



 AGENDA

I. REPORTS	8:30 - 8:45 a.m.	
Brian Sica		
A. Return to School		2
Brian Sica		
II. DISCUSSION ITEMS	8:45 a.m.	
David Williams		
A. First Reading of School Board Policy - LBE - Public Charter Schools		5
David Williams		
III. ACTION ITEMS	8:50 - 9:00 a.m.	
Becky Tymchuck		
A. Approval of Bond Accountability Committee Members		9
Josh Gamez		
B. Approval of Addendum to Superintendents Contract		21
Becky Tymchuk		
C. Consent Agenda		
Becky Tymchuk		
a. Approval of School Board Policy LBE - Public Charter Schools		23
b. Grant Report		27
c. Approval of June 15, 2020 Meeting Minutes		28
d. Public Contracts		40
IV. INFORMATION ITEM		
A. Restraint and Seclusion Report for 2019 - 2020		51
B. Public Comments		56

In light of the COVID-19 state-wide restrictions and in keeping with the efforts social distancing the meeting of the Beaverton School District School Board for July 20, 2020 will be conducted online. Please use the following link to access the livestream feed during the meeting.

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.



RETURN TO SCHOOL UPDATE

SITUATION:

The impact of the school closures required by Governor Brown's Executive order in response to the SARS-CoV-2/Covid-19 Pandemic have been significant. The Beaverton School District, in partnership with districts across the state, is planning for the operational and instructional parameters for opening schools in the Fall of 2020. The operational parameters are being developed to follow the required and recommended guidance the Oregon Department of Education and Oregon Health Authority.

RECOMMENDATIONS:

Hybrid Model

The hybrid model begins from a place of online/remote learning for all. Students are expected to engage in learning five days a week. All coursework and learning tasks in the hybrid model will be delivered through Canvas or Seesaw. Students will have the opportunity to access campus in person at least two days a week. The in-person experience can be thought of as an opportunity to foster relationships, tend to Social Emotional Needs and to supplement the online/remote experience.

Wednesday will remain an online/remote learning day for most students (see below).

Rationale

- Support families who need comprehensive distance learning without enrolling in BSD FLEX
- A slow and strategic re-entry to allow the development of safety protocols
- Pivot to comprehensive distance learning for all without needing to revert to "Supplemental Education"
- Prepare for the necessity to open the school year as "comprehensive distance learning for all"

Hybrid Attendance Groups

Groups 1 and 2

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.

Students will be placed into two attendance groups based on households and program similarities.

Group 3

Students who are placed in a specialized program will attend Monday, Tuesday, Thursday, and Friday. Students will be assigned to Attendance Group 1 or 2 for inclusion and participation in general education classes.

Group 4

Students who receive Resource Room services as well as Resource Room plus Related Services will attend with their general education attendance group two days per week, as well as an additional half-day session on Wednesdays to receive specially designed instruction and related services.

Attendance Group 1

- Monday & Tuesday: On Campus
- Wednesday, Thursday & Friday: Remote Learning

Attendance Group 2

- Monday, Tuesday & Wednesday: Remote Learning
- Thursday & Friday: On Campus

Attendance Group 3

- Monday & Tuesday: On Campus
- Wednesday: Remote Learning
- Thursday & Friday: On Campus

Attendance Group 4

- Monday & Tuesday: Included in Attendance Groups 1&2
- Wednesday: On Campus Either a.m. or pm.
- Thursday & Friday: Included in Attendance Groups 1&2

Anticipated on-site times for the 2020-21 school year: (Note: These times reflect the *student* day).

Elementary School: Early start 8:45-2:35
Elementary School: Late start: 9:15-3:05
Middle School: 10:00-3:50
High School: 8:30-2:30
Options School: 8:15-2:00

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.

Current Considerations

Operational Blueprint for Re-entry: Each school must submit a draft of the blueprint to Washington County Department of Health and Human Services and then to the Oregon Department of Education. However, much of the content will be identical throughout the district. The first draft of that plan is expected on July 16, 2020. It must be noted that the blueprint is based on *Ready Schools: Safe Learning v1.5.8* and an additional update is expected July 21, 2020.

Daily Schedules for Students: School leaders are considering schedules based on a balance of the following factors - reducing the opportunities for exposure amongst students and staff, narrowing the academic focus for students, and maintaining program integrity.

Daily Schedule for Teachers: BEA and BSD have begun the initial process of negotiating the working conditions for teachers during the 2020 -2021 school year.

Safe Implementation of the Hybrid Model: We ended the 2019-2020 school year under the requirements of “Distance Learning for All” and are looking forward to welcoming students back onto campus. However, we cannot do so if it is unsafe for staff and students. We are looking to additional guidance from the Office of the Governor, the Oregon Health Authority, and the Oregon Department of Education to set the safety parameters for reopening.

Implementation of Comprehensive Distance Learning for All. *Ready Schools: Safe Learners* includes guidance for “comprehensive distance learning”. This guidance will be used to set the parameters of the online portion of our academic programs. Comprehensive Distance Learning differs significantly from “Distance Learning for All” in the following ways.

- Daily participation by students is required.
 - Real -time interaction is required daily, but not necessarily with all classes.
- Successful completion of learning tasks is required for course credit.
- Letter grades may be earned (anticipated, with equity considerations).

Looking Ahead

Continued collaboration throughout BSD to ensure continuity between operational and instructional planning

Continued collaboration with BEA/OSEA to define the employee experience

Continued collaboration with building level administration, faculty, and staff to optimize the learning experience in 2020-2021 within the constraints of SARS CoV-2/covid-19 pandemic

Provide learning opportunities for families in navigating and supporting their students in the online/remote learning environment.

Provide professional development for staff regarding teaching, learning, and safety protocols.

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.



FIRST READING OF SCHOOL BOARD POLICY

POLICY ISSUE/SITUATION:

Attached is the second reading of School Board policy:

- LBE – Public Charter Schools

BACKGROUND INFORMATION

Students desiring to enroll in a non-Beaverton online charter school are required to submit an intent to enroll form with the Beaverton school district. State law does not allow the district to deny enrollment in an online charter school outside the district unless and until the total number of students enrolling in non-Beaverton online charter schools exceeds 3% of total Beaverton school district enrollment.

School districts are not required to deny enrollment beyond the 3% threshold, but are allowed to implement such a limit. In order to implement a 3% limit the district must adopt in board policy specific language outlining the method for calculating the 3% and specifying that students may appeal any denial to the Oregon Department of Education.

RECOMMENDATION:

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

Beaverton School District 48J

Code: **LBE**
Readopted: 5/20/19
Adopted: 12/11/17

Public Charter Schools**

Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

Public charter schools may be established as a new public school, from an existing public school or a portion of the school or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic sectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant and adverse impact on the quality of the public education of students residing in the district. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon law, Board policy and regulation. Upon request of the Board, the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the public charter school proposal or renewal.

The district will determine if it has any unused or underutilized buildings. Buildings may be made available for public charter school use, subject to Board approval. Approved use may be limited to instructional purposes only. Appropriate-use fees will be determined by the Board. Public charter school use outside the district's instructional day will be subject to Board policy KG - Community Use of District Facilities and accompanying administrative regulation.

Public charter school students shall not be permitted to participate in district curricular programs.

Public charter school students in grades K-8 may participate in their resident district's activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's available activities that are sanctioned by the Oregon School Activities Association (OSAA) when the requirements found in Oregon law are met.

The district will not provide instructional materials, lesson plans or curriculum guides for use in a public charter school.

The public charter school employer will be determined with each proposal. If the Board is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the Board is not the sponsor of the public charter school, it shall not be the employer and will not collectively bargain with public charter school employees.

The district will annually by August 1, calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is more than three percent, the district may choose to not approve additional students for enrollment to any virtual public charter school, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2).

The district is only required to use data that is reasonably available to the district including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
1. The number of students residing in the district enrolled in public charter schools located in the district;
2. The number of students residing in the district enrolled in virtual public charter schools;
3. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
4. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education.

The superintendent will develop guidelines for public charter schools to include the proposal process, review and appeal procedure and charter agreement provisions.

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)

[ORS 327.109](#)

[ORS 332.107](#)

[ORS Chapter 338](#)

[ORS 339.141](#)

[ORS 339.147](#)

[OAR 581-026-0005 to -0515](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2012).



APPROVAL OF BOND ACCOUNTABILITY COMMITTEE (BAC) MEMBERS

POLICY ISSUE/SITUATION

On January 10, 2020, a BAC member resigned their position dropping the total number of members to six. The School Board should appoint new members and bring the total number of BAC members to nine.

BACKGROUND

School Board Resolution 16-693 was approved on July 11, 2016 and modified the BAC Charter, changing membership from seven members to between seven and nine members. As the BAC has only six members at this time, the Board may select up to three new members. As the current capital improvement bond will be completed in the summer of 2022, the new members appointed will serve until June 20, 2022 in lieu of the normal three-year term.

The School District posted an announcement seeking applicants for the BAC on the BSD webpage and via a press release. Several applications were received and reviewed. Three individuals are recommended for appointment to the BAC and their applications materials are attached.

Appointing individuals to vacant positions at this time will allow the BAC to be fully constituted beginning the 2020-2021 school year.

RECOMMENDATION

The Beaverton School District Board of Directors hereby appoint these individuals to serve on the Beaverton School District Capital Construction Bond Citizen Accountability Committee: Bradley Wright, Prashant Kulkarni, and David Remos; all with terms ending June 30, 2022.

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

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

PRASHANT S KULKARNI, LEED AP, COA

6792 NW 164TH Avenue | Portland, Oregon 97229, U.S.A. | Email: prashantsk@yahoo.com | Phone: +1 (614) 595-0043

Accomplished strong leader with more than two decades of Architecture / General Construction, Project Planning, Client Services, Business Management and Construction Management experience in North America, Middle East and Asia. Proven track record of delivering successful in fast-paced environment for various prestigious global brands (Nike, Google, Microsoft, etc.) and directing and mentoring staff. Extremely detail-oriented, organized, and process / solution driven visionary team player with strong / effective communication and client service skills

Believes in one simple approach - "Plan the work and work the plan"

KEY SKILLS & COMPETENCIES

Construction Project Management | Program Management | Team Management | Project Planning | Project Estimation | Budget and Time Management | Architecture & Engineering | Code / Permitting | Bidding and Contract Management | Value Engineering | Retail Production and Execution | Sustainable Design Practices

WORK EXPERIENCE

➤ **SET CREATIVE, Portland, Oregon, U.S.A.**
Business Unit Director – Environments [January 2019 – Present]

Managing Director [May 2018 – December 2018]

Director of Project Management [April 2016 – April 2018]

Project Director – Special Projects [December 2013 – April 2016]

Summary of responsibilities:

- Planning
 - Has deep understanding of clients' expectations, project goals, project schedules, and project requirements. Define and prioritize opportunities and challenges
 - Develop processes for project delivery, from scoping through execution and project closeout
- Project Execution
 - Coordinate activities of the project management team and has overall responsibility for delivery of projects in the assigned accounts (whether by managing projects directly or by managing project managers on projects)
 - Ensure that all project documentation is produced in the standard format, follows internal documentation processes and is reviewed and approved
 - Direct vendor / third party relationships at the account or large project level
- Monitoring – Scheduling, Financials, Risk Management
 - Ensure adherence to processes for scope management
 - Deliver work with sold margins and for managing cross-functional relationships
 - Identify and drive solutions to project risk challenges at the account and project levels
 - Strive for accuracy throughout the project financial lifecycle within the assigned accounts, including estimates, revenue forecasts, invoicing, payables, receivables, etc.
- Team Management and Operations
 - Lead a team of internal and external partners from concept to completion
 - Guide the project team in determining the approach, deliverables, and timelines to deliver the project within established constraints
 - Assist team in defining scope, building tools and simplified processes to work better and efficient bringing organizational effectiveness and design efficiencies
 - Encourage "Be proactive than reactive and plan for potential hurdles earlier" thinking

- **Matrix Architects, Dayton, Ohio, U.S.A.**
Project Coordinator, Associate [June 2003 – June 2013]

Summary of responsibilities:

- Worked as LEED Administrator on two LEED Gold Certified projects
 - Schedule project scope in conjunction with client, engineers and contractors
 - Lead cross functional partners in support of project goals
 - Perform code review (applicable building code, city code, zoning regulations, ADA regulations, NFPA 101)
 - Prepare cost estimates, workback schedules and other elements associated with construction projects
 - Write 3-part CSI specifications, AIA Agreements, Contract negotiation, and manage bidding
 - Review architectural and engineering drawings and Bidding / Contract documents for accuracy and potential discrepancies with all disciplines
 - Prepare construction documents, bid documents, and specifications
 - Direct preparation of FF&E (Furniture, Fixtures and Equipment) package
 - Control and monitor the project design and execution
 - Perform construction administration and on-site management
 - Work with General Contractor to manage schedules and workloads
 - Review General Contractor's pay applications, write meeting minutes and prepare punch list
 - Assist client in obtaining Certificate of Occupancy (CoO)
- **Archicon Engineering Consultants, Dubai, United Arab Emirates**
Project Architect [June 1998 - August 2001]

Summary of responsibilities:

- Prepare construction documents, bid documents and specifications
- Bidding and Contract preparation / negotiation
- Permitting and code expertise
- Manager project budget and schedules
- Construction administration and on-site management

- **Interior Designer/Contractor, Satyam Infoway Ltd., Mumbai, India**
[July 1997 - April 1998]

Summary of responsibilities:

- Worked on several turn-key design/build projects that involved design and execution of office interiors. Managed a team of 25-30 laborers
- **Janaki Associates, Mumbai, India**
Principal-in-Charge / Owner [August 1996 – Present]

Summary of responsibilities:

- Execution of design/build projects

EDUCATION & PROFESSIONAL MEMBERSHIPS

- Master of Architecture, McGill University, Montreal, Quebec, Canada
- Bachelor of Architecture, L. S. Raheja School of Architecture, Mumbai, India
- LEED Accredited Professional (LEED AP), U.S.A. since 2009
- Licensed Architect in India since 1996

DAVID REMOS

8570 SW Brentwood St. | Portland, OR. 97225 | (808) 228-3190 | remoshawaii@gmail.com

CAREER PROFILE

Self-directed professional with over a decade of experience driving growth and profit in multiple competitive industries. Excellent record of contributions as a Director, Director of Properties and Facilities, Project Manager, Construction Manager and Project Engineer. Bachelor of Science in Regional Development. Highly articulate, capable of building productive working relationships with staff, partners, colleagues, clients, and all levels of management. Focused on pioneering continual improvement, renovation and modernization of processes and services.

AREAS OF STRENGTH AND EXPERTISE

- **Project Management**
- **Employee Leadership**
- **Budget Management**
- **IT Construction**
- **Government Agency Interaction**
- **Construction Management**
- **Relationship Building**
- **Corporate Renovations**
- **Design/Build Delivery**
- **LEED Construction**
- **Lean Construction Delivery**
- **Real Estate Portfolio Management**
- **Quality Control**

PROFESSIONAL EXPERIENCE

adidas | Portland, OR. 2017 to Present
Director

Responsible for all design consultants, contractors and vendor activities. Responsible for project delivery in North America with support of our Latin America portfolio, as well.

NOTABLE ACHIEVEMENTS

- Managing \$230M adidas North America Headquarters expansion.
- Support of North America and Latin America lease and project portfolio.
- Managing relocation of North America employees within Portland.

AvAirPros | El Segundo, CA. 2015 to 2017
Director

Responsible for all design consultants, contractors and vendor activities. Prepared and awarded Requests for Proposal for consultant and contractor services. Consult with air carriers on gate usage and lease hold contract changes. Prepared and presented monthly reports for Senior Executives. Interface with government agencies.

NOTABLE ACHIEVEMENTS

- Managing \$250M Individual Carrier System (ICS) Baggage Handling System Request for Proposal
- Managing the construction of a \$38M baggage handling system at the Tom Bradley International Terminal
- Managing the relocation and improvements for air carriers at their respective terminals
- Support airlines with gate usage and lease hold analysis to keep costs at a minimum

Hawaiian Airlines, Inc. | Honolulu, HI 2010 to 2015
Director | Properties and Facilities

Responsible for all design consultants, contractors and vendors activities. Directed the build out of facilities at all destinations—U.S. Mainland, South Pacific, Asia, Australia, and New Zealand. Prepared and awarded Requests for Proposal for consultant services. Prepared and awarded bid packages for General Contracting services. Prepared and presented monthly reports for Senior Executives. Interfaced with government agencies.

NOTABLE ACHIEVEMENTS

- Controlled a real estate lease portfolio of 500K Sq. Ft. with a \$26M operating budget
- Led a \$35M corporate office renovation; relocated 600 corporate office employees for build out
- Planned and directed an A330 flight simulator installation, with a \$1.7M build out
- Involvement in \$550M construction program for the Honolulu International Airport
- Accountable for a \$78M Design/Build Maintenance & Cargo Facility at HNL

DAVID REMOS

8570 SW Brentwood St | Portland, OR. 97225 | (808) 228-3190 | remoshawaii@gmail.com

Kitchell CEM | Ontario, CA 2009 to 2010
Project Manager

- Construction Manager for a 10 acre project site, and 80K Sq. Ft. Sheriff Station with Helipad
- Coordinated the construction schedule using the Critical Path Method (CPM)
- Managed the design consultants and general contractor
- Reviewed and approved monthly billing and project percentages for general contractor
- Analyzed design documents plans and specifications for potential conflicts
- Utilized COGNOS for job cost forecast and monthly cost updates
- Provided Division 1 documents for the County’s use of bidding for offsite improvements

Kitchell Development Company | Carlsbad, CA 2007 to 2009
Design and Construction Manager

- Prepared bid packages and conducted interviews with all potential General Contractors
- Created bid spreads and analyzed the bids to evaluate whether the full scope was included
- Managed projects concurrently and within extremely strict schedules for completion
- Conducted site visits to assess work progress and compliance with design documents
- Collaborated with leasing division to coordinate client requirements within each building
- Led weekly meetings with consultants to maintain drawing integrity prior to bid
- Forecasted construction costs for the projects, including pro forma and costs-to-complete
- Planned, scheduled, and met milestones necessary for the completion of projects
- Assisted in the parcel map process with lot line adjustments and parcel adjustments

NOTABLE PROJECTS

- Managed the planning and construction of 48K Sq. Ft. of retail stores in Manteca, CA.
- Assisted in the design & construction management for a 17 acre retail center in Tracy, CA.

Kitchell Contractors, Inc. | Phoenix, AZ 2003 to 2007
Sr. Project Engineer

Buckeye Parkway Center | Buckeye, AZ 2005 to 2006

- Assisted in the management of a 70+ acre commercial super center infrastructure installation
- Prepared subcontractor invoices, pay applications, and bid packages for major infrastructure
- Created bid spreads and analyzed bids to ensure all requirements were met
- Participated in the design coordination for a waste water treatment plant
- Collaborated with the owner’s representatives, architects, civil engineers, and subcontractors

Kukui’ula | Kaua’i, HI 2005 to 2006

- Participated in panning the overall project budget (est. \$1B) for a 1,100+ Acre site
- Managed a \$17M+ bypass road and a \$7M+ subdivision infrastructure construction project
- Provided quality control in accordance with the construction documents
- Managed earthwork utilizing Earthwork 3D and Graphic Grade (GPS)
- Created bid spreads and analyzed the bids to evaluate whether the full scope was present
- Prepared contracts, subcontract change orders, and pre-billers (invoices) for subcontractors
- Managed the procurement of material for the main trunk lines to service the entire project

Silver Leaf | Scottsdale, AZ 2003 to 2004

- Managed earthwork, stock pile activity for mass grading, and procurement of material for multiple trades
- Prepared pre-billers for contractors, change orders, and schedule of values for bid packages
- Validated owner’s design requirements with civil engineers
- Collaborated with owner’s representatives, architects, civil engineers, and contractors

EDUCATION AND TRAINING
Bachelor of Science in Regional Development
UNIVERSITY OF ARIZONA | Tucson, AZ

Associate DBIA
LEED Accredited Professional
10 Hr. Training in CPR and First Aid

TECHNOLOGY

Google Docs | Windows Suite | Prolog | JD Edwards | COGNOS | Primavera (P5 & P6) | eBuilder
Earthwork 3D | Material 3D | Graphic Grade (GPS) | Hard Dollar | ArcINFO
ArcVIEW Geographic Information System | Remote Sensing | Metro Scan

BRADLEY WRIGHT

REGISTERED ARCHITECT, LEED AP

Versatile manager with 24 years of progressive accomplishments leading teams in strategic planning, project management and organizational change initiatives. Exemplary leader committed to consistently delivering results and developing high-performing teams. Keen ability to maintain organizational awareness and create strategic vision for complex and sensitive initiatives. Recognized for consistent success in developing systems, processes and procedures to streamline program performance and motivate teams.

EXPERIENCE

Bonneville Power Administration
Sep 2015 – present

MANAGER FACILITIES PROJECTS/PLANNING (GS-0808-14)

Directs the planning, analysis and execution of \$40M annual capital and operational expenditures for a 3.5M square foot facilities portfolio across Oregon, Washington, Idaho, Montana, Wyoming and California.

ACCOMPLISHMENTS

- Delivered life cycle asset management programs for facilities and infrastructure in accordance with industry best practices and ISO 55001 requirements.
- Provided leadership and oversight of the development and implementation of facility and space programs in accordance with asset management objectives.
- Developed an integrated Facilities Strategic Asset Management Plan and supporting Asset Plan with agency business strategy and management objectives.
- Established agency Authority Having Jurisdiction executive ownership and supporting governance structure to administer policy and procedure application.
- Created integrated portfolio prioritization methodology to align programs and projects with emerging requests to deliver desired value at acceptable risk level.
- Launched the collection of program data, key process information and production of key metrics to assess the performance of strategic initiatives.

TAKEAWAYS

- Advanced strategic facility program delivery with asset management objectives.
- Aligned and delivered program and budget for capital and expense portfolios.
- Strengthened competency in planning, building code and improved life safety.

Bonneville Power Administration
Aug 2012 – Sep 2015

PROGRAM MANAGER / ARCHITECT (GS-0808-13)

Led the strategic planning, governance, and prioritization of facilities projects for the multi-disciplinary NWM team. Served as technical authority for architectural, mechanical and electrical concept review, design and analysis for BPA facilities.

ACCOMPLISHMENTS

- Developed an integrated Facilities Asset Management Strategy and a Program Management Plan to guide the Facilities program in lifecycle asset management.

- Pioneered policy and procedures for safety and code compliance of facilities through the creation of a Life Safety and Capacity Review of facilities assets.
- Established facilities project prioritization methodology to guide selection and assess criticality impacts of projects within the BPA facilities portfolio.
- Launched the collection of program data, key process information and production of key metrics to assess the performance of strategic initiatives.
- Conceptualized and implemented a Strategic Planning Guide (SFG) methodology to enable integrated lifecycle asset management of BPA's largest complexes.
- Created a governance structure, charter, plan and planning committee for the Ross Complex, to enable proactive project and stakeholder management.

TAKEAWAYS

- Aligned facility projects with BPA values, strategic objectives and risks.
- Delivered prioritized planning scenarios for capital and expense portfolios.
- Improved delivery and technical completeness of facilities projects.

**National Oceanic
and Atmospheric
Administration**
Nov 2010 – Aug 2012

SUSTAINABILITY PROGRAM MANAGER (ZP-0808-04)

Spearheaded the strategic planning and creation of agency sustainable policies and procedures. Served as technical authority for all aspects of architectural design analysis and sustainability (including electrical and mechanical systems).

ACCOMPLISHMENTS

- Adeptly managed agency sustainability engagements to identify opportunities and challenges to delivering facilities projects aligned with strategic objectives
- Instituted agency governance structure for strategic sustainability policies.
- Performed agency-level root cause analysis to identify fundamental challenges to governance and policy implementation and created a phased mitigation plan.
- Managed the renovation and sustainable upgrade of NOAA's 1,007,000 square foot GSA leased corporate campus in pursuit of LEED-EBOM Silver certification.
- Evaluated facility and system designs (building management systems, advanced mechanical systems, renewable energy systems, etc.) for agency portfolio impacts

TAKEAWAYS

- Unified senior leadership and diverse cross functional teams on strategic sustainability strategies and implementation objectives.
- Implemented cost effective and technically feasible strategic sustainable policy solutions for field offices aligned with the organizational mission.
- Instituted an agency model for the integration of High Performance Green Building principles and energy management into facility operations and design.

**United States
Army**
Sep 2009 – Nov 2010

CHIEF, DESIGN TECHNICAL REVIEW BRANCH (GS-0808-12)

Led 13 member multi-disciplinary team in the design and review of 50+ facility capital improvement projects totaling more than \$10 million. Prioritized and assigned facility design creation and quality assurance reviews to meet objectives.

ACCOMPLISHMENTS

- Supervised and performance managed a multi-national staff in the performance of diverse facilities projects in a fast paced and customer focused environment.
- Served as senior technical representative for master planning, design and construction of 10 multi-national projects totaling more than \$190 million.
- Mentored team in sustainable design for implementation of new construction standards and procedures for 17 renovation projects totaling 189,000 square feet.
- Streamlined project design development times by creating clear expectations and distinct procedures for differing procurement methods, e.g., O&M and repair.
- Leveraged routine repair and maintenance activities to provide baseline facility utility information to inform future capital investment decisions.

TAKEAWAYS

- Selected as Acting, Engineering Division Chief to represent Dir. of Public Works.
- Exceeded customer expectations for completeness and timeliness of repairs.
- Clear procedures and sustainability guidelines invigorated team engagement.

Clark Kjos
Architects
 Aug 2008 – Apr 2009

ARCHITECT

Managed cross functional client/consultant teams on construction projects and feasibility studies. Trained staff in sustainable design and lifecycle cost analysis.

ACCOMPLISHMENTS

- Created policy, procedures and tools to guide the application of LEED principles.
- Provided technical guidance and support for strategic decisions using lifecycle cost analysis on proposed efficiency methodologies.
- Optimized construction project phasing to align with client strategic plans.
- Implemented advanced sustainable design practices into organization construction and design operations.
- Executed multi-jurisdiction project code review in order to meet complex code, health and healthcare licensing requirements.

TAKEAWAYS

- Recognized as Subject Matter Expert for sustainable design and energy efficient construction within the organization.
- Positively influenced organizational culture by actively engaging staff in reviewing and integrating value added sustainable strategies into practice.

SERA Architects
 Jul 2005 – Aug 2008

ARCHITECT

Led high-profile sustainable construction projects to ensure client satisfaction. Managed technical coordination of construction documents for accuracy.

ACCOMPLISHMENTS

- Managed multi-disciplinary teams to provide projects within client budgets (\$2 - \$10 million) by actively managing design, bid and contracting processes.
- Implemented mentorship program to develop new architectural intern staff.

- Created governance plans for diverse project teams to ensure delivery of project requirements for sensitive and complex construction projects.
- Adeptly assigned work to staff and reviewed deliverables to provide complex projects on-time and on-budget.
- Created policy, procedures and tools to guide the application of LEED principles.

TAKEAWAYS

- Recognized as Subject Matter Expert for sustainable design and awarded scholarship to national GreenBuild design conference to represent the firm.
- Nominated for AIA Emerging Professional of the year (2007).

Lamb Architects
Jun 2004 – Dec 2004

DESIGNER

Developed construction documents using CAD and hand drawings for fast-tracked single-family residential and commercial office projects. Independently scheduled and performed work required to create working drawings from concept. Reviewed products and market research data to ensure accuracy and technical sufficiency of construction design options. Coordinated permitting and design review of project documents with municipalities. Evaluated project plans and specifications for adequacy and accuracy. Interpreted plans for application to differing site conditions.

Assisted in creation of cost estimates to assess project viability. Masterfully hand rendered evocative project presentation boards for client an municipal review. Collaborated and consistently offered constructive advice as a team member on fast paced multi-disciplinary project teams.

**United States
Air Force**
May 1996 – Sep 2002

AIRBORNE RUSSIAN LINGUIST (STAFF SERGEANT, E-5)

Supervised and trained combat ready aircrews in airborne reconnaissance. Developed language training plans for linguists and monitored performance.

ACCOMPLISHMENTS

- Led organizational training effort to assist supervisors in language assessment, development and mentoring methods for linguist staff.
- Streamlined organizational supervisory duties creating a comprehensive training tracking and performance development database.
- Created and managed the language training programs for 67 linguists.
- Implemented new mentorship program to develop new linguists.
- Analyzed military policy and intelligence for real-time threat assessments.
- Demonstrated superior skill and poise in problem-solving and decision-making in high- tempo, time-critical environments.

TAKEAWAYS

- Recognized with prestigious John L. Levitow Award for exemplary leadership and scholarship at Non-Commissioned Officer Leadership school.
- Selected as Non-Commissioned Officer of the Year out of 109-member peer group for exceptional performance.

EDUCATION

University of Oregon
2003 – 2006

MASTER OF ARCHITECTURE

GPA 3.4 – 147 quarter hours – Emphasis in urban planning and sustainable design.

University of Maryland
1998 - 2001

BACHELOR OF ART, BUSINESS ADMINISTRATION

GPA 3.8 – *Cum Laude* – 120 semester hours. Minor – Management Studies.

CERTIFICATIONS

State of Oregon
Oct 2012 – present

REGISTERED ARCHITECT, LICENSE NO. 6166

Licensed professional in providing safe and code compliant architectural design.

U.S. Green Building Council
Oct 2006 - present

LEED ACCREDITED PROFESSIONAL (AP)

Sustainable design professional with deep knowledge of architectural and MEP.

Institute of Asset Management
Dec 2017 - present

IAM CERTIFIED PROFESSIONAL

Asset management professional aligned with IAM and ISO 55001 competencies.

SKILLS

Leadership, Strategic Planning, Asset Management & Compliance

- Influential leader of multi-disciplinary teams with a proven experience of developing staff and programs to support organizational objectives.
- Adept strategic planner of complex and sensitive multi-organizational efforts.
- Creative program manager of diverse teams in support of critical deadlines.
- Astute communicator in garnering consensus and stakeholder satisfaction through the creation of a shared vision and achievable solutions.
- Firm knowledge of energy sector policy, regulatory and business requirements.
- ISO 55001 foundations for asset management program delivery.
- PMI proficient with Project and Program Management methodologies.
- Contracting Officer's Representative (BPA and DoD).
- Expert knowledge of sustainability, energy efficient design solutions, and the principles of High Performance Green Buildings, as set forth in Federal laws and policies, such as Executive Orders 13693, EISA 2007, EPACK 2005, and state/local laws and regulations.
- Proficient knowledge of codes/regulations for compliance and technical review.
- Proficient in Russian (read/speak/write).
- Working knowledge of Korean (read/speak/write).
- Working knowledge of Spanish (read/speak/write).
- Selective service registration (Record No. 76-0094580-7,3/1/1994)

AWARDS

- OPM Quality Step Increase - 3/2015
- Dept. of Army, USAG-D, Civilian Employee of the Quarter Award - 05/2010
- NW Region AIA Grassroots Policy/Advocacy Scholarship - 02/2009
- AIA-Portland, Oregon Design Conference Scholarship – 2/2008
- SERA Architects GreenBuild 2007 Sustainability Scholarship - 11/2007
- USAF Non-Commissioned Officer of the Year Award - 01/2002
- USAF John L. Levitow NCO Leadership/Scholarship Award - 09/2000

REFERENCES

NAME	EMPLOYER	TITLE	PHONE	EMAIL
Shana Kuhn	Bonneville Power Administration	Chief Supply Chain Officer	503-230-3836	slkuhn@bpa.gov
Steve Capps	Bonneville Power Administration	Director, Facilities and Workplace Services	503-230-4498	sacapps@bpa.gov
Miguel Aparicio	National Oceanic and Atmospheric Administration	Deputy Director, Program Planning Management Division	301-713-9808, x157	miguel.aparicio@noaa.gov
Jong D. Kim	United States Army	Chief, Engineering Division	808-354-1360	jong.kim2@us.army.mil
Lisa Petterson	SERA Architects	Principal, Director of Sustainability	503-445-7317	lisap@serapdx.com



SUPERINTENDENT ADDENDUM TO CONTRACT APPROVAL

The Board will vote on the Addendum to the Superintendent's current Contract through June 30, 2022.

RECOMMENDATION:

It is recommended that the School Board approve the Addendum to the Superintendent's contract.

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."

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

THIS ADDENDUM is made and entered into the 20 day of July 2020 between Beaverton School District No. 48 (“the District”) and Don Grotting (“Superintendent”) modifying the Employment Contract between Don Grotting and the Beaverton School District No. 48 dated November 18, 2019.

Section 10, WORK YEAR/VACATION is modified to provide that the Superintendent may carry a maximum of 48 days of earned vacation after December 31 and 12 days of unearned vacation (January-June), for a total of 60 days from January to June. Earned but unused vacation up to 15 days annually may be exchanged for additional salary payable June 30 at the per diem rate. Upon termination of employment with the District, payment for unused vacation time is limited to a maximum of 48 earned but unused vacation days.

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

BEAVERTON SCHOOL DISTRICT NO. 48
BEAVERTON, OREGON

By Becky Tymchuk Date July 20, 2020
Chair, Board of Directors

By Don Grotting Date July 20, 2020
Superintendent of Schools



SECOND READING OF SCHOOL BOARD POLICY

POLICY ISSUE/SITUATION:

Attached is the second reading of School Board policy:

- LBE – Public Charter Schools

BACKGROUND INFORMATION

Students desiring to enroll in a non-Beaverton online charter school are required to submit an intent to enroll form with the Beaverton school district. State law does not allow the district to deny enrollment in an online charter school outside the district unless and until the total number of students enrolling in non-Beaverton online charter schools exceeds 3% of total Beaverton school district enrollment.

School districts are not required to deny enrollment beyond the 3% threshold, but are allowed to implement such a limit. In order to implement a 3% limit the district must adopt in board policy specific language outlining the method for calculating the 3% and specifying that students may appeal any denial to the Oregon Department of Education.

RECOMMENDATION:

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

Beaverton School District 48J

Code: **LBE**
Readopted: 5/20/19
Adopted: 12/11/17

Public Charter Schools**

Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

Public charter schools may be established as a new public school, from an existing public school or a portion of the school or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic sectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant and adverse impact on the quality of the public education of students residing in the district. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon law, Board policy and regulation. Upon request of the Board, the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the public charter school proposal or renewal.

The district will determine if it has any unused or underutilized buildings. Buildings may be made available for public charter school use, subject to Board approval. Approved use may be limited to instructional purposes only. Appropriate-use fees will be determined by the Board. Public charter school use outside the district's instructional day will be subject to Board policy KG - Community Use of District Facilities and accompanying administrative regulation.

Public charter school students shall not be permitted to participate in district curricular programs.

Public charter school students in grades K-8 may participate in their resident district's activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's available activities that are sanctioned by the Oregon School Activities Association (OSAA) when the requirements found in Oregon law are met.

The district will not provide instructional materials, lesson plans or curriculum guides for use in a public charter school.

The public charter school employer will be determined with each proposal. If the Board is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the Board is not the sponsor of the public charter school, it shall not be the employer and will not collectively bargain with public charter school employees.

The district will annually by August 1, calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is more than three percent, the district may choose to not approve additional students for enrollment to any virtual public charter school, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2).

The district is only required to use data that is reasonably available to the district including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
1. The number of students residing in the district enrolled in public charter schools located in the district;
2. The number of students residing in the district enrolled in virtual public charter schools;
3. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
4. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education.

The superintendent will develop guidelines for public charter schools to include the proposal process, review and appeal procedure and charter agreement provisions.

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)

[ORS 327.109](#)

[ORS 332.107](#)

[ORS Chapter 338](#)

[ORS 339.141](#)

[ORS 339.147](#)

[OAR 581-026-0005 to -0515](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2012).



GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Elementary and Secondary School Emergency Relief (ESSER) Fund	Oregon Dept. of Education	\$ 4,681,997	8 Jul 2020	9 Jul 2020	Permission to receive funds
ESSER funds provide emergency financial resources to address the impact that COVID-19 has had, and continues to have, on school districts across the Nation.					
Latino/a/x Student Success Grant	Oregon Dept. of Education	\$150,000 (est.)	30 Jul 2020	13 Aug 2020	Permission to apply
Latino/a/x Student Success Grant funds are used to address some of the urgent educational challenges faced by Latino/a/x students and their families due to the Covid-19 pandemic. Activities must align with the statutory requirements of the Student Success Act.					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded
Preschool Promise	Oregon Early Learning Division	\$673,000	\$457,875
Title IC (Summer School)– Education of Migratory Children	Oregon Dept. of Education	\$112,621	\$112,621
Title VII Indian Education Formula Grant	U.S. Department of Education	\$29,282	\$29,282

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.



Live Stream was made available on: <https://www.youtube.com/channel/UCGCsl4R0vYcEcVMkLBI-cqQ>

Public Hearing: Budget Hearing for 2020 -2021 Budget
6:15-6:30

Board Members Present Zoom Meeting:

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

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	Executive Administrator for Student Services
Steve Langford	Chief Information Officer
Camellia Osterink	District Legal Counsel
Pat McCreery	Administrator for Equity and Inclusion
Steven Sparks	Executive Administrator for Long Range Facilities
Brian Sica	Administrator for Curriculum, Instruction and Assessment
Kayla Bell	Administrator for Curriculum, Instruction and Assessment
Paul Ottum	Teacher on Special Assignment
Brian Sica	Administrator for Curriculum, Instruction and Assessment
Jon Bridges	Administrator for Accountability

BUDGET HEARING – Becky Tymchuk

School Board Chair Becky Tymchuck call the above hearing to order at 6:18 p.m. See Attachment A for a full listing of all comments submitted.

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."

Comments/Questions:

- What is the decision behind the funding for this fall for Flex on-line school? What is the thought process? *We do not know what school will look when we return in the fall. We have had several requests to offer that option from parents because they are feeling uncomfortable returning to a bricks and mortar type of school. We have receiving many other applications for students to attend other on-line schools, approximately 560 students have already signed up for other on-line options in the fall. We believe that our team has put together a Flex program that will offer more rigor.*
- In other states, possibly California, they are looking at limiting the number of students in a classroom. Have we thought of that? *Some of those questions will come out later when the Flex Online Program is discussed. We are trying to offer many different options for our parents. Our main goal at all times is that we think the best instruction for students is face to face with the teachers, not online.*
- Related to the Flex school what is the cost per student? *We are working out the details. We don't know how many students will apply for online. For now we are staffing at the same level as an option school, around 400 students.*
- Did you use an equity lens when you developed and how? *Yes, we have been planning this for several years and talking to several groups. The timeline is being accelerated because of COVID-19. A presentation was done for the School Board in 2013 on online learning. We are not done putting this through the equity lens. We need to get an application to the State for a state ID which is why it is being presented to the School Board tonight.*
- About \$200,000 is allocated for the SRO's but the main cost is handled by the City of Beaverton. Is that true? *Currently we have about \$260,000 going toward the SRO program. Most of it is funded through the County. The other costs that we bear are for afterschool programs and sports programs.*
- Just to clarify, this is a holding budget until we have more information from the state? *Yes, we have no further guidance. The Return to School program will impact our budget.*
- Where do you think that those cuts will be with the Return to School? *We have been identifying cost reductions at the central level, we are trying to stay away from students and the classroom.*
- How will the cost of online school be allocated amongst the schools? Will the elementary, middle and high schools be further reduced in the fall? *We don't know at this point where those students will be from. We will have to wait to see the interest and where the students are coming from. There is the danger of not doing something and those students will choose to home school or move to an online school.*

The Budget Hearing was adjourned at 6:38 p.m.

CALL MEETING TO ORDER & BOARD PROCEDURES – Becky Tymchuk

School Board Chair Becky Tymchuk called the meeting to order at 6:38 p.m. Chair Tymchuk asked for changes to the agenda, there were none.

PUBLIC COMMENTS

Board Member Simpson broke down the 103 comments that were received. See Attachment A for a full listing of public comments submitted.

Sara Schmitt, BEA President spoke about the challenging and unprecedented year. SRO's in the school, she hopes that Board members listen to the public comments regarding the impact of SRO's in the

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

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

school. She was shocked to see the on-line learning in the packet because of the impact to staff. This has not been a collaborative process and it undermines trust with BEA. It appears that District leadership is taking advantage of the pandemic to not gather information from our staff and community. She does not believe that the equity lens has not been applied. Everyone is concerned about returning to school in the fall because of the health and safety. There was a bargaining session this morning and no agreement has been reached. They will suspend bargaining until next fall due to uncertainties in the state and federal government. They need to have some agreement before they can return to a contract on compensation. Thank you to Karen Lally who will be finishing her term in a few weeks.

REPORTS

A. Superintendent Comments – Don Grotting

Addressing Racial and Economic Injustices - Students, families, staff and the Beaverton community continue to experience racial and economic injustices. The COVID-19 pandemic has significantly highlighted the disparities taking place due to race and economics enforced by structural discrimination. We need to come together to make actionable reforms to education, health and law enforcement structures and processes to allow all people to thrive in every aspect of their lives.

End of School Year - Today is officially the last day of school for our teachers and some support staff. It has been a very challenging year for students, families and staff. Supt. Grotting thanked students, teachers, families, support staff, administrators and the School Board for efforts to keep the focus on what is most important: educating and caring for all students in Beaverton.

Return to School Work Plan - The district is in the process of finalizing and developing a work plan to prepare for our return to the 2020 - 2021 school year. Internal and external workgroups are developing a "Return to School" plan adhering to the guidance from the Oregon Dept. of Education and Oregon Health Authority and the Governor's office. All return to school work plans must be approved first by the County Health Dept., presented to the School Board and then submitted to the Dept. of Education by August 15, 2020.

2020 - 2021 School Budget - We are finalizing a spending budget for 2020 - 2021 with the latest information provided from the May Economic Forecast. Staffing budgets have been submitted to our Human Resources Dept. to finalize staffing for all buildings and departments. The spending budget prioritizes maintaining class size ratios and classroom resources to the best of our ability during these uncertain times. Other unknown factors include:

- How will the Legislature address the \$2.7B shortfall to the State General Fund
- At what level will school districts be funded by the SIA dollars supported by the Corporate Activities Tax
- How will Measure 97 dollars be impacted
- When will our Legislature return to session
- What resources will need to be expended to address the "Return to School Work Plans".

Bond Refinancing - The district continues to explore the refinancing of our current bonds due to the low interest rates which would save the district several million dollars.

Supt. Grotting also recognized Karen Lally from BEA and Sue Robertson, Maureen Wheeler and Mary Hawkins who will be retiring.

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."

B. Financial Update – Mike Schofield

Mike reported to the School Board that projected ending fund balance is \$48.4 (45.1% General Operating Fund and 0.3 for Local Option Levy Fund).

Questions/Comments:

- With furloughs, freezes and other things put into place what does that mean for the district?
\$7M for this year and over \$1M for next year.

C. Remote Learning and Return to School Update – Ginny Hansmann, Carl Mead, Brian Sica

Carl reported that the impact of school closures required by Governor Brown's Executive order in response to the SARS-CoV-2/Covid-19 have been significant. The Beaverton School District, in partnership with districts across the state, is planning for the operational and instructional parameters for opening schools in the Fall of 2020. The operational parameters are being developed to follow the required and recommended guidance the Oregon Department of Education and Oregon Health Authority.

Recommendation to update Beaverton School District's Return to School Process.

Our focus is on the equitable safe reentry of our staff and students:

- Return to school collaboration team
- Public health protocols
- Facilities and School Operations
- Response to outbreak
- Equity
- Instruction
- Family and Community Engagement
- Mental, Social and Emotional Health
- Staffing and personnel
- Significant requirements for:
 - Screening
 - Hygiene
 - Distancing
 - Contact Tracing
- Cohorts
 - Students will be placed in as few "stable cohorts" as possible
- Guidance for "high risk" instructional activities (PE, Science Labs, CTE, Performing Arts)
- Division 22 requirements remain
 - Learning standards
 - Attendance
 - More guidance on remote attendance to come.
- Instructional Models
 - On-Site /Students safely learn in school
 - Hybrid / Students safely learn in school and away from school
 - Comprehensive Distance Learning / Students safely learn away from school
- Process and Timeline
 - Technical Product – Each school will need to present a plan for reentry and how they are going to be able to follow the guidelines

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."

- Preparation
 - Plan Development
 - Public Health Review
 - Final Plan Submission to ODE-must be posted to all relevant websites by August 15th
- Return to School Team is currently working on Operation Blueprint to be submitted to ODE
- Return to Instruction Team To coordinate the Social, Emotional and Academic response to the closure, including both district and school based actions. Determine the
- Building Based Behavioral Health and Wellness Team – Planning for school reentry and supporting the needs of staff, students and families.
- External Collaboration Teams
 - Big Five Districts return to school coordination
 - Both instructional and operational teams
 - NWRESD Curricular Guidance Reentry Team
 - ODE Return to Work Guidance team
 - COSA Weekly training
 - Washington County Health Authority Collaborative
- Current Key Considerations
 - District and school wide protocols
 - Cohort Models
 - Arrival / Dismissal cohorts
 - Within school day cohorts
 - Out of School childcare
 - Community and Staff and young children
 - Instructional Model for Hybrid Learning
 - Physical/Mental Health of Staff, Students and our Community
- Timeline
 - **August 15 – Blueprint due to ODE (by school)**
 - August 7 – Target for ODE Submission
 - July 23 – Submission to Washington County for review
 - July 9 – Review by BSD School Board
 - June 24 – Springboard to Cabinet/and the community
 - June 18 – Draft of initial cohort model/schedules to Return to School

Questions/Comments:

Becky- meal deliveries added. Are we going to be able to continue those? We will not be continuing Nancy Ryles but are working to figure out how to serve those families. We have been approved to continue with the grab and go model.

Anne- This is a challenging process. Are there baseline things we have decided already? We have not decided that yet. I am unable to speak to specifics because we are still working out the specifics.

Donna -What happens if more than a thousand students sign up for the online Flex school? How much flexibility do you have with the majority of students? Two online options will be offered.

- *Will teachers apply for the positions? With the Flex school it will be opened up for application at the school learning and the principals will select staff.*

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."

- Susan -What about the achievement gap that we will see from our students? *No easy answer for that. Some themes that have come out in the guidance is that students and staff will work together regardless of where they are in their learning.*
- Can students move at their own pace? *Students and staff will be making accommodations and allowing teachers to make decisions on pacing for their students. We will be meeting students where they are.*
 - LeeAnn - amazed at the work being done so quickly. The public testimony tonight was from some teachers. Was the Union asked to be a part of the conversation about the Flex online? *The Union has been reached out to and they will continue to reach out to them. They are moving very quickly.*

D. Long Range Facility Plan Community Advisory Committee – Josh Gamez, Steven Sparks

The District is preparing a new Long Range Facility Plan (LRFP). As the District moves forward with developing a new LRFP, and advisory committee will be the key voice of the community to help guide the LRFP’s development. The committee is critical not just because of Statewide Planning Goal 1, but because the community needs to have the opportunity to articulate and identify its priorities for the future of the Beaverton School District.

Recommendation to discuss the formation, expectations, and priorities of the Long Range Facility Plan Advisory Committee.

Community Advisory Committee

- Purpose
 - Community oversight and direction of community priorities
 - Vetting of District data and staff recommendations
 - Advise their communities on the District’s planning process
 - Reach consensus on a recommendation to the Board on capital facility improvement needs to fulfill the Districts vision and educational programs
 - Fulfill the requirement of ODS
- Composition of LRFP Advisory Committee
 - Community Members
 - Advocates
 - Partner Agencies
- Process and Schedule
 - Background work ongoing with consultant team
 - Meetings September 2020 and conclude April 2022
 - Committee meets once a month
 - Committee will review
 - Districts vision and education priorities
 - Existing conditions
 - Population forecasts and development trends
 - Facilities capacities
- Community Outreach
 - Public testimony
 - Community open houses
 - Social media campaigns
 - Present at tinerest group meetings
 - Present at BSD

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."

- (see PP)
- Committee Recruitment
- Application through District webpage
- Committee representation throughout the district
- Factors for consideration
 - People who can represent the dist
 - People
 - (see PP)
- Next Steps
 - Finalize recruitment advertising and process
 - Select Committee candidates
 - Identify community outreach opportunities

Questions/Comments:

LeeAnn- Is there an opportunity to have a student of color on the community? *Yes.*

Anne - Have you envisioned how you will get input from people who can make the monthly commitment? *Yes, there will be a subcommittee that will cover that aspect.*

E. Equity Update – Pat McCreery

It is my role to come up with where the district needs to improve. We all have an active role to play in this.

Questions/Comments:

Donna- I have continued to be disappointed with the district. There has never been a systemic attempt to change. What I am hearing sounds very much the same as what we have heard in the past. *We are working to find a way that our black and African American students are free from the abuse of racist language that they hear and are victim to in schools.*

Susan- Is there a plan in place to support our students that may be impacted by the Supreme court decision on DACA sometime this week? (Recording) *Measure 98 will provide social workers to help support the social emotional work for next year.*

Anne- I am curious about your thoughts on how to speed up our system and increase our sense of urgency to make a positive impact on our students? *We can no longer cater to fragility. The focus must be on racial equity. My fear is what tends to happen that we slide back into areas of comfort. I have been talking to community members and we will be working to avoid the possibility.*

Tom- What model do we need create to move forward? *We are creating an equity lens that drives discussion and decisions when I am not able to be there.*

ACTION ITEMS

A. Adoption of 2020-2021 Budget Resolution 20-615A

BE IT RESOLVED that Resolution (20-615A) Adopting the budget, making appropriations and imposing taxes is accepted by the School Board as submitted at this meeting.

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."

8. Health – partial re-pipe at Chehalem
9. Health- partial re-pipe at McKinley
10. Cameras at all schools

E. Budget Calendar for 2020 – 2021

BE IT RESOLVED that the School Board of Beaverton School District approves the submitted Budget Calendar for 2021-2022.

LeeAnn Larsen made the motion to approve the budget calendar for 2021-2022. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Eric Simpson, Anne Bryan, Tom Colett, Susan Greenberg, Donna Tyner and LeeAnn Larsen.

F. Election of School Board Chair and Vice Chair

BE IT RESOLVED that the School Board of Beaverton School District elected Becky Tymchuk for School Board Chair and Tom Colett for the Vice-Chair for the 2020-2021 school year as prescribed by Policy BCB.

Eric Simpson made the motion to approve the election of Tom Colett as School Board Vice Chair for the 2020-2021 school year as prescribed by Policy BCB. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Eric Simpson, Anne Bryan, Tom Colett, Susan Greenberg, Donna Tyner and LeeAnn Larsen.

LeeAnn Larsen made the motion to approve the election of Becky Tymchuk as School Board Chair for the 2020-2021 school year as prescribed by Policy BCB. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Eric Simpson, Anne Bryan, Tom Colett, Susan Greenberg, Donna Tyner and LeeAnn Larsen.

G. Flex Online School Authorization

BE IT RESOLVED that the School Board of Beaverton School District authorize Flex Online School to offer instruction to students in grades K-12 as submitted at this School Board meeting.

LeeAnn Larsen made the motion to approve the Flex Online School to offer instruction to students in grades K-12. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Eric Simpson, Anne Bryan, Tom Colett, Susan Greenberg, Donna Tyner and LeeAnn Larsen.

Donna- Does this tie in with the existing FLEX program? *Currently we can only serve 9-12 graders that are behind on credits. This program provides us with the opportunity to serve K-12 to enhance the program. This will be an entirely separate school.*

Susan- How many students have you had to turn away from high school? *Due to the strict guidelines we are having to turn students away. I don't have a definite number. I want to make a point that this will not be a for profit program.*

Anne- Curriculum choices around K-8. *We have met with T&L and curriculum providers. This will be a comprehensive congruent program. The long-range goal will be something to get us going and we will be expanding on that. If I'm a student, that has health issues, what are the target areas? For those families and students that want to be able to go back to in person learning when COVID restrictions ease, we are going to keep having those conversations.*

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."

Tom- I have some concerns about the program in the long term. I would like to request a report on some aspects. Is that something you can bring to the board within the next 6 – 9 months?
Yes, we are very data driven and will be happy to provide that to the Board.

LeeAnn- Does FLEX stand for something and can we look for a more creative name for our new school? FLEX stands for flexible learning options.

Becky- We need to be flexible and provide great options.

H. **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 May 26, 2020 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.

5. Second Reading of School Board Policy (JGD)

BE IT RESOLVED that the School Board adopts this policy change at this meeting.

6. OSEA Contract Approval

BE IT RESOLVED that the School Board approves and ratifies the Collective Bargaining Agreement with Oregon School Employees Association, for the period of July 1, 2020 through June 30, 2022.

7. 2020-2021 Appointment of Budget Officer

BE IT RESOLVED that the School Board appoints Don Grotting, Superintendent, to serve as Clerk of Beaverton School District for the fiscal year 2020-2021.

BE IT FURTHER RESOLVED that the School Board appoints Carl Mead and Ginny Hansmann, to serve as Deputy Clerks of Beaverton School District for the fiscal year 2020-2021.

8. 2020-2021 Appointment of Clerk and Deputy Clerks

BE IT RESOLVED that the School Board approves Michael Schofield, Associate Superintendent for Business Services, to be the designated Budget Officer for the Beaverton School District for the fiscal year 2020-2021.

9. 2020-2021 Appointment of Custodians of School Funds

BE IT RESOLVED that, in accordance with the provisions of ORS 328.441, the School Board of Beaverton School District designates Superintendent Donald Grotting, Associate Superintendent for Business Services Michael Schofield, Finance Manager Jason Guchereau, and Treasury Specialist Tracy Westerfield as Custodians of School Funds for the 2020-2021 fiscal year.

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

10. 2020-2021 Appointment of Financial Auditor

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."

BE IT RESOLVED that Grove, Mueller & Swank, P.C., is hereby appointed to serve as financial auditor of Beaverton School District for the fiscal year 2020-2021 by the School Board.

11. 2020-2021 Appointment of Legal Counsel

BE IT RESOLVED the following attorneys are hereby designated by the school board as legal counsel for Beaverton School District for the 2020-2021 fiscal year:

Firm	Attorney	Services
Miller Nash LLP	Michael Porter	Charter Schools, Education, Employment & Tort Liability
	Naomi Levelle-Haslitt	
	Taylor Richman	
	Erin Burris	
Ball Janik LLP	Jack Orchard	Real Estate & Contracts
	Bruce Cahn	
	Christopher Walters	
	Adele Ridenour	
Dunn Carney LLP	Anne Foster	Tort Liability Labor & Employment
Graham Hicks P.C.	Graham Hicks	Special Education
Reinisch Mackenzie	Matthew Fisher	Workers' Compensation
Hawkins Delafield & Wood LLP	Ann Sherman	Bond Counsel

12. 2020-2021 Approval of May 18, 2020 Budget Meeting Minutes

BE IT RESOLVED that the minutes of the May 18, 2020 Budget Meeting are hereby approved by the School Board.

13. 2020-2021 Designation of Depositories

BE IT RESOLVED that Piper Sandler; CastleOak Securities; DA Davidson; US Bank, Wells Fargo Bank, Key Bank, and State of Oregon Local Government Investment Pool, be and hereby are designated as depositories for Beaverton School District for the fiscal year 2020-21 by the school board.

14. Approval of Alternate Construction Contracting Procedure

BE IT RESOLVED that the Beaverton School Board of Directors adopts and approves the findings as submitted at this meeting, grants a specific exemption from competitive bidding requirements of ORS 279C.335(1), and approves and directs the use of the Design-Build contracting method, for the Bethany Elementary School Re-Roof project, and (iii) requires that the procurement be in accordance with the Attorney General Model Rules applicable to Design-Build.

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

BOARD COMMUNICATION

A. Individual School Board Member Comments

- Susan Greenberg does not want to forget about the seniors that are graduating. She was able to help out with delivering cords to graduating seniors.
- Tom Colett acknowledged the phone calls and emails regarding racism.
- Donna Tyner is hopeful that we will be working in the right direction for our students who need the most help and combat implicit bias.
- LeeAnn Larsen was able to graduate the students at Merlo Station High School recently.

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

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

- Becky Tymchuk wants to thank you for all of you that have been emailing us about your concerns. Our district is so large, and we have many things to work on.
- Don Grotting wanted to acknowledge everyone's hard work and sacrifices during these difficult times.
-

ADJOURN

Chair Tymchuk adjourned the meeting at 9:40 p.m.

INFORMATION ITEMS

- Health and Safe Schools Plan Update
- Safe Routes to School Program Update
- School Board Finance and Investment Strategies Committee

Submitted by

Dianna Hess

Dianna Hess

Becky Tymchuk

Becky Tymchuk, School Board Chair

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

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



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

POLICY ISSUE/SITUATION

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

BACKGROUND INFORMATION

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

RECOMMENDATION

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

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

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
BCA Paving- Chehalem Elementary	Nathan Potter	ITB 19-0049	Baker Rock Resources	\$153,554.65	7/2020	8/2020	Authorization to Award Contract
ISB Re-Roof & HVAC Upgrade Design Services	Aaron Boyle	RFP 19-0053	Commercial Industrial Design Architecture	\$138,740.00	7/2020	10/2020	Authorization to Award Contract
Device Replacement for Elementary and Middle Schools	Kevin McMillian	Sole Source	JAMF Licensing	\$186,644.60	7/2020	7/2021	Authorization to Award Contract
Providence Children's Development Institute	Kelly Raf	Special Procurement per ORS 279B.085 OAR 137.047.285 and DJCA-AR(2)	Providence Children's Development Institute	\$1,397,321.13	7/2020	6/2021	Authorization to Award Contract
District Wide Security Upgrades- High School Fencing	Aaron Boyle	ITB 19-0027	ASA Construction	\$152,356.02	8/2019	10/2020	Authorization to Award Contract
Serendipity Center	Kelly Raf	Special Procurement per ORS 279B.085 OAR 137.047.285 and DJCA-AR(2)	Serendipity Center	\$350,000.00	8/2020	6/2021	Authorization to Award Contract
Annual Workers Compensation Claims Administration	Karl Granlund	Personal Service Contract per DJCA-AR 1(b)(c)	TRISTAR Risk Management	\$124,921.00	7/2020	6/2021	Authorization to Award Contract



PROJECT NAME: Chehalem ES Pavement Improvements

PROJECTTIMELINE: 7/2020 – 8/2020

PROJECT BUDGET: \$300,000.00

PROJECT SCOPE: Grind, inlay asphalt, replace curbing, and pavement striping and marking per engineered plans.

CONTRACT NAME: Chehalem Elementary Paving Improvements

RECOMMENDED BY: Nathan Potter

SOLICITATION METHOD: ITB 19-0049

CONTRACTTIMELINE: 6/2020 – 8/2020

CONTRACT AMOUNT: \$ 153,554.65

CONTRACT SCOPE: Grind, inlay asphalt, replace curbing, and pavement striping and marking per engineered plans.

RECOMMENDATION: Authorization of award of contract to Baker Rock Resources

FUNDING SOURCE: 2014 Bond, District-Wide Facility Repairs



PROJECT NAME: ISB Re-Roof & HVAC Upgrade

PROJECTTIMELINE: 2/2020–10/2022

PROJECT BUDGET: 1,800,000.00

PROJECT SCOPE: Re-Roof building parts A, B and the modular building. Upgrade the HVAC units on the gym and the modular building and evaluation of the units on building parts A & B.

CONTRACT NAME: ISB Re-Roof & HVAC Upgrade Design Services

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Request for Proposal (RFP) 19-0053

CONTRACTTIMELINE: 7/2020–10/2020

CONTRACT AMOUNT: \$138,740.00

CONTRACT SCOPE: Design Services

RECOMMENDATION: Authorization to Award Contract to Commercial Industrial Design Architecture (CIDA).

FUNDING SOURCE: Bond 2014; Modernization, Renovation Projects; Physical Facility Improvements; ISB Re-Roof & HVAC Upgrade



PROJECT NAME: JAMF Support

PROJECT TIMELINE: 07/14/2020–07/13/2021

PROJECT BUDGET: \$186,644.60

PROJECT SCOPE: Support Agreement for all District Apple devices to include IPADs, Apple TVs, IMACS, and Macbooks.

CONTRACT NAME: JAMF Licensing

RECOMMENDED BY: Kevin McMillian, Administrator for Information Technology

SOLICITATION METHOD: Sole Source

CONTRACT TIMELINE: 07/14/2020–07/13/2021

CONTRACT AMOUNT: \$186,644.60

CONTRACT SCOPE: Support Agreement for all District Apple devices to include IPADs, Apple TVs, IMACS, and Macbooks.

RECOMMENDATION: Authorization to award contract to JAMF.

FUNDING SOURCE: General Fund



PROJECT NAME: Special Education Occupational and Physical Therapy Services

PROJECTTIMELINE: August 1, 2020 through June 30, 2021

PROJECT BUDGET: \$1,397,321.13

PROJECT SCOPE: Providence will provide Beaverton School District with Occupational Therapists, Physical Therapists, Occupational Therapy Assistants and Physical Therapy Assistants to work with students that require these services as indicated in their Individualized Education Plan. Providence will also provide training, staff development, time management, management involvement and attend meetings as required.

CONTRACT NAME: Special Education Occupational and Physical Therapy Services

RECOMMENDED BY: Kelly Raf

SOLICITATION METHOD: Special Procurement per ORS 279B.085 OAR 137.047.285 and DJCA-AR(2)

CONTRACTTIMELINE: 8/2020–6/2021

CONTRACT AMOUNT: \$1,397,321.13

CONTRACT SCOPE: Annual Special Education Services as required

RECOMMENDATION: Authorization to Award Contract to Providence Children’s Development Institute

FUNDING SOURCE: Special Education Department and IDEA Grant

ADDITIONAL INFORMATION: Public Notice for this Exemption was posted as legally required and there were no Protests. The legal Findings required to support this Exemption are attached.

Oregon Revised Statutes (ORS) 279B.085 allows the Beaverton School District Board acting as the Local Contract Review Board (LCRB), to authorize a Contract Specific Exemption from the competitive low bid requirement. In order to authorize a Contract Specific exemption, the Beaverton School Board must approve Findings that support the use of a contract exemption.

The contracts covered under this exemption will be contracts that specifically identify and support students being served by the Beaverton School District's Special Education Division.

The Special Procurement being proposed is that of Special Procurement pursuant to ORS279B.085, OAR 137.047.285 and BSD policy DJC-AR(2) Provision of Special Education Services.

Below are the required Findings that must be addressed and approved by the Beaverton School Board for the class exemption to be effective:

(a) The exemption is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts.

This exemption will not encourage favoritism nor will it discourage active participation in an upcoming market-based solicitation for these services. This exemption will likely encourage competition by having the follow-on solicitation issued at a more effective time in the marketplace and allowing more than one potential vendor to participate in the solicitation. BSD will also conduct outreach to better inform the process and directly encourage participation. Public Notice was posted concerning this Exemption and we received several questions and comments but there were no Protests. There was significant interest in receiving and potentially responding to the follow-on solicitation.

(b) Is the Exemption reasonably expected to result in substantial cost savings to the District

There is no way to predict whether there will be cost savings although this is an expected outcome from the RFP (solicitation) process. The priority is to adequately serve the needs of the identified students in the program and support the desired outcomes from the Individualized Educational Programs.

(c) Otherwise substantially promotes the public interest in a manner that could not practicably be realized by complying with requirements that are applicable under ORS 279B.055, 279B.060, 279B.065 or 279B.070 or under any rules adopted thereunder

The public interest is best served by providing services to our Special Education students in a manner that is consistent as well as efficient and cost effective. The District has not publicly solicited these services in over five years – and while that may provide for consistency in the provision of services, it does not promote the efficient use of public funds. Accordingly, the District will use the time-period afforded by this Special Procurement to prepare and publish a public solicitation for the services.



PROJECT NAME: District-Wide Security Upgrades

PROJECT TIMELINE: 9/2014 – 7/2022

PROJECT BUDGET: \$10,000,000

PROJECT SCOPE: Complete security retrofits in existing buildings by installing improvements such as: security cameras, remote door unlatching, keyless entry, visitor routing control, etc., as determined by a site-by-site analysis of needs compared to the security standard.

CONTRACT NAME: District-Wide Security Upgrades Group 4 – High School Fencing

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 19-0027

CONTRACT TIMELINE: 8/2019–10/2020

CONTRACT AMOUNT: \$152,356.02*

CONTRACT SCOPE: Install fencing where missing to complete the perimeter enclosure of the school. This project will include Beaverton, Sunset and Westview High Schools.

RECOMMENDATION: It is recommended for approval in order to complete the project.

FUNDING SOURCE: 2014 Bond, Security Upgrade Project

*Note: Original Contract Amount \$95,809.00 plus Change Order 1 for \$45,876.78 and present Change Order 2 for \$10,670.24.



PROJECT NAME: Serendipity Individualized Education

PROJECTTIMELINE: August 1, 2020 through June 30, 2021

PROJECT BUDGET: Approximately \$350,000, depending on number of student placements within the school throughout the year

PROJECT SCOPE: Serendipity Center will provide Beaverton School District with services as indicated in their Individualized Education Plan. Serendipity Center is located off of Beaverton School District property. Bussing will be provided by Beaverton School District.

CONTRACT NAME: Serendipity Individualized Education

RECOMMENDED BY: Kelly Raf

SOLICITATION METHOD: Special Procurement per ORS 279B.085 OAR 137.047.285 and DJCA-AR(2)

CONTRACTTIMELINE: 8/2020–6/2021

CONTRACT AMOUNT: Approximately \$350,000, depending on number of student placements within the school throughout the year

CONTRACT SCOPE: Annual Special Education Services as required

RECOMMENDATION: Authorization to Award Contract to Serendipity Center Inc.

FUNDING SOURCE: Special Education Department

ADDITIONAL INFORMATION: Public Notice for this Exemption was posted as legally required and there were no Protests. The legal Findings required to support this Exemption are attached.

Oregon Revised Statutes (ORS) 279B.085 allows the Beaverton School District Board acting as the Local Contract Review Board (LCRB), to authorize a Contract Specific Exemption from the competitive low bid requirement. In order to authorize a Contract Specific exemption, the Beaverton School Board must approve Findings that support the use of a contract exemption.

The contracts covered under this exemption will be contracts that specifically identify and support students being served by the Beaverton School District's Special Education Division.

The Special Procurement being proposed is that of Special Procurement pursuant to ORS279B.085, OAR 137.047.285 and BSD policy DJC-AR(2) Provision of Special Education Services.

Below are the required Findings that must be addressed and approved by the Beaverton School Board for the class exemption to be effective:

(a) The exemption is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts.

This exemption will not encourage favoritism nor will it discourage active participation in an upcoming market-based solicitation for these services. This exemption will likely encourage competition by having the follow-on solicitation issued at a more effective time in the marketplace and allowing more than one potential vendor to participate in the solicitation. BSD will also conduct outreach to better inform the process and directly encourage participation. Public Notice was posted concerning this Exemption and we received several questions and comments but there were no Protests. There was significant interest in receiving and potentially responding to the follow-on solicitation.

(b) Is the Exemption reasonably expected to result in substantial cost savings to the District

There is no way to predict whether there will be cost savings although this is an expected outcome from the RFP (solicitation) process. The priority is to adequately serve the needs of the identified students in the program and support the desired outcomes from the Individualized Educational Programs.

(c) Otherwise substantially promotes the public interest in a manner that could not practicably be realized by complying with requirements that are applicable under ORS 279B.055, 279B.060, 279B.065 or 279B.070 or under any rules adopted thereunder

The public interest is best served by providing services to our Special Education students in a manner that is consistent as well as efficient and cost effective. The District has not publicly solicited these services in over five years – and while that may provide for consistency in the provision of services, it does not promote the efficient use of public funds. Accordingly, the District will use the time-period afforded by this Special Procurement to prepare and publish a public solicitation for the services.



PROJECT NAME: Worker Compensation Third Party Administrator (TPA)

PROJECTTIMELINE: Ongoing

PROJECT BUDGET: \$150,000 per year

PROJECT SCOPE: Work with District staff to manage all Workers Compensation claims

CONTRACT NAME: Worker Compensation TPA Services

RECOMMENDED BY: Karl Granlund - Administrator for Risk Management

SOLICITATION METHOD: Personal Services Contract per DJCA-AR 1(b)(c)

CONTRACTTIMELINE: 7/2020–6/2021

CONTRACT AMOUNT: \$124,921

CONTRACT SCOPE: Annual workers compensation claims administration

RECOMMENDATION: Authorization to Award Contract to TRISTAR Risk Management

FUNDING SOURCE: Risk Management Worker Compensation Program

Summary Report: 2019 - 20

Use of Physical Restraint and Seclusion in the Beaverton School District

581-021-0559

Reporting Requirements for the Use of Physical Restraint & Seclusion

(1) Each entity that has jurisdiction over a public education program must prepare an annual report detailing the use of physical restraint and seclusion for the preceding school year, including, at a minimum:

- (a) The total number of incidents involving physical restraint;
- (b) The total number of incidents involving seclusion;
- (c) The total number of seclusions in a locked room;
- (d) The total number of students placed in physical restraint;
- (e) The total number of students placed in seclusion;
- (f) The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;
- (g) The number of students who were placed in physical restraint or seclusion more than 10 times in the course of a school year and an explanation of what steps have been taken by the public education program to decrease the use of physical restraint and seclusion for each student;
- (h) The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained; and
- (i) The demographic characteristics of all students upon whom physical restraint or seclusion was imposed, including race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

(2) Each entity that has jurisdiction over a public education program shall make its annual report about physical restraint and seclusion available to:

- (a) The public at the entity's main office and the website of the entity; and
- (b) The school board or governing body overseeing the entity;
- (c) If the entity is an education service district, the component school districts of the education service district;
- (d) If the entity is a public charter school, the sponsor of the public charter school;
- (e) Parents and guardians of students in a public education program, who shall be advised at least once each school year about how to access the report.

Summary Report: 2019 - 20

Use of Physical Restraint and Seclusion in the Beaverton School District

Stat. Auth.: ORS. 326.051

Stats. Implemented: Ch. 665, OL 2011 (Enrolled House Bill 2939)

Hist.: ODE 12-2012, f. 3-30-12, cert. ef. 5-1-12

Definitions: As used in OAR 581-021-0550 to 581-021-0566:

“Physical restraint” means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student.

“Seclusion” means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.

Physical restraint or seclusion may be used on a student in a public education program only if:

- (A) The student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or others; and,
- (B) Less restrictive interventions would not be effective.

Summary Report: 2019 - 20

Use of Physical Restraint and Seclusion in the Beaverton School District

Total Incidents of Physical Restraint and Seclusion:	632
Total number of incidents involving physical restraint:	380
Total number of incidents involving seclusion:	252
Total number of seclusions in a locked room:	249
Total number of students placed in physical restraint:	134
Total number of students placed in seclusion:	48

Demographic characteristics of students involved in physical restraint:

African American	8
American Indian	1
Asian	9
Hispanic	21
Multi-Racial	12
White	83

Gender:

Female	19
Male	115

Disability Status:

Identified as Disabled under IDEA or Section 504:	113
Non-Disabled Students:	21

Migrant Status: 0

English Proficiency:

8 Students receiving ELL services.

Status as Economically Disadvantaged:

74 Students eligible for free and reduced lunch.

Demographic characteristics of students involved in seclusion:

African American	5
Hispanic	8
Multi-Racial	4
White	31

Summary Report: 2019 - 20

Use of Physical Restraint and Seclusion in the Beaverton School District

Gender:

Female	5
Male	43

Disability Status:

Identified as Disabled under IDEA or Section 504:	46
Non-Disabled:	2

Migrant Status: 0

English Proficiency:

2 Students receiving ELL services.

Status as Economically Disadvantaged:

28 Students eligible for free and reduced lunch.

*Total number of incidents that resulted in **injuries or death** to students or personnel as a result of the use of physical restraint or seclusion: 32 incidents resulted in reported injuries to staff.

*Number of incidents in which personnel administering physical restraint or seclusion were not trained: 55

*Number of students placed in physical restraint or seclusion **more than 10** times in the 2019 - 20 school year: 14

*Steps taken to reduce the use of physical restraint and seclusion for each student:

Student A - 16 incidents

Present student with calming device/strategies, problem solve before behavior escalates, provide social stories/sensory items, pre-teach calming techniques listening to music/deep breathing/singing or writing down feelings.

Student B - 55 incidents

Maintain discussion using words/people can hear when student speaks calmly, frequent direct interaction and attention, follow behavior and safety plan, structured recess, problem solve before behavior escalates, preferred activity/staff member.

Student C - 13 incidents

Give more space instead of directly approaching, use calming words, alternative entry plan, preferred staff member, follow behavior and safety plan, remove specific recess options.

Student D - 11 incidents

Frequent direct interaction and attention, follow behavior and safety plan, preferred activity/staff member, problem solve before behavior starts, pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings.

Student E - 16 incidents

Problem solve before behavior escalates, follow behavior and safety plan, frequent direct interaction and attention, preferred activity/staff member.

Summary Report: 2019 - 20

Use of Physical Restraint and Seclusion in the Beaverton School District

Student F - 12 incidents

Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings, present student with calming device, follow behavior and safety plan, preferred activity/staff member.

Student G - 13 incidents

Provide additional transition time, provide social stories/sensory items, provide schedule/visual break card at student's desk, use visuals for transitions including timer and provide warnings, follow behavior and safety plan, frequent direct interaction and attention.

Student H - 23 incidents

Updated behavior support plan, present student with calming device/strategies, pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings.

Student I - 11 incidents

Provide schedule/visual break card at student's desk, problem solve before behavior escalates, present student with calming device/strategies.

Student J - 13 incidents

Reward for difficult tasks, frequent direct interaction and attention, remove triggers, pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings, preferred activity/staff member.

Student K - 19 incidents

Reward for difficult tasks, problem solve before behavior escalates, follow behavior and safety plan.

Student L - 23 incidents

Remove triggers, pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings, maintain discussion of using words/people can hear when student speaks calmly, follow behavior and safety plan, problem solve before behavior escalates.

Student M - 23 incidents

Rewards for difficult tasks, provide social stories/sensory items, present student with calming device/strategies, pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings.

Student N - 19 incidents

Maintain discussion of using words/people can hear when student speaks calmly, problem solve before behavior escalates, remove triggers, frequent direct interaction and attention.



PUBLIC COMMENTS

Due to Covid-19 state-wide restrictions and in keeping with the efforts of social distancing the meeting of the Beaverton School District School Board for July 20, 2020 will be conducted online.

Public Comments were accepted by online form submission from 12:00 p.m. on Monday, July 13, 2020 through 12:00 p.m. on Thursday, July 16, 2020. Comments received are below.

Ariel Nemirow -
Parent/Community
member

My name is Ariel Nemirow and my son attends West TV Elementary. I'm requesting that the school district hire outside facilitators who are experts in antiracist work to conduct the upcoming leadership summit. This is critical for trust-building and integrity. We appreciate that the leadership summit is part of BSD's ongoing commitment to becoming an antiracist district. It's important that professional development opportunities, particularly the leadership summit, are led by organizations who are experts in antiracist work, and who aren't beholden to the district. We look forward to hearing who you choose and how the summit goes.

Ben Neth -
Parent/Community
member

My name is Ben and I live in West Haven neighborhood. I'm requesting that the school district hire outside facilitators who are experts in antiracist work to conduct the upcoming leadership summit. This is critical for trust-building and integrity. We appreciate that the leadership summit is part of BSD's ongoing commitment to becoming an antiracist district. It's important that professional development opportunities, particularly the leadership summit, are led by organizations who are experts in antiracist work, and who aren't beholden to the district. We look forward to hearing who you choose and how the summit goes

Betsy Thornewood
- District Staff

I am asking for the school board to encourage and implement a way for BSD staff, parents, and students to have a voice in the reopening process. Staff members are grasping at straws to try to learn any bit of information regarding reopening. We are emailing our principals, our district Admin, our Public Communications Officer trying to help, trying to be heard, trying to be reassured. Instead we are patronized and informed that responding to us is not their job. I should not have to listen to four hours of Zoom calls to know what my employer is planning on doing to keep me safe. I should not have to follow BSD on every social media platform to receive communication from my employer. I should not have to fight to have mine and my fellow teachers' voices be heard. I have heard numerous admin sing the praises of Beaverton teachers but when teachers are pleading to be heard, the admiration dissipates and you tell us, "Thanks for the input. I now need to get back to work"

- Brian M Gardner - Parent/Community member
- I don't know if going to school can be done safely or not. I believe that if it is to be done, it should be done as safely as possible, and to that end, I'd like to submit a proposal. Let us consider office buildings and businesses that are currently unoccupied as potential emergency school locations. Instead of opening one large school in the traditional sense we could have class sizes of 5 or so students in each individual location, so that there would be minimal cross contamination. To do such small class sizes would require a larger workforce. In order to accommodate this, we could have substitutes manage individual sites of 5 kids, with teachers working from home and Teleconferencing in instruction to various sites. This is all a little out of the box, but we are going to need to think that way if we want to open our schools up. I believe children, especially younger ages should be given in person instruction, but not at the risk to their lives and/or teachers lives.
- Colette Cassinelli - District Staff
- I would like for the School Board to recommend that the Teaching & Learning Department receive additional funds this school year to support comprehensive distance learning. Last Spring students were able to access district approved subscription products for FREE because the companies made special offers due to COVID. Our T&L department needs to support our teacher's efforts with online teaching with additional eBooks for all grades, multiuser books for classroom novels, library databases, online magazines, and paid subscriptions for electronic publishing platforms. Their budget has been cut like everyone else but these needs are unique to this coming school year. Teachers are feeling overwhelmed and this type of support would really help.
- Cory D Coleman - District Staff
- To start the important Antiracist Equity work BSD has committed to, it is imperative that the district seek outside agencies to lead the Leadership Summit in August. It would be inappropriate for leadership to rely on any BSD staff to begin this most urgent revolutionary work. As a district we do not know what we do not know, we must build the strongest foundation possible by seeking professional training. We, as teachers, rely on our principals to have the foundational strength and knowledge to support our work with students. This is the time to use funding, to break the emergency penny bank. Antiracist work is not separate from school opening and COVID discussions. We must tackle them both with an equity and inclusion lens. Anti Defamation League is one such agency, however there are many to choose from.
- Daria - Parent/Community member
- How much involvement from the parents is expected in the hybrid model? I don't want to be a teacher for my child. I need school to take on this role and not pass this responsibility to parents. Will my taxes be reduced since my child does not receive education in its fullest?

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.

Diane McCartney - I am a member of the West Haven neighborhood served by West TV, Cedar Park, and Sunset schools. We are in a unique moment in time. I am asking the Board to seize this opportunity to live more fully into our values of becoming an equity-focused and antiracist district. Please:

1. Provide extra learning and technology support to students who need it
2. Either directly or in cooperation with other publicly funded or non-profit organizations, conduct outreach to families in their home language to find out if they need housing support, food assistance, counseling, health care and/or other resources and then connect them to support
3. Hire additional counselors & outreach specialists to help meet urgent basic needs with an emphasis on cultural competency
4. Make sure students missing from classes are supported in trauma-informed ways
5. Publish data on attendance & achievement by race
6. Advocate at the state & federal level for additional funding to meet these needs

Thank you!
Diane McCartney

Dinesh Mathew - Parent/Community member
My name is Dinesh Mathew and I'm the parent of three children attending West TV Elementary School. I would like to see the district address the trauma facing families now, and offer specific ways the district will support families in crisis. This is an unprecedented time, and difficult for all of us--administrators, teachers, and parents. The pandemic will make inequality in the district even worse. But we can fight inequity by investing in trauma-informed practices, counselors, and community outreach professionals. My question is, which families are we leaving behind or not prioritizing because they are too hard to reach, and how do we reach them? Ultimately our children will be successful and resilient if our communities and the district prioritize social and emotional learning and family support during crisis.
Thank you,
Dinesh Mathew

Evelyn Shoop Mathew - Parent/Community member
My name is Evelyn & my children go to West TV. I'm requesting an equity plan & accountability for the 2020-21 school year. Please:
Provide extra learning and technology support to students whose parents or caregivers work full-time outside of home.
Outreach to families through surveys, phone calls, emails & text messages in their home languages to find out if families need housing support, food assistance, counseling, health care and other resources. Connect them to support.
Hire additional counselors & outreach specialists to help meet urgent basic needs, with an emphasis on cultural competency.
Make sure students missing from classes are supported in trauma-informed ways.
Publish data on attendance & achievement by race.
Advocate on behalf of BSD at the state & federal level for additional school funding to meet these needs.
In crisis, we have an opportunity to live more fully into our values of becoming an equity-focused & antiracist district.
Sincerely,
Evelyn Shoop Mathew

James Coshow - Parent/Community member
My name is James Coshow and I live in West Haven. I'm requesting that the school district hire outside facilitators who are experts in antiracist work to conduct the upcoming leadership summit. This is critical for trust-building and integrity. We appreciate that the leadership summit is part of BSD's ongoing commitment to becoming an antiracist district. It's important that professional development opportunities, particularly the leadership summit, are led by organizations who are experts in antiracist work, and who aren't beholden to the district. We look forward to hearing who you choose and how the summit goes.

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.

Janet -
Parent/Community
member

My name is Janet and my children attend Sunset HS. I'm requesting that the school district hire outside facilitators who are experts in antiracist work to conduct the upcoming leadership summit. This is critical for trust-building and integrity. We appreciate that the leadership summit is part of BSD's ongoing commitment to becoming an antiracist district. It's important that professional development opportunities, particularly the leadership summit, are led by organizations who are experts in antiracist work, and who aren't beholden to the district. We look forward to hearing who you choose and how the summit goes.

Jason Carver -
Parent/Community
member

Hello, my name is Jason. I have children who attend West TV elementary school and Meadow Park middle school. Our community is facing a tremendous challenge in determining how to safely return to school in the midst of a pandemic. I recognize that the school board is under tremendous pressure to achieve that goal. I ask that as decisions are made to shape the direction of schools re-opening, that the board also consider the significance of this historic time with respect to the impacts of the crisis which disproportionately affects minority communities. To this end, we need an equity and accountability plan for the 2020-21 school year. Given that many families are facing economic hardship due to the impacts of the pandemic, it is especially important to prepare a systematic plan taking steps to ensure increased outreach and support is given to students in order to reduce education disparities. Thank you.

Jennifer Bevacqua -
Parent/Community
member

I am a parent of children at West TV and Cedar Park. I have some disappointment with how BSD handled the student-created signage associated with the Black Lives Matter movement. My deep wish is that BSD was **fully** and **clearly** supportive of this incredible movement in the direction of justice and the humane treatment of all. I wish that BSD would not hide behind policy as a reason to not allow our children to vocally support this marginalized population. With the subsequent BSD email sent on July 6, I see that BSD outlined some goals that would work toward equity. When will BSD set out a plan for which they can be accountable? These goals, while a nice start, are vague. There are no metrics or deadlines. We need to create and implement a robust, flushed-out plan if we are to achieve the goals of becoming an Anti-Racist school. Please inform the BSD community of metrics and deadlines as soon as possible. Thank you.

Jessica Angle -
Parent/Community
member

My name is Jessica Angle. My children go to West Tualatin View Elementary. I'm writing to ask for an equity plan & accountability for the 2020-21 school year. Please:

- Provide extra learning and technology support to students whose parents or caregivers work full-time outside of home.
- Outreach to families through surveys, phone calls, emails & text messages in their home languages to find out if families need housing support, food assistance, counseling, health care and other resources. Connect them to support.
- Hire additional counselors & outreach specialists to help meet urgent basic needs, with an emphasis on cultural competency.
- Make sure students missing from classes are supported in trauma-informed ways.

Publish data on attendance & achievement by race.
-Advocate on behalf of BSD at the state & federal level for additional school funding to meet these needs.

Sincerely,
Jessica Angle

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.

Jessica Pierce - District Staff

Will antiracist work be on the agenda at every School Board meeting and at every Cabinet meeting?
How will you transparently and honestly account for the harm that we have done to our Black students, families and staff? How will you acknowledge that BSD is an institution built on racism, anti-Blackness, and White supremacy and has done specific and real harm?
Read the resolution from the David Douglas School District TO DISMANTLE ANTI-BLACK RACISM & WHITE SUPREMACY WITHIN THE DISTRICT AND DIVEST FROM LAW ENFORCEMENT AGENCIES. There are a number of specific action steps there that BSD needs to take.
Work with an outside consultant such as Lillian Green (<https://www.northstarforward.com>) to ensure that Black and Latinx students and families are at the heart of the work re: SROs. There is no evidence that SROs keep schools safer, but there is overwhelming evidence that SROs harm Black, Brown, and Indigenous students and actively sustain the school to prison pipeline.

Jessica Pierce - Parent/Community member

How are you specifically moving forward to convene a community task force to write a new discipline handbook? I urge you to tap into the expertise of Lillian Green, as well of leaders at UNITE and and the Coalition of Communities of Color to address that we cannot accept superficial reforms to discipline policies that are racist and anti-Black. How are you setting concrete goals for each building in the district to assess the efficacy of your staff development? Are you actually closing what Dr. Bettina Love calls the "teacher education gap" when it comes to White educators working with BIPOC students and White students who need to participate in anti-Black learning? How will your commitment to anti-racism work be reflected in admin, teacher and staff evaluations? How will you ensure that you are accountable to the community for your PD beyond the Leadership Summit?
How are you working with outside anti-racist experts who can actually dig into what BSD needs to do differently?

Jodi Monroy - Parent/Community member

My 4 children and our entire family and community are struggling with the economic and mental health impacts of this unique time. Schools can be a lifeline for our families and we are not. We need to do better and we need to innovate, for me for my family for my community and for our teachers. Provide outreach, engagement resources and mental health specific for low income and diverse communities. That is what we need from you much more than anything else. We are not serving all students. I am very concerned about that 20/21 school year and how plans have been made without input from teachers and marginalized communities -those who we already know are the most affected by distance learning. We must do better.

Julia Chohen - District Staff

On Tuesday, June 30th I sent a lengthy email to BSD leadership regarding concerns about anti-racist work in the district. I received received not a single response from any of you. That was certainly a disheartening experience. We have a lot of work to do in is area and we must do the work right. It is imperative that the district prioritize this work and that includes putting forth the funding necessary to hire professionals who help guide organizations. It is a disingenuous gesture if leadership believes we can somehow move forward drawing from within our organization. Real, lasting and meaningful work requires partnering with those who have the skillset. We do this for PD in many other areas (literacy is a big one) and must, must, must do it in order to become anti-racist practitioners. Anything less sends a clear message to our staff, students, families and community that we do not value the work 'enough'.

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.

Justin Angle -
Parent/Community
member

My name is Justin. My children go to West TV. I'm writing to ask for an equity plan & accountability for the 2020-21 school year. Please:
Provide extra learning and technology support to students whose parents or caregivers work full-time outside of home.
Outreach to families through surveys, phone calls, emails & text messages in their home languages to find out if families need housing support, food assistance, counseling, health care and other resources. Connect them to support.
Hire additional counselors & outreach specialists to help meet urgent basic needs, with an emphasis on cultural competency.
Make sure students missing from classes are supported in trauma-informed ways.
Publish data on attendance & achievement by race.
Advocate on behalf of BSD at the state & federal level for additional school funding to meet these needs.
In crisis, we have an opportunity to live more fully into our values of becoming an equity-focused and antiracist district.
Sincerely,
Justin Angle

Keli Gump -
Parent/Community
member

Equity and accountability needs to be at the forefront of your work this year. Please consider:
Provide extra learning and technology support to students whose parents or caregivers work full-time outside of home.
Outreach to families through surveys, phone calls, emails & text messages in their home languages to find out if families need housing support, food assistance, counseling, health care and other resources. Connect them to support.
Hire additional counselors & outreach specialists to help meet urgent basic needs, with an emphasis on cultural competency.
Inventory textbooks and literature through an equity lens
Make sure students missing from classes are supported in trauma-informed ways.
Advocate on behalf of BSD at the state & federal level for additional school funding to meet these needs.
In crisis, we have an opportunity to live more fully into our values of becoming an equity-focused and antiracist district.
Sincerely,
Keli

Kyle Piper-Smyer -
District Staff

I applaud the Beaverton School District for centering anti-racist work in their Leadership Summit this summer. It is essential that this training come from experts in the field who have been doing this work for years. Please bring in outside consultants to fund this essential work for administrators and leaders. If you can provide funding to bring in outside curriculum for FLEX school and outside consultants for the return to school process, you have the ability to fund experts in anti-racist training as well. Administrators will be responsible for training teachers and staff members. They need to be as prepared as possible with a strong foundation. It is unfair to expect BIPOC staff members to shoulder this burden. Invest in our leadership by hiring outside trainers to make meaningful change.

Len Laviolette -
Parent/Community
member

Now more than ever let's make policies that support students that are less advanced. We have so many homeless students in our district and other families struggling now and need our help. Enough said.

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.

Lori - Parent/Community member
 In efforts to understand your interpretation of transparency as well as the 7 equity initiatives:
 -How will you share progress timelines and results for your 7 equity solutions?
 -Data should be posted by race in regard to:
 Disciplinary actions, Special ed, academic performance, staffing
 -Distance learning provides the optimal opportunity to introduce unbiased digital tools to track learning growth of specific concepts and quickly allow teachers to understand each child's goals.
 -Precisely documented rules and procedures are needed to dismantle institutional biases that allow for non-uniform treatment
 -How will you provide extra support to students whose caregivers work full-time outside of home in efforts to level educational access?
 These actions will create transparency and restore faith within the community unlike the July 6th email which implied that if anti-racist rhetoric is allowed then racist rhetoric would have to also be allowed.

Maggie Myers - Parent/Community member
 I'm writing to voice my opposition to having SROs in our schools. What kind of a message do SROs send to our students? That they are all potential criminals? That they should be acclimated to police presence/armed responders? With so many of our schools in Beaverton in need of essential staff and resources such as full time nurses and teachers aides, I strongly oppose my tax dollars funding police in our schools which have both statistically unfavorable outcomes for students of color and create more opportunity for criminalizing our kids.
 Thank You.

Martin Herrera - Parent/Community member
 My name is Martin Luis Herrera. Our daughter and son attended West TV and Beaverton ISB. I live at 341 NW 84th Place. Please align with and follow Portland City Commissioner Jo Ann Hardesty, the NAACP and outside experts her long time expertise In anti-racist work for the upcoming leadership summit. Please enable parents to follow elementary school library book selection so our children evolve to the more rigorous comprehension required to read William Julius Wilson's, Bridge over the Racial Divide, 1999. Thank you.

Naresh Jampani - Parent/Community member
 What are the options for 2nd grader? if we go with hybrid model, do I need to enroll my kid? if so, how to do that?

Polly Draper - Parent/Community member
 My name is Polly. My family lives in the Beaverton school district. I attended Raleigh Hills and Whitford My neighbors are students, parents and employees of BSD. I'm writing in support of the movement for Black lives. Please listen and elevate the BIPOC voices reaching out to you.
 I'm writing to ask for an equity plan & accountability for the 2020-21 school year.
 Please:
 Provide extra learning and technology support to students whose parents or caregivers work full-time outside of home.
 Outreach to families in their home languages to find out if families need housing support, food assistance, counseling, health care and other resources. Connect them to support.
 Hire additional counselors & outreach specialists with an emphasis on cultural competency.
 Make sure students missing from classes are supported in trauma-informed ways.
 Publish data on attendance & achievement by race.
 Advocate on behalf of BSD at the state & federal level for additional school funding to meet these needs.

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.

Raj Bopardikar - Parent/Community member	What would a typical day for a FLEX student look like? Timings? Will there be college admission counseling and career counseling for FLEX high school students?
Rian Rhoe Bornling - Parent/Community member	I Hi, I'd like to comment that I was saddened to see the student activism signs in support of social justice and black lives taken down. I understand the district policy but I hope that the school district can find a way and place for students to express themselves and to encourage social and emotional learning on this topic. It's my understanding, speaking with black families in the district, that BSD still has a long way to go to offer a truly inclusive education. As a pale-skinned parent, it is important to me that my boys see equity and fairness in the classroom, the hallways and in every aspect of their education. Also, I'm deeply concerned about the social emotional setbacks that will incur from online learning. Thank you and I hope you have a great meeting.
Serina - Beaverton School District Student	<p>If a teacher tests positive for COVID-19 are they required to quarantine for 2-3 weeks? Is their sick leave covered, paid?</p> <ul style="list-style-type: none"> • If that teacher has 5 classes a day with 30 students each, do all 150 of those students need to then stay home and quarantine for 14 days? • Do all 150 of those students now have to get tested? Who pays for those tests? Are they happening at school? How are the parents being notified? Does everyone in each of those kids' families need to get tested? Who pays for that? • What if someone who lives in the same house as a teacher tests positive? Does that teacher now need to take 14 days off of work to quarantine? Is that time off covered? Paid? • Where is the district going to find a substitute teacher who will work in a classroom full of exposed, possibly infected students for substitute pay? • Substitutes teach in multiple schools. What if they are diagnosed with COVID-19?
Thuy Neth - Parent/Community member	My name is Thuy and I live in West Haven neighborhood. I'm requesting that the school district hire outside facilitators who are experts in antiracist work to conduct the upcoming leadership summit. This is critical for trust-building and integrity. We appreciate that the leadership summit is part of BSD's ongoing commitment to becoming an antiracist district. It's important that professional development opportunities, particularly the leadership summit, are led by organizations who are experts in antiracist work, and who aren't beholden to the district. We look forward to hearing who you choose and how the summit goes.
Vivian - Beaverton School District Student	Hi, I have couple questions to ask: Will dual credit still offer college credit? How are science lab class going to work? Will seniors still have a "normal" graduation?

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.