



 AGENDA

I. CALL MEETING TO ORDER	6:30 - 6:35 p.m.	
II. BEA/OSEA COMMENTS	6:35 - 6:40 p.m.	
III. PUBLIC COMMENTS	6:40 - 6:50 p.m.	2
IV. REPORTS	6:50 - 7:45 p.m.	
A. Superintendent Comments		
B. Comprehensive Distance Learning (CDL) Update		3
Ginny Hansmann, Brian Sica, Danielle Hudson, Toshiko Maurizio, Kelly Raf		
V. DISCUSSION ITEMS	7:45 - 8:15 p.m.	
A. Budget Committee Member Selection Process		28
Mike Schofield		
B. School Board Goals		29
Becky Tymchuck		
C. First Reading of School Board Policy JHH		31
Becky Tymchuck, Danielle Hudson		
VI. ACTION ITEMS	8:15 - 8:20 p.m.	
A. Consent Agenda		
a. Personnel		
b. Approval of School Board Meeting Minutes		34
c. Grant Report		50
d. Public Contracts		51
e. Social Studies Curriculum Project Team		56
f. Approval of Supt. Goals for Comprehensive Distance Learning		58
g. Approval of School Board/Supt. Operating Agreements		60
h. Approval of School Board Committees		62
VII. BOARD COMMUNICATION	8:20 - 8:30 p.m.	
VIII. CLOSING COMMENTS/ADJOURNMENT	8:30 p.m.	
Becky Tymchuk, Don Grotting		

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 August 31, 2020 will be conducted online. Please use the following link to access the livestream feed during the meeting <https://www.youtube.com/BeavertonSchools>

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

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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 August 31, 2020 will be conducted online.

Public Comments were accepted by online form submission from 12:00 p.m. on Tuesday, August 25, 2020 through 12:00 p.m. on Saturday, August 29, 2020. Comments received are below.

James, Parent/Community Member - I'm concerned and disappointed to learn that Beaverton Schools (elementary) are revising the class lists teacher built for equity in the spring to accommodate family requests to make "pods" or "micro-schools". These pods will benefit economically advantaged families and will leave less-affluent families worse off, further widening the gap. This will create a less equitable education for kids. How is this supporting the 4 equity questions the district has set: 1. Whose voice is and isn't represented in this decision? Who does this decision benefit or burden? 3. Is this decision in alignment with the BSD Equity policy? 4. Does this decision close or widen the access, opportunity, and expectation gaps? Please explain to the community why you are supporting this inequity?

Carrie Matsuo, District Staff - I'm writing to share the voices of BSD's Black students, and the actions THEY would like to see in our schools:

Per BEAVERTON FOR EQUITY (a student-led, multischool activist committee): Equity in Education means changes in.

DISCIPLINE - remove SROs and include policy on hate speech in schools

In 2015, 20 of the 30 students referred to the police were students of color.

CURRICULUM - anti-racist focus with introduction of more culturally responsive teaching.

STAFF - anti-racist training and diverse hiring. BSD staff is 86% white but white students make up only 47% of population.

ACCOUNTABILITY - graduation and exclusionary practices data given quarterly.

ACCESS - improve interpretation and translation services and support

Report cards and many other documents are only provided in English.

I ask that the Board address these specifically, for the benefits in knowing our students are heard, and for accountability from the District regarding actions for equity, over statements and signs.

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COMPREHENSIVE DISTANCE LEARNING 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 from the Oregon Department of Education and Oregon Health Authority.

RECOMMENDATIONS:

BEHAVIORAL HEALTH AND WELLNESS TEAMS

In an effort to address barriers that may be preventing students from accessing comprehensive distance learning, Behavioral Health and Wellness Teams will be formed to identify, locate, and intervene with students who are not participating in comprehensive distance learning.

LIMITED IN PERSON INSTRUCTION

Given a lack of information on who should qualify for limited in person instruction, how to implement the requirement for 14 days of negative COVID-19 testing of all students and staff, procedures if someone tests positive for COVID-19 after beginning instruction, limits on cohort groups, class size limitations, and instruction limitations of two hours per day, BSD will not be offering limited in person instruction at this time. We will continue to monitor health metrics and evaluation in-person instruction in the future.

SPECIAL EDUCATION

The Special Education Department has been meeting with staff and building administrators to develop specific guidance around the implementation of specially designed instruction and related services during Comprehensive Distance Learning. In addition, the Special Education Department has met with the Special Education Advisory Council and held two parent Q&A sessions in order to help address parents' questions. In order to meet our continued Child Find obligation during CDL, the Special Education department will also be continuing with an on-site evaluation center, which successfully operated this summer. The goal will be to complete any evaluations that cannot be completed virtually for students.

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MULTILINGUAL DEPARTMENT

In preparation for Comprehensive Distance Learning (CDL), the Multilingual Department held eight different family engagement sessions to gather feedback on spring remote learning experience to inform the CDL planning process. The department also convened several teacher groups to help with the development of several guidance documents. There will be professional development options available for ELD teachers and staff during preservice weeks one and two. Family engagement efforts are still in the planning stages but the department is committed to reaching out to every family that has indicated they needed an interpreter to ensure they received meaningful information in a language they understand before CDL begins.

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School Board Meeting

August 31, 2020

Return to School Update

Return to School Update

Behavioral Health and Wellness

Behavioral Health and Wellness Teams

- We will be implementing modified Behavioral Health and Wellness Teams (previously known as CARE teams) at all schools at the start of the school year.
- Students who are not engaging in CDL will be referred to the Behavioral Health and Wellness Team for intervention.
- The Care Team will reach out to families:
 - via Email
 - via Phone
 - via Zoom Conference
 - via scheduled home visit
- There focus is to identify any barrier to CDL and develop an action plan with district and community resource to overcome the barrier(s).

Social Emotional Learning

- At the elementary level, counselors and student success coaches will offer synchronous SEL lessons every week to support student's well-being.
- At the secondary level all students will have at a minimum one advisory class once per week. The district Behavioral Health and Wellness team is curating SEL lessons with an emphasis on suicide prevention to be delivered by advisory teachers.
- Behavioral Health and Wellness team members will be offering parent training opportunities to assist families with establishing routines and structures within their home environment to assist with CDL.

Staff Wellness

- The district Behavioral Health and Wellness team has delivered staff wellness professional development to building administrators in order to assist them with developing their own staff wellness plan for their building.
- During pre-service and Labor Day weeks, staff will have access to a collection of staff wellness synchronous and asynchronous professional development opportunities.

Limited In Person Instruction

Criteria

- Available for emerging bilingual students, students experiencing disability, and students in CTE programs.
- Verify that there are no confirmed cases of COVID-19 among any school staff or students in the 14 days leading up to the start of in-person instruction.
- Comply fully with Sections 1-3 of the Operational Blueprint, defined in the *Ready Schools, Safe Learners* guidance.
- Comply fully with further limitations on cohort sizes, length of instruction day and more.

Reservations

- Inadequate guidance on who should and should not qualify for services.
- Lack of information about how to implement the requirement for 14 days of negative COVID-19 testing for staff and students or procedures for what to do if someone does test positive after in-person instruction begins.
- Attendance group cohorts would be limited to two, including students' transportation cohort, meaning we'd be unable to serve those students who receive both Special Education and English Language Development services, as doing so would create a third cohort.
- High school CTE courses tend to be large. It's unclear how high schools could staff and schedule smaller cohorts of students to give all students access to these specific classrooms.
- To comply with Sections 1-3 of the Operational Blueprint would require additional time and collaboration with various district departments and schools — all of which are currently focused on preparing for Comprehensive Distance Learning.
- The allowance for in-person instruction is limited to *only two consecutive hours per day*, not a full-day of instruction.

Decision

Given these significant obstacles, BSD — like other districts in our area — will not be bringing students who receive Special Education services, English Language Development services or are enrolled in CTE courses to school for in-person instruction at this time. Instead we'll continue to monitor health metrics to evaluate the safety of in-person instruction for all staff and continue to work on an effective implementation plan for the future.

The only exception to this decision is the continuation of the on-site evaluation center that will take place at the Capital Center.

Operational Blueprint for Reentry

Due to the Limited in Person (Evaluation) we are working to submit an Operational Blueprint for Reentry to our local health authority and the Oregon Department of Education.

The Blueprint will include protocols and procedures related to Sections 1-3 of the Ready Schools, Safe Learners.

1. Public Health Protocols
2. Facilities and School Operations
3. Response to Outbreak

Special Education

Implementation of Special Education Services

- The Special Education department has been meeting with building and district administrators and Special Education certified staff in order to plan for the implementation of students' specially designed instruction and related services during CDL.
- The department has a guidance manual for staff which outlines all of the adjustments to Special Education process during CDL.
- There will be a number of required and optional trainings for Special Education staff during the weeks of 8/31 and 9/7 to provide PD specific to Special Education staff.

Family Engagement

- The department met with the Special Education Parent Advisory Council on 8/24 in order to gather parent perspective and input into CDL planning.
- Two parent Q&As were held on 8/26 and 8/27 via the district Facebook page to help address parent questions.
- Questions from those Q&As will be utilized to create an FAQ specifically for parents of students in Special Education.

On-site evaluation center

- The Special Education department will be continuing the operation of the on-site evaluation center that was opened this summer.
- The focus of the on-site evaluation center is the completion of required assessments for eligibility that cannot be completed virtually.
- The district continues to have a Child Find obligation during CDL and will evaluate each case regarding the need for on-site evaluation.

Multilingual Department

MLD - Language Services

- The department held 8 different family engagement sessions to gather feedback on spring remote learning to inform the CDL planning process.
- The department also met with several teacher groups to gather feedback on our return to school plans.
- The department released guidance plans for all three levels (elementary, middle, and high) that outlines the program models we recommend schools implement in order to meet state and federal requirements.
- There will be a number of professional development opportunities for staff and families during week 1 and 2 of preservice.

MLD - Family Engagement

- (In process) Translate and modify the district's Return-to-School information to make it culturally and linguistically appropriate and accessible for non-white and non-English speaking families.
- (In process) Produce district videos in multiple languages. For example: how to use technology tools such as Seesaw and Canvas.
- Share interpreters' contact information with families and schools so they can quickly and directly receive interpretation services.

MLD - Family Engagement

- Bilingual Community Liaisons and Bilingual Facilitators continually support non-English speaking families in numerous areas. For example: enrollment, available resources, answering questions about CDL.
- Promote the use of Talking Points with BSD staff. This is an app that allows staff and families to text each other and have the texts automatically translated into the user's language: talkingpts.org

MLD - Family Engagement

- MLD staff will call all families that indicated they need an interpreter on their enrollment forms, families in the Migrant Education Program, and families in the American Indian/Alaska Native Program. Family check-in will ensure that families have a trusted connection with a district staff member that speaks their home language. Staff will check in to make sure they have completed key beginning of the year activities. For example: Did you do your Enrollment Verification? Do you have any CDL questions? Do you have internet? Etc.

Flex Online School

FLEX ONLINE SCHOOL

- Welcomed new staff to a new school today!
- Kudos to Principal Ottum!
- Enrolled Students (8/31/20): **1319**
 - Elementary: **721**
 - Middle: **341**
 - High: **257**
- Hiring Process
 - Licensed:
 - **32** teachers hired/transferred
 - Need to hire **12** additional teachers
 - Classified:
 - **2** Office Staff Hired
 - Need to hire **3** additional classified

Questions?



BUDGET COMMITTEE MEMBER SELECTION PROCESS

POLICY ISSUE / SITUATION:

The Budget Committee has two vacancies:

<i>Zone</i>	<i>Board Member</i>	<i>Current Budget Committee Member</i>	<i>Term Expiration</i>
1	Susan Greenberg	Ryan Sweet	2020
2	Anne Bryan	Sarah Beachy	2020

BACKGROUND INFORMATION:

The School Board needs to appoint community representatives from Zones 1 and 2 to serve three-year terms on the Budget Committee.

The School Board has used the following process to appoint committee members:

- Publicize the openings as broadly as possible using all communication channels in September
- Request a letter of interest and resume from each candidate
- Each Board Member would interview candidates for their zone in October
- Present appointee at the November 30, 2020 School Board Meeting for Board approval

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School Board Goals

GOAL: Review district policies and procedures to identify and address institutional racism.

Equitable Policies Task Force / Committee of the Whole

Outcomes: *policy review, student handbook, discipline data*

GOAL: Improve board and district communication in order to provide more timely information grounded in our “why”.

Planning and Advocacy Committee / Committee of the Whole

Outcomes: *strong community outreach, giving our “why”, proactive communication*

GOAL: Provide Board development and education in diversity, equity, and inclusion. Strengthen board relationships with diverse and underserved communities.

Committee of the Whole

Outcomes: *Equitable Policies Task Force, board equity training, use of equity lens*

GOAL: Provide input, vision, and support for district return to school efforts.

Return2School Committee / Committee of the Whole

Outcomes: *Ensure student and staff safety, connect every student to school, and provide comprehensive distant learning that is accessible and academically engaging.*

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GOAL: Support long-range facility planning efforts and prepare for a potential bond campaign.

Planning and Advocacy Committee / Committee of the Whole

Outcomes: *determine correct timing of conducting a bond measure and develop long-term facilities plan.*

GOAL: Support strategic budgeting that includes long-term planning to deal with revenue shortfall in future years.

Return to School and Finance Committee / Budget Committee / Committee of the Whole

Outcomes: *pass budget that provides strategic resources to mitigate future downturns*

GOAL: Negotiate contract for certified staff.

Bargaining Team / Committee of the Whole

Outcomes: *successfully negotiate contract that meets district and Beaverton Education Association needs.*



FIRST READING OF SCHOOL BOARD POLICY

POLICY ISSUE

Attached is the first reading of School Board policy:

- **JHH** – Student Suicide Prevention

BACKGROUND INFORMATION

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

RECOMMENDATION

It is recommended that the School Board review this policy.

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Student Suicide Prevention**

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

[The district may consult with state or national suicide prevention organizations, the Oregon Department of Education (ODE), school-based mental health professionals, parents, guardians, employees, students, administrators and school boards associations when developing the required plan.]

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;
2. Identification of the school officials responsible for responding to reports of suicidal risk;
3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;
4. Methods to address the needs of high-risk groups, including:
 - a. Youth bereaved by suicide;
 - b. Youth with disabilities, mental illness or substance abuse disorders;
 - c. Youth experiencing homelessness or out of home settings, such as foster care; and
 - d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.
5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include:
 - a. When and how to refer youth and their families to appropriate mental health services; and
 - b. Programs that can be completed through self-review of suitable suicide prevention materials.
6. Supports that are culturally and linguistically responsive;
7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis¹; and

¹ “Behavioral health crisis” as defined by Oregon Administrative Rule (OAR) 581-022-2510, means a disruption in an individual’s mental or emotional stability or functioning resulting in an urgent need for immediate treatment to prevent a serious deterioration in the individual’s mental or physical health.

8. A process for designating staff to be trained in an evidence-based suicide prevention program.²

The plan must be written to ensure that a district employee acts only within the authorization and scope of the employee's credentials or licenses.

The plan must be available annually to the community of the district, including district students, their parents and guardians, and employees and volunteers of the district, and readily available at the district office and on the district website.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.343](#)

[OAR 581-022-2510](#)

² ODE will provide a list of available programs.



Live Stream was made available on: <https://www.youtube.com/c/beavertonschools>

Board Members Present Zoom Meeting:

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

Staff Present:

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Mike Schofield	Associate Superintendent for Business Services
Susan Rodriguez	Chief Human Resources Officer
Josh Gamez	Chief Facilities Officer
Steve Langford	Chief Information Officer
Shellie Bailey-Shah	Public Communications Officer
David Williams	Executive Administrator for Strategic Relations/Initiatives
Jon Franco	Executive Administrator for High Schools & Option Programs
Ken Struckmeier	Executive Administrator for Middle Schools
Steven Sparks	Executive Administrator for Long Range Planning
Pat McCreery	Administrator for Equity and Inclusion
Toshiko Maurizio	Administrator for Multilingual Programs
Aaron Boyle	Administrator for Facilities Development
Jon Bridges	Administrator for Accountability
John Peplinski	Administrator for Curriculum, Instruction & Assessment
Brian Sica	Administrator for Curriculum, Instruction & Assessment
Kayla Bell	Administrator for Curriculum, Instruction & Assessment
Camellia Osterink	District Legal Counsel

CALL MEETING TO ORDER & BOARD PROCEDURES – Becky Tymchuk

School Board Chair Becky Tymchuk called the meeting to order at 8:30 a.m. Chair Tymchuk asked for changes to the agenda:

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Financial Update – Mike Schofield

2019-2020 Financial Update-

- Currently projecting General und ending fund balance of \$54 million (10.3%) based on June update
 - Approximately \$6.5 million from furlough
 - Significant savings thanks to building Admin
 - Will analyze savings last spring to inform protentional savings while in comprehensive distance learning.

2020-2021 Budget Expenditure

- Flex Online Staffing
 - Significant interest and will result in Staffing Allocation Model (SAM) adjustments for existing school
 - Commitment period ends today
- Comprehensive Distance Learning
 - Implications on current staffing is currently under review
- Enrollment in September
 - Predicted enrollment decline may necessitate additional staffing changes in September

2020-2021 Budget Revenues

- Federal Cares (ESSER)
 - Approximately \$4.3 million for our district
 - Likely used to offset some costs from 2019-2020 and Student Investment Account Shortfall in 2020-2021
- Recent announcement from Governor Brown
 - Approximately \$630,000
 - May be used for internet connectivity, software for distance learning, etc
- Co-chairs Budget Framework
 - Maintains State School Fund at \$9.0 billion for 2019-2021
 - Fully funds High School Success (M98)
 - Funds Student Investment Account at \$150 million (1/3 of the original investment)
 - Maintains other initiatives such as statewide equity initiatives, nutrition expansion, EI/ECSE expansion

Questions/Concerns:

Anne – I am curious about the enrollment decline. Are other districts seeing this as well? *Yes what I am hearing is that other districts are seeing this as well.*

Becky – Revenue? *If we know we have reductions, then we want to become aligned to what our enrollment reflects.*

Donna – PERS update, how will this help us? – *Litigation last week, the State Supreme Court sided with employers and savings will move forward. This will have a rate decrease of about 4% for the 2021-2023 biennium. Any earning in 20-21 will not affect the next biennium.*

LeeAnne – Student investment account is down to 1/3rd of the amount we initially anticipated, why? *We have not seen any numbers on collections, there are other investments in the SIA to be funded, part of Measure 98 for example. It has been suggested that we will see 1/3 of the amount of what we originally anticipated.*

Susan – If we will be short 1/3rd in funding SIA down, will this affect staffing? *We have a little bit of savings from our furloughs and with Comprehensive Distance Learning (CDL) We still have a shortfall. We are talking about what might impact funding moving forward.*

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Eric – How do you steady staffing with all the unknowns for next year? *We will start building a model of what we think will happen and adjust accordingly.*

Anne – Will we expect the budget update soon? *We are looking at late September right now.*

Becky – How do we move forward with expenditures with the 1/3 cut in SIA funds? *It will all depend on enrollment and whether we continue distance learning further into the year. What about our bond sale? We had some success with that.*

District Equity Update – Pat McCreery, Brian Sica, Kayla Bell

What we've done:

Equity Leadership Teams (ELT): 14 cohorts of educators (over 200 total) dedicating two hours/month for two years to learning and implementation of culturally responsive strategies and leadership

- Central Services ELT: Cross-departmental equity leadership team focused on learning and implementing culturally responsive leadership practices
- Equity Leadership Network: Cross-district and departmental equity leadership team focusing on review and development of policy and practice at the building, department, district, and state level
- Beaverton Multicultural Educators Community (BMEC) and Beaverton Minority Administrators Community (BMAC) Affinity Groups: Establishment and continued collaborative planning and facilitation of regular meeting spaces for classified and certified staff (BMEC) and administrative staff (BMAC)
- AVID School Wide and Culturally Responsive Teaching (CRT) Trainings: Implementation, expansion, and support of AVID elective classes and AVID schoolwide strategies, and continued offering of AVID CRT professional development
- Restorative Practices Trainings: Continued scaffolded professional development for staff on understanding and use of restorative practices as a culturally responsive and affirming strategy for learning and relationship-based management
- Office of Equity and Inclusion (OEI) Team: Growing team of TOSAs and leaders from departments including Teaching and Learning, Human Resources, Student Services, Multilingual Department, and Future Ready who collectively develop and implement professional development, ensure equity-focused leadership in their departments and with the stakeholders they support, and assist with tasks that fall under the Office of Equity and Inclusion
- Development of TeacherSource Resources for Staff Development:
 - [CRT Resources](#)
 - [LGBTQ Resources](#)
 - [Restorative Practices Resources](#)
- Development of:
 - [BSD Equity Policy \(original 2014 version\)](#)
 - [BSD Equity Lens](#)
 - [Principles for CRT in Professional Development](#)

What we're doing:

COLLABORATION AND PROFESSIONAL DEVELOPMENT

- Required SafeSchools Module on Cultural Competency and Racial Bias: To be used by building and department leaders to center their focus on Racial Equity in terms of both professional development and practices

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- Continued ELT, AVID CRT, and Restorative Practices PD
- Partnership with Oregon Center for Educational Equity:
 - Coaching for Educational Equity seminars (10 people, 5 days, 2-3 times a year)
 - Taking it Up seminars (60-80 people, 2 days, 3-4 times a year)

CURRICULUM AND INSTRUCTION

- Continued Social Studies adoption and cadre incorporation of ODE Ethnic Studies and Inclusive Education (HBs 2845/2023) and Holocaust and Other Genocides curriculum (SB 664) in grades K-12
- Incorporation of Tribal History/Shared History curriculum (SB 13) into the following content areas at grades 4, 8, 10: Social Studies, Language Arts, Health/PE, Math, Science
- Partnership between OEI and T&L to ensure that all BSD TOSA specialists develop and facilitate antiracist CRT professional development

HUMAN RESOURCES

- Affinity Groups: Continuation, expansion, and support of BMEC and BMAC affinity spaces, both district-wide and by department, building, and/or region
- Mentoring: Continuation of mentoring support for new staff
- BE the Change and Teach for Beaverton: Continued support for programs designed to encourage and recruit staff to better reflect our student body and community
- Talent Acquisition: Creation and hiring for a position to focus on development, retention, recruitment, and advancement efforts
- Continued Focus on role of bias in hiring: Partnership with OEI and others to ensure anti-bias practices in our application and hiring practices

COMMUNICATION AND COMMUNITY INVOLVEMENT

- Community Partnerships: Continue and expand existing partnerships
- Seek, develop, and encourage partnership with community groups such as the Beaverton Black Parent Union (BBPU), Beaverton Families for Equity (BFE) and BSD Unity.
- Develop and maintain feedback mechanism in place for reporting and documenting racist abuses
- Partner with OEI to elicit, elevate, and celebrate the stories of BSD students, families, and staff

OPERATIONS AND PUBLIC SAFETY

- Review of partnership between law enforcement and Beaverton School District
- Solicitation of feedback from stakeholders:
 - Broad solicitation: email and social media link to survey
 - Targeted solicitation: communication with specific student, family, staff and community groups

BUSINESS SERVICES AND BUDGET

- Application of the Equity Lens questions as part of the budgeting process
- Partnering with Teaching and Learning to develop and implement an equity-focused SAM model

SUPERINTENDENT'S OFFICE

- Partnership with Center for Equity and Inclusion
- Elevating student voices through Beaverton Student Advisory Committee and other cross-district student groups
- Elevating staff voices through the Superintendent's Advisory Council and other cross-district staff groups
- Structures for school- and department-based anti-racist culturally responsive and affirming practices

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POLICY AND PRACTICE

- Affinity spaces for staff and students
- Feedback mechanisms in place for reporting and documenting racist abuses
- Opportunities for allyship and advocacy across buildings, departments, and the district
- Active use of equity-focused tools:
 - Equity Lens Questions
 - Equity Lens look-fors
 - Inclusive school scan
- Explicit address of the following
 - [BSD Non-discrimination policy \(AC\)](#)
 - [BSD Educational Equity policy \(JBB\)](#)
 - 2020-2021 Student Handbook Code 5 (Bullying/Harassment)
- Active tracking of staff participation in ELT, CRT, RP, OCEE, and other professional development

RECOMMENDATIONS FOR THE BOARD

- Continued support for sustained professional development
- Consideration of policy and/or resolutions addressing racist and other abuses and recognizing Indigenous Peoples Day
- Consideration of stakeholder feedback and concerns in our relationship with Law Enforcement
- Continued use of the Equity Lens questions in all review and decision making

Questions/Comments:

Becky – How are folks chosen to be on BMEC? *Invites were sent to those that identify as Black, African American, Indigenous or of color – it's an open committee. Anyone can join at any time.*

Donna – Why are we only just seeing actions now when the equity department has been around as long as it has? Affinity groups are often used for feedback. Why haven't they been used in that way before now? *I can't speak to the 4 yrs. prior; they have not had specific issues. I have been reaching out trying to work with them. In the past the district may not have been reaching out like they should have but we are changing that now. They will be coming to a cabinet meeting to present soon. Don has attended some of their meetings to see what they experience as educators.*

Anne – I am thrilled that we are having required training. Is this the first? *Yes, to my knowledge this is the first that was required.*

Donna – Have restorative practices been required before now? I don't see that we have made much progress in this area. What are we doing about this? *Right now, we only have 4 people and this is not their only responsibility. This is an area I would like to see us expand with proper training. Studies show that if this is not implemented properly it can cause more damage than help. Why don't we train the Principal's and use them as consultants? Staff is not doing what is necessary for this to happen. We need to give them the tools to get things changed. It is now being required that each principal would have at least one of their assistant principal's trained. I need to check on this to see if we are moving forward with this. It was originally pre Covid.*

Susan – I feel that there are curriculum changes need to happen right away. We should be incorporating the history of Oregon and how it was mostly a white Oregon? *Ethnic studies cannot teach without that being added.*

Donna – Kindergarten teachers and Principal's training, why isn't it mandatory? *We want to be targeted so we are starting with smaller groups. In the past, working with large groups people have been missed. We are trying to be more focused. There will be mandatory PD. Do you have a percentage of teachers*

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that have not picked up the Kindergarten curriculum? *We want to do the right work. This initial pick up is being done over the summer so it was not mandatory to pick up as they are not under contract yet. There will be mandatory PD during the school year to catch all up.* Teachers are known for collaborating. It should be required for every teacher to share with students the racist history of Oregon. It feels like push back. *We have had an experience of a white teacher with a classroom of color trying to present a topic and it didn't go well. I would like to say that we are being cautious.*

Anne – I think what is being described here that we will be offering an additional class to reinforce this anti-bias/anti-racist curriculum. I am happy to see that we are moving forward with this and will be rolled out to our students.

Donna – We need to look at all the racial bias curriculum and remove it, how are we going to address that? *Social studies adoption is for all K-12 to the state standards. There is an additional course that is a deep dive for students to choose to attend.*

Susan – Not being from Oregon originally, I feel all need to know the background. *The teachers need to be trained and educated before presenting to our students.*

Donna – Teachers can read, learn and teach, this should not take this long. *We are cautious and have to have the training to teach it correctly*

Anne – We are adopting curriculum that will be required for all students and offering additional classes for those that want to deep dive. *Yes, that is correct.*

Donna – Thank you for all of your work. I am not sure of how to present to students that when they are faced with racism where they can go to report it. Where are we with that? *That is coming up in a few more slides.*

LeeAnn – We did some equity training as a board. I feel that we have not completed that. I would like to see some questions that we can ask ourselves before making decisions to maintain our equity focus. *Thank you for that I was going to bring that up and would like to make some suggestions how we can move forward with that.*

Eric: We should see some measurement of progress from all of the trainings you will be rolling out.

Susan: Are we going to be discussing how to better engage these students now that we have the data of how many students we lost during the spring? *Yes, not to the length today that you are describing but I do have a slide on that. The issue of access is first and foremost in my mind.*

Becky: There are full time researchers that are trying to share the very messy history of our state. It does not fit into a nice little box.

Anne- Looking forward to seeing this get rolled out to all students and thank you for the work.

Donna- What sort of considerations are there for an equity lens in mind? *Many of our staff of color are some of our newest hires, a few years ago we had been working with our union to try to pass an agreement regarding that. We look, in regards with the law, longevity first. There is a clause on merit. This includes bilingualism and a skills test to place staff in another group for layoff. We were in the process of doing this pre-Covid. We are back in discussions with BEA regarding a way to protect our bilingual teachers.*

Anne – Are there ways that we can develop our contract to better attract teachers that are bilingual? *This needs to be negotiated with the union. There is a possibility for those moving forward in the future.*

Donna: Are we looking for ways of merit to attract teachers of other ethnic backgrounds. Also are we looking at ways to retain them? *There have been some communications in HR to change the complexity of our schools to make them more welcoming to staff of color. We need to create an environment that is inclusive. This is important work. When you are trying to recruit at job fairs, do those going out really reflect staff that are people of color? We send people that reflect what we want to recruit – we walk up to them and encourage them to apply. The Talent Acquisition position is one that we are excited about.*

Susan – We have Black Parent Union participation; I want to be sure that we have other parents groups represented. How do we encourage other communities to participate? *We are open to have as many*

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groups as possible. The MLD has reached out to all stake holders in our community. There is room for a lot more collaboration. Who else can we bring in and be a part of these conversations? We welcome all and are excited for the new Talent Acquisition Director to assist in bringing in more folks.

Donna – Are our communications being looked over with the equity lens? The Communications department works with the MLD department, OIE and others in the district to ensure all are comfortable. Intent is not as important as the impact that can be read into a statement.

LeeAnn – I want to make sure that the recommendations to the Board don't get lost. I want to raise the question of process. This is where board leadership brings this through our committee work and flagged by your board leadership. These came up before Covid and we have been working toward that and bringing them back up.

Donna – How is the data going to be addressed. There is nothing in this proposal that addresses data. This also seems to be just recommendations and not doing anything immediate. We need to have a discussion of what type of data we need and how it will be used. *Agreed.*

Return to School Update – Ginny Hansmann, Carl Mead, Josh Gamez, Brian Sica, Kayla Bell, John Peplinski

The Beaverton School District has developed a return to school plan based on guidelines from the Oregon Department of Education, the Governor's office and the Oregon Health Authority. The District has also met throughout the planning process with other large districts in the state to develop a Comprehensive Distance Learning program for the students of BSD. The plan is subject to change as conditions and resulting state guidance may require adjustments to the current model.

Students of the BSD will continue to be given the option of attending their neighborhood / option school or the district FLEX online school. The school year will begin with Comprehensive Distance Learning (CDL). The Hybrid program will begin when it is determined safe to do so, with students receiving instruction two days on campus and three days online each week.

The first day for students will be Monday, September 14. At this time Comprehensive Distance Learning is scheduled to continue through November 13. The governor has established metrics on what will result in a return to school in a hybrid model. Currently the minimum number is 10 new cases per each 100,000 people per week. In Washington county that works out to approximately 66 cases per week. A revised operational blueprint is under development outlining a full Comprehensive Distance Learning plan for opening in September to be submitted to the state on August 17.

CDL beginning in September will be based on extensive planning informed by staff, parent and student surveys surrounding their experiences during the spring.

OPERATIONS AND SUPPORT

NUTRITION SERVICES

- Free breakfast and lunch are provided curbside Monday – Thursday, at 15 school sites and three apartment complexes
- As of July 31, NS has served 138,00 summer meals to the BSD community
- NS partnered with BSD Community Involvement and other community organizations to provide education materials, art supplies personal hygiene items, and books to children at meal service locations
- NS to extend summer meal service for an additional two weeks through August 27th.

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INFORMATION TECHNOLOGY

- Over 200 hotspots from the “The Million Project Foundation” received for secondary students
- Renewal in process for 476 Kajeet hotspots for ES and MS students
- Installing digital lockers and installing routers in shelters
- Preparing to distribute 18,000 new bond-funded Chromebooks to ES and MS students

TRANSPORTATION

- Mechanics and staff completed all required bus safety inspections, mechanical repairs and interior bus seat repairs
- Resumed mandated training and testing

EMERGENCY CHILDCARE PROGRAMS

- Private providers currently operating at McKinley ES and Springville K-8
- Essential workers have priority; non-essential workers can be supported if spots are available
- Maximum group size (stable cohort) is 10 children and the maximum capacity is 40 children
- Anticipate updated state guidance on these programs by mid August
- In discussions with THPRD

FACILITIES, MAINTENANCE & CUSTODIAL

- Summer work continues with gym floor work/refinish, carpet, cleaning , floor stripping, HVAC work
- Bond work continues and large projects are progression well
- Ordered and received 306,000 disposable masks
- Coordinating with ODE on the delivery of ~325,00 KN95 masks
- 7000 face shields
- Ordered electrostatic disinfectant sprayers: 20 cart systems, 15 backpack sprayers, and 45 handheld sprayers. Estimated arrival is early September
- Ordered 12,000 packs (80 ct each) of Lysol disinfecting wipes for classroom use. Estimated arrival is late August

What are we doing now

- Developed a framework / checklist for schools to prepare for in-person instruction
 - Schools will complete checklist with their building leadership team (principals, Aps, teachers, specialists, custodians, and nutrition service leads)
 - The checklist covers planning and preparation of :
 - School exterior (arrival/dismissal, entry & exit points, playground equip
 - School interior (health rooms, isolations rooms, cafeterias, circulation/transitions/hallways, main office, libraries)
 - Classroom design (cohorting, usable space, teacher’s space, air circulation/ HVAC

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- Checklist deliverable due August 26th

In Development

- Protocol for teachers to return to classrooms during CDL
- Guidelines and protocol for return of central departments:
 - Central Office
 - Nutrition Services
 - Special Education
 - Multilingual Department
 - Flex Online
 - 5th Street

INSTRUCTION

Big Five is now 6 and includes Portland Public, Salem/Kaiser, Hillsboro, Tigard/Tualatin, Beaverton, and now Bend/LaPine working together with the DMG to facilitate the best CDL. Teacher-facilitated Learning is a synchronous or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progression. Synchronous opportunities must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours. At least 50% of a Student Day must be Teacher-Facilitated Learning.

Student applied learning allows for students to apply knowledge and skills that extend from the teacher-facilitated learning. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students can engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills of learning. As with a typical school year, homework assignments are not considered as instructional minutes.

FLEX Online School: is designed to be a long-term option for families who want a fully online learning experience for their students. While taught by BSD teachers, students will not be taught by their regular teachers from their neighborhood or option schools. We ask that students remain enrolled in FLEX Online School at least through the end of a semester. Additional information about can be found at the [FLEX Online School website](#).

Students will receive four to five hours of instructional time and at least one opportunity of face to face learning each day. Daily participation in every class will be required. Due to individual circumstances, some students will be participating during off hours. Flexibility and student needs will be taken into consideration. Staff is currently working on plans for student check-ins and welcomes. Their health and well-being are at the forefront of District goals for the return to school.

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Attendance will be taken daily, and grades will be awarded. Additional guidance on specifics are still to be determined. The next guidance coming from the state is scheduled for August 11.

Operational Blueprint for Reentry (Report)

BSD will report a full district “Comprehensive Distance Learning”

1. The reporting requirement to ODE are brief (4 questions)
2. The reports do not need to be submitted
- 3.

Comprehensive Distance Learning

- Students will be engaged, supported, and learning five days a week
- At least one opportunity of “synchronous” learning per day
- Average 4-5 hours a day of “instructional minutes”
- Daily participation, per class, required for attendance (ADM rules pending)
- Letter grades supported by a “Safeguarding Student Opportunity Clause”
- Weekly engagement check-ins (beyond course participation)

Preparing for CDL

Professional Development Opportunities:

- PD on the Patio: August 5-20th
 - 28 courses offered, almost 2500 participants registered (8/4)
- Preservice Week: Courses in Canvas and Seesaw, Best Practices in Distance Learning, Assessment Practices, Engagement, Conferencing with Readers and Writers and much more...

Professional Development Supports:

- Elementary CDL Website: All curricular units are being formatted in a slide deck for teachers to access virtually
- Secondary guidance will be published in the week of August 17 highlighting Priority Standards as well as digitally ready materials

Ongoing Professional Development:

- Professional development will be responsive to teacher needs throughout the year

Instructional Time

Teacher Facilitated

- Synchronous / Asynchronous learning experience planned and guided by a licensed teacher
- Synchronous opportunities, either on-site or off-site, must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.

Applied Learning

- Learning experiences that allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and / or related service providers

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Other

- Teacher Professional Development
- Parent/Family Contacts (guidance, support, communication, and parent/teacher conferences)

With State Board approval, Division 22 requirements expanded to allow for up to 90 total hours, annually, for teacher professional development and parent contacts.

Attendance

All students are expected to be engaged in learning five days a week. Attendance is required and will be reported daily:

ODE is developing detailed guidance for the submission of days present and days absent for the purposes of state reporting; we anticipate having for the August 11 iteration. This guidance will include some flexibility to be responsive to the differing instructional and engagement models offered by districts.

Timeline and In Development

- Ready Schools, Safe Learners update is expected August 11
 - Attendance Guidelines
 - Potential Changes to the Blueprint
- Operational Blueprint for Re-entry
 - Will be submitted as Comprehensive Distance Learning for All
 - Will be resubmitted if/when the hybrid model becomes available
- Ongoing negotiations with BEA regarding the upcoming school year
- Continued dialog and work with external partners

External Programs

International Baccalaureate – BSD leadership met virtually with the regional and national leadership of the IB organization and received approval to move forward with a compacted high school schedule. We have convened a team of teachers and administrators (from multiple school districts) to operationalize changes in scheduling, assessments, and continuity of learning.

Advanced Placement – BSD leadership met with regional leadership from the College Board to understand their response to the pandemic. The College Board has converted to a digital support and assessment system.

Dual Credit – BSD school partner with numerous colleges and universities. BSD leadership is in continuous contact with leadership from PSU, PCC Northwest Promise and Willamette Promise. We will be proceeding forward with most of our DC courses.

STAFF SUPPORT & TRAINING

Comprehensive Distance Learning Professional Development courses are being provided staff prior to the beginning of school and additional training and supports are in the planning stages.

Voluntary virtual trainings are being offered for BSD staff August 4th – 20th and cover techniques, specific tools and other helps for successful CDL instruction. Future courses will also include content specific topics. Equity and inclusion will be incorporated into all areas of curriculum and operations.

COMMUNICATION

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Additional information can be found on the [Return to School webpage](#).

Questions/Comments:

Susan – Are there going to be locations that kids can use like apartment complexes or churches where kids can go and social distance but access the internet? *We don't know yet, but great suggestion.*

LeeAnn – The hot spots that went out are students still being able to use these? *We'll have to reach out to families as circumstances have changed for many.*

Donna – Since it's nice weather can't students meet outside? *We have decided to move forward with CDL for Fall, so there will not be students on campus' to meet.*

Anne – Childcare, what have we discussed in setting up? *We will not be the providers but will work with those that offer care in Beaverton.*

Susan – If we are expanding childcare, can we provide a facilitator to help students? *We are not the ones providing daycare. Already established daycares will expand their available times, we will not be providing staff or facilitators for these programs.*

Donna – What will you be doing if there is an outbreak? *Our District nurses are working with Washington County public health to get that created and approved.*

Becky – Are grounds still closed? *Yes, they are. Through THPRD we have a few events happening, but we are not allowing outdoor areas and grounds to be used.* Is there a way to find a common ground for folks to use the playgrounds? *All the playgrounds may be used at their risk, they are accessible, but we are not letting them be used for organized activities.*

Donna – Where do the arrows from the grades go to? *They signify teacher leader teams and many other groups beyond the district working together.* Also what does the feedback mean? *We will be collecting feedback and sharing that with folks.*

Susan – Why don't we have more of our schools taking pushing out curriculum as an action item? *I didn't mean to lead you to believe that. That is the emphasis in all our schools.*

Donna – Explanation about the parent contacts, what sort of professional development for teachers to then teach the parents for this? *We are working on a Parent Academy to assist the parents.* Is this offered day and night and weekends? *We don't offer on weekends, by different days and nights will be available.* Will this then be able whenever folks need to access it? *Yes, the academy and videos are to be ready by 8/31.*

Susan – Are we reaching out to families that can't access the internet, like flyers at the grocery store or other places? *Flyer for all the grab and go meal stops to state information for the internet access. All families that the MLD is working with has someone that is connecting with each family and recording their needs along with training in all languages.* Are we considering very clear steps on how to access the internet? *MLD and buildings are trying to reach out to all families.*

Anne – With technological barriers, please take into account parents that can't be there or slow wifi and multiple students trying to take a class all at the same time. We need to be aware of all barriers not just technology barriers. *We are trying to be aware of all of these barriers and properly support all of our families.*

Donna – Are we going to be working with families to help them to navigate their living spaces to enhance the learning experience? *I believe that we will be addressing that in the videos. Our goal is to meet the needs of families.*

Donna – What sort of criteria are we looking for teachers to teach online? *We are looking at internal candidates only at this time and we are having them walk us through the Spring program and how it went. What they would change and how to make it better?* Will you check with parents and students that worked with them this Spring and provide a work sample? *Yes, we will ask for more items if we are not comfortable with their references.*

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Susan – Are you sure how many kids will be in each grade and if these classes are diverse? *We know ethnicity and such, in the initial application pool – trending greater diversity than the overall district diversity.*

Anne- Do you anticipate how many students per class or grade? *We are using the same staffing guidelines as with other schools. Are we getting an idea of language or diversity? Yes, in our initial application pool show a greater diversity than our regular school. Once we get these in synergy we will have a greater sense of the diversity.*

Anne – What areas are we getting staff input? *As we were building these out we wanted to make sure that these fit the school culture. In secondary we surveyed the schedule and back to school teams. In elementary we surveyed grade level teams and other staff about how they wanted it to look. That work started in May and June. I surveyed over 300 teachers. In July I spoke with about 600 teachers. We provided optional PPE at that time to answer teacher questions. We have provided a lot of opportunities for teacher feedback. Has BEA been involved in that? Yes, both associations had input.*

Becky: There is a rumor out there at Flex is going to be taught by a Florida group. *We purchased a program Florida.... It will be taught by our teachers. I have a great deal of concern about our Special Education students. It is our obligation to meet each student's IEP. There will be a point that some of our most underrepresented students will be brought back into the buildings to do that.*

We are not in control, the virus is. Distance Learning will be much more vigorous than the Spring. Our staff is putting in enormous hours and a bit thank you to all staff. We have a November date, but I don't want everyone to think that date is set in stone. We will follow the OHA guidelines.

DISCUSSION ITEMS

A. **Permanent Classroom Additions at Vose and Sato** – Josh Gamez

The north Bethany area continues to have projected growth and new residential development. As a result, Sato ES will require additional student and classroom capacity in the next few years.

At Vose ES the SSA will provide additional resources to support teaching and learning, especially in school with high poverty. Vose is scheduled to receive up to five teachers which will decrease class sizes, which will need additional classroom capacity.

The options to increase/decrease classroom capacity include building permanent capacity, making school boundary adjustments, and/or adding portable units. Due to the design layout of Sato ES and Vose ES, we have an opportunity to utilize the existing building structure to quickly add permanent capacity at these schools. The addition of new portables is not recommended as the cost is high (estimate of \$250K-\$300K/portable) along with the impact to outdoor space to include playground and recess areas.

The total cost for the two (2) design contracts is \$294,500 and will be funded from the Construction Excise Tax (CET) program fund. The CET funds are separate from the 2014 Capital Improvement Bond and due to the available CET funds, recommend we start the design and construction documents as soon as possible.

The rough order cost estimate for the construction of the classrooms is approximately \$2M per school. Funding for the construction of the classrooms will need to be funded by the Bond Program Reserve and this will require a separate discussion with the Bond Accountability Committee and final approval from the School Board to use these tax funds. The current Estimate at Completion for the Bond Program Reserve is \$5.8M.

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Recommendation that the BSD School Board approve the two contracts with the DLR Group for the design of the additional classrooms at Sato ES and Vose ES for a total not to exceed \$294,500.

Questions/Comments:

Donna – This is just for the design. Where is this money coming from to build? *That would be construction bond program reserve.* Will this take away from the security upgrades? *Yes, that would compete with that.* If we decide to go along with the construction later will the board be able to vote on that? *Yes.* If we do build additional rooms will this be enough if the growth continues, are we willing to do a boundary change? *No, we will not do another boundary change at this time. We just completed it last year.* If we approve this, what will it take away from the security needs? *Nothing currently as it is coming out of another pot of funds.*

Anne - Were there any other schools discussed to add space than just Sato and Vose? *No, the conversation focused on the demographic of the areas and what is needed first.* How long ago was this conversation? *February meeting BAC meeting. Started conversation in January, we didn't have all of the information from SAM as to what we need to do.*

Susan – Do Vose and Sato use their library or computer lab? Can we use those spaces? *Yes for classes at Elementary schools, it is not best to pull these classes.* Is it two or three years down the road for this to begin the construction? *Yes, two or three years down the road.*

LeeAnn – My concerns are about the Bond Reserves and how this is going to look to our community. Also, the equity piece. *We need equitable learning spaces in both facilities. If these numbers hold out, we will be looking at portables from the general fund for both facilities.*

Donna – I don't want the safety to be put aside for this, can't we wait until the next bond for this? *It is not bond money it is CET money. We are going to do our due diligence to the Board and have all go through the committee. We are trying to be proactive and not take away from our bond funds.*

Anne – Is this something we can visit in October to see what the student numbers are? *We can wait but it will impact time lines.*

Becky – Based on what did you determine that Sato requires 4 classrooms? *If you are going to build 2 then why not add the two more. It is cost effective and will be needed.* I am a proactive person, but we are talking about building 8 new permanent capacity classrooms in uncertain times. *I look at this to being fiscally responsible. With portables you are still looking at upkeep expenses. This is newly acquired information in May regarding Vose.*

ACTION ITEMS

A. **Classroom Additions at Vose and Sato** - Josh Gamez

LeeAnne Larson made the motion to postpone this item to be presented at the October 2020 School Board Meeting. Donna Tyner seconded and the motion passed unanimously by a vote of 6 to 0 by Becky Tymchuk, Anne Bryan, Donna Tyner, Eric Simpson, LeeAnn Larsen, and Susan Greenberg.

B. **Consent Agenda** – Becky Tymchuk

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.

Public Contracts

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BE IT RESOLVED that the School Board authorizes the Superintendent or a designee to obligate the District for the public contract items as amended at this meeting

Approval of School Board Meeting Minutes

BE IT RESOLVED that the minutes of the July 20, 2020 are hereby approved.

Leanne Larsen made the motion to accept by the School Board as submitted minus the removed item at this meeting. Donna Tyner seconded and the motion passed unanimously by a vote of 6 to 0 by Becky Tymchuk, Anne Bryan, Donna Tyner, Eric Simpson, LeeAnn Larsen, and Susan Greenberg.

New Staff Introductions – Susan Rodriguez

The following administrators have been newly hired into leadership positions at BSD or promoted into leadership positions within BSD. Please join me in welcoming these outstanding new leaders! As I say each one's name and position, they are ready to share a thought with you about their aspirations, experience or gratitude.

Shellie Bailey-Shah – Public Communications Officer -I want to thank you for the opportunity to serve the families of the Beaverton School District. And thank you to all the board members, all the administrators and all 53 principals who took the time to meet with me prior to taking over this position. I know it seems like eons ago, but your insight was appreciated and made my transition measurably easier.

Carol Baltazar – Assistant Principal at Mountain View - It is an honor to be here with you today. My career in education started in Mexico, took me on a journey through Nicaragua, Kenya and Spain, and from pre-K to university, but there's no place like home. BSD is home to me, and I am so excited to join this leadership team.

Kelly Cox - Principal at Five Oaks – Really excited to live and work in my community, fully invested in my community. Really excited to dig in with my Five Oaks staff and Rachel Carlson staff.

Christine Downing – Assistant Principal at Aloha Huber Park - I have been an employee of the Beaverton School District for 23 years and in that time I have benefited from excellent trainings, resources and opportunities for mentorship. I believe that these experiences have improved my skills as a teacher and teacher leader. I am grateful for the opportunities I have been given and feel that they have prepared me for my role as assistant principal at Aloha-Huber Park.

Shava Feinstein – Administrator for Special Programs who oversees the CTP and ACE programs was involved in interviews and unable to attend.

Alfonso Giardiello - Principal at Aloha Huber Park - Aloha-Huber Park has proven that all students can succeed. I want to thank you for the vote of confidence to continue this endeavor. My special attention will be to discover the geniuses on my students of color and take Aloha-Huber Park to new success levels for all.

Christopher Harvey Foltz – Assistant Director of Special Education - I am grateful for the invaluable experiences that I was given at both the building and district levels, which allowed me to gain knowledge and experience that will be helpful in this new role.

Natalie Labossiere – Assistant Principal at Conestoga -As a lifelong learner and educator I am hoping that my new role will allow me to work closely with teachers to understand our students, so we can better serve their academic, social, and emotional needs.

Autumn McConnell - Assistant Principal at Sexton Mountain - My hope is to help all students develop strong self-advocacy, academic, and communication skills so they can find success and joy wherever their journey takes them.

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Janine Mobley – Administrator for Human Resources -I am excited about investing time to get to know individuals that I will be working directly and indirectly with to cultivate trust and build a relationship that will support others.

Paul Ottum – Principal at FLEX Online - I am incredibly grateful for the opportunity to help create an online school that will serve families we haven't been able to before.

Kelly Raf – Director of Special Education – Thank you, I'm very fortunate to have such a great team in Special Education and am excited to build on our parent groups and building our SPED community.

Toni Rosenquist - Principal at Bethany - Although we face many challenges ahead, I am excited and hopeful about the equity and anti-racist conversations that my staff and I have already been having this summer. We would like to make Bethany a model school for how to do this work at the Elementary Level.

Bao Vang – Principal at Hazeldale - My hope is to inspire us all to truly listen to our students to see, hear and know where they come from in order to meet them where they are at and raise them up to be who they were meant to be.

Susan Rodriguez – Chief Human Resources Officer - I aspire to model integrity, persistence and humanity, so that I can develop and contribute as a leader. I believe there are great opportunities for is to work through together and I look forward to contributing, it feels great to work hard.

Questions/Comments:

None

School Board and Superintendent Goals – Board Members and Superintendent Grotting shared goals for the 2020-2021 school year.


1. To make sure when we come back in the fall our CDL is rigorous.
2. Social / Emotional learning and how we are going to address these issues when we come back in person.
3. New face of education
4. Equity committee including community members with Implicit Bias and Anti-Racist
5. Student success
6. Community engagement
7. Policy work to reflect the current times
8. Academic achievement
9. Communication
10. Bond
11. Finances
12. Legislative support
13. Board equity training

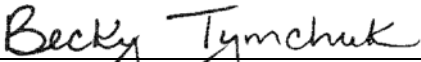
Questions/Concerns:

None

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 2:45 p.m.


Submitted by Dianna Hess


Becky Tymchuk, School Board Chair

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GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Comprehensive Distance Learning (CDL) Grant	Oregon Dept. of Education	\$ 626,598	10 Sep 2020	30 Sep 2020	Permission to apply

A combination of CARES Act Funding from the Governor’s Emergency Education Relief Fund (\$20 million), Elementary and Secondary School Education Relief Fund (\$6.5 million), and the Coronavirus Relief Fund (\$1.6 million) provides formula grants to address critical student needs and overcome current barriers faced by Oregon school districts in successfully implementing and maintaining continuous distance learning. Funds may be used for: 1) Access and Connectivity, 2) Student and Teacher Devices, 3) Digital Content and Curriculum, 4) Learning Management Systems, and 5) Professional Learning for Educators.

ESEA Title Funds	Oregon Dept. of Education	\$9,143,487	1 Nov 2020	15 Dec 2020	Permission to apply
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Title IA – Improving Basic Programs (\$ 6,322,760)
 Title IC – Education of Migratory Children (\$660,669)
 Title IC (Preschool)– Preschool Education of Migratory Children (\$31,822)
 Title IIA – Preparing, Training, and Recruiting High Quality Teachers and Principals (\$1,013,500)
 Title III – Language Instruction for Limited English Proficient and Immigrant Students (\$695,939)
 Title IVA - Student Support and Academic Enrichment (\$418,797)

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
Latino/a/x Student Success Grant	Oregon Dept. of Education	\$150,000 (est.)	30 Jul 2020	13 Aug 2020

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded
Elementary and Secondary School Emergency Relief (ESSER) Fund	Oregon Dept. of Education	\$ 4,681,997	\$ 4,681,997

RECOMMENDATION:

It is recommended that the proposals be approved.

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

POLICY ISSUE/SITUATION

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

BACKGROUND INFORMATION

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

RECOMMENDATION

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

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

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Hillsboro Chamber of Commerce School to Career Program	Danielle Hudson	Contract-Specific Special Procurement	Hillsboro Chamber of Commerce	\$158,000.00	9/1/2020	6/30/2021	Authorization to Award Contract

PROJECT NAME: Hillsboro Chamber of Commerce

PROJECTTIMELINE: 9/1/2020-6/30/2021

PROJECT BUDGET: \$158,000.00

PROJECT SCOPE: Program will facilitate career-related learning experiences for District to meet the needs for students' career education.

CONTRACT NAME: Hillsboro Chamber of Commerce School to Career Program

RECOMMENDED BY: Danielle Hudson

SOLICITATION METHOD: Contract-Specific Special Procurement - Public Notice was posted August 26, 2020 which a possible Protest allowed although highly unlikely. The Protest period will expire September 2 and in the event of a successful Protest this contract will not be executed.

CONTRACTTIMELINE: 9/1/2020-6/30/2021

CONTRACT AMOUNT: \$158,000.00

CONTRACT SCOPE: Hillsboro Chamber's School to Career Program will facilitate career-related learning experiences for the Beaverton School District to meet the needs for BSD students in career education for the 2020-21 school year.

RECOMMENDATION: Adoption of findings attached hereto and authorization to Award Contract to Hillsboro Chamber of Commerce.

FUNDING SOURCE: Measure 98- Student Services

Special Procurement Findings

Pursuant to 279B.085, Staff has compiled the following findings:

- (a) Is unlikely to encourage favoritism in the awarding of public contracts or to substantially diminish competition for public contracts

Finding: The contract is for a unique program through the Chamber of Commerce, and can only be delivered by the Chamber due to it being the only collaborative group of local businesses offering such a program.

- (b)(A) Is reasonably expected to result in substantial cost savings to the contracting agency or to the public; or

(B) 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.

Finding: The Chamber of Commerce is a public interest non-profit that provides access to local business to promote the public interest of providing career related opportunities to our special education students.



PROJECT NAME: Portable Disposal Request

PROJECT TIMELINE: As soon as possible, estimated to be fall of 2020.

PROJECT BUDGET: \$0 (Staff estimates that the cost of moving the portable would exceed the funds that could be received from selling it)

PROJECT SCOPE: Per Board Policy DN – Disposal of District Property, Staff is requesting that the Board declare the portable [Describe Portable] as surplus, therefore authorizing Staff to dispose of the Portable in the manner described in the Purchasing Manual.

RECOMMENDED BY: Steven Sparks

DISPOSAL METHOD: Any methods listed in the Purchasing Manual

ESTAIMTED VALUE OF SURPLUS PROPERTY: Staff estimate that the cost of moving the Portable exceeds the value of the Portable.

RECOMMENDATION: Declare the described Portable Surplus property and authorize staff to dispose of it.

FUNDING: If any funds are received for the portable, they will be returned to the General Fund, or distributed in accordance with applicable policy.



SOCIAL STUDIES CURRICULUM PROJECT TEAM CHARGE

SITUATION:

The Beaverton School District reviews and updates its curriculum, instructional practices and classroom materials in the various subject areas according to Board policy and Oregon State Statute and Administrative Regulations. The previous full K-12 Social Studies review and adoption occurred in 2006 for both elementary and secondary. A readoption occurred in 2015.

In Superintendent Grotting's June 25, 2020 message to staff, students and community of the BSD one of the action items included as part of the district's commitment to being an anti-racist organization included: Social Studies Curriculum - As part of our cyclical review this year, we will review, adopt and plan implementation of K-12 curriculum materials that accurately reflect the history of Black, Indigenous and People of Color.

BACKGROUND INFORMATION

The proposed curriculum review process will be a twelve-month process allowing the District to implement curriculum and materials in September of 2021.

The committees charged with this review include the Project Team and a K-12 Cadre. The Project Team consists of teachers representing all content areas, levels, and programs, curriculum specialists, community members/parents, administrators and students, and a School Board member. The composition of the committees and the process shall ensure that School Board policy is honored and State requirements are met.

The Project Team shall review existing curriculum and practices in Social Studies and make curriculum, professional development, and adoption recommendations to the School Board. The School Board will receive regular updates on this work and will make final decisions regarding recommendations for curriculum, instructional materials, professional development, and instructional practices that come from the Project Team.

The Cadre reports to the Project Team and is charged with researching best practices and instructional materials to be considered for possible adoption; articulating long term and supporting learning targets and assessments; and recommending professional development, and structures for ongoing professional learning for staff. Note: The Social Studies Cadre has been formed and has begun essential pre-work. The original schedule for the Project Team was delayed due to budget reductions.

RECOMMENDATION:

It is recommended that the Board approve the following resolution:

BE IT RESOLVED that the School Board direct the Superintendent to form the Social Studies Project Team for the 2020-2021 Social Studies curriculum review and to facilitate the program adoption.

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BSD QUALITY CURRICULUM CYCLE

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

The Project Team is expected to complete the following:

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

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

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

SCHOOL BOARD

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

PROJECT TEAMS

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

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

TEACHER CADRES

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

TEACHING & LEARNING SUPPORT

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



Superintendent Goals 2020-2022

Listed below are my priorities and goals for the remainder of my tenure in the Beaverton School District. I am committed to working harder than ever to position this amazing district in the best place possible for my successor. I have tried to incorporate school board feedback into designing these goals. Needless to say, COVID-19, has caused many superintendents and school boards to adjust or create new goals in order to navigate through these unprecedented times. You will also see a strong focus on improving equitable access, opportunities, and outcomes for marginalized and vulnerable students and staff.

2020-2022 Short Term Superintendent Priorities and Goals

- 1. Review existing hiring practices and make changes to develop and maintain quality and diverse workforce:** We are currently in our final round of hiring a human resources executive to review our hiring practices, develop short term and long term diversity hiring plans, and work with stakeholders in and out of the district to ensure our diverse employees are supported. Once this person is selected, we will set defined percentage increases for diversifying and maintaining staff.
- 2. Providing Professional Development to all staff to promote and instill equity and anti-racist behaviors:** We are in the process of working with various stakeholder groups to create a vision and framework to ensure equitable access, opportunities, and outcomes for our BIPOC students and staff. We are engaged with groups including, BMEC, BMAC, Black Parent Union, Beaverton Families for Equity and others as we move forward. We are in the process and have started professional development with outside stakeholders to address racism, implicit bias, culturally relevant teaching practices, disproportionate discipline, and other equity issues resulting in negative outcomes impacting our students of color, poverty, second language, and with disabilities. Goal is to have all staff trained in three years.
- 3. Improve fiscal reporting and transparency:** The hiring of Mr. Schofield was a great step in improving needed fiscal changes to our budgeting, reporting and transparency. The district is moving in the correct direction to become financially solvent. Although COVID 19 has impacted Oregon's economy, and the financial outlook for the next biennium is bleak, I am committed to ensure our expenditures are not exceeding our revenue. We are also using an equity lens to acknowledge where the allocation of resources are most needed. My goal for this year's budget is to ensure our contingency is at 5% and we begin growing our financial reserve fund back to 5%.
- 4. Creating a successful Return to School Plan for our students and staff:** COVID-19 has significantly impacted our students, families, and staff. Our immediate priority is to plan for successful distance learning for all students and families and to prepare for our eventual return to in person

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instruction. My key priorities include safety, equitable access, wrap around services for our most vulnerable, and a more rigorous and supportive instructional environment for all students. We will be tracking and reporting on engagement, attendance, grading, and achievement.

In addition to the above priorities, there are several objectives that will need to be addressed in the future.

These include:

Middle School Boundary Process

Middle School Scheduling

Bargaining of certified and classified contracts

Confer and Consult of Administrative contract

Deciding when, or if, to go out for a Capital Bond

Beginning Engagement of long-range forecasting process

Continued expansion of Early Childhood for most vulnerable children

Starting review and development of Strategic Plan

Planning for possible new board members and superintendent



**BEAVERTON SCHOOL BOARD & SUPERINTENDENT
OPERATING AGREEMENTS**

The Board is the educational planning and policy-making body for the District. The Superintendent is responsible for the operational execution of the District's goals and plans. To meet the District's challenges effectively, the Board and Superintendent must work together as a high-functioning leadership team. Toward that end, these operating agreements serve to clarify the complementary roles and responsibilities of the Board and Superintendent.

This document will be reviewed and adopted annually to reflect current philosophy and procedures.

The Board and the Superintendent shall:

- Dedicate their efforts toward the success of the students and staff of the District.
- Operate in a positive, honest and transparent manner.
- Treat each other with dignity and respect.
- Represent the District throughout the community.

Board Responsibilities**Governance**

The Board shall:

- Lead through strategic-planning, policy-making, resource allocation, and community outreach.
- Recognize and support the Superintendent's authority to manage the day-to-day operations of the District.
- Monitor the District's progress and implementation of strategic goals.
- Support Board decisions after honoring the right of individual members to express their viewpoints and vote accordingly.

Communication

Board members shall:

- Commit to District communication that promotes openness, understanding and inclusion of the diverse perspectives of the community.
- Effectively and tactfully use a variety of communication tools (i.e., public appearances, email, telephone).
- Clearly indicate that he/she is voicing his or her individual opinion, and not speaking on behalf of the Board, if discussing areas for which there is no existing Board policy.
- Advocate for the district locally as well as the state level.
- Recognize and support the Chair's role in responding to media requests and speaking on behalf of the Board.
- Refer questions, requests for action, or complaints to the Superintendent and Board Chair.

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Meetings and Decisions

The Board shall:

- Govern as a legal entity and make decisions only as a whole Board at properly noticed meetings. Board members recognize that individual members have no authority to take individual action.
- Follow a two-phase approach to decision-making on major issues. The first phase includes discussion, dialogue, and study. The second phase involves Board decision.
- Communicate in a polite and respectful manner even though disagreements may occur. Discussions between Board members will serve as a model for positive and constructive public dialogue.
- Attempt to provide questions and communicate with the Superintendent, Board Chair, and Cabinet members in a timely manner regarding agenda items prior to actual meetings.
- Actively participate in Board meetings with a focus on key policy issues and problem solving. Come to meetings with an open mind, and seek to clarify issues by soliciting each other's points of view.
- Focus on problem solving and move as a group toward consensus building/decision-making.
- Respect the confidentiality requirement of Board Meeting Executive Sessions.

Board Chair Responsibilities

The Board Chair shall:

- Speak on behalf of the Board to the media with regard to Board policy and decisions and inform the Superintendent.
- Respond to community requests or questions if directed to multiple Board members and the zone or school district are unknown or not specified.
- Ensure that new Board members are oriented to Board processes and District activities.
- Ensure the Board follows its own operating agreements and provide training as needed to address issues of non-compliance.
- Work together with the Superintendent to develop efficient agendas with input from other Board members and staff, and encourage knowledgeable participation, thoughtful discussion and effective decision-making.
- Ensure that community members who testify at Board meetings are appropriately thanked and provided information.
- Facilitate the meeting in a collaborative, focused and timely manner.

Superintendent Responsibilities

The Superintendent shall:

- Acknowledge the Board's role in planning, policy-making, evaluation and overseeing the performance of the Superintendent.
- Each year, prepare preliminary Superintendent goals and a self-evaluation based upon those goals for the Board's consideration.
- Ensure that staff reports to the Board are succinct and avoid restatement of written information.
- Provide information to the Board to support data-driven decision-making.
- Inform the Board of notable information including anticipated media coverage, changes to District processes, and significant developments related to Board policy.
- Work together with the Chair to develop efficient agendas with input from other Board members and staff, and encourage knowledgeable participation, thoughtful discussion and effective decision-making.
- Provide follow-up information to Board members on concerns and issues they have referred to the Superintendent.

Revised: August 31, 2020



WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

2020-2021 School Board Committees

Return to School & Finance Committee – Anne Bryan, Eric Simpson

Suggested Areas of Focus:

- Return to School
- Finance
- COVID-19 related issues
- Policy related issues

Planning & Advocacy Committee – Susan Greenberg, Becky Tymchuk, LeeAnn Larsen

Suggested Areas of Focus:

- 2021 Bond/Long Range Plan
- Student Success Act
- Advocacy
- Communications/Community Engagement

Equitable Policies Task Force – Donna Tyner, Tom Colett

Suggested Areas of Focus:

- Policy review/new policies
- Student/Parent Handbook
- Board Equity Training
- Community Engagement

Board Member Representation on District/Ad Hoc Committees

Audit Committee: Donna Tyner & Eric Simpson

BEF Liaison: Susan Greenberg

Student Advisory Committee: Becky Tymchuk

Bond Accountability Committee: Eric Simpson & Anne Bryan

BEA Bargaining: Tom Colett & LeeAnn Larsen

Current Board Responsibilities

OSBA Board of Directors: LeeAnn Larsen

OSBA Legislative Policy: Becky Tymchuk

OSBA Caucus of Color: Donna Tyner

Budget Committee: All Board Members

Return2School Task Force: Anne Bryan/Becky Tymchuk

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