples of student body moneys are donations, fund raising, fines, fees and dues. Principals are responsible for assuring proper handling and accounting of all student body money (see Student Body Accounting Handbook).

Student Body Accounting Handbook

The most current version of the district's Student Body Accounting Handbook is an addition to this administrative regulation. This handbook provides a comprehensive guide to managing student body funds. The Student Body Accounting Handbook is provided to each school.

Student Body Fund Support

Business services provides districtwide administrative supervision of student body fund accounting and audit. In addition, business services provides support to assist principals with student body fund management.

DELETE

DELETE 1-14-20
Code: IGDJ-AR
Revised/Reviewed: 4/01/00
Orig. Code(s): IGDJ-AR

INTERSCHOLASTIC ATHLETIC ACTIVITIES

GENERAL GUIDELINES

The interscholastic athletics program of the district is an accepted and significant phase of modern education. It is to be administered in accordance with the best practices employed in a modern system of education.

The interscholastic athletics program is designed for, and should contribute to, the physical growth and development, good physical condition, healthful habits, efficient teamwork, proper standards of conduct, desirable citizenship and favorable social behavior of the participants.

The athletic program is only one of many school activities and therefore is under the same administration and control as the rest of the district program. The students taking part in the program are expected to conduct themselves in an exemplary manner.

Athletic contests are to be the culmination of ethical and educationally sound instructional methods employed by the coaches and demonstrated by the team members.

The health and welfare of the participants is a primary consideration in conducting the program of athletics. Adequate physical examinations, insurance coverage and supervision of recovery time from illness or accident must be provided. Length of practice sessions, number of practices, number of games and strenuous trips should be carefully planned with due consideration of the age of the students and the physical, emotional and academic demands upon the participants.

Financing of the program of athletics will be in a manner outlined by the administration of the district. Head coaching assignments will be made by the building principals who will consult with the appropriate staff in the human resources department and other appropriate personnel. Differentials for coaching assignments will be approved by the Board.

The total program of athletics shall be conducted in accordance with the rules and regulations of the Oregon School Activities Association (OSAA) and the policies and regulations set forth by the Board and the administration of the district.

Girls may participate on teams designated for boys in any interscholastic activity if there is no girls' team with equal opportunity for participation.

The interscholastic athletic program will be evaluated annually to determine achievement of the objectives set forth in the Board policy concerning athletics.

Complete guidelines are available in the District Guidelines for Interscholastic Athletics Handbook.

DRAFT

FIRST-AID CERTIFICATION FOR COACHES

Employees who are assigned to a coaching responsibility must sumit evidence of a valid, recognized first-aid card. First-aid cards which shall be recognized include: American Red Cross Multi-Media, CPR Lifeline, Department of Interior Bureau of Mines, Emergency Medical Technician, American Red Cross Convalescence Patient Aide and U. S. Department of Defense Medical Self-Help. Such certification must be valid at the beginning of a coaching assignment. If the certification expires during the coaching assignment, the employee must show evidence of the updating of such certification prior to beginning a new coaching assignment.

INTRAMURAL AND EXTRAMURAL ATHLETIC ACTIVITIES

Intramural programs may be provided to give those students who do not take part in the interscholastic program the opportunity to participate in athletic activities so they too may derive the benefits of the athletic phase of physical education.

COMPETITIVE ACTIVITIES ELIGIBILITY

1. For competitive activity eligibility purposes, students must attend the school in the attendance area in which they reside or are located. Exceptions may be granted for the following reasons:

    a. If a request has been approved for a student to continue enrollment in a school after his/her family has moved out of the school attendance area;

    b. If the student transfers from another high school within the district prior to the first day of classes of the school year or during the summer months and has met the stipulations of the OSAA policy on transfers within a multiple school district (see Application for Student Transfer form);

    c. If a request for transfer is granted in mid-year, the athletic eligibility may be obtained only through hardship appeal from OSAA:

    d. If a student enrolls in a school with the intention of moving into the attendance area, his/her eligibility will be granted, provided the move is made within 45 days;

    e. If the student attends an options program within the district that provides no athletic opportunity.

PARTICIPATION FEES

Students who participate on interscholastic athletic, dance and/or rally teams pay participation fees to partially defray expenses of the program. The following rules and procedures apply:

Notification

Information concerning participation fees is placed in the section of the student handbook publication which describes available student activities.

Fee Structure

The participation fee structure for students and families shall be determined by August 1 each year:

1. An individual high school student (grades 9-12) pays $125 for each activity;

2. All parents who pay a participation fee for athletics or activities are eligible to purchase a family pass to district athletic events. The discount amount will be 25 percent of the participation fee paid, or 25% of the student activity participation fee paid.

Payment
Payment schedules are established on specific dates across the district. The district administrator for K-12 school support establishes the dates in conjunction with the dates first practices are allowed. The business office establishes procedures for accounting for funds.

Scholarships
Schools are encouraged to offer scholarships to individual students unable to pay participation fees. There are no waivers and schools, through scholarship funds, account for participation fees of those students in financial need.

Refunds
Prorated refunds occur only at the request of the supervisor of the activity but no refund is made after one-half of the activity's time period has been completed. Full refund is made prior to the time of the first contest for which the fee was paid.

Fund Transfer
Participation fee funds are temporarily maintained in the individual school's student body account and, through procedures used for submitting other athletic receipts, turned in to the administration center quarterly — September 30, December 30, March 30 and June 30. Ten percent of the receipts are retained in the student body account for refund purposes. The account is closed out with the June 30 payment with all funds submitted to the administration center.

DELETE

Reviewed, no changes

Code: IGDJB-AR
Revised/Reviewed: 1/14/20, 4/14/09
Orig. Code(s). IGDJB-AR

Community Sponsored Club Sports**

1. Club Sport Defined. A community sponsored club sport includes those athletic activities and teams not sanctioned by OSAA or the Metro League. They are independent from and receive no funding, in-kind services or supervision from the Beaverton School District.

2. A community sponsored club sport must, on an annual basis, request the use of a school name through an application process to the principal and athletic director at that school.

3. The organizer of the community sponsored club sport shall submit, on an annual basis, an application packet to the principal at the school in which they wish to be recognized. The packet must include:

    A. An overview of the club sport including the organizational structure.
    B. A signed statement from the highest person in the organization assuring the following have been met:

        1) The organization's agreement that all students will have access to participate regardless of national origin, race, color, religion, gender, sexual orientation, or financial ability.
        2) All parents of students participating in the club sport have signed a statement acknowledging that the club sport is an organization independent from and receives no funding, in-kind services or supervision from the Beaverton School District.
        3) Proof of liability insurance or signed waivers from parents relating to student injuries.
        4) The assurance that all coaches/volunteers have been approved through the District's background check process and their names are on file with the athletic director.
        5) The head coach's contact information, including emergency contact, is on file with the athletic director.
        6) The assurance that the items listed in nos. 2 through 5 above will be kept current.
        7) The assurance that the students who participate in the club sport will be held to the same behavior standards outlined in Board Policy and Administrative Regulations JFC and JGD/JGE. NOTE: Discipline consequences for club sport athletes administered by the club's organizing body do not take the place of any disciplinary consequences outlined in the District's Consistent Discipline Handbook.

4. The use of a school name by a community sponsored club sport will be at the discretion of the principal after review of the completed application. The District retains the right to revoke the use of the school name at any time.
5. Community sponsored club sports may request the use of District facilities as set forth in Board Policy KG and KG-AR, Community Use of District Facilities. Such use is not guaranteed and will be determined on availability.
6. Community sponsored club sports may request that the school disseminate information regarding the club sport as set forth in Board Policy KJA and KJA-AR, Materials Distribution.

7. The District will deny any club sport request to release information regarding student grades, attendance records or other personally identifiable information without specific parental consent to release this information directly to the club sport's organizing body.
8. The District will not provide any supervision of a community sponsored club sport, and any duties assumed by an employee of the District are voluntary and must be performed outside of their regular workday.
9. Students wishing to travel to competitions and/or other activities related to the community sponsored club sport are permitted to do so. District personnel shall not be involved in travel arrangements and/or supervision. Students and their families are responsible for excusing any absences from school in the manner prescribed by the school.
10. The District assumes no liability for the activities of community sponsored club sports. The organizer of the community sponsored club sport shall hold the District harmless for any and all claims arising out of the activities related to the community sponsored club sport.

Reviewed, no changes

Code: IGDK-AR
Readopted: 1/14/20, 4/1/00
Adopted: 5/88
Orig. Code: IGDK-AR

NON-SCHOOL SPONSORED STUDY AND ATHLETIC TOURS/TRIPS/COMPETITIONS**

The district does not sponsor or financially support study-travel tour programs as a part or extension of the school curriculum. During the summer months, some students and teachers participate in programs of this nature but these arrangements are made on an individual basis through representatives of the sponsoring organization or group. (These regulations do not pertain to student exchanges or visits by music groups such as high school bands to another district in the Pacific Northwest.)

Because teachers, in the role of tour counselors, and students, as clients, are often the primary participants in tours, the following regulations are provided:

1. Principals may allow the posting of tour advertisements on the bulletin space provided in each building for announcements and advertising of activities that are not sponsored by the district. Further inquiries about the program should be directed to the sponsoring group or organization;

2. Student name and address lists are not to be provided to any agency or organization;

3. Representatives of tour-sponsoring organizations or groups interested in tours may request the use of a school facility to meet with families and students who have indicated an interest in a particular program. The requests should be processed in the same manner as other requests for building facility use and the meetings must occur outside of the normal school day;

4. The district or school name should not be used unless the communication clearly identifies the sponsor as being other than the district or school;

5. School supplies are not available to tour groups;

6. The district employee/tour director must have on file the signed consent form attached to this regulation;

7. Some sponsoring organizations retain teachers as tour counselors and ask them to act as recruiting agents in their schools and/or district. If a district staff member is retained under such an arrangement, it is critical that no recruiting of students occurs during the school day or as a direct result of that teacher's classes;

8. Some students who plan to participate in a study-travel tour may wish to apply this experience toward school credit. Such a possibility is provided for under the district's administrative regulations. It is important that credit arrangements be agreed upon between the school and the student prior to that study-travel.

The school district and its administrators, teachers and agents are not in a position to provide advice relative to these activities because they are neither sponsored or promoted by the district.

BEAVERTON SCHOOL DISTRICT DISCLAIMER FORM

Date

Dear Parent/Guardian:

Because there is sometimes confusion about district sponsorship of study-travel-performing tours, the district requests that you fill out this form and return it to the individual organizing/sponsoring the trip.

For your information, a copy of Administrative Regulation IGDK-AR is – Nonschool Sponsored Study and Athletic Tours/Trips/Competitions is attached.

Student Name

School

Study - Travel - Performing Tour _____

I understand the study-travel-performing tour my son/daughter is contemplating is not sponsored by nor under the auspices of the district and the district, accordingly, will not be responsible for any loss or damages which may be sustained by reason of his/her participation in the tour.

Parent/Guardian Name _____

Please Print

Signature _____

RETURN TO:

Reviewed w/edits

Code: IIBGA-AR
Readopted: 1/14/20, 7/17/06
Adopted: 10/10/95

Electronic Communications System

Definitions

1. "Technology protection measure," as defined by the Children's Internet Protection Act (CIPA), means a specific technology that blocks or filters internet access to visual depictions that are:
   a. Obscene, as that term is defined in Section 1460 of Title 18, United States Code;
   b. Child pornography, as that term is defined in Section 2256 of Title 18, United States Code; or
   c. Harmful to minors.

2. "Harmful to minors," as defined by CIPA, means any picture, image, graphic image file or other visual depiction that:
   a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
   b. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
   c. Taken as a whole, lacks serious literary, artistic, political or scientific value to minors.

3. "Sexual act: sexual contact," as defined by CIPA, have the meanings given such terms in Section 2246 of Title 18, United States Code.
4. "Minor," as defined by CIPA, means an individual who has not attained the age of 17. For the purposes of Board policy and this administrative regulation, minor will include all students enrolled in district schools.
5. "Inappropriate matter," as defined by the district, means material that is inconsistent with general public education purposes, the district's mission and goals.[1]
6. "District proprietary information" is defined as any information created, produced or collected by district staff for the business or education purposes of the district including but not limited to student information, staff information, parent or patron information, curriculum, forms and like items used to conduct the district's business.
7. "District software" is defined as any commercial or staff developed software acquired using district resources.
8. *"Incidental Personal use" is defined as:*
   a. *Occasional use for personal purposes;*
   b. *Of minimal time and duration;*
   c. *Results in no additional financial costs to the school district; and*
   d. *Results in no financial gain for the user.*

Incidental Personal Use must not interfere with assigned job responsibilities or be in violation of existing

[1] As inappropriate matter is not defined in the CIPA or regulations, districts should define the scope of what it will regard as inappropriate matter. The language provided in #5 is intended as a guide only.

security or access rules.

General District Responsibilities

The district will:

1. Designate staff as necessary to ensure coordination and maintenance of the district's electronic communications system which includes all district computers, *devices, software applications,* e-mail and Internet access;
2. Provide staff training in the appropriate use of the district's system including copies of district policy and administrative regulations. Staff will provide similar training to authorized system users;
3. Cooperate with local, state or federal officials in any investigation relating to misuse of the district's system, *as detailed in the Law Enforcement Records Request Procedures;*
4. Use only properly licensed software, audio or video media purchased by the district or approved for use by the district. The district will comply with the requirements of law regarding the use, reproduction and distribution of copyrighted works and with applicable provisions of use or license agreements.
5. Provide technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or with respect to the use of computers by minors, harmful to minors.
6. *Provide systems that restrict* access by minors, as defined by CIPA and this regulation, to inappropriate matter on the Internet;
7. Provide *systems that allow the review* of online activities of students to prevent unauthorized access, including "hacking" and other unlawful activities online, and ensure the safety and security of minors when authorized to use e-mail, social media, *online forums,* and other forms of direct electronic communication;
8. Provide student education about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking and social media websites and in *online forums*;
9. Determine which users and sites accessible as part of the district's system are most applicable to the curricular needs of the district and may restrict user access, accordingly;
10. Determine which users will be provided access to the district's systems;
11. Notify appropriate system users that:
    a. The district retains ownership and control of its computers, *devices*, hardware, software and data at all times. All communications and stored information transmitted, received or contained in the district's information system are the district's property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette and ensure that those authorized to use the district's system are in compliance with Board policy, administrative regulations and law, *district IT staff and other authorized personnel* may routinely review user files and communications;
    b. Files and other information, including e-mail, sent or received, generated or stored on district servers are not private and may be subject to monitoring. By using the district's system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned e-mail system;
    c. *Electronic communications* sent or received by a Board member or employee in connection with the transaction of public business may be a public record and subject to state archivist rules for retention and destruction;

d. Information and data entered or stored on the district's computers and e-mail system may become discoverable evidence if a public records request is made or a lawsuit is filed against the district. "Deleted" or "purged" data from district computers or e-mail system may be retrieved for later public records disclosure or disciplinary purposes, as deemed necessary by the district;
e. Transmission of any materials regarding political campaigns is prohibited.

12. Notify users of known copyright infringing activities and deny access to or remove the material.

System Access

1. Access to the district's system is authorized to:
   a. Board members, district employees, students in grades K-12;
   b. Students, staff, Board members, volunteers, district contractors and other members of the public may be permitted to use the district's system for *incidental* personal use, in addition to official district business, consistent with Board policy, general use prohibitions/guidelines/etiquette and other applicable provisions of this administrative regulation. Board member and employee use of district-owned computers may be permitted only when such use does not violate the provisions of ORS 244.040 and use is under the same terms and conditions that access is provided to the general public under the district's policy governing use of district equipment and materials.

General Use Prohibitions/Guidelines

Operation of the district's system relies upon the proper conduct and appropriate use of system users. Students, staff and others granted system access are responsible for adhering to the following prohibitions and guidelines which require legal, ethical and efficient utilization of the district's system.

1. Prohibitions
   The following conduct is strictly prohibited:
   a. Attempts to use the district's system for:
      (1) Unauthorized solicitation of funds;
      (2) Distribution of chain letters;
      (3) Unauthorized sale or purchase of merchandise and services;
      (4) Collection of signatures;
      (5) Membership drives;
      (6) Transmission of any materials regarding political campaigns.
   b. Attempts to upload, download, use, reproduce or distribute information, data, software, or file share music, videos or other materials on the district's system in violation of copyright law or applicable provisions of use or license agreements;
   c. Attempts to degrade, disrupt or vandalize the district's equipment, software, materials or data or those of any other user of the district's system or any of the agencies or other networks connected to the district's system;
   d. Attempts to evade, change or exceed resource quotas or disk usage quotas;
   e. Attempts to send, intentionally access or download any text file or picture or engage in any communication that includes material which may be interpreted as:

      (1) Harmful to minors;
      (2) Obscene or child pornography as defined by law or indecent, vulgar, profane or lewd as determined by the district;

(3) A product or service not permitted to minors by law;
(4) Harassment, intimidation, menacing, threatening or constitutes insulting or fighting words, the very expression of which injures or harasses others;
(5) A likelihood that, either because of its content or the manner of distribution, it will cause a material or substantial disruption of the proper and orderly operation of the *district,* school or school activity;
(6) Defamatory, libelous, reckless or maliciously false, potentially giving rise to civil liability, constituting or promoting discrimination, a criminal offense or otherwise violates any law, rule, regulation, Board policy and/or administrative regulation.

f. Attempts to gain unauthorized access to any service via the district's system which has a cost involved or attempts to incur other types of costs without specific approval. The user accessing such services will be responsible for these costs;
g. Attempts to post or publish personal student contact information unless consistent with applicable Board policy pertaining to student directory information and personally identifiable information.
h. Attempts to use the district's name in external communication forums without prior district authorization;
i. Attempts to use another individual's account name or password, or to access restricted information, resources or networks to which the user has not been given access.

2. Guidelines
System users will:
a. Adhere to the same standards for communicating online that are expected in the classroom and consistent with Board policy and administrative regulations;
b. Respect the privacy of others. Do not read the mail or files of others without their permission;
c. Protect password confidentiality. Passwords are the property of the district and are not to be shared with others.
d. Report violations of the district's policy and administrative regulation or security problems to the supervising teacher, system coordinator or administrator, as appropriate
e. *Comply with IT procedures and guidelines posted on the staff intranet.*

Complaints
The district's established complaint procedure will be used for complaints concerning violations of the district's Electronic Communications System policy and/or administrative regulation. See Board policy KL – Public Complaints.

Violations/Consequences
1. Students
a. Students who violate general system user prohibitions shall be subject to discipline *as detailed in the Student and Family Handbook.*
b. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.

2. Staff
a. Staff who violate general system user prohibitions shall be subject to discipline *as detailed in the Code of Professional Conduct.*

b. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.
c. Violations of applicable Teacher Standards and Practices Commission (TSPC), Standards for Competent and Ethical Performance of Oregon Educators will be reported to TSPC as provided by OAR 584-020-0041.
d. Violations of ORS 244-040 will be reported to *the Oregon Government Ethics Commission (OGEC).*

3. Others
   a. Other guest users who violate general system user prohibitions shall be subject to suspension of system access up to and including permanent revocation of privileges.
   b. Violations of law will be reported to law enforcement officials or other agencies, as appropriate, and may result in criminal or civil sanctions.

The district assumes no responsibility or liability for any membership or phone charges including, but not limited to, long distance charges, per minute (unit) surcharges and/or equipment or line costs incurred by any home usage of the district's system.

Information Content/Third Party Supplied Information

1. System users and parents of student system users are advised that use of the district's system may provide access to materials that may be considered objectionable and inconsistent with the district's mission and goals. Parents should be aware of the existence of such materials and monitor their student's home usage of the district's system accordingly.
2. Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third-party individuals are those of the providers and not the district.
3. System users may, with supervising teacher or system coordinator approval, order services or merchandise from other individuals and agencies that may be accessed through the district's system. These individuals and agencies are not affiliated with the district. All matters concerning merchandise and services ordered including, but not limited to, purchase terms, payment terms, warranties, guarantees and delivery are solely between the seller and the system user. The district makes no warranties or representation whatsoever with regard to any goods or services provided by the seller. District staff and administration shall not be a party to any such transaction or be liable for any costs or damages arising out of, either directly or indirectly, the actions or inactions of sellers.
4. The district does not warrant that the functions or services performed by or that the information or software contained on the system will meet the system user's requirements or that the system will be uninterrupted or error-free or that defects will be corrected. The district's system is provided on an "as is, as available" basis. The district does not make any warranties, whether express or implied including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein.

Reviewed, no changes

Code: IK-AR
Revised: 1/14/20, 6/12/18, 11/14/12
Adopted: 12/1/88

ACADEMIC ACHIEVEMENT

Pass/Fail as an Option for Students in Grades 6-12

1. No student will receive a pass/fail mark solely due to a disability or limited language proficiency. No student will receive a pass/fail mark solely due to accommodations. A Pass mark grants credit but does not have a point value for GPA calculations.

   Pass/Fail grades may be used to indicate achievement or demonstration of basic proficiency for students in the following circumstances:

   a. Students in an Individualized Education Program (IEP);
      i. A student's IEP team must indicate which course(s) and/or content area(s) are to receive pass/fail grades.
   b. Students on a 504 Plan;
      i. A student's 504 team must indicate which course(s) and/or content area(s) are to receive pass/fail grades.
   c. Students enrolled in English as a second language programs;
      i. A general education teacher must consult and confer with the designated team of educators and obtain parental consent in order to award a pass/fail mark in place of the standard mark scale. The team will approve the mark if it is determined that the student's language proficiency is the barrier to meeting the standards for the course only if the student is in profile 3 of ELPA or below. The team must indicate which course(s) and/or content area(s) are to receive pass/fail grades.
   d. Transfer students;
   e. Extended absence due to illness or injury;
   f. Extended absence due to participation in a district-approved program or activity.
   g. Students in intervention courses addressing learning targets that are already assessed in other content-area courses.

   Pass/Fail grades will be used to indicate performance for students enrolled as teacher assistants.

2. Students other than those described in (1)(a), (1)(b), and (1)(e) above who are interested in exercising the option will proceed as follows:

   a. The student and his/her counselor, parent or teacher will develop a written request identifying the need for the option;
   b. Written parental consent must be secured;
   c. Under normal circumstances the request must be submitted within the first two weeks

of the semester;

d. Completed requests will be submitted to the principal or designee for approval.

Weighted Grading System for High Schools

1. The district shall annually publish a list of all approved courses that yield weighted grades.

2. Grades of A, B, and C will be weighted for class rank calculation by adding a grade point (A=5, B=4, C=3).

3. For students moving into the District, weighted grades will be applied according to how they were awarded by the prior district.

4. Student transcripts will display both standard and weighted grade point average and rank in class.

5. Student report cards will display only standard (unweighted) grade point average.

Modified Grading of Special Students in Secondary Schools

1. High school students can earn both standard and modified grades. A student's educational team must indicate which course(s) and/or content area(s) will receive a modified mark.

   The modified mark scale, upon agreement by a school team, is used to indicate practices or procedures used during instruction or assessment lowered or reduced the learning expectations of the student.

   No student will receive modified marks solely due to a disability or limited language proficiency. No student will receive modified marks solely due to accommodations.

   Courses and credit where a modified mark was earned can apply to modified diploma requirements but (beginning with students entering 9^{th} grade in 2013) will not apply to any mandatory credit requirements (including elective credit) of a standard diploma.

   Modified Marks may be used in the following circumstances:

   a. Students with Individual Education Programs (IEP)

      i. A modified mark can only be used with the approval of the student's IEP team. The IEP must specify which specific course or content area will be receiving modified marks.

   b. English Language Learners

      i. A modified mark can only be used if a team of educators, including parental consent, recommends that a modified diploma is appropriate for the student.

c. Modified Marks for Students on 504 Plans

i. A modified mark can only be used with the approval of the student's 504 team. The 504 must specify which specific course or content area will be receiving modified marks.

d. Modified Marks for All Other Students

i. A modified mark can only be used if a team of educators, including parental consent, recommends that a modified diploma is appropriate for the student.

2. Accommodations and Modifications: What's the Difference?

a. **Accommodations**: An accommodation is an alteration in how a task or test is presented to or responded to by the student; it includes a variety of alterations in directions, presentation, response, setting in which the task is completed, timing or scheduling. Accommodations do not compromise the learning expectations, construct, grade–level standard, and/or measured outcomes. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what they know and can do. The first consideration should always be directed towards accommodations, which are needed for a variety of students, including but not limited to students on IEP's or limited language proficiency.

b. **Modifications**: A modification refers to practices or procedures used during instruction or assessment that lower or reduce the learning expectations of the student when applied. The changes are made to provide the student opportunities to participate meaningfully and productively in learning experiences and environments.

3. Satisfactory/Unsatisfactory Marks are used to indicate level of performance in non-credit courses such as Advisory or Study Halls. S/U marks may **not** be used for courses that offer credit.

Reviewed, no changes

Code: IKE-AR
Revised/Readopted: 1/14/20, 7/17/06
Orig. Code: IKE-AR

Promotion and Retention of Students

The decision to retain or accelerate a given student in grades 1 - 8 must be based upon the judgment of the teacher and principal and must include careful study of the possible effects of such retention and acceleration on the physical, emotional and intellectual development of the student and the attitude of the parent. The decision of the principal is final in all cases related to retention and acceleration in grade level and individual courses. The decision shall be communicated in writing to the parent.

Should there exist some doubt as to the best course to pursue, the principal is encouraged to call upon the appropriate evaluative services to provide data which will be useful in making the decision.

A student may be accelerated at any time during the school year if deemed in his/her best interests.

If a student is being considered for retention, the principal will make this known to the parent at the earliest possible time. Except in unique situations, the first contact with the parent to discuss the possibility of retention must be made no later than three weeks after the end of the second grading period of the school year.

Whether a student passes or fails a required or elective course shall be determined by the teacher and shall depend upon the student's progress in the prescribed course of study.

Specific courses in grades 9 - 12into which a student is scheduled is a matter to be determined by the appropriate counselor working with the student and parent.

DELETE 1-14-20

Code: IL-AR
Adopted: 7/83
Readopted: 4/1/00, 3/6/07,
6/1/10
Orig. Code: 6000-29

ASSESSMENT PROGRAM**

LOCAL PERFORMANCE ASSESSMENTS

In lieu of a work sample scored with the corresponding official State scoring guide, a local performance assessment evaluating the equivalent application of students' knowledge and skills may be administered. The local performance assessment (i.e., task, collection of evidence) must provide the student with:

a. the opportunity to demonstrate achievement of the corresponding grade level content standards assessed by a work sample, and
b. feedback on whether (s)he did not meet, met or exceeded these grade level expectations.

Results of the local performance assessment must be entered into the District's student information system. A teacher or school administering local performance assessments in lieu of work samples must document and make available upon request evidence that the local performance assessment meets the above criteria.

REPORTING RESULTS

Individual results shall be reported to parents, annually, as prescribed by law. Communication of the results of the initial assessment of English Language Development will be made to the parent in a timely manner according to the law in a language that they understand.

School and District level assessment results will be reported annually to the Board and community as part of the District's Strategic Plan.

PROFESSIONAL DEVELOPMENT

To support the professional growth of classroom teachers and administrators, the District will provide professional development and resources in assessment literacy, including descriptions of tests and their appropriate uses as well as accurate interpretation of test results for individual students, classrooms, and buildings.

DRAFT

Delete 1/14/20

Code: IM-AR
Adopted: 4/1/00
Revised/Readopted: 7/17/06

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Deputy Superintendent of Teaching and Learning, or his/her designee(s), is charged with the development, implementation, biennial review and timely submission of the written district improvement plan (Consolidated District Improvement Plan) to the Oregon Department of Education.

The plan identifies district needs for improvement of student achievement through a self-evaluation that includes a review of:

1. Statewide assessment results (disaggregated by sex, ethnic/racial groups, and student participation in programs targeted to meet the needs of targeted groups. i.e., English language learners, students with disabilities, talented and gifted students and economically disadvantaged students);
2. Other student performance data (e.g., credits and grades earned); and
3. Other factors affecting student achievement (e.g., school safety, student absenteeism, dropout rate).

The District's Chief Information Officer will be responsible for the self-evaluation and data analysis. Test results are reviewed and reported to the community annually in January.

Based on the self-evaluation, the district sets goals, which are clearly stated, focused, measurable, realistic and based on improving student achievement and performance in content standards areas.

The district develops an action plan to meet the goals through a process that involves teachers, administrators and community members. The action plan identifies strategies, activities, staff responsible, time frames and resources (general fund and federal funds). It includes:

1. Staff development;
2. Programs and policies to achieve a safe educational environment; and
3. Efficiencies and efforts to make better use of resources.

DRAFT

Reviewed w/edits

Code: INB-AR
Readopted: 1/14/20, 4/1/00

Studying Controversial Issues

~~Statement~~

~~Board Policy INB - Controversial Issues clearly outlines the position of the Board on the introduction of controversial issues and speakers into the classroom.~~

Procedures

1. At the beginning of the school year, teachers, in conjunction with a building administrator, will review the policy and guidelines concerning controversial issues and speakers, and will reevaluate the preceding year's activities as they pertain to the use of controversial resource persons. Implementation of the policy will be evaluated continuously throughout the year to avoid oversights in procedure.

2. The teacher shall notify ~~his/her immediate supervisor and his/her principal~~ *the building principal* concerning the controversial topic he/she plans to introduce and/or the guest speaker he/she plans to utilize in his/her program. It shall be the responsibility of the principal, the department and the teacher to ensure impartiality. When opinions differ as to the advisability of addressing a particular topic or using a particular speaker, the principal shall have the final determination.

3. As appropriate, the teacher shall discuss with the guest before his/her appearance in the classroom the fact that he/she is in a school class and language and behavior should be appropriate for public school students.

4. The teacher must remain with the students while the guest speaker is with the class.

Reviewed w/edits

Code: ING-AR
Readopted: 1/14/20, 11/1/18,

ANIMALS ON DISTRICT PROPERTY

Service Animals in Schools

A. Service Animal Defined
A "service animal" means an animal which is trained to do a task or service directly related to a disability. Service animals must be individually trained to do work or perform tasks. Service animal includes service animals in training.

Service animals do not include "emotional support animals" or "professional therapy animals" which are animals that provide a sense of safety, companionship, and comfort as these animals are not trained to perform a specific task for their handlers.

B. Procedures for Service Animal Access

1. The service animal must be under the control of a handler at all times and be harnessed, leashed or tethered, unless the devices interfere with the service animal's work or the individual's disability prevents him or her from using these devices. Individuals who cannot use such devices must maintain control of the animal through voice, signal, or other effective controls.

2. Access by the Public
   a. Individuals with disabilities are permitted to be accompanied by their service animal in all areas of District property where members of the public, students, and employees are allowed to go.
   b. When an individual with a disability brings a service animal onto District property, the District shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:
      i. If the animal is required because of a disability;
      ii. What work or task the animal has been trained to perform.

   c. The District shall not make such inquiries of an individual when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability.
   d. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

3. Access by Employees or Students
   a. An employee who may require the assistance of a service animal should contact human resources to make arrangements for such assistance.
   b. Students who may require the assistance of a service animal should contact their building principal to make arrangements for such assistance.
   c. Employees and students using service animals should proactively collaborate with school staff members to make arrangements for the service animal at school. The following are examples of arrangements that may be considered, as necessary:
      i. A rest place and rest time for the service animal
      ii. Appropriate areas and times of the day for the service animal to relieve itself.

iii. Information, as needed, for employees and students about the services animal.
iv. Clarification, as needed, of emergency procedures.

C. Parents or Animal Handlers

Third party service animal handlers who will be regularly present in school for the purpose of assisting a student with his/her service animal will be subjected to the same requirements and standards of conduct that apply to other school volunteers.

D. Handling Conflicting Needs

If the District is or becomes aware of another individual who is adversely affected by the service animal (e.g. an allergy or anxiety disorder), the District will collect necessary information from the parties and determine how best to address the needs of both individuals. The District will provide notice to all parties of the resolution of the situation.

E. Removal or Exclusion of a Service Animal from School or School Property

The District may ask an individual to remove a service animal from District property if any one of the following circumstances occurs:

1. The animal is out of control and the animal's handler does not take effective action to control it.
2. The animal is not housebroken.
3. The animal's presence would fundamentally alter the nature of the service, program, or activity.
4. The animal is found not be performing a task or a service directly related to a disability.

If the District excludes an animal, it will provide the individual with a disability the opportunity to participate in the service, program or activity without having the service animal on the premises.

A person whose service animal has been excluded or removed may appeal the decision using the discrimination complaint process found in Board Policy AC.

F. Responsibility/Liability

Neither the District, nor its employees, are responsible for the cost, care, or supervision of the service animal. The owner/handler of the service animal is responsible for any and all damage caused by the service animal at school, on school premises or at school activities.

Professional Therapy Dogs

A. Therapy Dog Defined

"Therapy Dog" means a dog that is selected, trained and has graduated from a program that is a member of Therapy Dogs International or a similar nonprofit organization that trains the dog to provide specific physical or therapeutic functions, under the direction and control of a qualified handler.

A therapy dog performs its tasks by permission or invitation. They are not accorded the same rights as service animals as defined by the Americans with Disabilities Act. An animal that does not meet the definition of therapy dog or service animal as defined in this regulation shall be subject to the conditions set for an animal visitor referenced below.

B. Therapy Dog Handler Defined

"Therapy dog handler" means an employee of the school district or volunteer who has received training and/or certification from Therapy Dogs International or a similar nonprofit organization

for handling a specific therapy dog and who will be handling or overseeing care of that specific therapy dog for the entire time the dog is on District property.

C. Approval Process for the Use of a Therapy Dog on District Property

District staff who wish to have therapy dogs made available to students shall submit a plan to the building principal. The proposal shall address all of the following areas:

1. A detailed schedule outlining the location, times, details of when and how the therapy dog will be used in the school, and expected duration of use in the school (e.g. month, school year). The schedule should include a timetable with built-in break and rest periods for the animal.
2. The certification the proposed therapy dog has received, including the training required to receive the certification.
3. The credentials of the certification provider.
4. An up-to-date vaccination certificate for the dog.
5. Proof of liability insurance for both the handler and the therapy dog.
6. The student(s) whom the therapy dog is intended to serve.
7. The anticipated goals for use of the therapy dog.
8. The proposed training to be provided to students on the appropriate behavior and treatment of the therapy dog and the consequences for inappropriate treatment of the therapy dog.

The building principal shall submit any proposal meeting with their approval to the superintendent or designee for final review and approval. The superintendent or designee must approve the proposal in writing prior to the therapy dog entering District property. A letter must be sent home to the students in any classes where the therapy dog will be present, prior to the dog being allowed on site, to elicit information concerning allergies, extreme phobias, or religious considerations from the students and/or parents or guardians.

A therapy dog proposal may be rejected if:

1. The proposal doesn't meet the requirements of this regulation.
2. The principal, superintendent or designee does not perceive any educational benefit to be achieved based on the information contained in the proposal.
3. The principal, superintendent or designee believes that the time required to meet the needs of the therapy dog are inconsistent with the assigned duties of the school employee(s) proposed as the therapy dog's handler(s).
4. The proposal is otherwise inconsistent with the needs of the school or school building.
5. A parent, student, or staff member raises legitimate concerns regarding documented allergies, extreme phobias, or religious considerations.

Approved therapy dogs:

1. Must be at least one year old.
2. Must be house-broken.
3. Must be current on all vaccinations and immunizations.
4. Needs to reside with the handler a minimum of six months before initiating work with the school.
5. Zero bite policy – any therapy dog that bites, or attempts to bite, a person or an animal will not be allowed back on any District property.
6. Must always be on a leash and/or under the control of the handler.
7. Injured or sick animals (within the last 24 hours) will NOT be brought on District property.
8. Must be clean and well groomed, including teeth and nails.

9. Must have appropriate identification identifying it as a therapy dog at all times while on District property.

Any approved therapy dog may have its approval suspended or curtailed, at any time, for any reason. District employees shall not receive any additional pay, stipend, or compensation for providing the therapy dog or for being the handler and/or owner of the therapy dog. The supervision and care of the approved therapy dog is solely the responsibility of the therapy dog handler when the therapy dog is on District property. The therapy dog handler will assume full responsibility and liability for any damage to District property or injury to District staff, students, or others while the therapy dog is on District property.

This regulation is not intended to, and does not allow students, parents, or staff to bring emotional support animals onto District property. Individuals who bring an animal onto District property that does not meet the definition of a service animal or therapy dog approved pursuant to this regulation will be required to remove the animal from District property immediately. Repeated violations may result in disciplinary and/or trespass action.

D. Responsibility/Liability

Neither the District, nor its employees, are responsible for the cost, care, or supervision of the therapy dog. The owner/handler of the therapy dog is responsible for any and all damage caused by the dog at school, on school premises or at school activities.

All Other Animals on District Property

The District recognizes that under proper conditions animals can be an effective teaching aid. At the same time, the presence of animals can result in problems with allergies, indoor air quality, noise, sanitation and hygiene. Therefore, domesticated animals are not allowed on District property and will not be brought on District grounds, into schools or transported on District buses. This includes but is not limited to horses, dogs, cats, rabbits, rodents, birds, amphibians, reptiles, and other encaged, aquatic, or farm animals.

A. Requests for Animal Visitors

1. All requests to have animal visitors (student or staff "Show and Tell," for example) in the classroom or on school property during school hours must be submitted to the principal or designee in advance and in writing.
2. Included in the request should be a description of the activity, type of animal, educational purpose/benefit, length of activity, and a plan for the care of the animal. Additionally, if applicable, the request should include verification that the animal is properly and currently licensed with the appropriate inoculations. The principal or designee has the discretion to permit or deny the presence of any animal visitor in the school.
3. Prior to approving the request, the principal or designee shall determine whether any child has a health condition (such as allergies) that could be exacerbated by exposure to animals. Parents must be notified of the plans to have an animal in the classroom so that accommodations may be made for their student.

4. Animals will be permitted in classrooms only for a specified and appropriate educational purpose and for the time necessary to achieve the educational goal. This exception is not intended to allow long-term, regular, or continuous animal visitors.

B. Teacher Responsibilities for Animal Visitors

1. Teachers must assume primary responsibility for the proper treatment of animals in the classroom. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.
2. All fecal material must be cleaned from the cage of any mammal or rodent on a regular basis and an appropriate sanitizer used. Reptiles, fish, and insects must be cared for in a manner to minimize odor and maintain health.
3. All animal food will be stored in metal containers with tight-fitting lids for pest prevention.
4. Teachers are responsible for maintaining the living space for animals. Spilled food and/or bedding materials must be cleaned up daily. Cleaning of cages, habitats, dog beds, and disposal of animal waste will be performed by the teacher, not custodial staff.
5. Animal waste must be disposed of in an outside dumpster.

C. Owner/Handler Responsibilities for Animal Visitors

Owners shall be solely responsible for the care/safety of their animals and for injuries sustained to the animal or to people due to the presence of the animals at the school.

D. Limitations

1. No poisonous animals shall be brought into the school.
2. No wild animals including skunks, raccoons, bats, squirrels, monkeys, amphibians or birds shall be allowed unless under the control of an individual trained in the care and management of the animals (i.e. zookeepers, veterinarians, etc.)
3. No animals will be allowed free range in the facility or grounds.
4. Horseback riding, pony rides and donkey basketball on school grounds or school parking lots is prohibited.
5. Animals will remain in cages unless removed for short periods of time by individuals who have been trained to handle the animal. Students will be instructed in the care and handling of the animal.
6. Children will not clean cages, aquariums, terrariums, or litter boxes, without parental permission and sanitation training.
7. Dogs must be kept off all play areas, as well as student arrival and dismissal areas. All dogs must be kept on a leash with a maximum length of eight feet and must be kept under the owner's control at all times.
8. District facilities will not be modified to accommodate an animal without Maintenance Department approval.