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 AGENDA
 

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<b>I. CALL MEETING TO ORDER</b>	6:30 - 6:35 p.m.	
Becky Tymchuk		
<b>II. BEA/OSEA COMMENTS</b>	6:35 - 6:40 p.m.	
Sara Schmitt, Amy Knutson		
<b>III. PUBLIC COMMENTS</b>	6:40 - 6:50 p.m.	<b>3</b>
<b>IV. REPORTS</b>	6:50 - 8:00 p.m.	
A. Superintendent Comments		7
Don Grotting		
B. Comprehensive Distance Learning Update		9
Brian Sica, Danielle Hudson, Jon Franco, Patrick Meigs, Nicole Will, Kathleen Skidmore		
C. Charter School Reports		37
• Arco Iris		
• Hope Chinese		
Michelle Herron, Julie Rickman		
D. Financial Update		78
Mike Schofield		
<b>V. DISCUSSION ITEMS</b>	8:00 - 8:25	
A. Resolution for Indigenous People Day and Recognition of Native American/Alaska Native Heritage Month		95
Pat McCreery		
B. Equitable Policies Task Force		
Pat McCreery		
<b>VI. ACTION ITEMS</b>	8:25 - 8:35 p.m.	
Becky Tymchuk		
A. OSBA Board of Directors Nomination		98
Becky Tymchuk		
B. New Permanent Classrooms at Vose Elementary School		100
C. Consent Agenda		
Becky Tymchuck		
a. Personnel		
b. Approval of School Board Meeting Minutes		103
c. Public Contracts		112
d. Approval of School Board Policy JHH		119
e. Adoption of Indigenous Peoples' Day and Native American/Alaska Native Heritage Month		122
Pat McCreery		
<b>VII. BOARD COMMUNICATION</b>	8:35 - 8:55 p.m.	
Board Members		
<b>VIII. ADJOURNMENT</b>	8:55 p.m.	
Becky Tymchuk, Don Grotting		
<b>IX. INFORMATION ITEM</b>		
A. Bond Program Status Report August 2020		





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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 September 29, 2020 will be conducted online.

Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, September 24, 2020 through 12:00 p.m. on Monday, September 28, 2020. Comments received are below.

Jamie Williams - Parent/Community Member - It is irresponsible for us to continue the middle school boundary process.

The point of the process was to relieve the overpopulation at Stoller and to populate Timberland. That can be done by taking schools out of Stoller and having them temporarily moved to Timberland while we weather the storm of a major recession and a global pandemic. Every time the committee touches another school, you hear the community extremely unhappy. We are hearing more and more that a middle school will be closed in the next few years. We have no idea what the school budget will look like going forward. We have no idea when in-person schooling will happen again. We have no idea how the tax base is being impacted by the economic impacts of the pandemic and the population who will no longer need to live in this area because permanent work from home is being accepted by many major employers in the area.

We cannot draw new boundary lines and disrupt our community to do so again in a few short years.

Jenni Lenc - Parent/Community Member - As an immigrant mother, I am very concerned with safety in a climate where potential threats against schools frequent headlines. SROs raise a level of security.

SROs have no impact on school budget as our police/sheriff absorb expense. With SROs, administrators can easily and clearly define roles/responsibilities for them. Administrators and SROs can collaborate to create safer environments and reduce emergency response times. SROs provide effective engagement in student infractions because of student familiarity. This bridges divide between authority and students and fosters trust, positive discipline, and reduces discipline stigma. SROs are measured against overly punitive tactics because of fostered relationships with students.

SROs educate against physical and cyber bullying and raise awareness against gangs and drugs. SROs offer access points for students who are victims of sexual assault. Without SROs, domestic and child abuse risk going unreported or undetected.

Elizabeth Ranweiler - Parent/Community Member - Thank you for providing devices to students! My 4th grader has been using a BSD chromebook. Unfortunately he frequently gets kicked out of Zoom meetings on the chromebook. In just one day this week he was kicked out of Zoom meetings over 20 times. It is very frustrating and discouraging. It takes significant time to get

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back into meetings and figure out how to get the instruction he missed while he was trying to get back in. Apparently many BSD chromebooks have this problem. The suggestions that BSD IT offers do not fix it. What does work is using our family's iPad for Zoom. We are fortunate to own a device that is able to run Zoom functionally. I am very concerned about families that do not own such a device, as their students are not getting equitable access. I understand that BSD IT is in talks with Zoom about this and that FLEX is switching to Microsoft Teams. Will the rest of BSD switch to a video meeting app that works on BSD chromebooks, or is there some other solution coming?

Evelyn Shoop - Parent/Community Member - Dear School Board,  
My family is grateful for everything you're doing to continue the work of antiracism and equity. Thank you! We would like to ask for equity standards to be applied across all schools. In meetings this summer with district leadership, we asked for schools to create equity plans and make them available on their websites--thinking about how they will support families for student success, focused on families in crisis, students with trouble accessing school or staying connected. We're hearing from parents and teachers that these equity & community outreach plans (where they exist) are inconsistent, not published, and not necessarily clear to teachers. Behavioral Health and Wellness Teams appear to be inconsistent, as well. In BSD, we're all committed to student success for all students. To do this, we kindly ask for district-level accountability with student success at the forefront.  
Sincerely, Evelyn Shoop

Lillian Talwalkar - Parent/Community Member - I would like to address the way we teach the history of African-Americans to students. I believe in order to actually teach students well and for them to understand multifaceted problems of racial inequality when they grow up, they need to start learning about slavery, Jim Crow laws and other ways in which the 13th and 14th amendments were not fully realized for people of color. Healing starts with knowledge and our children should learn our actual history. Real equality and justice will be possible if we start to break the cycle of misinformation and teach age appropriate but true history to all our students. As a tax payer who's dollars fund the schools our children attend I want action and attention taken in this matter. The Beaverton School District needs to address this ASAP as this issue is not going away. Time to change things and make life equitable for all, regardless of color. Non-action is not acceptable any more!

Jenny Bevacqua - Parent/Community Member - Hello, I'm curious about Equity across/between schools within BSD regarding class sizes, curricula, enrichment activities and exposure/interaction with SRO's (when school is in person). Right now, during this wild period of online schooling, it seems like a great opportunity to revamp the system for the 2021-2022 school year and beyond. I'd like to see equitable treatment of children no matter their socioeconomic class or race. With equity, this may even mean \*extra\* support given to students who are poor or otherwise low-resourced. Thank you for the work you are doing so far.

Jessica Angle - Parent/Community Member - I would like to advocate for increased focus on equity and anti-racism across the district. I would encourage that the district engages more closely and provides on-going listening/engagement sessions with community, student and parent groups focussed on BIPOC needs and concerns like Beaverton Black Parent Union and others. I appreciate the recent increased incorporation of anti-racist curriculum and resources being utilized at my daughters' elementary school West TV and hope to see this across the district and grade levels including history resources which are culturally sensitive, accurate, and

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focused on diversity. I also advocate that the district collects data and examines the disciplinary practices of BIPOC kids vs. white kids, makes this data readily accessible, and works to eliminate inequities in discipline. Finally, I hope that the district works diligently to seek out and employ more BIPOC in leadership and teaching positions across the district.

Justin Angle - Parent/Community Member - I'm encouraged by the inclusion of anti-racism curriculum in the West TV social studies program. I'd propose that this curriculum be included in other schools from elementary to high school.

Kristin Sternhagen - Parent/Community Member - We are a new family to the district at West TV. We have observed faculty/staff addressing students and their caregivers as "boys and girls" and "your mom/dad"- we would like to see more inclusive language used such as ""children/students," ""your adult," etc.

We're concerned with accessibility for all students - to the internet, adult support during distance learning, securing adequate food with the current distribution schedule, and supply availability and pickup schedules. We would like to see more frequency and consistency within and across schools.

It's important to us to see a concerted effort towards developing and continuing anti-bias and anti-racism training, teaching, curriculum development and promoting equity and equality for all students.

We appreciate the near-impossible task before the district to educate and care for each student in this increasingly challenging time. Thank you for the work you've done and continue to do!"

Cindy Trent - Beaverton School District Student - Please provide better education on racial history and inequality to our children. It is the only way to create an understanding and to make our communities stronger.

Carrie Matsuo - District Staff - Dear BSD School Board,

As we enter our third week of CDL, can you please provide the following to the public:

- 1) What percentage, and number of students, with racial breakdown, opted to transfer to FLEX online this fall?
  - 2) How can we utilize buses and drivers to bring stronger wifi to neighborhoods and apartment complexes?
  - 3) Now that we have resumed hiring for the district, can you provide information regarding the number of BIPOC applicants and number/percentage who have been offered employment?
- Thank you for your time and attention to helping ALL students in the Beaverton School District.

Steffany Johnson - Parent/Community Member - I am very concerned with safety in a climate where potential threats against schools frequent headlines. For example the bomb threat at Stoller just last year!!! SROs raise a level of safety and security....within our community. SROs have no impact on school budget as our police/sheriff absorb expense. With SROs, administrators can easily and clearly define roles/responsibilities for SROs. Administrators and SROs can collaborate to create safer environments and reduce emergency response times. SROs provide effective engagement in student infractions because of student familiarity. This bridges the divide between authority and students which fosters trust, positive discipline, and reduces discipline stigma. SROs educate against physical and cyber bullying and raise awareness against gangs and drugs. SROs offer access points for students who are victims of sexual assault. Without SROs, domestic and child abuse risk going unreported or undetected. "

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Chuan Xu - Parent/Community Member - It has been quite a while since the SRO survey has been conducted. While we received a message that there were more than 2200 response, the detailed statistics were not disclosed. When will the results be disclosed? Nevertheless, I would like to emphasize that we should continue our SRO program, given the fact that there is already an increasing crime rate in our community. I am citing former Seattle police chief, "I do not believe we should ask the people to test out a theory, crime goes away if police go away, that is completely reckless."

CS - Parent/Community Member - I understand everyone is doing their best. But this is not working. I have a 4th grader. 4 zoom calls a day starting at 8am-2pm. These calls are less about learning and more about trying to avoid distractions, glitches and keeping engaged for very limited educational content.

Seesaw is a great resource for communication/some content, but a WASTE OF TIME for completing any kind of written assignments. We spend more time adding and adjusting text boxes, fonts, and not being distracted by font colors, than simply typing a simple response to a question.

Last week we started a separate curriculum, because it already seems like things are not better than the spring. My child is bored. Zoom calls are great to see a handful of same age peers, but is there a way to lock a screen on the teacher, avoid disrupting chat boxes, 20+ boxes of our friends in their homes when we're trying to focus on learning and listening to one speaker? It seems like a lot to ask of many 9/10 year olds to do.

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## SUPERINTENDENT'S REPORT

**Start of School:** Everything being considered, we have enjoyed a great start to our school year due to the exceptional efforts of our students, families, teachers, support staff, and administrators. We continue to work through issues of COVID 19, connectivity for our students and families, providing wrap around services for our most vulnerable students, and adjusting to the various issues due to being in comprehensive distance learning. All staff are working hard to meet the needs of our students and families. This is a new learning curve for all involved, and we are getting better as we traverse these difficult times.

**Bargaining and Adjusting Working Conditions in COVID 19:** Teachers, support staff, and administrators are working diligently in finding new ways to meet the needs of students and families in the COVID 19 era. It often requires learning new strategies and adjusting to new safety, attendance, technology, and instructional practices. Our Operations, Human Resources, IT, and Teaching and Learning Departments are working hard to alleviate as many issues as possible for all staff in these difficult times. The district has been, and will continue to be, committed to finding common ground with bargaining units and other groups to ensure we are doing the best for our students and families.

**Enrollment:** Beaverton, like other school districts in Oregon, are experiencing significant declines in enrollment due to COVID 19. At this time, we are estimating a drop of 1,300 students. The majority of this decline is at the elementary level, with a significant decline in kindergarten. The district is currently working to identify exactly the various reasons for the decline, and the status of students not enrolling. As we finalize enrollment numbers, and if the significant decline continues, we will be overstaffed and will most likely need to make adjustments to stay within our staffing ratio allocation model and budget in order to prepare for the next biennium. I have directed our staffing allocation team and our business department to review staffing and enrollment to make recommendations.

**Return to School:** We continue to monitor COVID 19 data in Washington and Multnomah Counties to guide our planning for comprehensive distance learning and determining when it will be safe for our students and staff to return to in person instruction. Recently, the data has been moving in the wrong direction to seriously consider any large group in person instruction in the immediate future. At this time, we are still committed to reviewing data and going from quarter to quarter when making decisions to return to in person instruction. This allows our students, families and staff to prepare, plan, and adjust in a timely manner. We will continue to offer required small group instruction for evaluation, assessment, connectivity, and to serve those students that comprehensive distance learning simply cannot serve due to cognitive, physical, and other significant barriers. These students comprise our most vulnerable and marginalized. Our Special Education, Multilingual, and Teaching and Learning Departments are working together to safely plan and meet the needs of these students. Later this evening, you will hear from our planning team regarding our efforts and plans as we move forward in the COVID 19 era. I cannot say enough about the dedication and efforts of our team in preparing and implementing in these difficult times.

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**Childcare:** We are continuing to work with our County and other school districts in Washington County to provide childcare. Funds are available, but there are many issues to finalize before we can implement. Deputy Supt Mead and assigned staff continue to work with other school districts, childcare providers, and the County so we may be able to offer services and financial aid to families.

**Economic Forecast and Financial Update:** Later this evening you will hear from Assistant Superintendent of Business Services, Mike Schofield, regarding the district's financial status, latest economic forecast, and strategies to prepare for the challenges facing all school districts in the next biennium due to Oregon's current economic recession caused by COVID 19. It will be important to chart a prudent path that encompasses both short- term and long- term strategies and goals as we move forward to balance revenues and expenditures.

**Anti-racism/Equity Work:** As we close in on the end of the 2020 calendar year, we will all look back at the numerous challenges and historical significance of incidents and issues impacting our schools and country. Combatting racism, promoting justice for all, addressing a global health pandemic, experiencing significant economic issues, and navigating social and political differences will make 2020 a defining time in our history and a path none of us could have predicted.

As a school district, we are committed to providing an inclusive environment for all students, families and staff. Our data indicates we have not accomplished this in the past. This will be uncomfortable and difficult work, calling for courage, a sense of urgency, and acknowledging diverse perspectives as long as they do not promote violence, hate, racism, or discrimination. Striving to make our classrooms and schools inclusive of multiple and diverse viewpoints will allow our students to engage their critical thinking skills and allow staff and students the opportunity to discuss the contemporary issues that are impacting us today and will influence their futures. At this time, we are working with several internal and external stakeholders to move this work forward. Later this evening you will also hear about a component of our equity task force being spearheaded by our school board and being attended by board members Donna Tyner and Tom Collette.



### Behavioral Health and Wellness Report

September 29, 2020

The Behavioral Health and Wellness (BH&W) Team is a multi-disciplinary school based team that will receive referrals from staff regarding students in need of behavioral health and wellness supports in order to successfully engage in school. This includes a focus on engaging students and families who are not engaging in CDL.

The teams will receive referrals, assign and track interventions and report key data points to Student Services (Danielle Hudson) for a monthly report to Cabinet and the School Board.

These teams will use the BSD Equity Lens and the [Moving Forward as a Resilient Community](#) to guide their decision-making to promote anti-racism and best serve students, families and staff.

All schools reported behavioral health and wellness data for the from September 14th-25th. Schools were asked to collect this information in order to assist schools and the district in identifying the needs of students in Comprehensive Distance Learning. This information does not include attempts from classroom teachers, specialists, and classified staff to initially re-engage students in CDL.

#### Overall Summary of Data

#### Overall Referral Demographics 9/14-9/25

School	SUM of Total Number of Behavioral Health & Wellness Team Referrals for the Month	SUM of Number of African American students referred to the Behavioral Health & Wellness Team	SUM of Number of American Indian students referred to the Behavioral Health & Wellness Team	SUM of Number of Asian students referred to the Behavioral Health & Wellness Team	SUM of Number of Hispanic students referred to the Behavioral Health & Wellness Team	SUM of Number of Multi-Racial students referred to the Behavioral Health & Wellness Team	SUM of Number of White students referred to the Behavioral Health & Wellness Team	SUM of Number of Native Hawaiian/Pacific Islander students referred to the Behavioral Health & Wellness Team	SUM of Number of Females referred to the Behavioral Health & Wellness Team	SUM of Number of Males referred to the Behavioral Health & Wellness Team	SUM of Number of Non-Binary students referred to the Behavioral Health & Wellness Team	SUM of Number of students eligible for Special Education referred to the Behavioral Health & Wellness Team	SUM of Number of students eligible for Section 504 referred to the Behavioral Health & Wellness Team	SUM of Number of students eligible for ELD services referred to the Behavioral Health & Wellness Team
Grand Total	1695	75	16	68	544	98	507	19	570	675	8	296	35	338

- Hispanic students accounted for the highest number of BH&W referrals in the first two weeks of school.
- Male students were referred to the BH&W team for lack of engagement in CDL at a higher amount than their female or non-binary peers.

## Overall Referrals and Outreach 9/14-9/25

School	SUM of Total Number of Behavioral Health & Wellness Team Referrals for the Month	SUM of List the number of outreach emails.	SUM of List the number of outreach phone calls.	SUM of List of number of texts via the Talking Points App	SUM of List the number of outreach Zoom meetings.	SUM of List the number of home visits.	SUM of Number of RESOLVED referrals	SUM of Number of ONGOING referrals	SUM of Number of non-engaged students after intervention
<b>Grand Total</b>	<b>1695</b>	<b>3054</b>	<b>2798</b>	<b>179</b>	<b>447</b>	<b>293</b>	<b>733</b>	<b>730</b>	<b>307</b>

- Email was the primary method of outreach to students and families of children not engaging in CDL.
- 43% of students not initially engaging in CDL engaged after an intervention from the BH&W team and did not require on-going follow up.
- 43% of students not initially engaging in CDL are requiring on-going intervention to continue access to CDL.
- 14% of students not initially engaging in CDL did not engage in CDL follow BH&W interventions.

### Overall Referral Barriers to Accessing CDL 9/14-9/25

The primary identified barriers to students accessing CDL included.

- Lack of Adult Support in CDL
- Wifi Access
- Language Barrier
- Family Work Schedule
- Family Crisis
- Basic Needs Unmet
- Food Insecurity
- Houselessness
- Child Care

### Overall Interventions to Address Barriers for Accessing CDL 9/14-9/25

The primary identified interventions implemented to students accessing CDL included.

- Individual Check-in Sessions
- School Supplies and Materials Provided
- Device Provided
- Hot Spot Provided
- Referral to the HELP Center

## Elementary BH&W Data from 9/14-9/25

### Elementary Referral Demographics

School	SUM of Total Behavioral Health & Wellness Team Referrals for the Month	SUM of Number of African American students referred to the Behavioral Health & Wellness Team	SUM of Number of American Indian students referred to the Behavioral Health & Wellness Team	SUM of Number of Asian students referred to the Behavioral Health & Wellness Team	SUM of Number of Hispanic students referred to the Behavioral Health & Wellness Team	SUM of Number of Multi-Racial students referred to the Behavioral Health & Wellness Team	SUM of Number of White students referred to the Behavioral Health & Wellness Team	SUM of Number of Native Hawaiian/Pacific Islander students referred to the Behavioral Health & Wellness Team	SUM of Number of Females referred to the Behavioral Health & Wellness Team	SUM of Number of Males referred to the Behavioral Health & Wellness Team	SUM of Number of Non-Binary students referred to the Behavioral Health & Wellness Team	SUM of Number of students eligible for Special Education referred to the Behavioral Health & Wellness Team	SUM of Number of students eligible for Section 504 referred to the Behavioral Health & Wellness Team	SUM of Number of students eligible for ELD services referred to the Behavioral Health & Wellness Team
1Aloha-Huber Park K-8	31	6	3	0	19	1	10	0	13	19	0	7	2	14
1Barnes ES	19	1	0	0	10	1	7	0	10	9	0	4	0	11
1Beaver Acres ES	11	2	0	0	2	1	4	0	3	8	0	4	0	3
1Bethany ES	4	0	0	0	0	0	4	0	2	2	0	1	0	0
1Bonny Slope ES	53	6	0	1	11	1	36	0	27	26	0	11	0	15
1Cedar Mill ES	3	0	0	0	0	1	2	0	1	2	0	1	0	0
1Chealem ES	62	0	0	11	34	3	16	0	33	32	0	4	1	30
1Cooper Mt ES	6	0	0	0	0	1	4	1	3	3	0	0	0	1
1Elmonica ES	27	1	0	1	19	1	5	0	9	18	0	5	0	14
1Errol Hassell ES	10	1	0	0	2	1	6	0	6	4	0	3	0	0
1Findley ES	3	1	1	0	0	0	1	0	1	2	0	1	0	0
1Fir Grove ES	9	1	1	1	4	2	1	0	4	5	0	1	0	1
1Greenway ES	30	1	1	2	14	2	10	0	16	14	0	4	0	10
1Hazeldale ES	15	0	0	0	7	0	8	0	9	6	0	3	0	3
1Hiteon ES	32	5	0	2	6	4	17	0	12	18	0	5	1	2
1Jacob Wismer ES	7	1	0	1	3	1	1	0	4	3	0	0	0	1
1Kinnaman ES	31	0	1	2	14	0	12	0	13	18	0	3	1	16
1McKay ES	31	0	1	2	16	1	8	3	9	22	0	10	0	13
1McKinley ES	16	0	0	0	12	0	2	2	6	10	0	0	0	12
1Montclair ES	9	1	0	0	1	1	7	0	1	8	0	4	0	1
1Nancy Ryles ES	7	2	0	1	0	1	3	0	2	5	0	3	0	3
1Oak Hills ES	10	0	0	1	3	0	6	0	2	8	0	0	0	5
1Raleigh Hills K-8	12	0	0	1	8	0	3	0	8	4	0	2	1	3
1Raleigh Park ES	118	1	0	3	55	15	35	4	63	50	0	16	2	26
1Ridgewood ES	16	4	0	0	5	3	7	0	6	10	0	3	0	3
1Rock Creek ES	5	0	0	1	3	1	0	0	1	4	0	0	0	1
1Sato ES	16	2	1	1	2	1	10	0	11	6	0	3	4	0
1Schools Heights ES	6	0	0	0	4	0	1	1	2	4	0	2	0	3
1Sexton Mt ES	4	1	0	1	0	0	1	1	1	3	0	3	0	2
1Springville K-8	16	1	0	1	6	2	12	0	10	6	0	2	0	4
1Terra Linda ES	21	4	0	0	9	0	6	2	9	11	0	5	0	3
1Vose ES	12	1	0	1	8	1	1	0	6	6	0	1	0	4
1West TV ES	2	0	0	0	0	0	2	0	0	2	0	0	0	0
1William Walker ES	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## Elementary Outreach

School	SUM of Total Number of Behavioral Health & Wellness Team Referrals for the Month	SUM of List the number of outreach emails.	SUM of List the number of outreach phone calls.	SUM of List of number of texts via the Talking Points App	SUM of List the number of outreach Zoom meetings.	SUM of List the number of home visits.	SUM of Number of RESOLVED referrals	SUM of Number of ONGOING referrals	SUM of Number of non-engaged students after intervention
1Aloha-Huber Park K-8	31	0	38	7	4	2	12	20	11
1Barnes ES	19	10	20	4	0	8	9	10	3
1Beaver Acres ES	11	49	36	10	1	0	9	2	0
1Bethany ES	4	3	3	0	0	0	1	3	4
1Bonny Slope ES	53	53	22	0	5	20	50	3	1
1Cedar Mill ES	3	4	3	0	1	0	0	3	3
1Chehalem ES	62	62	62	2	0	59	18	45	44
1Cooper Mt ES	6	3	5	1	0	1	2	4	1
1Elmonica ES	27	10	150	10	10	33	19	8	8
1Errol Hassell ES	10	11	6	0	3	2	0	10	0
1Findley ES	3	5	3	0	2	0	0	3	2
1Fir Grove ES	9	8	24	0	2	1	2	7	2
1Greenway ES	30	8	11	20	3	11	19	11	6
1Hazeldale ES	15	21	11	9	5	1	8	7	2
1Hiteon ES	32	30	15	1	11	1	22	8	2
1Jacob Wismer ES	7	14	9	0	1	0	5	2	1
1Kinnaman ES	31	26	17	16	12	3	10	21	21
1McKay ES	31	53	56	5	2	2	25	6	6
1McKinley ES	16	0	10	5	0	8	0	16	6
1Montclair ES	9	5	4	0	7	1	0	9	9
1Nancy Ryles ES	7	0	12	0	0	0	0	7	7
1Oak Hills ES	10	14	2	0	4	0	3	7	3
1Raleigh Hills K-8	12	15	21	5	0	0	8	3	1
1Raleigh Park ES	118	28	80	6	2	13	87	31	13
1Ridgewood ES	16	21	32	19	5	4	4	12	2
1Rock Creek ES	5	5	4	0	0	0	0	5	0
1Sato ES	16	14	9	0	5	1	4	11	0
1Schools Heights ES	6	30	9	1	6	0	0	6	3
1Sexton Mt ES	4	20	15	15	3	2	0	4	0
1Springville K-8	16	13	8	15	3	5	2	14	3
1Terra Linda ES	21	2	18	17	0	16	18	3	2
1Vose ES	12	5	19	0	2	2	2	10	2
1West TV ES	2	0	2	0	0	0	2	0	0
1William Walker ES	0	0	0	0	0	0	0	0	0

## Middle School BH&W Data from 9/14-9/25

### Middle School Referral Demographics

School	SUM of Total Number of Behavioral Health & Wellness Team Referrals for the Month	SUM of Number of African American students referred to the Behavioral Health & Wellness Team	SUM of Number of American Indian students referred to the Behavioral Health & Wellness Team	SUM of Number of Asian students referred to the Behavioral Health & Wellness Team	SUM of Number of Hispanic students referred to the Behavioral Health & Wellness Team	SUM of Number of Multi-Racial students referred to the Behavioral Health & Wellness Team	SUM of Number of White students referred to the Behavioral Health & Wellness Team	SUM of Number of Native Hawaiian/Pacific Islander students referred to the Behavioral Health & Wellness Team	SUM of Number of Females referred to the Behavioral Health & Wellness Team	SUM of Number of Males referred to the Behavioral Health & Wellness Team	SUM of Number of Non-Binary students referred to the Behavioral Health & Wellness Team	SUM of Number of students eligible for Special Education referred to the Behavioral Health & Wellness Team	SUM of Number of students eligible for Section 504 referred to the Behavioral Health & Wellness Team	SUM of Number of students referred to the Behavioral Health & Wellness Team
2Cedar Park MS	18	3	0	0	3	1	5	1	3	12	0	7	0	2
2Conestoga MS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2Five Oaks MS	92	6	2	5	50	6	21	0	37	54	0	19	0	30
2Highland Park MS	174	0	0	0	0	0	0	0	0	0	0	0	0	0
2Meadow Park MS	15	1	0	0	6	1	8	0	5	10	0	9	1	0
2Mountain View MS	335	7	0	6	61	10	40	0	75	90	2	26	5	52
2Stoller MS	95	1	0	6	12	7	68	1	0	0	2	0	0	0
2Whitford MS	27	1	0	0	22	0	4	0	11	16	0	7	1	13

### Middle School Outreach

School	SUM of Total Number of Behavioral Health & Wellness Team Referrals for the Month	SUM of List the number of outreach emails.	SUM of List the number of outreach phone calls.	SUM of List of number of texts via the Talking Points App	SUM of List the number of outreach Zoom meetings.	SUM of List the number of home visits.	SUM of Number of RESOLVED referrals	SUM of Number of ONGOING referrals	SUM of Number of non-engaged students after intervention
2Cedar Park MS	18	14	17	1	2	2	1	17	1
2Conestoga MS	0	79	57	0	21	18	0	0	0
2Five Oaks MS	92	60	92	0	0	3	49	33	8
2Highland Park MS	174	111	99	0	7	28	140	34	34
2Meadow Park MS	15	300	400	0	15	4	5	10	2
2Mountain View MS	335	455	192	0	2	0	90	25	14
2Stoller MS	95	152	96	0	14	8	64	31	36
2Whitford MS	27	20	30	2	1	0	3	24	3

### High School BH&W Data from 9/14-9/25

### High School Referral Demographics

School	SUM of Total Number of Behavioral Health & Wellness Team Referrals for the Month	SUM of Number of African American students referred to the Behavioral Health & Wellness Team	SUM of Number of American Indian students referred to the Behavioral Health & Wellness Team	SUM of Number of Asian students referred to the Behavioral Health & Wellness Team	SUM of Number of Hispanic students referred to the Behavioral Health & Wellness Team	SUM of Number of Multi-Racial students referred to the Behavioral Health & Wellness Team	SUM of Number of White students referred to the Behavioral Health & Wellness Team	SUM of Number of Native Hawaiian/Pacific Islander students referred to the Behavioral Health & Wellness Team	SUM of Number of Females referred to the Behavioral Health & Wellness Team	SUM of Number of Males referred to the Behavioral Health & Wellness Team	SUM of Number of Non-Binary students referred to the Behavioral Health & Wellness Team	SUM of Number of students eligible for Special Education referred to the Behavioral Health & Wellness Team	SUM of Number of students eligible for Section 504 referred to the Behavioral Health & Wellness Team	SUM of Number of students eligible for ELD services referred to the Behavioral Health & Wellness Team
3Aloha HS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3Beaverton HS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3Mountainside HS	11	0	0	3	4	0	4	0	7	4	0	4	3	4
3Southridge HS	38	3	0	1	20	5	7	2	13	25	0	4	0	8
3Sunset HS	44	2	1	3	5	12	30	1	18	23	3	15	7	5
3Westview HS	32	1	1	4	14	2	6	0	15	17	0	20	1	5

### High School Outreach

School	SUM of Total Number of Behavioral Health & Wellness Team Referrals for the Month	SUM of List the number of outreach emails.	SUM of List the number of outreach phone calls.	SUM of List of number of texts via the Talking Points App	SUM of List the number of outreach Zoom meetings.	SUM of List the number of home visits.	SUM of Number of RESOLVED referrals	SUM of Number of ONGOING referrals	SUM of Number of non-engaged students after intervention
3Aloha HS	0	0	0	0	0	0	0	0	0
3Beaverton HS	0	168	765	0	40	15	0	0	0
3Mountainside HS	11	52	17	6	2	2	5	6	2
3Southridge HS	38	1	18	2	0	4	15	23	0
3Sunset HS	44	10	12	0	2	0	10	34	0
3Westview HS	32	15	20	0	3	0	4	28	28

### Options BH&W Data from 9/14-9/25

### Options Referral Demographics

School	SUM of Total Number of Behavioral Health & Wellness Team Referrals for the Month	SUM of Number of African American students referred to the Behavioral Health & Wellness Team	SUM of Number of American Indian students referred to the Behavioral Health & Wellness Team	SUM of Number of Asian students referred to the Behavioral Health & Wellness Team	SUM of Number of Hispanic students referred to the Behavioral Health & Wellness Team	SUM of Number of Multi-Racial students referred to the Behavioral Health & Wellness Team	SUM of Number of White students referred to the Behavioral Health & Wellness Team	SUM of Number of Native Hawaiian/Pacific Islander students referred to the Behavioral Health & Wellness Team	SUM of Number of Females referred to the Behavioral Health & Wellness Team	SUM of Number of Males referred to the Behavioral Health & Wellness Team	SUM of Number of Non-Binary students referred to the Behavioral Health & Wellness Team	SUM of Number of students eligible for Special Education referred to the Behavioral Health & Wellness Team	SUM of Number of students eligible for Section 504 referred to the Behavioral Health & Wellness Team	SUM of Number of students eligible for ELD services referred to the Behavioral Health & Wellness Team
4ACE at Capital Center	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4ACMA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4Beaverton Academy of Science and Engineering	9	0	0	0	4	0	5	0	3	6	0	0	0	0
4Community Transition Program (CTP)	12	2	0	2	3	1	4	0	7	5	0	12	0	0
4Early College High School	4	1	0	1	0	0	2	0	3	0	1	1	1	0
4FLEX Online School	7	0	0	0	1	0	5	0	4	3	0	4	2	0
4ISB	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4Merio Station Campus (any program)	128	4	3	2	62	7	50	0	66	62	0	57	2	15

## Options Outreach

School	SUM of Total Number of Behavioral Health & Wellness Team Referrals for the Month	SUM of List the number of outreach emails.	SUM of List the number of outreach phone calls.	SUM of List of number of texts via the Talking Points App	SUM of List the number of outreach Zoom meetings.	SUM of List the number of home visits.	SUM of Number of RESOLVED referrals	SUM of Number of ONGOING referrals	SUM of Number of non-engaged students after intervention
4ACE at Capital Center	0	0	0	0	0	0	0	0	0
4ACMA	0	0	0	0	0	0	0	0	0
4Beaverton Academy of Science and Engineering	9	6	2	0	0	0	3	6	0
4Community Transition Program (CTP)	12	1	4	0	0	0	1	11	11
4Early College High School	4	4	3	0	2	0	1	3	0
4FLEX Online School	7	6	1	0	1	0	1	6	0
4ISB	0	0	0	0	0	0	0	0	0
4Merlo Station Campus (any program)	128	1058	237	0	236	13	0	128	0

If you have any questions, please feel free to reach out to the BSD District Behavioral Health and Wellness Team

- Danielle Hudson, Executive Administrator for Student Services
- Amy Baker, Trauma Informed Coordinator
- Kris Damiano, Social Emotional TOSA
- Vilay Greene, Counselor on Special Assignment
- Leslie Rodgers, Behavioral Health and Wellness TOSA
- Christy Upton, 504 Coordinator

### BSD Equity Lens

As we make decisions to support our work, consider the following:



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

# Moving Forward as a Resilient Community

## Behavioral Health & Wellness

Resilience is an individual, community and interdependent set of coping skills that are developed and built over time which help us bounce back from difficult situations. The following is a list of four considerations for those in education to examine along with the Equity Lens questions above as we move forward through the pandemic of COVID-19. These common themes are meant to provide larger, structural guidance as individuals, schools and districts plan their next steps in teaching and supporting students. Please reference these considerations as you plan. The lists below can be developed further based on the intended audience. Consider these structural suggestions for districts, schools, educators, students & their families.

### Emotional Wellness

**What:** Emotional wellness entails feeling secure expressing personal opinions, emotions, and deeply held thoughts. Good SEL practices support emotional wellness in learning environments.

**Why:** Only when an emotionally safe environment is in place are we fully able to begin to heal, and ultimately to face the challenges and take the kind of risks that good education requires.

**How:**

- Be transparent, build trust: Practice mindful communication to help staff, students, and their families understand that this school and the school district are looking out for their well-being.
- Acknowledge what we have been through, and create space for healing. Model the calm behavior you want others to mirror.
- Incorporate social and emotional skill building into learning. Build time for practices like breathing, grounding, and movement throughout the day and in various content area learning opportunities.
- Reframe behaviors. Emotional regulation and impulse control are more difficult during times of stress.
- Provide consistent daily routines to foster a sense of safety and predictability.

### Belonging

**What:** Relationship is one of the strongest antidotes to the negative effects of trauma. It refers to the universal deep human need to feel connected to others—to belong—in relationships characterized by warmth, support, and trust. A sense of belonging in learning environments are supported by good SEL practices.

**Why:** Positive attachment both suppresses stress responses and aids healing; the safety of attachment supports emotional and behavioral regulation. A sense of belonging buffers the negative effects of stress.

**How:**

- Prioritize belonging, relationships and community building.

- Set up and support regular peer check-ins to keep connections strong.
- Work to make strong and purposeful student-staff relationships the norm.
- Strong relationships are the basis of trust and transparency.
- Collaborate: find, build, and support multiple ways of working together.

## Voice, Choice, and Empowerment

**What:** Voice, choice, and empowerment refer to one’s sense that “I have some control over my environment, and my actions can make things better for me and for those around me.” Self-determination is a basic and universal human need, essential to our sense of well-being, to our ability to persevere, and to perform at our best.

**Why:** Trauma and/or toxic stress happen to us all, it batters at our sense of stability, of having any control at all. Resultant feelings of helplessness from trauma and stress can only be overcome to the extent that we regain a sense of personal power. Having some authentic choice, and cultivating, nurturing voice are key steps in meeting that need.

**How:**

- Explain the why behind decisions. Understanding why something—a policy, a practice, or a new concept in science—is being presented can give people a greater sense of understanding; better understanding makes it easier to buy into the policy; it makes it easier to choose to go along. The sense of choice decreases the stress response.
- Help staff know what to expect to the extent possible. In uncertain times, even a little more certainty and predictability is helpful. This does not mean provide answers you don’t have, but it does mean sharing information as it comes along.
- Solicit student and adult voice on how we are doing so far and for new ideas for moving forward. Show them how much their contributions are respected and appreciated, even if they cannot be implemented right now.
- To the extent possible, give students meaningful roles to play in the “new world” of schools. Now is the best time ever for involving them; it’s for our good and theirs.
- Instructional practices should integrate opportunities to cultivate voice, make authentic choices, and empower both the student and the educator.

## Cultural Responsiveness

**What:** Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students’ cultural references in all aspects of learning and is rooted in respect and appreciation for the role of culture in children’s learning and development.

**Why:** This crisis will affect groups of individuals differently based on multiple factors, e.g., history, access to services, racism, and systemic oppression. It’s essential to think about the communities who will be affected by policy and practice decisions.

**How:**

- Recognizing and building upon the cultural strengths of the populations you serve.
- Ensuring intended and unintended consequences of policy and practice decisions do not create harm for the populations you serve.
- Being mindful of historical contexts for the populations you serve, especially related to public health efforts.
- Using strategies that encourage engagement and minimize mistrust.



## COMPREHENSIVE DISTANCE LEARNING UPDATE

### **POLICY ISSUE/SITUATION:**

The Beaverton School District began full time Comprehensive Distance Learning (CDL) on September 14, 2020. The Teaching and Learning Department will update the board on initial successes and challenges, initial data points, and metrics for Returning to Hybrid instruction. The Behavioral Health and Wellness Department will provide an overview of referral and intervention data collected regarding student intervention in the first two weeks of CDL.

### **RECOMMENDATION:**

It is recommended that the Board hear this update and offer any questions or comments following the presentation.

Return to School Update  
**School Board Meeting**  
September 29, 2020



# Comprehensive Distance Learning

- Students are engaging in learning five days a week.
- Teachers are using consistent tools to interact with students
  - Zoom for live meetings
  - SeeSaw or Canvas for delivery of learning materials
  - Synergy (ParentVue and StudentVue) for grades and report cards.
- Students have access to live interactions at least once per day.
- Grades and Credits will be awarded.

# Comprehensive Distance Learning

**Overall Attendance Rate: 95.6%**

Elementary/K-8 Schools: 96.8%

Middle Schools: 92.1%

High School/Options: 94.9%



# School Reopening Metrics

- Ready Schools, Safe Learners states that districts with over 10% of staff living in an adjacent county should consider the metrics of that county in planning for reopening.
- Approximately 15% of BSD staff live in Multnomah County
- Approximately 75% of our Elementary and K-8 schools have at least 10% (some upwards of 30%) of site based staff living in Multnomah County.
- **BSD will tie our reopening plans to the metrics of both Washington and Multnomah Counties.**



# School Reopening Metrics: Requirements for Hybrid Instruction

- In order to reopen under **RSSL (1-3)** county metrics for *new cases per 100K residents must be at or less than 10 per week and show a test positivity rate of 5% or lower for three consecutive weeks.*
  - *There is a K-3 (PK included) exception of 30 cases per 100K with the additional requirement of no new cases of staff and students for 14 days (at the site) as reported by the LHA*
- The test positivity rate for the State of Oregon must be at or below 5%



# School Reopening Metrics

Metrics Reported on September 29 (for the week beginning September 20)

- **Washington County**
  - Cases per 100K = 37.3 (increase)
  - Rate of Test Positivity = 5.6%
- **Multnomah County**
  - Cases per 100K = 45.4 (increase)
  - Rate of Test Positivity = 5.6%
- **State of Oregon**
  - Test Positivity Rate = 6.3%



# School Reopening Metrics - Impacts

- Students in grades 4-12 will remain in CDL through the first semester.
  - Extension from the original goal of November 16 to a new goal of February 8, 2021.
  - **\*\*We will continuously monitor metrics and guidance for unpredicted and significant changes\*\***
- Grades PK - 3 may be eligible to Return to a Hybrid during the first semester if metrics return to early September levels.
  - Current levels are above the required limits and trending in the wrong direction.
  - Metrics need to be meeting required levels by October 19 to consider any type of hybrid for second quarter (November 16)
- **Limited in Person Instruction** - small cohorts (ten students) of students may be served for up to two hours per day with significant limitations to cross cohort interactions.
  - BSD is looking to prioritize the most impacted students for any type of CDL
  - BSD is currently working to addresses all safety requirements and other logistical considerations.



# Behavioral Health and Wellness Teams

- The Behavioral Health and Wellness (BH&W) Team is a multi-disciplinary school based team that will receive referrals from staff regarding students in need of behavioral health and wellness supports in order to successfully engage in school. This includes a focus on engaging students and families who are not engaging in CDL.
- The teams will receive referrals, assign and track interventions and report key data points to the Office of Intervention and Prevention (Danielle Hudson) for a monthly report to Cabinet and the School Board.
- These teams will use the BSD Equity Lens and the Moving Forward as a Resilient Community to guide their decision-making to promote anti-racism and best serve students, families and staff.



# BH&W Data Summary for 9/14-9/25

Number of Referrals: 1,695

Outreach Emails: 3,054

Outreach Phone Calls: 2,798

Outreach Texts: 179

Outreach Zoom Meetings: 447

Outreach Home Visits: 293

## Referral Demographics:

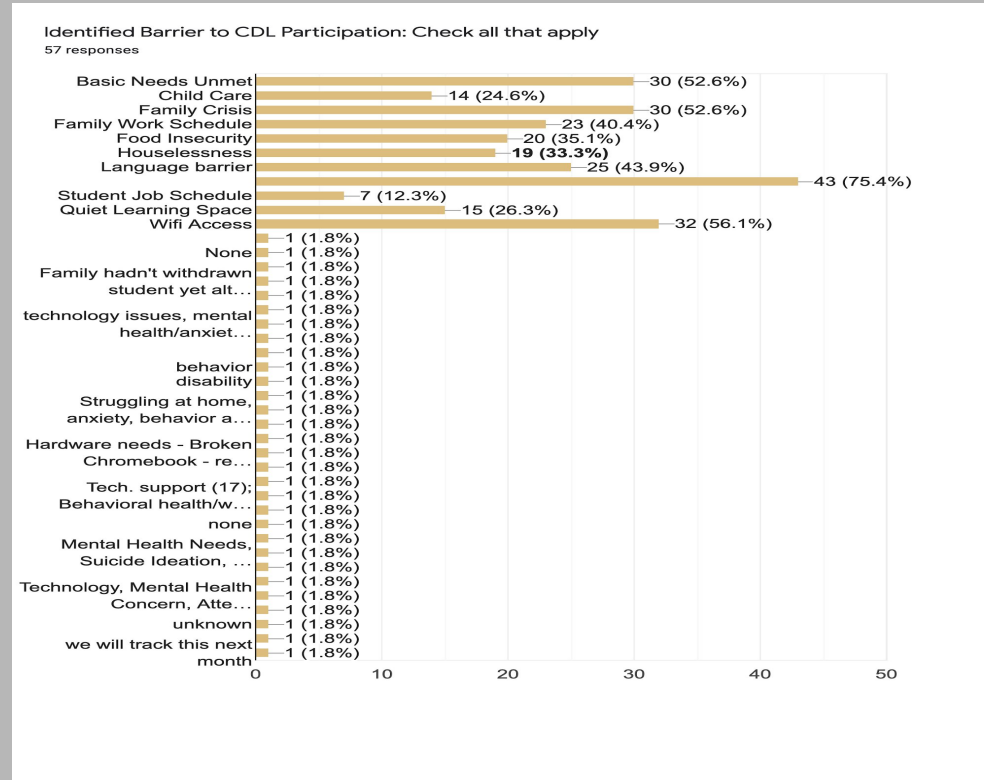
- African American: 75
- American Indian: 16
- Asian: 68
- Hispanic: 544
- Multi-Racial: 98
- White: 507
- Native Hawaiian/Pacific Islander: 19
- Females: 570
- Males: 675
- Non-Binary: 8
- Sped Eligible: 296
- Section 504: 35
- ELD Eligible: 338



# Barrier(s) to CDL

## Top Barriers to Access CDL

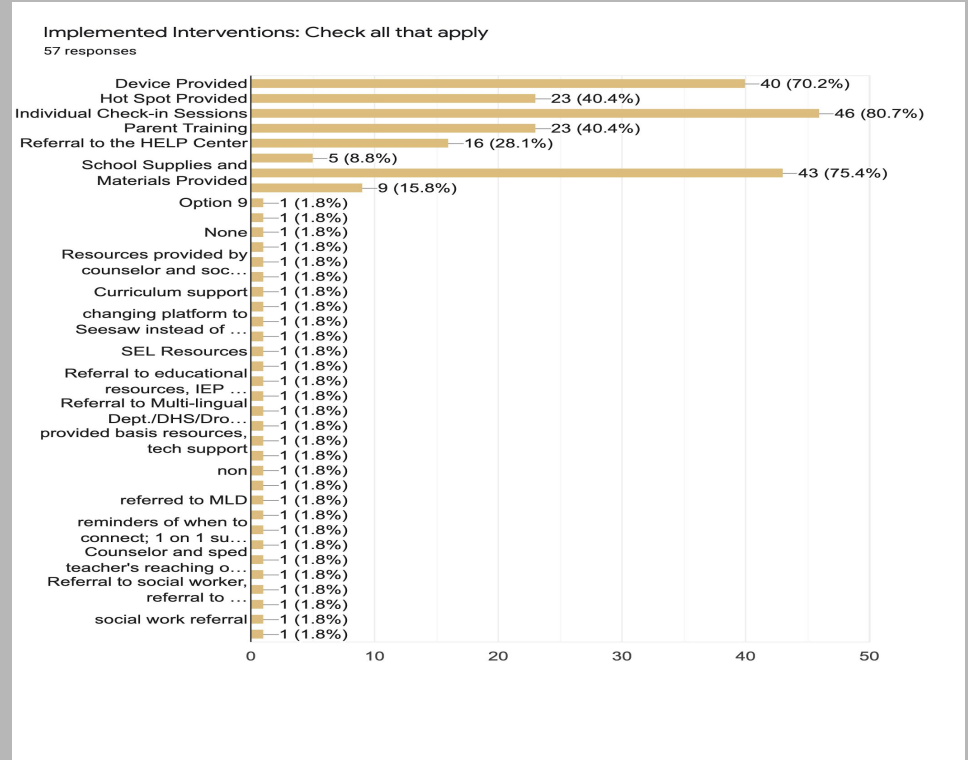
- Lack of Adult Support in CDL
- Wifi Access
- Language Barrier
- Family Work Schedule
- Family Crisis
- Basic Needs Unmet
- Food Insecurity
- Houselessness
- Child Care



# Interventions

## Top Barriers to Access CDL

- Individual Check-in Sessions
- School Supplies and Materials Provided
- Device Provided
- Hot Spot Provided
- Referral to the HELP Center



# Elementary Update

- Elementary Leadership Development will focus on these areas:
  - Collective Efficacy as an umbrella as we focus on leadership in these areas:
  - Anti-Racist Educational Leadership
  - Consistent Curriculum/Instruction Implementation in All Classrooms
  - Meaningful Feedback to Students and Teachers
  - Comprehensive Distance Learning Engagement and Rigor
- We meet with all elementary leaders:
  - As a whole group once a month
  - In Exec Teams once a month
  - Individually at least twice a month



# Elementary School Challenges

- Technology
- Smoke!
- Connections with families/students
- Teachers are building their skills and strategies to deeply engage students!
- Navigating social/emotional experiences
- Communication & Information



“When the day comes that I am actually able to welcome my students into my classroom, it will be the best teaching day of my life!”



# Elementary School Successes

- Students are showing up and engaging in the learning at very high rates compared to the Spring
- Teachers excited to be back with children
- Tremendous amount of PD offered and teachers engaging in the opportunities
- Teachers/Schools connecting with children
  - Home visits
  - Back to school events
  - Library pick-up/drop-offs
  - Back to school night events
- Schools using focus areas of ABAR, Consistent Curriculum/Instruction, Meaningful feedback to guide work with teachers from pre-service through the start of school
- Feedback from Principals has been positive regarding the first few weeks of school
- Schools implementing B,H & W teams - building on past work and improving data tracking



# Middle School Update

- Back to School Activities
- Advisory supports Behavioral Health and Wellness
- Preparing for Academic Conferences to share School Learning Plan



32



# High School Update

- 1st week of school went relatively well according to principals. Student attendance was better than expected.
- Anti-racist work was a consistent focus across buildings during pre-service week and will be a focus all year. School Learning Plans will encompass Anti-Bias Anti-Racist(ABAR) goals/strategies and graduation goals.
- Class of 2020: 94.94% of seniors in our system graduated.



# Secondary Schools Challenges

- Zoom Security
- Attendance Taking
- Smoke and weather impacted distribution and welcome activities
- Substitute Teaching in CDL



# Secondary Schools Successes

- Pre-Service supported teachers to be ready to engage students in Comprehensive Distance Learning and anti-racist work.
- Common Focus to provide coherence
- Attendance is good
- Back to School Activities are prioritizing relationships
- Feedback from Principals has been positive regarding the first few weeks of school
- Wednesday Professional Development and Collaboration



# Questions/Comments from the Board





# September 2020 Performance Report

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Presented to Beaverton School District  
September 29, 2020

## Contents

<b>Introduction</b>	<b>2</b>
<b>Summary of Student Achievement</b>	<b>2</b>
Assessment Approach	2
Assessment Tools	3
Three Year Oregon Statewide Assessment Overview	3
<b>Financial Notes and Projections</b>	<b>4</b>
2019-2020 Financial Update	4
2020-2021 Budget Projection	4
<b>The Arco Iris Academic Program and Summary of Classes</b>	<b>5</b>
Summary of Classes	5
Counseling Program	5
Summary of Class Changes for 2020-2021	5
Kindergarten	5
Current Enrollment and Waitlist	6
<b>Summary of Professional Development</b>	<b>7</b>
BSD Support	7
<b>Goals for Improvement 2020 - 2021</b>	<b>7</b>
<b>Summary of Staff and Qualifications</b>	<b>7</b>
<b>Attachments</b>	<b>13</b>

# Performance Report

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## Introduction

Arco Iris Spanish Immersion Charter School began its eleventh year of operation on September 14, 2020. In accordance with the charter agreement between Arco Iris and Beaverton School District, this Performance Report will provide a summary of student academic progress, school operations, and staff professional development.

Arco Iris currently employs 25 certified or charter registered teachers, 8 classified employees, 3 BSD staff members, 3 subcontractors and 1 administrator. Parents are actively involved through the PTO, the volunteer program and the Board. There are 365 students enrolled in kindergarten through fifth grade and 85 students in middle school (450\* total). This is up from 428 students during the 2019-2020 school year. (\*This number includes enrollment spots that have been offered but not yet accepted as of 9/21/20).

Arco Iris families speak several different languages, with English being the predominant language, followed by Spanish. About 7% of students are ELL, 4% SPED and about 18% are on Free & Reduced lunch. Our White population is 42% and our Hispanic population is at 45%. The remaining 13% is distributed among those identifying as Multiracial, Asian, Black-African American, Native Hawaiian and American Indian/Alaskan Native.

## Summary of Student Achievement

There were no statewide assessments during the 2019-2020 school year due to the COVID pandemic, but scores for Arco Iris students were strong in 2018-2019. In English Language Arts, 82.1% of students met the standard in 18-19. This was down 3% from the previous year, but the three year average remained high at 81.1%, which is above the State long term goal of 80%. The Math results improved slightly in 2018-2019 to 68.4%, which was up 3.4% from 2017-2018. The three year math average is 63.8% with continued growth over time.

Recommendations - The following changes have been implemented for the current school year to support improved student achievement:

- Adoption of the Big Ideas math program for grades 6-8. This aligns well with the Singapore math curriculum in grades K-5 and it offers improved teacher resources for differentiation and for remote learning.
- Scheduling several options for intervention times throughout the week to give students more access to small group and one-on-one remedial instruction. This includes evening hours twice a week to better accommodate working parents..
- Purchasing additional digital curriculum resources to better support distance learning.
- Provide common planning time for every grade level team with the expectation that lessons are consistent among teachers..

## Assessment Approach

Arco Iris regularly collects and analyzes assessment data in English Language Arts (ELA), Math, and Spanish. Teachers use this data to create instructional plans and provide remediation and enrichment as needed. The goal is to closely monitor students' academic progress so that students who need modifications to the standard curriculum can receive support in a timely manner.

Arco Iris will continue to refine our approach to progress monitoring and will seek ongoing feedback from the Beaverton School District Special Education department to make sure we are providing excellent support to all of our students. In collaboration with the director and counselor, teacher teams will also monitor behavior data and plan interventions when necessary to support students' social/emotional growth and development.

### Assessment Tools

For internal academic assessment and progress monitoring, we use EasyCBM for English and Math in grades K-8, as well as for Spanish in grades K-2. This year, we purchased digital access to a program called MobyMax, which also offers assessments for English Language Arts. For Spanish in grades 2-8, we use curriculum based assessments from Santillana, which is the program we are using.

The chart below shows the most current scores we have from the Oregon State Assessments.

### Three Year Oregon Statewide Assessment Overview

<b>MATHEMATICS</b>			
	<b>AVERAGE SCORE (4 is highest)</b>		
	<b>2017 Math</b>	<b>2018 Math</b>	<b>2019 Math</b>
3rd Grade	3.13	3.43	2.56
4th Grade	2.64	2.89	3.20
5th Grade	2.21	2.76	2.81
6th Grade	2.75	2.68	3.21
7th Grade	2.27	2.76	3.25
8th Grade	2.82	2.8	3.35
Schoolwide Average	<b>2.64</b>	<b>2.89</b>	<b>3.06</b>
	<b>PERCENT PASSING</b>		
	<b>2017 Math</b>	<b>2018 Math</b>	<b>2019 Math</b>
3rd Grade	78.72%	83.67%	54%
4th Grade	61.70%	61.36%	80%
5th Grade	30.77%	59.18%	57%
6th Grade	62.50%	53.85%	79%
7th Grade	46.70%	57.10%	75%
8th Grade	54.55%	66.70%	82%
Schoolwide Average	<b>56%</b>	<b>64%</b>	<b>71%</b>
<b>ENGLISH LANGUAGE ARTS</b>			
	<b>AVERAGE SCORE (4 is highest)</b>		
	<b>2017 ELA</b>	<b>2018 ELA</b>	<b>2019 ELA</b>
3rd Grade	2.96	3.71	2.69
4th Grade	2.93	3.53	3.65
5th Grade	3.07	3.23	3.45
6th Grade	3.04	3.07	3.32
7th Grade	2.87	3.38	3.35
8th Grade	3.55	2.87	3.59
Schoolwide Average	<b>3.07</b>	<b>3.30</b>	<b>3.34</b>

	PERCENT PASSING		
	2017 ELA	2018 ELA	2019 ELA
3rd Grade	70.21%	89.80%	67%
4th Grade	71.11%	90.70%	96%
5th Grade	78.05%	81.25%	91%
6th Grade	75.00%	78.57%	82%
7th Grade	80.00%	85.70%	79%
8th Grade	100%	73.30%	94%
Schoolwide Average	<b>79%</b>	<b>83%</b>	<b>85%</b>

## SCIENCE

### 8th Grade

	2017	2018	2019
Average	3.00	2.20	2.76
Percent Passing	91%	47%	76%

### 5th Grade

	2017	2018	2018
Average	2.95	2.90	2.53
Percent Passing	79%	78%	51%

## Financial Notes and Projections

### 2019-2020 Financial Update

The Arco Iris Balance Sheet and Profit and Loss statement for the fiscal year July 1, 2019 - June 20, 2020 are included as attachments at the end of the report. The Arco Iris audit is still being prepared by our auditors and will be submitted to Beaverton School District upon receipt.

The COVID pandemic had an impact on our operations during the 19-20 school year, but thanks to the efforts of our board and our accountant, we were able to obtain a Payroll Protection Loan in the amount of \$427,512. This prevented us from having to use furlough days for staff and it allowed us to offset the income we lost as a result of canceling our annual auction and our before and after care program. We plan to ask for full forgiveness of these funds.

### 2020-2021 Budget Projection

The Arco Iris School Board approved a balanced budget for the current school year in June, 2020. True Blue Accounting continues as the school's licensed bookkeeper. They have significant experience working with other charter schools in all areas of financial management including the State of Oregon chart of accounts, PERS, payroll, and systems management. Arco Iris has an active finance committee that meets monthly to engage in the budget process, discuss insurance options and risk, and other relevant business trends that could impact our revenue.

## The Arco Iris Academic Program and Summary of Classes

### Summary of Classes

Arco Iris is organized into single grade classrooms and we follow the Beaverton School District learning targets, state standards, and Common Core standards to guide instruction.

- Our K-5 math program is Singapore Math, which provides differentiated materials and allows students to work at their level. We have designated a math data specialist to help all teachers analyze math assessment results and use the information to guide instruction. In grades K-5, math is taught in Spanish but the curriculum materials are printed in English. In grades 6-8, math instruction is in English.
- English Language Arts is designed to provide critical foundations for reading and comprehension, spelling, grammar, composing and constructing writing exercises, and presentation skills. ELA teachers work with students in two to three grade levels and the ELA team collaborates frequently to monitor student progress. We also have an intervention specialist who provides remedial instruction to English Language Learners and students who are below level in reading.
- During Spanish Language Arts, teachers use a combination of whole group, small group and individual instruction. Classroom activities include reading practice and questionnaires, thematic writing, vocabulary development, singing, student to the teacher speaking, and peer to peer speaking exercises.
- Science and Social Studies are key subjects for teaching the Spanish language through content. Students work in mixed-proficiency groups to explore and discover the subject matter. We are using the Fusion Ciencias curriculum materials with kits to support hands-on learning for all grade levels. During distance learning, there is less emphasis on science and social studies in grades K-5 so that we can support our core focus on Spanish, Math and English.
- Physical Education includes many games and other fitness activities. Because of limitations on the amount of time available in the gym each day, teachers in grades K-2 teach one 30-minute block of PE each week so that we can meet the number of required instructional minutes. Currently, students have one 30 minute class per week of “live” PE and the rest is self-paced.
- We do not have a dedicated Art teacher. Students experience art through cultural studies and parent volunteers teach the adopted BSD Art Literacy curriculum.
- We partnered with MUSE, a local music group, to provide after and after school band class for interested students in grades 4-8.

### Counseling Program

Arco Iris has a school counselor to provide social/emotional and academic support to students, families, and faculty. The counseling program includes multiple interventions such as Social Emotional Learning curriculum in the classroom, consultation with teachers and administration, short-term individual and group counseling for students, and oversight of 504 plans.

### Summary of Class Changes for 2020-2021

#### First Grade

Arco Iris added a third section of first grade in 2020-2021, up from two sections in 2019-2020. Parent interest in early immersion continues to be strong, and our kindergarten and first grade classes have a robust waitlist.

#### Middle School

During the 2019-2020 school year, the Arco Iris Board made the decision to limit grades 6-8 to one section per grade in order to maintain full enrollment as a school. Historically, we see significant attrition between grades 5 and 6 because families have many middle school options in Beaverton and in the surrounding areas. This change will allow us to maintain a more consistent and financially stable level of enrollment schoolwide. When we are at full capacity, we will have 15 classes in grades K-5 and 3 in grades 6-8. This will also allow us to maximize the space available in our building and provide the required amount of instructional time in PE.

### Current Enrollment and Waitlist

As of September 21, 2020 **442 students** were enrolled. The open enrollment dates for the 2021-2022 school year have not been finalized but will likely begin in January and end in mid to late February. The lottery will be held in the Spring of 2022.

Currently, we have 3 kindergarten and 1st grade classes, 2 classes per grade in 2nd - 5th, and 1 class per grade for 6th - 8th. The K – 5 classes have 22 - 27 students and the middle school class size range is 21-28 students.

Grade	Enrolled	Waitlist Totals
Kinder	79	42
1	80	22
2	51	12
3	51	1
4	51	0
5	45	0
6	25	0
7	35	4
8	25	0
<b>Total</b>	<b>442</b>	<b>81</b>

Grade in 20/21	# of returning	Transfer In District	Transfer Out of District	Total not returning	Retention	% not returning
K	0	0	0	0	0	0
1	73	3	5	7	90.12%	9.88%
2	45	2	7	9	83.33%	16.67%
3	49	4	2	6	89.09%	10.91%
4	47	6	2	8	85.45%	14.55%
5	43	6	7	13	76.79%	23.21%
6	23	16	2	18	48.94%	51.06%
7	35	2	4	6	85.37%	14.63%
8	24	3	1	4	85.71%	14.29%

Total	315	39	29	68	81.29%	18.71%
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## Summary of Professional Development

Teachers and staff participate in ongoing professional development, including external workshops, training through the BSD TeacherSource system, and staff-led training. A major area of focus for 2019-2020 was implementation of the SIOP model for second language development. The staff participated in 3 days of onsite training with a SIOP certified trainer. Additional areas of focus for 2019-2020 included:

- Singapore Math (Arco staff trainer)
- Equity and Inclusion (ODE and NWRES D)
- Early Learning Network (NWRES D)
- Comprehensive Counseling programs (BSD)
- Bilingual Education (OABE)
- Restorative Justice (Arco staff trainer)
- Health and Safety protocols (ESS Absence Management Services)

For the current year, our focus is on developing an effective distance learning program. Our pre service professional development focused on effective planning for distance learning, implementation of Social Emotional Learning (SEL) practices and use of technology tools and platforms to support distance learning.

## BSD Support

We receive support for special education and speech language services. We've appreciated the collaborative relationship we have with the BSD teachers who work with Arco Iris students and families. During the 2019-2020 school year, we worked closely with the BSD special education staff to ensure that Arco Iris students receive the intervention services needed to allow them to be accurately assessed for potential learning needs.

Our BSD Liaison, Jon Bridges, has been phenomenal. He provided guidance as we surveyed stakeholders and developed our budget for the Student Investment Account funds and he provided ongoing support during the transition from in-person to distance learning. We are very grateful to have him!

## Goals for Improvement 2020 - 2021

The 2020-2021 Continuous Improvement Plan is currently being developed and will include input from various stakeholder groups. Arco Iris will share the final version of the plan with BSD in October. Although the plan is still in draft form, some themes have emerged and will be areas of focus for the year. Because last year was truncated and our focus had to quickly pivot to providing education from a distance, it is likely that many of the goals from the 2019-2020 school year will carry forward. They include:

1. Improving school-wide climate and culture
2. Improving teacher retention
3. Increasing math proficiency in traditionally underserved student groups
4. Supporting language acquisition classroom practices through ongoing SIOP training for staff
5. Increasing the effectiveness and consistency of our schoolwide SEL program

## Summary of Staff and Qualifications

Michelle Herron, Executive Director

**Salary:** \$115,000

**Background check** 7/31/2019

**Licenses/Endorsements/Certifications:**

Professional Administrator License, 1/13/2024

**Education/Qualifications:**

Administrative Credential Program, Lewis and Clark College, Portland OR

Master of Education, Oregon State University, Corvallis, OR

Bachelor of Science, Oregon State University, Corvallis, OR

**Malissa Lacy Ann Giering, Counselor (Lacy Giering), Counselor**

**Salary:** \$46,350

**Background check:** 10/11/2019

**Licenses/Endorsements/Certifications:** Preliminary School Counselor, 1/10/2022

**Education/Qualifications:**

Master of Arts in School Counseling, East Tennessee State University, TN 2006

Bachelor of Arts in Spanish, Minor in Psychology, Western Oregon University, OR 2001

Associate of Arts, Central Oregon Community College, OR, 1999

**Wilma Rodriguez, Kindergarten teacher**

**Salary:** \$46,000

**Background check:** 8/29/2017

**Licenses/Endorsements/Certifications:** Charter School Registry, 1/31/2021

**Education/Qualifications:**

BA of Science in Elem. Ed, Pontifical Catholic University of Puerto Rico

**Irene Sester, Kindergarten teacher**

**Salary:** \$41,200

**Background check:** 04/27/2020

**Licenses/Endorsements/Certifications:** Charter Registry, 4/8/2023

**Education/Qualifications:**

BA Early Education, Femenine University of the Sacred Heart, 2015

**Tabitha Kanen, Kindergarten grade teacher**

**Salary:** \$41,100

**Background check:** 7/12/2019

**Licenses/Endorsements/Certifications:** Preliminary Teaching, 3/29/2021

**Education/Qualifications:**

BA Arts in TESOL, Indiana Wesleyan University

MA in Teaching, George Fox University

**Francheska Perez, 1st grade teacher**

**Salary:** \$44,700

**Background check:** 9/26/2019

**Licenses/Endorsements/Certifications:** Charter Registry, 10/2/2022

Puerto Rico Teaching License: Early Childhood Teacher Primary Level K- 3

**Education/Qualifications:**

MA Elementary Education, Universidad Interamericana Recinto Metropolitano, Cupey, PR, 2015

BA Early Childhood Education K-3, Universidad Interamericana Recinto Metropolitano, Cupey, PR, 2012

**Yamilet Alas, 1st grade teacher**

**Salary:** \$41,100

**Background check:** 8/13/2020

**Licenses/Endorsements/Certifications:** Charter Registry, Awaiting Eval as of 8/13/2020

**Education/Qualifications:**

MA in Women, Gender and Sexuality Studies, Oregon State University, 2015

BA in Critical Race, Gender and Sexuality Studies/ Minor in Ethnic American Literature, Humboldt State University, 2013

**Deirdre Ruiz-Torres, 1st grade teacher**

**Salary:** \$37,600

**Background check:** 8/14/2020

**Licenses/Endorsements/Certifications:** Restricted Teaching, 6/30/2021

**Education/Qualifications:**

BA Biology, Universidad Nacional Autonoma de Mexico, 2007

MA in Teaching, Oregon State University, 2020

**Ana Pardo, 2nd grade teacher**

**Salary:** \$47,200

**Background check:** 7/9/2018

**Licenses/Endorsements/Certifications:** Charter Registry, 12/12/2021

**Education/Qualifications:**

BA Psychopedagogy/Learning Disorders, Jean Piaget University, Caracas, Venezuela, July 1990

BA Education, Newport University, Caracas, Venezuela, March 2008

No Degree, Pedagogical Sciences, Catholic Andres Bello University, Caracas, Venezuela, October 1985

No Degree, Pedagogical Sciences, Catholic Andres Bello University, Caracas, Venezuela, December 2016

**Stachys Arroyo-Seda, 2nd grade teacher**

**Salary:** \$50,700

**Background check:** 4/27/2020

**Licenses/Endorsements/Certifications:** Professional Teaching License, 7/6/2024

**Education/Qualifications:**

MA Special Education, Sistema Universitario Ana G Mendez - Universidad Metropolitana - Cupey, PR, 2008

BA Special Education, University of Puerto Rico - Aguadilla - Aguadilla, PR, 2004

BA Elementary Education, Inter American University of Puerto Rico San German - San German, PR, 2002

**Lizirma Falcon, 3rd grade teacher**

**Salary:** \$40,000

**Background check:** 7/29/2019

**Licenses/Endorsements/Certifications:** Charter School Registry, exp. 9/12/2022

**Education/Qualifications:**

BA Physical Education, University of Puerto Rico, 1996

**Layra Colon, 3rd grade teacher**

**Salary:** \$47,100

**Background check:** 5/12/2020

**Licenses/Endorsements/Certifications:** Professional Teaching, 6/11/2025

**Education/Qualifications:**

BA Elementary Education (K-3), Inter American University of Puerto Rico, 2012

MA Teaching at Elementary Level, Inter American University of Puerto Rico, 2015

**Midglisa Ruiz, 4th grade teacher**

**Salary:** \$53,100

**Background check:** 8/16/2019

**Licenses/Endorsements/Certifications:** Reciprocal Teaching, 10/3/2022

**Education/Qualifications:**

BA Elementary Education, Bayamon Central University, Puerto Rico, May 2003  
MA Education, Cambridge College, June 2010

**Jaskayahaira Aquino-Arroyo, 4th grade teacher**

**Salary:** \$41,100

**Background check:** 8/24/2020

**Licenses/Endorsements/Certifications:** Restricted Substitute Teaching, Awaiting Eval as of 8/24/2020

**Education/Qualifications:**

MA in Spanish Linguistics, University of Illinois at Urbana-Champaign, May 2010

BA in Spanish, University of University of Illinois at Urbana-Champaign, 2007

**Sarahi Vega, 5th grade teacher**

**Salary:** \$52,000

**Background check:** 8/26/2016

**Licenses/Endorsements/Certifications:** Charter School Registry, 3/3/2019,  
Elementary - Multiple Subjects PK-12

**Education/Qualifications:**

BA Elementary Education, University of Puerto Rico, Ponce, OR 1991

**Ruth Viera, 5th grade teacher**

**Salary:** \$50,700

**Background check:** 9/17/2019

**Licenses/Endorsements/Certifications:** Preliminary Teaching, 7/16/2021

**Education/Qualifications:**

Bachelor Elementary Education, Special Ed major, University of Puerto Rico, 1986

MA Education, School Administration and Supervision, Metropolitan University, Cupey, Puerto Rico, 2006

**Pedro Miletti, Middle School Science**

**Salary:** \$37,600

**Background check:** 9/22/2019

**Licenses/Endorsements/Certifications:** Charter School Registry, 11/1/2022

**Education/Qualifications:**

BS Chemistry, The Pontifical Catholic University of Puerto Rico, 1995

**Jessica Parlanti, MS Humanities**

**Salary:** \$50,700

**Background Check:** 6/4/2020

**Licenses/Endorsements/Certifications:** Preliminary Teaching, 7/18/2023

**Education/Qualifications:**

MA Latin American Studies with emphasis on the Afro-Diaspora and Indigenous Studies, Universidad Andina Simón Bolívar, Quito, Ecuador 2007

BA Anthropology, Occidental College, 2000

**Elise Courand, Middle School Mathematics**

**Salary:** \$50,700

**Background check:** 5/12/2020

**Licenses/Endorsements/Certifications:** Preliminary Teaching, 6/1/2024

**Education/Qualifications:**

BA Anthropology, Pennsylvania State University, 1973

MA of Education, St. John's University, 1987

MA Public Administration in Health Policy and Planning, New York University, 1987

**Jared Clarke, Physical Education**

**Salary:** \$36,400

**Background check:** 7/29/2020

**Licenses/Endorsements/Certifications:** Charter School Registry, 9/21/2023

**Education/Qualifications:**

AAS Fitness Technology, Portland Community College

**Betty Evans, Interventions**

**Salary:** \$44,700

**Background check:** 9/12/2019

**Licenses/Endorsements/Certifications:** Preliminary Teaching, 6/11/2022

Pre-K through Grade 12 English to Speakers of Other Languages, Pre-K through Grade 12. Reading Intervention.

**Education/Qualifications:**

BS Home Economics Journalism, Iowa State University, 1979.

MA Education, Portland State University, 2003

**Kimberly Stoecker, Middle School English Language Arts**

**Salary:** \$51,900

**Background check:** 3/7/2020

**Licenses/Endorsements/Certifications:** Professional Teaching, 7/6/2024

**Education/Qualifications:**

BS Speech Communication, Minor Sociology, Oregon State University, Corvallis

Post baccalaureate coursework Speech Language Pathology, Portland State University

MA Education, Concordia University

**Pamela Humbird, 4th & 5th grade English Language Arts**

**Salary:** \$37,600

**Background Check:** Completed through Sub System in 2019, Pending AIS

**Licenses/Endorsements/Certifications:** Preliminary Teaching, 4/15/2021

**Education/Qualifications:**

AA General Education, Peninsula College, 2002

BA Interdisciplinary Child Development, Western Washington University, 2005

**Jacqueline Walter, 2nd & 3rd grade English Language Arts**

**Salary:** \$50,700

**Background Check:** 9/13/2019

**Licenses/Endorsements/Certifications:** Professional Teaching, 1/2/2023

**Education/Qualifications:**

BS Speech Language and Hearing Science, Portland State University, 1997

M.Ed Elementary Education Portland State University, 1998

**Elizabeth Herrera, 1st grade, English Language Arts (.5 FTE ELA Teacher and .5 FTE Instructional Assistant)**

**Salary:** \$25,350 + \$15/hr

**Background check:** Pending

**Licenses/Endorsements/Certifications:** Reciprocal Teaching, In Process

**Education/Qualifications:**

AA General Arts, Louisburg College, 2006

BS Elementary Education, University of North Carolina, 2009

MA Elementary Education, University of North Carolina, 2019

**Shahrou Tavakoli, Kindergarten and 1st grade English Language Arts**

**Salary:** \$41,100

**Background check:** 5/30/2020

**Licenses/Endorsements/Certifications:** Preliminary Teaching, 7/18/2023

**Education/Qualifications:**

BA International Relations, University of California, Davis, 2011

MA Elementary Education, University of Portland, 2020

**Cynthia Beach, Office Manager**

**Salary:** \$41,600.00

**Background check:** 2/21/2018

**Licenses/Endorsements/Certifications:** Food Handler's Card, 04/19, First Aid Certified

**Education/Qualifications:**

No degree, Business, Bellevue Community College, 1988

**Perla Murphy, Office Manager & Tech Support**

**Salary:** \$45,000

**Background check:** 9/3/2017

**Licenses/Endorsements/Certifications:** Food Handler's Card, 4/10/2021

**Education/Qualifications:**

No degree, Computer Science, Polytechnic University of Puerto Rico, San Juan, PR, 2008

No degree, Computer Science, Portland Community College, 2009

Bachelor of Science, Minor in Mathematics, Portland State University, 2020

**Angeles Tirado, Instructional Assistant**

**Pay rate:** \$15.97

**Background check:** 8/20/2018

**Licenses/Endorsements/Certifications:** Puerto Rico lifetime teaching license, Elementary Education 1995

**Education/Qualifications:**

BA Elementary Education K-6, Universidad Metropolitana Recinto Cupey, Puerto Rico 1982

**Rosa Rodriguez Torres (Millie Rodriguez), Instructional Assistant**

**Salary:** \$14.85

**Background check:** 2/21/2018

**Licenses/Endorsements/Certifications:** Food Handler's Card, 9/15/2019

**Education/Qualifications:**

BA Social Sciences, University of Puerto Rico, Rio Piedras Campus, December 2000

**Michelle Langan, Instructional Assistant**

**Salary:** \$13.93

**Background check:** 2/21/2018

**Licenses/Endorsements/Certifications:** Food Handler's Card, 4/03/2021

**Education/Qualifications:** N/A

**Hannah Cross, Instructional Assistant & Lunch Program**

**Salary:** \$13.27/hr

**Background check:** 9/19/2018

**Licenses/Endorsements/Certifications:**

Food Handler's Card

First Aid & CPR

**Education/Qualifications:** N/A

**Gerardo Garcia, Instructional Assistant**

**Salary:** \$14/hr

**Background check:** 8/17/2020

**Licenses/Endorsements/Certifications:**

**Education/Qualifications:** N/A

**Milvy Recinos, Instructional Assistant**

**Salary:** \$14.75/hr

**Background check:** 9/30/2019

**Licenses/Endorsements/Certifications:**

**Education/Qualifications:**

Associate's Degree in Social Work, Universidad de San Carlos de Guatemala

## **Attachments**

- Balance Sheet
- Profit and Loss Statement

**Arco Iris Spanish Immersion Charter School**  
**Balance Sheet**  
As of June 30, 2020

	Total	
	As of Jun 30, 2020	As of Jun 30, 2019 (PY)
<b>ASSETS</b>		
<b>Current Assets</b>		
<b>Bank Accounts</b>		
100 Bond Reserve - 6003	920,000.00	920,000.00
104 Heritage Checking	132,617.94	126,141.76
105 Heritage Savings	1,498,328.36	1,102,911.63
106 Capitalized Interest Reserve 6002	4.82	146,409.52
107 Bond Interest Fund 6000	22,198.07	1,403.44
108 Reserve Fund - 6011	1.73	52,557.26
109 Construction Contingency 6006	48.47	243,621.40
110 Project Fund - 6010	4,500.82	
113 Repair/Replacement Fund 6005	50,037.84	
114 US Bank 6001	3,713.85	
<b>Total Bank Accounts</b>	<b>\$ 2,631,451.90</b>	<b>\$ 2,593,045.01</b>
<b>Accounts Receivable</b>		
158 Accounts Receivable (A/R)	1,225.54	83,944.04
159 Receivable Admw- BSD	0.00	0.00
<b>Total Accounts Receivable</b>	<b>\$ 1,225.54</b>	<b>\$ 83,944.04</b>
<b>Other Current Assets</b>		
157 Recievable- Day care	0.00	0.00
181d Prepaid Expenses	2,517.70	19,257.62
Credit Card Receivables	0.00	0.00
Undeposited Funds	0.00	0.00
<b>Total Other Current Assets</b>	<b>\$ 2,517.70</b>	<b>\$ 19,257.62</b>
<b>Total Current Assets</b>	<b>\$ 2,635,195.14</b>	<b>\$ 2,696,246.67</b>
<b>Fixed Assets</b>		
231 Furniture and Equipment	0.00	0.00
232 Computers	89,726.01	113,202.31
233 Data & Phones	12,637.65	12,637.65
234 Desks & Furniture	70,017.43	19,119.25
235 Leasehold Improvements	0.00	0.00
<b>Total 231 Furniture and Equipment</b>	<b>\$ 172,381.09</b>	<b>\$ 144,959.21</b>
262 Accum Depreciation	-347,395.54	-123,357.54
290 Buildings-Construction Costs	7,634,648.91	7,634,648.91
290a Land	1,250,000.00	1,250,000.00
290b Land Improvements - Parking	250,000.00	250,000.00
290c Landscaping	50,000.00	50,000.00
290d HVAC System	421,000.00	421,000.00

290e ROOF	285,000.00		285,000.00
290f A/V Security, Data, Phone	173,515.00		173,515.00
290g Solar Panels	56,400.00		56,400.00
290h Equipment for Building	6,495.00		6,495.00
290i IT Equipment	20,474.00		20,474.00
<b>Total 290 Buildings-Construction Costs</b>	<b>\$ 10,147,532.91</b>	<b>\$</b>	<b>10,147,532.91</b>
291 Bond Issue Discount	0.00		0.00
292 Bond Issue Costs	0.00		0.00
263 Bond Issue Amortization	0.00		0.00
<b>Total 292 Bond Issue Costs</b>	<b>\$ 0.00</b>	<b>\$</b>	<b>0.00</b>
<b>Total Fixed Assets</b>	<b>\$ 9,972,518.46</b>	<b>\$</b>	<b>10,169,134.58</b>
<b>Other Assets</b>			
144 Bonds Payable	243,713.85		
390 Payroll Suspense	0.00		0.00
Security Deposits Asset	0.00		0.00
<b>Total Other Assets</b>	<b>\$ 243,713.85</b>	<b>\$</b>	<b>0.00</b>
<b>TOTAL ASSETS</b>	<b>\$ 12,851,427.45</b>	<b>\$</b>	<b>12,865,381.25</b>
<b>LIABILITIES AND EQUITY</b>			
<b>Liabilities</b>			
<b>Current Liabilities</b>			
<b>Accounts Payable</b>			
421a Accounts Payable	6,353.49		112,386.07
<b>Total Accounts Payable</b>	<b>\$ 6,353.49</b>	<b>\$</b>	<b>112,386.07</b>
<b>Credit Cards</b>			
454 Heritage Bank 1578	0.00		0.00
455 Heritage CC 9183	1,154.75		1,248.47
458 Heritage Card 4166	0.00		
460 Heritage Bank #1586	0.00		0.00
<b>Total Credit Cards</b>	<b>\$ 1,154.75</b>	<b>\$</b>	<b>1,248.47</b>
<b>Other Current Liabilities</b>			
470 Deferred Summer Wages	0.00		0.00
471 Payroll Liabilities	39,275.65		66,067.20
472 PERS Payable	68,955.29		52,641.81
473 Payroll Deductions	1,455.42		
481 Deferred Revenue	0.00		0.00
490 PPP Loan	427,512.00		
<b>Total Other Current Liabilities</b>	<b>\$ 537,198.36</b>	<b>\$</b>	<b>118,709.01</b>
<b>Total Current Liabilities</b>	<b>\$ 544,706.60</b>	<b>\$</b>	<b>232,343.55</b>
<b>Long-Term Liabilities</b>			
495 US Bank Loan	12,103,713.85		12,100,000.00
<b>Total Long-Term Liabilities</b>	<b>\$ 12,103,713.85</b>	<b>\$</b>	<b>12,100,000.00</b>
<b>Total Liabilities</b>	<b>\$ 12,648,420.45</b>	<b>\$</b>	<b>12,332,343.55</b>
<b>Equity</b>			

<b>32000 Unrestricted Net Assets</b>	533,037.70		1,152,057.12
<b>Net Income</b>	-330,030.70		-619,019.42
<b>Total Equity</b>	<b>\$ 203,007.00</b>	<b>\$</b>	<b>533,037.70</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$ 12,851,427.45</b>	<b>\$</b>	<b>12,865,381.25</b>

Monday, Sep 21, 2020 03:04:04 PM GMT-7 - Accrual Basis

**Arco Iris Spanish Immersion Charter School**  
**Profit and Loss**  
July 2019 - June 2020

	<b>Total</b>
<b>Income</b>	
1510 Interest and Dividends income	5,185.49
1610 Food Services	
1612 Lunches	49,476.64
<b>Total 1610 Food Services</b>	<b>\$ 49,476.64</b>
1700 Extracurricular Activities Rev.	
1740 School Fees	20.80
1790b AfterSchool Care	88,615.80
1790d Activity Fees/Field Trips	84,741.90
1790f Extracc Activities	3,847.01
<b>Total 1700 Extracurricular Activities Rev.</b>	<b>\$ 177,225.51</b>
1920 Contributions Income	
1920d Auction Fundraiser	11,494.11
1920e Fun Run Fundraiser	34,848.21
1920f Corporate Contributions	21,209.30
1920g Personal Contributions	155.00
1920h Project Fundraisers	7,099.84
<b>Total 1920 Contributions Income</b>	<b>\$ 74,806.46</b>
1921 Restricted Contributions	329.82
3101 SSF - General Support	3,058,249.42
4101 Reimbursed Expenses	8,118.10
4110 Grants	119,274.19
<b>Total Income</b>	<b>\$ 3,492,665.63</b>
<b>Gross Profit</b>	<b>\$ 3,492,665.63</b>
<b>Expenses</b>	
1111000 Primary (K-5)	
1111111 K-5 Salaries - Licensed	808,567.24
1111112 K-5 Salaries Classified	72,134.30
1111200 K-5 Associated Payroll Costs	
1111210 K-5 PERS Employer	263,711.32
1111220 K-5 Social Security	63,710.98
1111231 K-5 Workers Comp	5,063.48
1111232 K-5 Unemployment	20,992.64
1111240 K-5 Employee Benefits	115,237.91
<b>Total 1111200 K-5 Associated Payroll Costs</b>	<b>\$ 468,716.33</b>
1111300 K-5 Purchased Services	
1111311 K-5 Contract Services	54,866.56
1111355 K-5 Printing Costs	2,506.39
<b>Total 1111300 K-5 Purchased Services</b>	<b>\$ 57,372.95</b>

1111400 K-5 Supplies/Materials		
1111410 K-5 Consumable Materials		4,451.55
1111420 K-5 Textbooks/Curriculum		55,692.52
1111430 K-5 Library/Periodicals		552.77
1111460 K-5 Non-Consumable Items		5,074.32
<b>Total 1111400 K-5 Supplies/Materials</b>	<b>\$</b>	<b>65,771.16</b>
<b>Total 1111000 Primary (K-5)</b>	<b>\$</b>	<b>1,472,561.98</b>
1113000 Elementary Extracurricular		
1113112 Extraccurr - Salaries Classified		54,828.27
1113200 Extraccurr - Associated Payroll Costs		
1113210 Extraccurr - PERS		9,342.11
1113220 Extraccurr - Social Security		3,392.96
1113231 Extraccurr - Worker's Comp		321.09
1113232 Extraccurr - Unemployment		1,106.16
1113240 Employee Benefits		16,750.24
<b>Total 1113200 Extraccurr - Associated Payroll Costs</b>	<b>\$</b>	<b>30,912.56</b>
1113319 Elementary Other Instructional Services		8,900.88
1113410 Extraccurr Consumables		7,935.06
1113460 Extraccurr Non Consumables		555.34
<b>Total 1113000 Elementary Extracurricular</b>	<b>\$</b>	<b>103,132.11</b>
1121000 Middle/Jr High		
1121111 MS Salaries - Licensed		257,589.77
1121200 MS Associated Payroll Costs		
1121210 MS PERS		77,918.78
1121220 MS Social Security		21,071.77
1121231 MS Workman's Compensation		851.98
1121232 MS Unemployment Expense		5,583.69
1121240 MS Employee Benefits		25,760.33
<b>Total 1121200 MS Associated Payroll Costs</b>	<b>\$</b>	<b>131,186.55</b>
1121300 MS Purchased Services		
1121311 MS Contracted Instruction		4,228.20
<b>Total 1121300 MS Purchased Services</b>	<b>\$</b>	<b>4,228.20</b>
1121400 MS Supplies & Materials		
1121410 MS Consumables		734.23
1121420 MS Textbooks/Curriculum		1,936.70
<b>Total 1121400 MS Supplies &amp; Materials</b>	<b>\$</b>	<b>2,670.93</b>
<b>Total 1121000 Middle/Jr High</b>	<b>\$</b>	<b>395,675.45</b>
1122000 Extracurricular Middle School		
1122319 MS Other Instruction Service		7,551.21
1122410 MS Consumable Supplies		2,049.52
<b>Total 1122000 Extracurricular Middle School</b>	<b>\$</b>	<b>9,600.73</b>
1200000 Special Programs		
1210000 TAG Program		112.48

Total 1200000 Special Programs	\$	112.48
2115000 Student Safety		
2115460 Safety Non Consumables		1,304.46
2115461 COVID Related Expenses		380.23
Total 2115000 Student Safety	\$	1,684.69
2240300 InstructStaff-Develop-Purchased		
2240312 Staff Development		24,150.27
2240410 Prof Develop - Consumables		540.08
Total 2240300 InstructStaff-Develop-Purchased	\$	24,690.35
2300000 General Administration		
2310300 Board Purchased Services		
2310324 Board - Rentals		23,595.76
2310341 Board - Travel in District		18.57
2310342 Board - Travel out District		2,892.05
2310351 Board - Telephone/Internet		12,107.07
2310354 Board - Advertising		1,186.65
2310381 Board - Audit Expenses		14,500.00
2310382 Board - Legal Costs		10,379.48
2310383 Board - Accounting Fees		44,095.00
2310389 Board - Other Non Instr. Fees		19,475.52
Total 2310300 Board Purchased Services	\$	128,250.10
2310600 Board - Other		
2310640 Board - Dues/Subscriptions		667.87
2310651 Board - Insurance		15,969.68
2310670 Board - Taxes/Licenses		1,554.17
Total 2310600 Board - Other	\$	18,191.72
Total 2300000 General Administration	\$	146,441.82
2400000 School Admin		
2410112 Admin - Salaries Classified		86,874.29
2410113 Admin - Salaries Administrative		151,852.69
2410200 Admin - Associated Payroll Costs		
2410210 Admin - PERS		84,013.71
2410220 Admin - Soc Sec		19,330.52
2410231 Admin - Workmans Compensation		1,583.68
2410232 Admin - Unemployment Expense		4,927.46
2410240 Admin - Employee Benefits		28,279.84
Total 2410200 Admin - Associated Payroll Costs	\$	138,135.21
2410300 Admin - Purchased Services		
2410321 Admin -- Contracted Services		33,561.55
2410353 Admin - Postage Expense		1,599.09
2410355 Admin - Printing Expense		97.57
Total 2410300 Admin - Purchased Services	\$	35,258.21
2410400 Admin - Supplies & Materials		

2410410 Admin - Consumable Supplies		11,154.00
2410460 Admin - Non Consumable Supplies		22.80
<b>Total 2410400 Admin - Supplies &amp; Materials</b>	<b>\$</b>	<b>11,176.80</b>
2410660 Depreciation Expense		282,208.00
<b>Total 2400000 School Admin</b>	<b>\$</b>	<b>705,505.20</b>
2500000 Support Services		
2525391 Bank Charges		5,983.95
<b>Total 2500000 Support Services</b>	<b>\$</b>	<b>5,983.95</b>
2540000 Bus-Operation/Maint Plant		
2542321 Bldg - Cleaning Services		24,972.68
2542322 Bldg - Repairs/Maintenance		43,447.15
2542325 Bldg - Utilities		48,831.59
2542389 Facility Other Professional Fees		8,079.54
2542410 Bldg - Consumable Supplies		6,306.50
2542460 Bldg - Non Consumables		2,596.99
<b>Total 2540000 Bus-Operation/Maint Plant</b>	<b>\$</b>	<b>134,234.45</b>
2660000 Technology Services		
2660389 Technology - Contracted Services		12,385.93
2660410 Technology - Consumables		1,133.98
2660460 Technology - Nonconsumables		1,067.04
2660470 Technology Licensing		2,804.67
2660540 Depreciable Technology		0.00
<b>Total 2660000 Technology Services</b>	<b>\$</b>	<b>17,391.62</b>
3120000 Nutrition Costs		404.00
3120410 Office/General Administrative Expenses		4,581.57
3120450 Nutrition Services		53,454.67
3120460 Lunch Non Consumable Supplies		909.04
<b>Total 3120000 Nutrition Costs</b>	<b>\$</b>	<b>59,349.28</b>
5110621 Loan Interest		746,332.16
5110623 Trust Fees - Bond Issue Expense		0.06
<b>Total 5110621 Loan Interest</b>	<b>\$</b>	<b>746,332.22</b>
<b>Total Expenses</b>	<b>\$</b>	<b>3,822,696.33</b>
<b>Net Operating Income</b>	<b>-\$</b>	<b>330,030.70</b>
<b>Net Income</b>	<b>-\$</b>	<b>330,030.70</b>

Monday, Sep 21, 2020 03:05:13 PM GMT-7 - Accrual Basis



# 2019-20 September Progress Report

Presented to Beaverton School District

September 29, 2020

## Table of Contents

Introduction and Reflection	3
Summary of Achievement of Hope Chinese Charter School Students	3-5
Financial Update for the School Year	5
Summary of Classes, Enrollment & Retention, Demographics	5-8
Summary of Curriculum and Programs, Community Involvement	8-10
Summary of Staff Training	11-12
School Improvement Goals	12-13
Board Developments	13-14
Summary of Staff and Qualifications	15-17
Appendix A - School Achievement Data	17
Appendix B - Financial Statements	18-20

## **Introduction and Reflection**

Like everyone else in the country, we felt like the 2019/2020 school year was cut short because of the abrupt switch between in person classes and Distance Learning for All in March. While we were able to maintain connections and check learning for every student, we don't feel that we have any good data to measure overall student progress. The majority of the students were able to follow their teacher's instruction online and at least maintain a sense of continued learning. A few students did surprisingly well during Distance Learning, better than they had in the past, while others struggled to maintain achievement and motivation.

Besides the effects on student achievement, it was also a struggle to maintain a sense of community when so many activities that typically bring us together had to be cancelled. It helped somewhat with regular virtual meetings and sending videos of encouragement to the students. It was also rewarding at the end of the year to have drive-thru parades on the school property to say good-bye to the school year.

Perhaps most encouraging was that we still held our first 8th grade graduation. Through Zoom, students, teachers and parents, enjoyed a graduation ceremony that included slides about each student and recorded messages from much loved previous teachers. The next day we had students come together in the parking lot to hand out diplomas. It was actually a wonderful experience despite the physical distancing, face masks, and rain!

This year also created quite a strain on our budget. With the closure of school, we also had to eliminate all of our private programs that financially support the school. We made as many cost cutting measures as possible and were thankful to receive a PPP loan to cover some of the gap.

We continue to push forward even though 2020 seems to continue to plague us.

Respectfully,

Julie Rickman, Principal

## **Summary of Achievement of Hope Chinese Charter School Students**

Achievement results from the 2019-20 school year are attached in Appendix A. We were only able to assess our 8th grade students with the Chinese Language Proficiency assessment. Other assessments were not possible due to the school closure in March because of COVID-19.

Avant STAMP 4 was created by the Center For Applied Linguistics, and the Center for Applied Second Language Studies. The assessment engages students with real-world content and question types that are appropriate for students in grades 6-8. STAMP's adaptive test design adjusts to a student's level so s/he is challenged, but not overwhelmed. And because STAMP is an adaptive test, it liberates students to show what they can do with the language – all the way up to the top of the Intermediate level.

Our students scored highest in the writing and speaking skills which did not surprise us as this has been our school’s focus from the beginning. However, we have been taking steps to increase student achievement in Chinese reading as well.

## **Assessment Tools**

HCCS uses a variety of different assessments to track our students’ progress on a weekly, trimester and annual basis. Our assessments are outlined in the table below:

<b>Assessment</b>	<b>Purpose</b>	<b>Use</b>	<b>Frequency</b>
<b>Chinese Language Reading Assessments</b>	Assesses Chinese reading fluency and comprehension	Informs teacher of characters mastered and tracks progress throughout the year.	Beginning, middle and end of the year
<b>Student Oral Proficiency Assessment (SOPA)</b>	Assesses students’ level of oral proficiency with Chinese language	Tracks students’ progress from year to year beginning with 2nd grade - 4th grade	End of the year summative assessment
<b>Chinese Language Writing Assessments</b>	Assesses Chinese character writing ability and understanding	Informs teacher of characters mastered and tracks progress throughout the year.	Beginning, middle and end of the year
<b>STAMP4se - Chinese Language Speaking, Listening, Reading and Writing Assessment</b>	Assesses middle school students’ level of proficiency with spoken and written Chinese language	Tracks students’ progress from beginning of middle school to exiting middle school.	End of the year summative assessment
<b>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</b>	Assesses English reading fluency and comprehension for students in K-3rd	Tracks students’ progress throughout the year and assists teachers in determining students requiring further intervention.	Beginning, middle and end of the year
<b>Development Reading Assessments (DRAs) and Qualitative Reading Inventory (QRI)</b>	Assesses English reading fluency and comprehension for students in K-6th grade.	Informs teacher and student of appropriate reading level for guided reading groups and student’s self-selection. It also informs teacher of strategies used, and tracks progress throughout the year.	Beginning, middle and end of the year
<b>English Writing Assessments - On Demand samples through Lucy Calkins Units of Study</b>	Assesses students’ writing achievement	Informs teacher of students’ achievement with writing skills	Beginning, middle, and end of year
<b>ESL Assessments</b>	Assesses ELL students in a variety of English language objectives	Informs teacher of students’ English level and assists in setting learning goals for the student.	Beginning and end of year
<b>Singapore Math Assessments</b>	Assess and tracks ongoing progress of math skills according to the Singapore Math curriculum.	Guides teaching strategies for daily learning at an individual/group level.	Bi-Weekly.

<b>Progress Reports</b>	Shows individual child's overall progress in all subject matters (including PBIS) throughout the year.	Demonstrates to parents the students' individual progress and pattern of growth throughout the year.	Produced each trimester. Parent/teacher conferences occur twice per year.
<b>Smarter Balanced Assessment</b>	Summative Assessment: Assesses student achievement in grades 3-6th in English Language Arts and math.	Measures student's continued progress toward college and career readiness.	End of the year

## Financial Update

HCCS' fiscal year runs from July 1 to June 30. See Appendix B for the Profit and Loss and Balance statements. We have contracted with McDonald Jacobs, P.C. to audit our financial records for the year ended June 30, 2020. As of September 18th, 2020, our audit is in progress, but has not yet been completed. Please note that the figures below are preliminary pending completion of the audit.

Fundraising is an integral part of our livelihood. Our fundraising efforts raised \$444,829 for the fiscal year. Our fee-based programs benefit the community and the school in providing before/after care, preschool, and summer school. The combined programs raised an additional \$431,280. We received a grant from the Confucius Institute provided Chinese teachers to the school and \$10,000 per year.

We were able to achieve full enrollment of 26 students in all but 6th-8th grade classes resulting in a total of 315 students enrolled during the first week of school.

We have finished construction on our ADA compliant platform lift which will increase access to the basement. We are exploring options for building modular units to expand the number of classes we are able to hold. This is especially important while COVID reminds us how important social distancing is.

We continue to be financially conservative, spending only when necessary. We received the Paycheck Protection Program loan during the school year which significantly increased the schools cash position. We are currently in the process of requesting this \$508,208 loan to be forgiven. We are being very mindful to not deplete our reserves in the coming years even as we are working on future capital purchases and growth for the school. Our students are our first priority and the teachers and staff who support their learning and growth immediately follow. We are committed to properly using and maintaining the resources that we have been graciously given to allow Hope Chinese Charter School to succeed long term.

## Summary of Classes, Enrollment and Retention

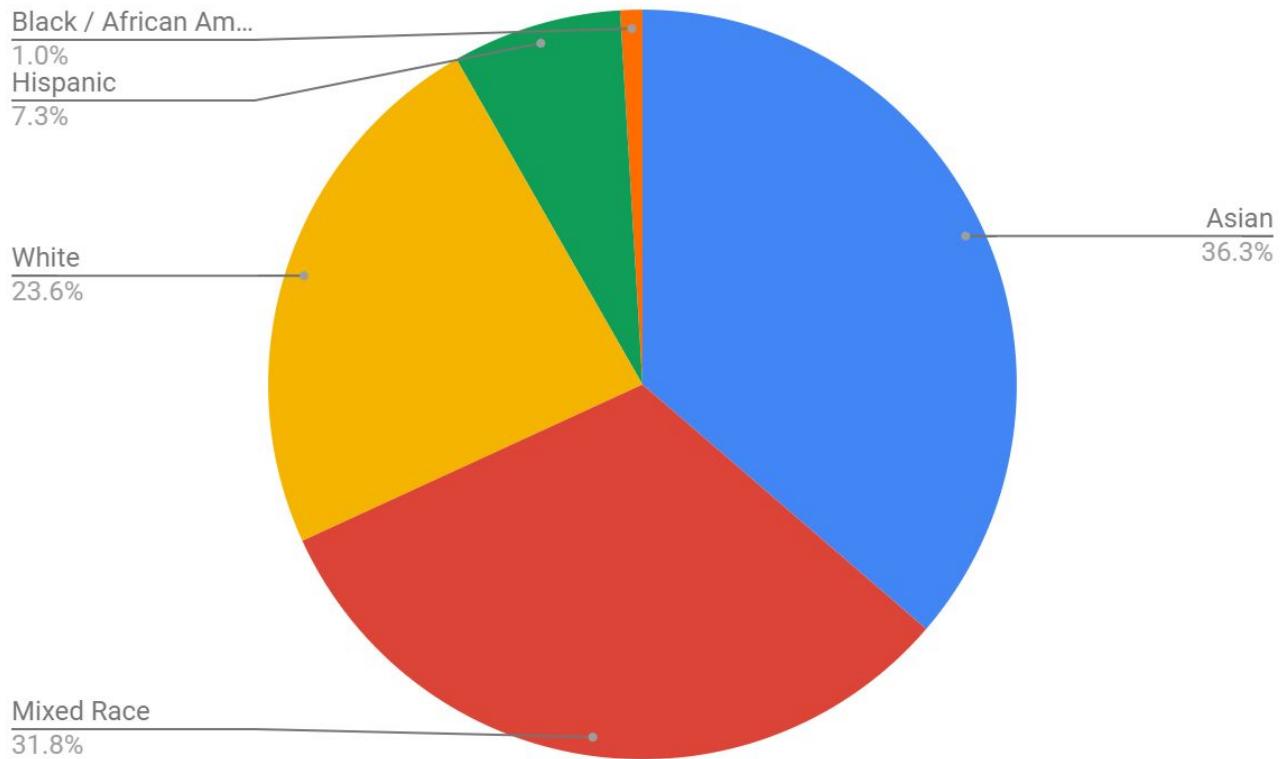
For the 2019-20 school year, we started the year with 315 students in kindergarten-8th grade, finally filling out all 9 grades. During the course of the year, 6 students left and we filled from our waitlist. Over the summer we had 19 students not return to the elementary program. 11 decided not to stay after completing 5th grade and 3 transferred out of the middle school program. This created an 89% retention rate. Our lowest ever.

## 2019-20 Enrollment

Grade	2019-20 Enrollment as of Sep, 2019	2019-20 Waitlist as of Sep, 2019	2019-20 Enrollment as of June, 2020
Kindergarten	52	87	52
1st grade	52	34	52
2nd grade	52	16	52
3rd grade	26	20	26
4th grade	52	15	52
5th grade	26	4	26
6th grade	15	0	15
7th grade	24	0	23
8th grade	16	0	16
Total	315	96	314

We have a total of 235 families. In our graph below, you will see a high percentage of Asian, Mixed Race, and White students. Since we are a school of choice with a focus on Mandarin Immersion, we attract families who have a strong interest in having their child learn Mandarin usually for one of four reasons:

- Chinese Parents - One or both speak Mandarin or another dialect at home and want to support their child's native language learning in an environment with other native speakers.
- Heritage Parents - American-born Chinese or biracial parents that may not speak Mandarin, but want to pass down their heritage language and culture to their child. American parents with adopted children from China also fall into this category.
- 21st Century Parents - See China as an opportunity for their child's future in a global world. This group includes children from a variety of races and nationalities.
- Academic Parents - Look to our Charter School to provide a rigorous academic program because they see their child as gifted and recognize Mandarin as a challenging language to learn.



2019 Ethnicity Demographics

HCCS Demographics Cont.		
	Number of Students	Percentage of Students
<b>ELD Instruction</b>	19	6%
<b>Students on IEPs including Speech</b>	29	9%
<b>Free or Reduced Lunch</b>	10	3%
<b>In District Residence</b>	276	88%
<b>Out of District Residence</b>	39	12%
<b>Mandarin is Primary Home Language</b>	39	12%
<b>Exposed to Mandarin at Home</b>	34	12%

### Summary of Curriculum and Programs

Our annual calendar follows the BSD calendar. Our daily schedule is from 8:30-3:30 Monday to Thursdays and 8:30-2:30 on Fridays. The teachers use the hour early release on Friday for staff meetings to collaborate as grade level teams, language teams, and new staff learning.

HCCS has grade level classes where students are taught in the self-contained classroom by the Chinese teacher and the English teacher at different times during the day. Teachers coordinate curriculum plans by creating a monthly curriculum map so that themes and vocabulary in areas such

as math and science can be introduced in English class and taught during the Chinese lessons. Teachers follow the learning targets for each subject based on state standards and proficiency standards for Chinese Language Arts.

Our middle school program continued where students moved to different classes for their core subjects of English Language Arts, Social Studies, Science, Math, Chinese Language Arts, Physical Education and Health. Then students were in mixed aged classes between 5th and 7th graders to participate in 2 elective classes twice a week that included the following choices: Leadership, art, drama, choir, Chinese singing, coding, graphic design, Chinese chess, Chinese crafts, and history of games.

### **Core Academic Subjects**

- **Chinese Language Arts** - Teachers use Singapore Chinese materials for scope and sequence of instruction for reading and writing. ACTFL proficiency guidelines have been used to develop speaking targets for each grade.
- **English Language Arts** - Our primary learning materials and scope and sequence for instruction comes from CAFE strategies (Comprehension, Accuracy, Fluency, and Expanding Vocabulary) used with Daily 5. Teachers use direct instruction to teach skills in reading, writing, and phonics. Using the Daily 5 management system, students practice each of these skills in application daily. We are using Zaner-Bloser handwriting materials for K-1st. All grades are using the Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing which is aligned with Common Core Standards.
- **Math** - Singapore Math Common Core edition is being used in all grades. Singapore Math focuses on building concepts as well as teaching procedures with deep understanding. Students use manipulatives, pictorial representations, and then numeric symbols to demonstrate math understanding. Middle school math classes use Big Ideas as their core curriculum.
- **Science** - FOSS science kits provide teachers with a scope for lessons as well as hands-on materials for experimenting. Students work through the scientific process in each unit.
- **Social Studies** - This year our English teachers have taken the Social Studies standards and learning targets and incorporated them into the English Language Arts content. Our Chinese teachers focus on integrating Chinese culture into their language arts lessons. For middle school, we use TC1. All of our classes participate in Junior Achievement which is taught by parent volunteers.
- **PE/Health** - Chinese teachers are leading physical education activities in grades K-5 two days a week along with another 2 days a week with our PE instructor. Students are receiving 150 min a week of PE in grades K-5. Students in 5th & 8th grade received 275 minutes a week with our middle school PE instructor. We also follow health curriculum standards, using Healthworld materials as well as “Be Seen and Heard”.
- **Technology** - English teachers in grades 2-5 are integrating computer skills and keyboarding practice with English Language Arts text editing and research. These classes are lead by our technology instructor. Additional technology classes are offered in the middle school electives.
- **Art/Music** - Both English and Chinese teachers integrate art and music with lessons related to the cultural and language arts. Art, music, and drama are also provided as some of our elective choices in middle school.

## **Special Programs**

- **Assemblies** - We have bi-weekly PBIS assemblies where we honor students who have been Kind/Respectful, Safe, and Responsible. We also use this opportunity to celebrate other school recognition and teach about the Wisdom Seeker characteristics that we're focusing on. One assembly a month is with the whole school, where older students match up with their younger buddies.
- **Award Ceremonies** - At the end of each semester, four students are chosen from each class that best represent the characteristics of a Wisdom Seeker. The four awards are for World Citizen, Leader, Team Member, and Critical Thinker. Families are invited to attend this special assembly. We continued our monthly "Panda Pride" award for students who consistently showed progress in areas such as: Classroom Engagement, Best Effort, Improvement, and Helping Others. We also give the "Panda Spirit" award to the class that demonstrated the best overall display of school spirit. Middle School students also receive Honor Roll recognition.
- **Chinese Culture Week** - Chinese New Year is the most celebrated holiday in all Asian cultures. Our school honors this holiday with a full week of special Chinese cultural activities including making dumplings, Chinese lanterns, hearing stories, and learning about other holiday traditions. We culminate the activities with a school wide performance that students and staff all participate in with the families and open our celebration to the community.
- **Buddy Classes** - Our older student classes are matched with younger classes to promote cross age support and community building. Classes get together for special projects or read with their buddies.
- **Clubs** - Free Homework Club occurred after school 2 days a week where our Mandarin speaking teachers, instructional assistants, and volunteers help students individually with their Mandarin homework. We also had an active Running Club where students ran before school every Tuesday and Thursday. Chess Club and Math Club continue to grow and do well in competitions. This year we also added a Spelling Club. All of these clubs are run by parent volunteers, open to all students and held after school.
- **Field Trips** - Each class went on at least one field trip this year as it related to their studies. Examples of field trips taken are: fire station, Oregon Zoo, OMSI, Rice Rock and Mineral Museum, 5th and 8th grades had their China Milestone trip cancelled because of COVID-19, 6th grade also had to cancel outdoor school. Our 5th & 6th graders attended Biztown in Portland in December as part of our Junior Achievement Program.
- **Musical Performances** - Our students also participated in a school-wide performance. We hold a community Chinese New Year Celebration in which the students perform songs, poems, dances, and skits in Mandarin. Our typical end of the year culminating events for each class that we called our "Classroom Showcases" were cancelled. Instead, we had a drive thru parade at the school to say good-bye to students.
- **Visiting Guests and Artists** - This year we were able to have 2 different author visits. The one in October was for our K-2 students and another held in February for our 6th-8th grade students.
- **Art** - We continued to participate in the Art Literacy Program through part of March. This program is completely run by parent volunteers. Students learn about and a specific artist each month and practice some of the artist's techniques to create their own work of art.

- **Sister School** - Our Sister School, Xinsu Normal School of Jiangsu in Suzhou, China would normally send a group of students to spend a week with us, but this had to be cancelled. Our students in 3rd grade continue to exchange postcards with the students in Suzhou at their grade level. 4th grade classes Skyped with their Sister School class, sharing things they like to do in their school.
- **Chinese Visiting Teachers/ Host Families** - Each year as a Confucius Classroom, we sponsor 2 visiting Chinese teacher interns. We work in cooperation with PSU's Confucius Institute and HanBan in China. These teachers stay with our Hope families, learning about American culture while serving at our school as teacher assistants.
- **Community Gatherings** - We begin our school year kick-off with a community social. Parents and students are invited on a Saturday in August to enjoy outdoor games and lunch together, meeting new staff. In September we host a Curriculum Night to learn more about our programs. Parents are also invited to participate with our students for the Mid-Autumn Moon Festival and Chinese Cultural week. Our Chinese New Year Celebration and Xi Wang Gala were also held before we had to close community gatherings. Teachers held virtual end of the year celebrations.

### ***Community Involvement***

To help build a sense of community, HCCS families make a commitment to volunteer at least 30 hours per year. Despite the 2019/20 school year being abruptly curtailed because of COVID and school closure, this year our families continued their support: 27% of families met or exceeded their commitment and of these families the average is nearly 57 hours, 10% logged 15-29 hours, 30% logged 1-14 hours, and 33% did not log any volunteer hours. We also know that many families do volunteer, but they do not always log their hours. In addition, we also appreciate the volunteer hours given by George Fox University each year with their serve day and Intel workers.

There are a wide range of volunteer opportunities on offer, giving everyone a chance to find a task that fits with their interests and skills. The focus of volunteer hours were toward activities like a lunchroom volunteer, our school gala, site improvement, class representatives, club leaders. Families also help organize community events like our Chinese cultural events (Mid Autumn Festival, Chinese New Year, etc.) or school activities like the Back to School Social. They also join committees to help the school with planning events like the Xi Wang Gala, our biggest fundraiser of the year.

Our parents have also led academic and enrichment activities such as Junior Achievement, Math Club, Chess Club, Running Club, Spelling Club and Art Literacy. Besides our own parent community, we also partner with our local faith based community, universities, and businesses. George Fox University sends us a team of students and faculty every year for their Serve Day, and they help with large campus projects. Portland State University continues to support our school through the Confucius Institute and with our PBIS program and DIBELS assessments.

We also partner with local businesses for fundraiser opportunities such as restaurant nights and fruit sales. We received many matching donations from companies such as Intel, Nike, Lam Research, and others, all facilitated by parents who are employees of those companies. Additionally, the school also partners with Encore Fellowship, a nonprofit dedicated in bridging the generational divides by partnering retired professionals with organizations like schools.

## Summary of Staff Training

As provided in the table below, our teachers and staff had the opportunity to attend various training courses and conferences during the 2019-20 academic year.

<b>Training</b>	<b>Date</b>	<b>Staff Attending</b>	<b>Hours</b>	<b>Purpose</b>
<b>Chinese Immersion Training –</b> STAR TALK, Phoenix	Oct. 11,12, 2019	2 Chinese teachers	12 hours	To train teachers in language immersion assessment and project planning
<b>Chinese Language Training</b> NCLC -Portland NFLC-Virtual Summit CLTA - Texas (online) Asia Society Global Online Academy  Ongoing Language Team Support	June 24-26, 2020 July 21-23, 2020 Jan 18, 2020 July 20, 2020 Aug 8, 2020	6 Chinese Teachers  All Chinese Teachers	66 hours  Monthly Language Team PLCs	Conference to provide current information on Language teaching strategies, curriculum materials & networking. Our teachers also presented.
<b>Visiting Teacher Training- PSU</b> Confucius Institute	June 20, 27, 2020	1 Chinese teacher	6 hours	To better understand US/China relations and how that relates to the language and cultural learning in our schools.
<b>PBIS –</b> Juie Rickman	August 20, 2019	8 new teachers & Teacher Assistants	2 hours each	To train teachers on the school-wide behavioral procedures, guidelines and to support teachers as the school year progresses to ensure consistency in practice
<b>CHAMPS Classroom Management - Safe &amp; Civil Schools</b> Randy Sprick	Aug 22, 2019	All teaching staff	2 hours plus throughout school year	Video based lessons on Classroom management to provide best practices
<b>Civil Rights, Title IX Training - ODE</b> Social Justice Conf, Seattle	Sep 12, 2019 Oct 19, 2019	Michael Bevis Rachel Baker Britte Marsh	14 hours 8 hours	To provide information and laws about reporting and receiving complaints regarding Title IX issues
<b>Facilities - Pest Management Annual Training. Green Schools Conference</b>	July 27, 2019 March 2, 3, 2020	Robyn Stolin	18 hours	To ensure understanding and procedures for pest management within the building

<b>Implicit Bias Training</b> Education NW, Sarah Pierce	August 27, 2019 November 1, 2019 December 2, 2019 February 18, 2020	All Staff	10 hours each	To help teachers reflect on bias, understand diverse learners, & adapt practices
<b>Daily 5 and CAFE Training</b> Joan Moser and Gail Boushey "The Sisters"	Summer 2019 online training 5 weekly sessions	3 English Teachers	12 hours	To train teachers in the Daily 5 Literacy Management and Reading instruction strategies.
<b>International Dyslexia Association Conference</b>	Nov 7-8, 2019	2 English Teachers, Principal	26 hours	To train teachers in ELA curriculum and assessments and for students with Dyslexia.
<b>Counseling - ASIST, PBIS ECE Interventions, STAT training, 504 Training, Counselor Collaboration</b>	Oct. 7, 2019 Jan. 23, 24, 27, 31, 2020 Feb. 13, 2020	Rachel Baker	43.5 hours	Training for the Counselor to respond to student needs
<b>HR Training - Labor &amp; Employment Law Conference</b>	Feb. 27, 2020	Joy Zhou	8 hours	To train in employment law and best practices
<b>First Aid/CPR – Olga Cherevatenko, PT</b>	Aug 26, 2019	18 staff members that needed re-certification or new training	1.5 - 4.5 hours each	To ensure teachers and staff were properly trained on First Aid and CPR
<b>Safety Training– online resources With PACE</b>	Aug. 2019	All teachers and staff	2 hours each	To ensure teachers and staff were properly trained in reporting suspected child abuse, non-restraint of children, and blood borne pathogens, bullying

## School Improvement Goals

The goals listed below were established by the Principal with input from our board, teachers, from the parent survey and with an Academic Task Force. Progress toward these goals were an ongoing focus with the ultimate goal of continuous growth in student achievement. Our School Improvement Plan for the 2019-20 school year had 4 goals. Because of the COVID-19 school closure as of March 16th and switch to Distance Learning for All, we do not have end of the year data.

**SMART Goal # 1** –Culture and Climate - There will be continuous progress for students who have more than one referral in a month. The goal is to decrease the number of referrals by at least 1 in the subsequent month. This will be measured by our behavior records in SWISS.

**Results:** At mid-year, 12 students had 3 or more referrals from Sep-Feb. 11 of the students have all decreased the referrals since December. Counselor has 6 students in a Tier 3 support system. This is 2 students more than last year. We have no data after March 13 because of Distance Learning for All.

**SMART Goal #2** – English Language Arts - All students will demonstrate continuous improvement in their English as proficient and above based on DRA assessment for K-2 and SBAC scores for 3rd-8th grade.

- (K-2 grade) - Increase the number of students from the 2016-18 average: K = 80% reading, 1st = 87% reading, 2nd = 88% reading.

- (3rd-8th grade) - Increase number of students from the average over the existence of the school - 3rd = 74%, 4th = 79%, 5th = 79%, 6th = 85%, 7th = 87%.

**Results:** At mid-year, K-5 results from DRA assessments from Jan 2020 compared to their previous year Jan 2019 that measure H. Prof. and Prof. - K = 79%, 1st = 46%, 75%; 2nd = 84%, 98%; 3rd = 88%, 92%; 4th = 92%, 85%; 5th = 100%, 77%. We have no data after March 13 because of Distance Learning for All.

**SMART Goal #3** – Chinese Language Arts - All students will make measurable progress as proficient or above in Chinese language goals as measured by:

- (2-4th Grades) Average SOPA scores from 2016-18 2nd=64%, 3rd=53%, 4th= 61%

- (5th grade) Average STAMP scores from 2017-18 - Speaking= 81%, Listening=90%, Writing=79%, Reading=58%.

- (8th grade) Increase from STAMP measurements in 2017 - Speaking = 89%, Listening = 50%, Writing = 94%, Reading = 67%.

**Results:** At mid-year, Classroom Measures in Jan 2020 compared to their previous year Jan 2019 show for H. Prof.& Prof: 2nd = 84%, 82.5%; 3rd = 61%, 85%; 4th = 75%, 73%; 5th = 81%, 65%; 6th = 73%, 65%; 7th = 78%, 77%; 8th = 94%, 94%. SOPA and STAMP for 5th grade were not given because of Distance Learning for All. We were however able to give the STAMP test to 8th Grade.

**SMART Goal #4** - Middle School - The middle school teaching team will work to meet the needs of all middle school students and improve perception of the program's success. Success will be measured by responses to a satisfaction survey.

**Results:** 4/10/20 Survey was given and results shared w/teachers for improvement after a couple of weeks of Distance Learning. 34 of 54 responses. Workload - Too much - 35%, About right - 62%, Not enough - 3%, 32% complained about ELA. No other subjects or topics were brought up negatively.

## Board Developments

The Board continues to work in line with the strategic plan. Following are highlights from 2019-20:

- During the 2019-20 school year, the Board was Chaired by Jennifer Shih who works for Tinkergarten and has a Kindergartner and a 4th grader enrolled at Hope. The Board welcomed the following new members: Dahviya Eriksson of the Beaverton School District, parent to a 3rd grader; Michael Herring of Intel, parent to a 1st and 3rd grader; and Devon Julien of the Beaverton School District, parent to a 2nd grader. Czarina Boyce and Leslie Marsh completed their Board service and transitioned off the Board in June 2020. The new

Board Officers as of July 2020 are: Roxanne Gryder, Board Chair; Michael Herring, Board Secretary; and Joseph Anthony, Board Treasurer.

- Over Summer 2019, the board formed a Compensation Policy Task Force (including board members, staff, and parents) to research and make recommendations on equitable pay for HCCS teachers and staff. With the hiring of a new HR person and a .5 FTE Director of Operations, the recommendations and work were transitioned back over to staff in Fall 2019.
- The Board Chair attended the OSBA summer conference and annual conference to network with other charter schools and take advantage of the resources that OSBA has to offer. Following the conference, the Board adopted the OSBA Charter School Director Evaluation Process and used this for the evaluations of our Principal and Interim Director of Operations (.5 FTE).
- In October 2019, the Board held a retreat which included a DEI training, a working session about space constraints at the school, analysis of a board self-evaluation, and a prioritization of board projects for the year. Following the retreat, the Board revised and adopted updated the bylaws and conflict of interest policy, updated the board member agreement, and created two new board committees: Finance and Governance.
- The Board adopted several new policies during the 19-20 school year and decided to engage OSBA to assist with a complete overhaul of policies. This project was budgeted in FY20-21 and will be getting underway in Fall 2020.
- During the 19-20 school year, the Board evaluated the interim organizational structure of having dual Board reports of Principal (1 FTE) and Interim Director of Operations (.5 FTE). With feedback from leadership, staff, and the community, the Board decided to return to a structure with a single Board report. In FY 20-21, the Principal will be the sole Board report, and the Director of Operations (now 1 FTE) and all other staff will report up through the Principal.
- The Board and school leaders addressed the challenge of space constraints at the school by forming a work group on facilities expansion that ultimately led to the recommendation to add classroom space in the greenspace and the creation of a Property Scoping Committee. This Committee will actively pursue the acquisition and installation of portable classrooms or modulars in the greenspace property adjacent to the school in the 20-21 school year.
- The initial background work has been completed, and the schoolwide strategic plan update is on track to be completed by the end of 2020.
- The Board continues its transition from an operational role - necessary as a start-up organization - to a strategic role as we get the appropriate staff resources and skill sets in place at the school.
- Formal board goals will be developed during our October 2020 board retreat. In the interim, the focus for the 20-21 school year is to support the school with comprehensive distance learning and to creatively fundraise to sustain the school through the pandemic this year and over the long-term.

We would like to once again thank the Beaverton School District for their partnership. We look forward to a continued successful partnership as we endeavor to serve the children of the Beaverton School District.

## Summary of Staff and Qualifications

The following is a list of our teachers, staff members and administrators at Hope Chinese Charter School, including qualifications, description of duties, etc.

2019-20 Summary of Staff and Qualifications					
Employee Name	Assignment	Years Experience	License	Degree	Last Day
Julie Rickman	Principal	7 Adm 25+ T	Preliminary Administrator - Administrator PK-12 Continuing Teaching - Multiple Subjects Self-Contained ELE	M. Ed	
Michael Bevis	Chinese Program Director	13	/	Doctorate of Ed.	
Lidia Selleck	Lunch Coordinator & Recess MS Spanish Elective Teacher	2	/	HS	
Maria Lourdes Hosack	Administrative Assistant	N/A	/	HS	
Robyn Stolin	Facilities Manager	7+ managerial	/	AS (BS in progress)	
Rachel Baker	Counselor, PBIS & TAG Coordinator	0	Preliminary School Counselor - PK-12	MA	
Rochelle Hagnas	Elementary PE Teacher Recess Coach	1	Registered	MA	
Hsinhwa (Angie) Chien-Fu	KA Chinese Teacher KA English Assistant	4	Registered	MA	
Hua Shao (Flora Hardgrove)	KA Chinese Assistant	3	/	BA	
Justine Deisher	KB Chinese Assistant	1	/	BS	06.12.20 20
Kelly Matsushima	KA English Teacher English Intervention Teacher	14	Professional Teaching, ELE, Multiple Subjects Self Contained, ECE	MA	
Nancy Langan	KB English Teacher Junior Achievement Coordinator	10	Preliminary Teaching, PK-12	MA	
Nika Ecker	KB English Assistant & Cafeteria	1	/	BA	
Yitong Wu	KB Chinese Teacher Milestone/Sister School Liason	2	Preliminary Teaching	MA	
LeAnn Perkins	1A & 1B English Teacher	0	Preliminary Teaching Elementary - Multiple Subjects - PK-12	MAT	06.15.20 20
Manliu Li	1A Chinese Assistant	6	/	BS	
Margaret Wall	1A & 1B English Assistant	0	/	BA	06.12.20 20

<b>Qianqiong (Vivian) Wang</b>	1B Chinese Teacher	0	Preliminary Teaching - Elementary - Multiple Subjects PK-12	MA	06.15.2020
<b>Xun Zhao</b>	1A Chinese Teacher	3	Registered	MA	
<b>Huiqiong Su</b>	2B Chinese Teacher	7	Registered	BA	
<b>Malina Sun</b>	2A & 2B English Teacher	0	Preliminary Teaching Elementary - Multiple Subjects - PK-12	MA	
<b>Shu-Han (Sylvie) Kuo</b>	2A Chinese Teacher Cultural Programs Coordinator	4	Registered	MA	
<b>Yannie Wong</b>	3rd English Teacher ESL Teacher	4	Initial I, Elementary - Multiple Subjects, English to Speakers of Other Languages PK-12	MA	
<b>Yuan (Christina) Li</b>	3rd Chinese Teacher Chinese Education Specialist, RTI	3	Preliminary Teaching Elementary - Multiple Subjects - PK-12	MA	
<b>Natalie Lindsey</b>	4A & 4B English Teacher	1	Preliminary Teaching Elementary - Multiple Subjects - PK-12	MA	
<b>Tieyu Yan (Irene Conry)</b>	4A Chinese Teacher Chinese RTI, MS Elective Teacher: Cooking	4	Registered	MA	
<b>Yan Huang</b>	4B Chinese Teacher, MS Adv Math Teacher	5	Preliminary Teaching Elementary - Multiple Subjects, World Language: Chinese - PK-12	MA	
<b>Megan Young</b>	5th English Teacher English Programs & Intervention Coordinator	3	Preliminary Teaching - Specialization: Early Childhood Education, Elementary - Multiple Subjects PK-12	MA	
<b>Yifeng Gao</b>	5th Chinese Teacher Technology Teacher & Test Coordinator	5	Registered	MA	06.15.20 20
<b>Britte Marsh</b>	MS English Teacher	8	Preliminary Teaching Drama, English Language Arts, ESL - PK-12	MA	06.15.20 20
<b>Changyuan Ren</b>	MS Chinese Teacher	12	Preliminary Teaching Elementary - Multiple Subjects - PK-12	BA	
<b>Chunwen (Wenny) Liao</b>	MS Math Teacher	14	Preliminary Teaching Advanced Mathematics, Foundational Mathematics, World Language: Chinese - PK-12	MA	
<b>Joy Raimondo</b>	MS Science & Social Studies Teacher	4	Preliminary Teaching - Foundational Mathematics PK-12 Integrated Science PK-12 Foundational English Language Arts PK-12 Foundational Social Studies	MA	

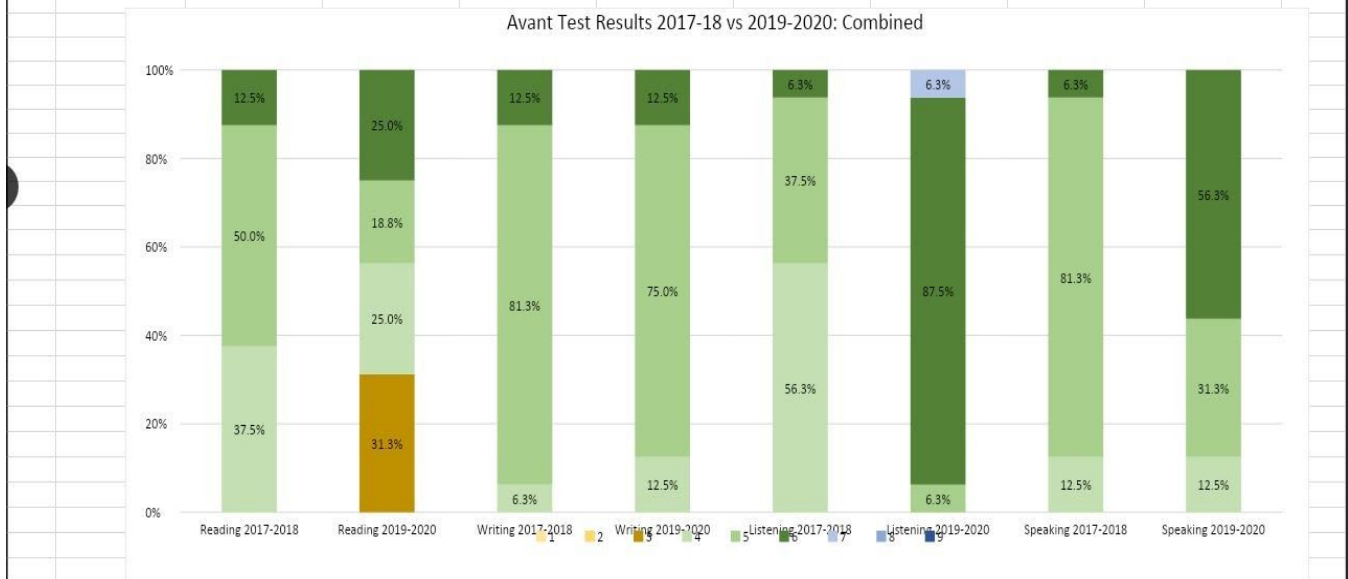
			PK-12		
<b>Patrick McFarland</b>	MS PE & Health Teacher MS Leadership Premium	6	Preliminary Teaching - Social Studies PK-12	MA	

## Appendix A School Achievement Data

### **Chinese Language- 8th Grade STAMP:**

This year we were unable to give the SOPA or STAMP assessments to elementary students because of switching to Distance Learning for All. We were however, able to have 8th grade students take the STAMP assessment remotely. The following graph shows where each of our 8th grade students ranked by Chinese language proficiency levels. This test is an adaptive computer based assessment that shows proficiency levels for all four language skills (listening, speaking, reading, and writing).

Levels	Level Names	Reading 2017-2018	Reading 2019-2020	Writing 2017-2018	Writing 2019-2020	Listening 2017-2018	Listening 2019-2020	Speaking 2017-2018	Speaking 2019-2020
1	Novice-Low	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2	Novice-Mid	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
3	Novice-High	0.0%	31.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
4	Intermediate-Low	37.5%	25.0%	6.3%	12.5%	56.3%	0.0%	12.5%	12.5%
5	Intermediate-Mid	50.0%	18.8%	81.3%	75.0%	37.5%	6.3%	81.3%	31.3%
6	Intermediate-High	12.5%	25.0%	12.5%	12.5%	6.3%	87.5%	6.3%	56.3%
7	Advanced-Low	0.0%	0.0%	0.0%	0.0%	0.0%	6.3%	0.0%	0.0%
8	Advanced-Mid	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
9	Advanced-High	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



**Appendix B**  
**Hope Chinese Charter School**

<b>BALANCE SHEET</b>	
As of June 30, 2020	
	<b>TOTAL</b>
▼ ASSETS	
▼ Current Assets	
▶ Bank Accounts	\$1,166,154.75
▶ Accounts Receivable	\$ -5,656.61
▶ Other Current Assets	\$63,343.83
<b>Total Current Assets</b>	<b>\$1,223,841.97</b>
▶ Other Assets	\$0.00
<b>TOTAL ASSETS</b>	<b>\$1,223,841.97</b>
▼ LIABILITIES AND EQUITY	
▼ Liabilities	
▶ Current Liabilities	\$57,600.60
▼ Long-Term Liabilities	
474 PPP Loan	508,208.00
<b>Total Long-Term Liabilities</b>	<b>\$508,208.00</b>
<b>Total Liabilities</b>	<b>\$565,808.60</b>
▶ Equity	\$658,033.37
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$1,223,841.97</b>

# Hope Chinese Charter School

## PROFIT AND LOSS

July 2019 - June 2020

	<b>TOTAL</b>
▼ Income	
1411b Program Fee/Supply Fee	37,892.87
1510 Interest and Dividends Income	6,669.07
1620 Food Services - non reimbursable	68,767.00
1630 Sublease Income	28,300.00
1700 Extracurricular Activities Rev.	435,086.41
1920 Contributions Income	568,370.87
1990 Miscellaneous	1,387.13
3101 SSF - General Support	2,232,460.00
<b>Total Income</b>	<b>\$3,378,933.35</b>
GROSS PROFIT	<b>\$3,378,933.35</b>

▼ Expenses

1111000 Primary (K-5)	1,333,288.44
1113000 Elementary Extracurricular	237,322.05
1121000 Intermediate (6-8)	402,449.59
1410000 Summer Program (K-5)	17,705.25
1410200 Summer Program Payroll Costs	1,549.23
1410400 Summer Program Supplies/Materials	797.40
1790010 Extracurricular Club Expenses	1,400.23
1920000 Grant Expense	26,093.82
2230300 InstructStaff-Assess/Test-Purch	-5.00
2240000 Instruct Staff Development	23,188.94
2300000 General Administration	25,928.02
2400000 School Admin	509,650.78
2500000 Support Services	464,313.14
2540000 Bus-Operation/Maint Plant	440,373.41
2660000 Technology Services	28,963.78
3120000 Nutrition Costs	60,846.79
4150389 Remodeling/Moving	71,707.79
Uncategorized Expense	138.04

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<b>Total Expenses</b>	<b>\$3,645,711.70</b>
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NET OPERATING INCOME	<b>\$ -266,778.35</b>
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▶ Other Expenses	<b>\$11,251.00</b>
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NET OTHER INCOME	<b>\$ -11,251.00</b>
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NET INCOME	<b>\$ -278,029.35</b>
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## MONTHLY FINANCIAL UPDATE

### POLICY ISSUE / SITUATION:

A budget presentation will be presented by Michael Schofield in addition to the attached financial report as of August 31, 2020 reflecting:

- General Fund Activity and Forecast
- Summary of Revenue, Expenditures and Encumbrances for All Funds Except General Fund
- Classroom Teacher Allocation as of 9/18/2020
- Portfolio Management and Summary
- Investments by Sector and Group

### RECOMMENDATION:

It is recommended that the School Board receive and discuss this update.

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

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

**Beaverton School District**  
**Year-To-Date Activity and Forecast**  
**General Fund**  
**As of September 18, 2020**  
**(\$ in millions)**

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>REVENUES:</b>						
Beginning Fund Balance	\$ 32.0	\$ 32.0	\$ 56.4	\$ -	\$ 56.4	\$ 56.4
State School Fund:						
State School Fund	285.8	285.8	94.4	-	94.4	283.9
Property Taxes	149.0	149.0	0.3	-	0.3	149.0
Common School Fund	4.0	4.0	-	-	-	4.0
County School Fund	0.8	0.8	-	-	-	0.8
Local Option Levy	35.3	35.3	0.1	-	0.1	35.3
Investment Earnings	1.6	1.6	-	-	-	0.6
NWRESD Appointment	11.8	11.8	3.5	-	3.5	11.2
Transfers In	-	-	-	-	-	-
Other	16.1	16.1	0.1	-	0.1	11.1
<b>Total</b>	<b>\$ 536.4</b>	<b>\$ 536.4</b>	<b>\$ 154.8</b>	<b>\$ -</b>	<b>\$ 154.8</b>	<b>\$ 552.3</b>
<b>EXPENDITURES:</b>						
Salaries	\$ 276.5	\$ 276.5	\$ 42.3	\$ -	\$ 42.3	\$ 268.1
Benefits	176.7	176.7	27.3	-	27.3	172.3
Purchased services	28.3	28.3	3.9	13.8	17.7	27.7
Supplies & materials	20.1	20.1	3.0	4.2	7.2	15.6
Capital outlay	0.8	0.8	0.2	-	0.2	0.8
Other	2.6	2.6	0.2	0.4	0.6	1.5
Transfers out	4.7	4.7	0.2	-	0.2	3.1
Contingency	26.7	26.7	-	-	-	26.7
<b>Total</b>	<b>\$ 536.4</b>	<b>\$ 536.4</b>	<b>\$ 77.1</b>	<b>\$ 18.4</b>	<b>\$ 95.5</b>	<b>\$ 515.8</b>

<b>Projected Surplus / (Deficit) Balance</b>	<b>\$ 36.5</b>
<b>Projected Ending Fund Balance</b>	<b>\$ 63.2</b>
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2020 *	<b>11.4%</b>

<b>*Projected ending fund balance breakdown:</b>		Projected EFB	
General Operating Fund	\$ 62.1	11.2%	
Local Option Levy Fund	1.1	0.2%	

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>APPROPRIATIONS:</b>						
Instruction	\$ 320.2	\$ 320.2	\$ 44.9	\$ 6.0	\$ 50.9	\$ 309.6
Support Services	182.8	182.8	31.9	12.1	44.0	175.5
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	6.3	6.3	0.3	0.3	0.6	3.6
Contingencies	26.7	26.7	-	-	-	26.7
<b>Total</b>	<b>\$ 536.4</b>	<b>\$ 536.4</b>	<b>\$ 77.1</b>	<b>\$ 18.4</b>	<b>\$ 95.5</b>	<b>\$ 515.8</b>

**Beaverton School District**  
**Summary of Revenue, Expenditures and Encumbrances**  
**All Funds Except General Fund**  
**As of September 18, 2020**

<b>Funds</b>	<b>Final Budget (incl Beg Fund Bal)</b>	<b>YTD Revenue (incl Beg Fund Bal)</b>	<b>YTD Expenditures (Incl transfers out)</b>	<b>Encumb.</b>	<b>YTD Expenditures &amp; Encumb.</b>	<b>Expenditure Budget Variance</b>	<b>Percent</b>	<b>Fund Balance</b>
Student Body Fund	\$ 16,305,000	\$ 3,830,863	\$ 222,308	\$ 160,928	\$ 383,236	\$ (15,921,764)	2.35%	\$ 3,447,627
Special Purpose Fund	3,000,000	926,859	-	-	-	(3,000,000)	0.00%	926,859
Categorical	4,125,000	1,566,476	93,931	213,815	307,746	(3,817,254)	7.46%	1,258,730
Grant Fund	90,003,572	1,406,734	5,881,051	3,575,741	9,456,792	(80,546,780)	10.51%	(8,050,058)
Equipment Replacement Fund	4,570,000	4,232,415	1,459,772	60,753	1,520,525	(3,049,475)	33.27%	2,711,890
Sustainability Fund	3,823,243	3,846,447	-	-	-	(3,823,243)	0.00%	3,846,447
Nutrition Services Fund	19,812,622	1,309,535	1,208,311	2,518,393	3,726,704	(16,085,918)	18.81%	(2,417,169)
Debt Service Fund	91,206,599	7,439,427	-	-	-	(91,206,599)	0.00%	7,439,427
Capital Projects Fund	154,840,000	140,154,068	22,023,758	32,416,053	54,439,811	(100,400,189)	35.16%	85,714,257
Insurance Reserve Fund	7,703,790	2,270,028	2,427,326	2,101,217	4,528,543	(3,175,247)	58.78%	(2,258,515)
Workers' Compensation Fund	4,239,092	2,142,081	429,338	134,616	563,954	(3,675,138)	13.30%	1,578,127
Scholarship Fund	490,000	384,495	20,000	32,027	52,027	(437,973)	10.62%	332,468
<b>Total</b>	<b>\$ 400,118,918</b>	<b>\$ 169,509,428</b>	<b>\$ 33,765,795</b>	<b>\$ 41,213,543</b>	<b>\$ 74,979,338</b>	<b>\$ (325,139,580)</b>		<b>\$ 94,530,090</b>



**BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2020-21**  
**As of 9/18/2020**

School				Budget		Actual		Increase
	Budgeted Enrollment	9/18/2020 Enrollment	Enrollment Change	Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
Aloha Huber (K-8)	850	822	(28)	31.5	39.5	31.4	39.4	
Barnes	569	542	(27)	20.5	25.5	21.0	26.0	
Beaver Acres	698	678	(20)	25.5	31.5	24.5	30.5	
Bethany	524	453	(71)	17.5	22.5	17.5	21.5	
Bonny Slope	670	574	(96)	22.5	28.5	20.5	26.5	
Cedar Mill	433	369	(64)	14.5	17.5	12.5	16.5	
Chehalem	471	412	(59)	17.5	21.5	16.5	21.5	
Cooper Mountain	472	384	(88)	16.5	20.5	15.5	18.5	
Elmonica	527	472	(55)	18.5	23.5	18.5	23.5	
Errol Hassell	409	346	(63)	14.5	17.5	13.5	16.4	
Findley	589	544	(45)	19.5	23.5	18.5	23.5	
Fir Grove	371	347	(24)	13.5	16.5	12.5	16.5	
Greenway	311	306	(5)	12.5	14.5	10.5	13.5	
Hazeldale	488	425	(63)	17.5	22.5	18.0	22.0	
Hiteon	646	539	(107)	22.5	27.5	21.5	26.5	
Jacob Wismer	723	670	(53)	23.5	29.5	22.5	28.5	
Kinnaman	602	540	(62)	22.5	28.5	23.0	28.0	
McKay	303	261	(42)	10.5	13.5	10.5	12.5	
McKinley	658	593	(65)	24.5	30.5	23.5	29.5	
Montclair	327	258	(69)	11.5	14.5	10.5	13.5	
Nancy Ryles	600	525	(75)	20.5	25.5	19.5	24.5	
Oak Hills	570	469	(101)	19.5	23.5	18.5	22.5	
Raleigh Hills (K-8)	500	448	(52)	16.5	21.5	15.5	20.5	
Raleigh Park	331	319	(12)	12.5	14.5	11.5	14.5	
Ridgewood	421	330	(91)	14.5	17.5	12.5	15.5	
Rock Creek	483	417	(66)	14.5	18.5	15.5	19.5	
Sato	717	646	(71)	23.5	29.5	22.5	28.5	
Scholls Heights	632	577	(55)	21.5	26.5	21.5	26.5	
Sexton Mountain	549	447	(102)	18.5	22.5	18.5	22.5	
Springville (K-8)	928	857	(71)	30.5	37.5	30.5	37.5	
Terra Linda	367	289	(78)	10.5	14.5	11.5	14.5	
Vose	719	683	(36)	26.5	33.5	26.5	32.5	
West TV	322	267	(55)	11.5	13.5	9.5	12.5	
William Walker	527	448	(79)	20.5	25.5	21.0	26.0	
<b>Elementary School Total</b>	<b>18,307</b>	<b>16,257</b>	<b>(2,050)</b>	<b>638.0</b>	<b>793.0</b>	<b>616.8</b>	<b>771.8</b>	<b>155.0</b>



**BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2020-21**  
As of 9/18/2020

School	Budget		Actual		Increase			
	Budgeted Enrollment	9/18/2020 Enrollment	Enrollment Change	Without Levy APU		With Levy APU	Without Levy APU	With Levy APU
Cedar Park	939	856	(83)	30.0	35.0	28.5	33.5	
Conestoga	959	904	(55)	30.5	36.0	29.0	34.0	
Five Oaks	1,039	1,001	(38)	38.2	44.7	34.9	40.9	
Highland Park	777	727	(50)	25.0	29.5	24.5	28.5	
Meadow Park	864	834	(30)	31.2	36.7	29.4	34.4	
Mountain View	849	810	(39)	30.8	36.3	29.7	34.7	
Stoller	1,580	1,421	(159)	46.0	54.5	44.8	52.8	
Whitford	729	742	13	28.8	33.3	28.3	32.8	
<b>Middle School Total</b>	<b>7,736</b>	<b>7,295</b>	<b>(441)</b>	<b>260.5</b>	<b>306.0</b>	<b>249.0</b>	<b>291.5</b>	<b>42.50</b>
Aloha	1,728	1,815	87	66.4	77.0	60.8	71.6	
Beaverton	1,488	1,571	83	57.8	67.0	57.1	66.1	
Mountainside	1,860	1,758	(102)	62.4	72.6	60.3	70.1	
Southridge	1,439	1,509	70	50.8	59.6	49.9	58.3	
Sunset	2,036	2,022	(14)	61.6	72.4	61.3	71.9	
Westview	2,408	2,359	(49)	76.0	88.4	76.3	89.3	
<b>High School Total</b>	<b>10,959</b>	<b>11,034</b>	<b>75</b>	<b>375.0</b>	<b>437.0</b>	<b>365.6</b>	<b>427.2</b>	<b>61.60</b>
Arts & Communication Magnet Academy (6-12)	695	709	14	25.4	29.4	25.4	29.4	
Beaverton Academy of Science and Engineering (6-12)	846	848	2	29.4	34.6	29.6	34.2	
Community School (9-12)	200	108	(92)	10.2	11.4	9.8	11.0	
FLEX Online School (K-12)	-	1,253	1,253	-	-	35.9	44.1	
International School of Beaverton (6-12)	828	867	39	30.8	35.2	30.9	35.3	
<b>Options Schools Total</b>	<b>2,569</b>	<b>3,785</b>	<b>1,216</b>	<b>95.8</b>	<b>110.6</b>	<b>131.6</b>	<b>154.0</b>	<b>22.37</b>
<b>Address Extreme Class Size K-12</b>				<b>25.0</b>	<b>25.0</b>		<b>(4.2)</b>	
<b>District Total</b>	<b>39,571</b>	<b>38,371</b>	<b>(1,200)</b>	<b>1,394.3</b>	<b>1,671.6</b>	<b>1,363.1</b>	<b>1,640.4</b>	<b>277.3</b>

	Adopted Budget	Current Projection	Year-to-Date Actual
Beginning Fund Balance 7/1/20	\$ -	\$ 1,057,179	\$ 1,057,179
Projected Revenue:	35,300,000	35,300,000	60,965
Projected Expense:	35,300,000	35,230,517	5,777,891
Projected Fund Balance 6/30/21:	\$ -	\$ 1,126,662	\$ (4,659,747)

Note: FLEX Online School was not included in the 2020-21 Adopted Budget. Variances within the pre-existing schools are partly due to students shifting to FLEX Online School, and partly due to decreased enrollment in the District overall.

**Beaverton School District**  
**Portfolio Management**  
**Portfolio Summary**  
**August 31, 2020**

<b>Investments</b>	<b>Par Value</b>	<b>Market Value</b>	<b>Book Value</b>	<b>% of Portfolio</b>	<b>Days to Maturity</b>	<b>YTM</b>
Corporate Notes	35,000,000.00	35,710,350.00	35,000,730.55	14.15	332	2.383
Federal Agency Coupon Securities	20,000,000.00	20,249,200.00	20,344,180.00	8.22	134	2.606
Federal Agency Disc. -At Cost	39,009,000.00	39,001,964.91	38,968,240.19	15.75	56	0.232
Treasury Coupon Securities	18,796,000.00	19,158,082.20	19,100,077.32	7.72	299	0.778
Treasury Discounts -At Cost	86,607,000.00	86,589,891.98	86,000,405.52	34.76	64	0.373
LGIP	47,974,909.14	47,974,909.14	47,974,909.14	19.39	1	1.000
	<b>247,386,909.14</b>	<b>248,684,398.23</b>	<b>247,388,542.72</b>	<b>100.00%</b>	<b>112</b>	<b>0.972</b>

<b>Total Earnings</b>	<b>August 31 Month Ending</b>	<b>Fiscal Year To Date</b>
Current Year	257,928.73	574,910.73
<b>Average Daily Balance</b>	<b>246,010,844.90</b>	<b>241,209,253.68</b>
<b>Effective Rate of Return</b>	<b>1.23%</b>	<b>1.40%</b>

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

Prepared By Business Office

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
<b>Federal Agency</b>								
<b>Federal Agricultural Mortgage</b>								
31315KL32	11171	Federal Agricultural Mtg Corp	10/19/2020	10,000,000.00	9,997,341.70	9,998,800.00		4.04
			<b>Subtotal</b>	<b>10,000,000.00</b>	<b>9,997,341.70</b>	<b>9,998,800.00</b>	<b>35.00</b>	<b>4.04</b>
<b>Federal Home Loan Bank</b>								
313371U79	11106	Federal Home Loan Bank	12/11/2020	10,000,000.00	10,093,000.00	10,082,800.00		4.04
313384F20	11154	Federal Home Loan Bank	09/08/2020	11,759,000.00	11,729,445.71	11,758,882.41		4.75
313385GL4	11167	Federal Home Loan Bank	06/04/2021	4,250,000.00	4,242,895.42	4,245,452.50		1.71
313384J67	11178	Federal Home Loan Bank	10/06/2020	13,000,000.00	12,998,557.36	12,998,830.00		5.25
			<b>Subtotal</b>	<b>39,009,000.00</b>	<b>39,063,898.49</b>	<b>39,085,964.91</b>	<b>35.00</b>	<b>15.77</b>
<b>Tennessee Valley Authority</b>								
880591EL2	11105	Tenn Valley Auth	02/15/2021	10,000,000.00	10,251,180.00	10,166,400.00		4.04
			<b>Subtotal</b>	<b>10,000,000.00</b>	<b>10,251,180.00</b>	<b>10,166,400.00</b>	<b>35.00</b>	<b>4.04</b>
			<b>Total</b>	<b>59,009,000.00</b>	<b>59,312,420.19</b>	<b>59,251,164.91</b>	<b>100.00</b>	<b>23.85</b>
<b>Corporate Indebtedness</b>								
<b>Australia &amp; NZ Banking Grp NY</b>								
05253JAC4	11127	Aust & NZ Banking Grp NY	11/23/2021	5,000,000.00	5,076,400.80	5,136,050.00		2.02
			<b>Subtotal</b>	<b>5,000,000.00</b>	<b>5,076,400.80</b>	<b>5,136,050.00</b>	<b>5.00</b>	<b>2.02</b>
<b>Bank of Montreal</b>								
06367T4W7	11122	Bank of Montreal	04/13/2021	5,000,000.00	5,094,868.00	5,088,700.00		2.02
			<b>Subtotal</b>	<b>5,000,000.00</b>	<b>5,094,868.00</b>	<b>5,088,700.00</b>	<b>5.00</b>	<b>2.02</b>
<b>Bank of Nova Scotia</b>								
064159LG9	11123	Bank of Nova Scotia	04/20/2021	5,000,000.00	5,097,953.90	5,091,650.00		2.02
			<b>Subtotal</b>	<b>5,000,000.00</b>	<b>5,097,953.90</b>	<b>5,091,650.00</b>	<b>5.00</b>	<b>2.02</b>
<b>Toronto Dominion Bank</b>								
89114QBL1	11104	Toronto Dominion Bank	07/13/2021	5,000,000.00	4,864,400.00	5,067,150.00		2.02
89114QBL1	11126	Toronto Dominion Bank	07/13/2021	5,000,000.00	5,004,207.85	5,067,150.00		2.02
			<b>Subtotal</b>	<b>10,000,000.00</b>	<b>9,868,607.85</b>	<b>10,134,300.00</b>	<b>5.00</b>	<b>4.04</b>
<b>US Bank</b>								
90331HXX7	11089	US Bank	11/16/2021	5,000,000.00	5,034,650.00	5,178,150.00		2.02
			<b>Subtotal</b>	<b>5,000,000.00</b>	<b>5,034,650.00</b>	<b>5,178,150.00</b>	<b>5.00</b>	<b>2.02</b>

**Beaverton School District  
Investments by Sector and Group  
Limitation based on Par Value**

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
<b>Corporate Indebtedness</b>								
<b>Westpac Banking Corp</b>								
961214DA8	11090	Westpac Banking Corp	08/19/2021	5,000,000.00	4,828,250.00	5,081,500.00		2.02
				<b>Subtotal</b>	<b>5,000,000.00</b>	<b>4,828,250.00</b>	<b>5.00</b>	<b>2.02</b>
				<b>Total</b>	<b>35,000,000.00</b>	<b>35,000,730.55</b>	<b>35.00</b>	<b>14.15</b>
<b>OR Treas Local Govt Inv Pool</b>								
<b>Local Government Inv Pool</b>								
LGIP 4010	FUND 000	LGIP		42,008,222.28	42,008,222.28	42,008,222.28		16.98
LGIP 5173	FUND 300	LGIP		1,519,824.34	1,519,824.34	1,519,824.34		0.61
LGIP 4966	FUND 416	LGIP		4,446,351.14	4,446,351.14	4,446,351.14		1.79
LGIP 4972	FUND 417	LGIP		511.38	511.38	511.38		
				<b>Subtotal</b>	<b>47,974,909.14</b>	<b>47,974,909.14</b>	<b>100.00</b>	<b>19.39</b>
				<b>Total</b>	<b>47,974,909.14</b>	<b>47,974,909.14</b>	<b>100.00</b>	<b>19.39</b>
<b>US Treasuries</b>								
<b>US Treasuries</b>								
912828WY2	11103	U.S. Treasury	07/31/2021	5,000,000.00	4,963,730.00	5,093,750.00		2.02
9128284T4	11166	U.S. Treasury	06/15/2021	13,796,000.00	14,136,347.32	14,064,332.20		5.57
912796Z21	11159	U.S. Treasury	11/12/2020	760,000.00	759,570.28	759,840.40		0.30
912796TN9	11165	U.S. Treasury	10/08/2020	5,063,000.00	5,060,654.85	5,062,493.70		2.04
912796TN9	11168	U.S. Treasury	10/08/2020	6,511,000.00	6,509,395.04	6,510,348.90		2.63
9127962G3	11170	U.S. Treasury	09/17/2020	8,000,000.00	7,998,897.78	7,999,680.00		3.23
9127963X5	11173	U.S. Treasury	09/08/2020	12,500,000.00	12,498,722.22	12,499,750.00		5.05
9127963Y3	11174	U.S. Treasury	09/15/2020	12,500,000.00	12,498,435.76	12,499,625.00		5.05
912796TP4	11175	U.S. Treasury	11/05/2020	5,000,000.00	4,998,667.36	4,999,100.00		2.02
9127963S6	11176	U.S. Treasury	07/15/2021	2,258,000.00	2,255,592.09	2,255,312.98		0.91
912796TP4	11177	U.S. Treasury	11/05/2020	8,425,000.00	8,423,525.63	8,423,483.50		3.40
9127962R9	11179	U.S. Treasury	10/15/2020	15,000,000.00	14,998,366.67	14,998,200.00		6.06
912820M87	11096	U.S. Treasury Strips	04/30/2021	10,590,000.00	9,998,577.84	10,582,057.50		4.28
				<b>Subtotal</b>	<b>105,403,000.00</b>	<b>105,100,482.84</b>	<b>100.00</b>	<b>42.61</b>
				<b>Total</b>	<b>105,403,000.00</b>	<b>105,100,482.84</b>	<b>100.00</b>	<b>42.61</b>
<b>Grand Total</b>				<b>247,386,909.14</b>	<b>247,388,542.72</b>	<b>248,684,398.23</b>		

# Financial Update

Mike Schofield, Assistant Superintendent

# Calendar Information

- Revenue forecast - September 23, 2020 - Good news!
- PERS Rates Set for Next Biennium - October 2020 - Good news?
- Governor's Budget - First week of December 2020
- Co-Chairs Budget - Late February 2021
- First State School Fund Estimate for 2021-22 - March 2021

# Budget Updates

- Beginning Fund Balance 7/1/2020 - \$56 million (included in monthly financial)
- Central reductions 7/1/2020 - \$5.3 million (included in monthly financial)
- Furlough July 2020 - \$825K (included in monthly financial)
- Health Rebate - Cost reduction \$1 million (included in monthly financial)
- FLEX Online School - New cost \$7.7 million (included in monthly financial)
- Delay Apple lease/purchase - Net reduction \$1.1 million (included in monthly financial)
- Classified bargaining - Cost increase \$760K (included in monthly financial)

# Budget Updates

- Cost of Living Allowance - \$7.6 million reduction (included in monthly financial)
- COVID Supplies/PPE \$410K (included in monthly financial)
- Staffing Changes due to FLEX - \$5.3 million
- Additional Furlough - \$1.4 million (estimate)
- Staffing reductions due to reduced enrollment - \$6.1 million (estimate)
- Student Investment Account (SIA) - budgeted \$16 million, anticipated revenue \$10 million = \$6 million shortfall (ESSER funds will provide some relief)

# Latest Revenue Forecast

- 2019-2021 Revenue deficit from last forecast is essentially eliminated
- Improved Revenue forecast for 2021-2023 (also larger beginning fund balance)

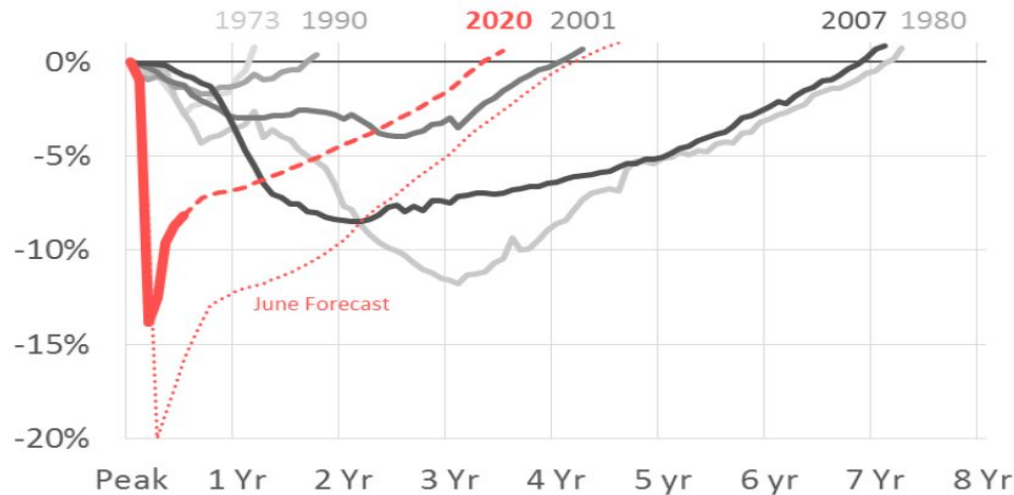
# Latest Revenue Forecast



Labor market is in bad shape, but not as bad as first feared

## Oregon Employment Loss by Recession

Percent Change from Pre-Recession Peak



Source: Oregon Employment Department, Oregon Office of Economic Analysis

- Only available data at time of previous forecast was the tidal wave of initial claims for unemployment insurance
- Forecasted 21% job loss and 4 year recovery
- Actual job losses of 14%, and new forecast is for a 3 year recovery



# Latest Revenue Forecast



## Federal aid matters

**Federal Aid Boosts U.S. Personal Income**  
Percent Change from January 2020



Source: BEA, Oregon Office of Economic Analysis

- CARES Act infused \$14 billion into Oregon economy
  - \$7 billion in recovery rebates and increased unemployment insurance benefits
  - \$7 billion Paycheck Protection Program Loans



# Latest Revenue Forecast

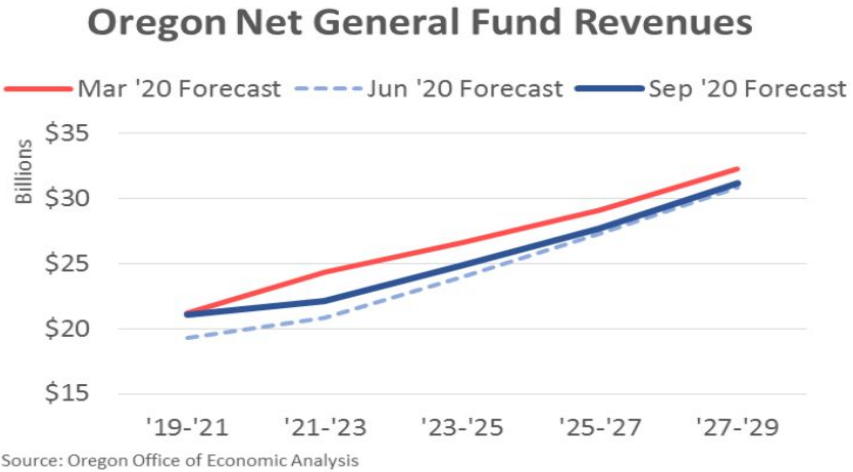


## Revenue bottom line

General Fund Revenues	\$ Millions from June		
	19-21	21-23	23-25
Personal Income Taxes	1,296	1,185	850
Corporate Income Taxes	394	92	43
Other	124	4	1
<b>Total</b>	<b>1,814</b>	<b>1,280</b>	<b>894</b>

Other Revenues	\$ Millions from June		
	19-21	21-23	23-25
Lottery	150	125	64
Corporate Activity Tax	17	14	13
Marijuana Tax	30	47	37
<b>Total</b>	<b>197</b>	<b>185</b>	<b>114</b>

	\$ Millions from June		
	19-21	21-23	23-25
<b>Total Sum</b>	<b>2,010</b>	<b>1,465</b>	<b>1,008</b>



# Latest Revenue Forecast

- Next Forecast - November 18, 2020
- Wait for Legislative Fiscal Office (LFO) Impacts



**BEAVERTON SCHOOL DISTRICT  
BOARD OF DIRECTORS**

**A resolution in support of acknowledging Indigenous Peoples' Day, on the second Monday of October beginning in 2020 and acknowledging November as Native American/Alaska Native Heritage Month within the Beaverton School District**

**WHEREAS**, the Beaverton School District recognizes that the Indigenous Peoples of the lands that would later become known as the Americas have occupied these lands since time immemorial as the original inhabitants; and

**WHEREAS**, the Board recognizes that the Tualatin Valley was the land of the Atfalati band of the Kalapuya Indians, after whom the Valley is named; and

**WHEREAS**, the Board recognizes the area currently known as Beaverton was a Native American village called Chakeipi, or "Place of the Beaver"; and

**WHEREAS**, the Board recognizes that the Beaverton School District is built upon the homelands and villages, and traditional use areas of the Kalapuyan of this region, without whom the building of the District would not be possible; and

**WHEREAS**, the current number of Portland/Metro's Native population is estimated to be nearly 70,000, the current Native American population of Washington County is estimated to be 10,437, and is composed of people belonging to a multitude of Indigenous nations; further the current number of BSD students who self identify as Indigenous presently stands at 3,512 (12% of BSD students) and is expected to continue to grow; and

**WHEREAS**, the Board recognizes the value of the many contributions that have been made and continue to be made to our community by Indigenous Peoples through advances in education, medicine, art, culture, and public service; and

**WHEREAS**, the Board has established that each student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, languages, ideas, beliefs and values within a school community; and

**WHEREAS**, the Board has a responsibility to work to counteract ramifications of the American Indian genocide, historic forced assimilation practices and lasting systematic racism towards Indigenous Peoples of the United States, which perpetuates high rates of poverty and income inequality, exacerbating disproportionate health, education, and social crises; and

**WHEREAS**, the District has an adopted equity policy that states our commitment to closing the access, opportunity, and advancement gaps for Indigenous Peoples and creating an educational environment where all students can benefit equally from the educational programs offered; and

**WHEREAS**, the District is working towards eliminating the racial predictability and disproportionality on all aspects of education and has established an Office of Equity and Inclusion

**WHEREAS**, the idea of Indigenous Peoples' Day was first proposed in 1977 by a delegation of Native Nations to the United Nations; and

**WHEREAS**, in 2016 the City of Beaverton has formally adopted a resolution declaring the second Monday of October Indigenous Peoples' Day in the City of Beaverton and encourages other institutions to participate and recognize the day; and

**WHEREAS**, On August 3, 1990, President of the United States George H. W. Bush declared the month of November as National American Indian Heritage Month, thereafter commonly referred to as Native American Heritage Month. Thus, Native American/Alaska Native Heritage Month is an opportunity to consider and recognize the contributions of Native Americans to the history of the United States and Oregon; and

**WHEREAS**, Oregon's Senate Bill 13, "Tribal History/Shared History" enacted in 2017 and created by Oregon's nine federally recognized tribes, directs the Oregon Department of Education (ODE) to create K-12 Native American Curriculum for inclusion in all Oregon public schools; and

**WHEREAS**, the Beaverton School District supports the professional development of educators in order to facilitate the teaching of statewide curriculum relating to the Native American experience in Oregon, including tribal history, tribal sovereignty, culture, treaty rights, government, socioeconomic experiences, and current events;

**NOW, THEREFORE BE IT RESOLVED** that every second Monday of October will be celebrated as Indigenous Peoples' Day and that the month of November shall be promoted as Native American/Alaska Native Heritage Month within the Beaverton School District.

**And, BE IT FURTHER RESOLVED** that the District shall encourage staff to utilize the second Monday in October, named henceforth as Indigenous Solidarity Day, as an opportunity to reflect upon the continued resilience and contributions of the Indigenous Peoples of this land, to celebrate the thriving cultures and values of the Indigenous Peoples of our region, and to stand in solidarity with Indigenous Peoples elsewhere.

**And, BE IT FURTHER RESOLVED** the month of November is a time to celebrate the rich and diverse cultures, to raise awareness about our shared history, and to acknowledge the important contributions of the Native American community to ~~our~~ <sup>the</sup> day. The board encourages staff, students, and the

community to observe, recognize, and to learn from the past and present in order to better understand the experiences that shape the United States.

**And, BE IT FURTHER RESOLVED** that District calendars and websites shall reference the second Monday of October as Indigenous Peoples' Day and the month of November as Native American/Alaskan Native Heritage Month.

**And, BE IT FURTHER RESOLVED** that the Board strongly encourages our staff and community to observe, recognize, and celebrate the culture, heritage, and contributions of Native Americans to our country, our state, our cities, and our schools.

By: Beaverton School District School Board

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Becky Tymchuk, Chair

Resources and Precedents:

[The City of Beaverton recognizes Indigenous People's Day](#)

[Beaverton puts kibosh on Columbus Day, honors indigenous people](#)

[The City of Portland recognizes Indigenous People's Day](#)

[Eugene/Springfield celebrate Indigenous People's Day](#)

[Multnomah County Board recognizes Indigenous People's Day](#)

[City Of Seattle recognizes Indigenous People's Day](#)

[The State of Oregon recognizes Indigenous People's Day](#)

[Portland Public Schools recognize Indigenous People's Day](#)

[Reynolds School District recognizes Indigenous People's Day](#)

[David Douglas School District recognizes Indigenous People's Day](#)

[Salem-Keizer Public Schools Board of Directors Approves Native American Heritage Month Proclamation](#)

[Bend-Lapine School District recognizes Indigenous People's Day over Columbus Day, following the state of Oregon](#)



## OSBA BOARD POSITION 15 NOMINATION

### POLICY ISSUE/SITUATION:

The Oregon School Boards Association (OSBA) is organized as one general state association with up to 21 elected representatives established to support member participation and representation. Candidates must be nominated by official action of a member board within the region.

### RECOMMENDATION:

WHEREAS, the Beaverton School District is a member of the Oregon School Boards Association; now, therefore, BE IT RESOLVED that the Beaverton School District School Board nominates LeeAnn Larson for OSBA Board of Director, Position #15.

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

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

# NOMINATION FORM

## OSBA BOARD OF DIRECTORS

### REGIONAL MEMBER

Date: September 29, 2020

TO: Maureen Wolf, OSBA President-Elect  
Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [OSBAelections@osba.org](mailto:OSBAelections@osba.org)

**Nominations are due by 5 pm,  
October 2, 2020**

Return this form and all candidate information forms to the OSBA office by email at [OSBAelections@osba.org](mailto:OSBAelections@osba.org), or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Maureen Wolf:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Washington Region, Position # 15.

### BOARD CANDIDATE INFORMATION

Name: LeeAnn Larsen  
District/ESD/Community College: Beaverton School District  
Address: 16550 SW Merlo Road  
City: Beaverton Oregon ZIP: 97003  
E-mail: LeeAnn\_Larsen@beaverton.k12.or.us Phone: 503 - 356 - 4500

**This nomination was approved by official action of our board of directors at a duly called meeting on September 29, 2020 .**  
**(date)**

\_\_\_\_\_  
(Board Chair signature)

Board Chair name: Becky Tymchuk  
District: Beaverton  
Address: 16550 SW Merlo Road  
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City: Beaverton, Oregon ZIP: 97003



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## ADDING NEW PERMANENT CLASSROOMS AT VOSE ELEMENTARY SCHOOL

### POLICY ISSUE/SITUATION

The 2014 Capital Improvement Bond provided a new replacement school for Vose Elementary School (ES). At the beginning of the replacement project, the school was designed with a capacity of 750 students based on 30 students per classroom. The design was also based on the Staffing Allocation Methodology (SAM) at the time of construction and allocated bond resources for project completion. Due to the recent update of SAM and additional resources from the Student Success Act (SSA), an increase in staffing for high poverty schools is a focused priority, the addition of permanent classrooms at Vose ES is necessary to support the increase in staffing and reduction of class size.

### BACKGROUND INFORMATION

For Vose ES, the SSA will provide additional resources to support teaching and learning at the classroom level. Vose received five (5) additional classroom teachers based on the poverty ratio class size decrease and resources from the SSA.

As of Tuesday, September 22, 2020 average class sizes at Vose for the 2020-21 school year are as follows:

- Kindergarten: 18 students
- 1<sup>st</sup> Grade: 25 students
- 2<sup>nd</sup> Grade: 24 students
- 3<sup>rd</sup> Grade: 25 students
- 4<sup>th</sup> Grade: 26 students
- 5<sup>th</sup> Grade: 27 students

The enrollment at Vose ES is not projected to increase, but the addition of teachers and reduction of class sizes will require additional classrooms. The BSD staffing projection at Vose ES for the 2020-2021 school year is 703 students. The enrollment at Vose ES as of the September 21, 2020 ESM is 684 students, 19 fewer students than forecasted. The PSU forecast for the 2028-2029 school year is 583 students.

The core facilities (gym, bathrooms, cafeteria) at Vose ES are sized to support the additional classrooms.

The options to increase/decrease classroom capacity include building permanent capacity, making school boundary adjustments, and/or adding portable units. Vose ES was designed to be a neighborhood school with Spanish immersion and with additional classrooms we can maintain this outcome within the existing boundaries. Due to the design layout at Vose ES, we have an opportunity to utilize the existing building structure to add permanent capacity in a timely manner. 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.

This matter was briefed to the Bond Accountability Committee in May 2020 and they understand the need for additional permanent classrooms at Vose and fully supported this action with 100% agreement.

#### **DESIGN TO PROVIDE NEW PERMANENT CLASSROOMS**

BSD staff completed preliminary designs for the addition of classrooms. It is recommended the Board authorize the preparation of the design and construction documents for the classroom additions at Vose ES. The design will be contracted to an architecture and engineering firm and BSD staff will complete the land use and construction permitting review and approval process with the City of Beaverton. The estimated time to complete the design and construction documents is 12 months.

The total cost for the design contract is \$145,000 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, it is recommended to start the design and construction documents as soon as possible.

The cost estimate for the construction of the classrooms is approximately \$2M. Funding for the construction of the classrooms will need to be provided 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 bond funding. The current Estimate at Completion for the Bond Program Reserve is \$5.8M.

#### **RECOMMENDATION**

Recommend the BSD Board approve the contract with the DLR Group for the design of additional classrooms at Vose ES for a total not to exceed \$145,000.



**PROJECT NAME:** Vose Classroom Addition

**PROJECTTIMELINE:** 9/2020–10/2022

**PROJECT BUDGET:** \$145,000.00

**PROJECT SCOPE:** Add 4 classrooms to Vose ES

**CONTRACT NAME:** Additional Classroom Design

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** RFP 15-0015

**CONTRACTTIMELINE:** 9/2020–10/2022

**CONTRACT AMOUNT:** \$145,000.00

**CONTRACT SCOPE:** Provide permit and bid documents to add 4 classrooms to Vose ES

**RECOMMENDATION:** Authorization to Award Contract to DLR Group

**FUNDING SOURCE:** Construction Excise Tax



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

**Board Members Present Zoom Meeting:**

Becky Tymchuk, Chair  
Tom Collet, Vice Chair  
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
Jon Franco	Executive Administrator for High Schools & Option Programs
Ken Struckmeier	Executive Administrator for Middle Schools
Steven Sparks	Executive Administrator for Long Range Planning
Danielle Hudson	Executive Administrator for Student Services
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
Kelly Raf	Administrator for Special Education
Camellia Osterink	District Legal Counsel

**CALL MEETING TO ORDER & BOARD PROCEDURES – Becky Tymchuk**

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

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

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**BEA Comments – Sara Schmitt – President**

Good evening Supt. Grotting and Board Chair Tymchuk and members of the School Board, As we sit here, over another Zoom, ready to kick off a new school year, I want to ask you to do 2 things. First, to acknowledge the context of this school year, the COVID-19 pandemic that is still uncontrolled, the isolation that is resulting from physical distancing, the economic crisis that has had a disproportionate impact on communities that were already struggling, and the generations of racial injustice and police brutality that have resulted in an uprising, with nightly protests in the streets not too far from where we sit. Second, I ask you to join me in re-examining those 2 big letters on BSD's branding: "WE." I ask you to reflect on who "WE" are and what we hope for in these unprecedented times.

Here's where I think we can all agree: Public schools are the heart and soul of our community and we are all serving in our roles because WE care deeply about education, life-long learning, inspiring and empowering youth, and making a difference. WE are a staff of incredible talent, expertise, experience and professionalism. WE are a community with incredible cultural and linguistic diversity. We believe that every child, regardless of race, ethnicity, gender, sexual orientation, ability or zip code has the right to a nurturing educational experience. WE (as a system) are growing in our understanding and commitment to inclusivity, equity and anti-racism in our work. WE are a community that cares deeply about academic excellence and innovation. WE know that learning happens when children are safe and healthy, and that learning happens in a huge multitude of ways.

However, we haven't been living up to our fullest potential. During this pandemic, plans were made for distance learning and the return to school by those who are the farthest away from the work -without the voices of students, families and educators front and center. A traditional hierarchy of leadership has been in place that perpetuates a practice of top-down decision-making. The focus on customer service has meant that many decisions are made to benefit individuals, rather than the collective. Over the last few years, the WE has gotten lost in the nooks and crannies of this district.

I think we can do better than this, and I know that we will. As we look ahead at the 2020-2021 school year, there are endless opportunities to for us to join together, to re-imagine education, to repair harm that has been done, to improve on old systems, to take risks and try new things, to learn from our mistakes and to broaden our definition of success.

Let's live up to our commitments to be a united community of "WE." Let's find meaningful ways for BEA, OSEA and BSD leadership and the School Board to establish meaningful partnerships. Let's elevate student voices. Let's hold up educators as the experts and professionals that we are, included in the first step in decision-making, rather than the last. Let's seek our voices that haven't been heard and create multiple leadership pathways. Let's make an unequivocal commitment to anti-racism and educational justice. Let's establish systems for accountability. Let's remember our shared humanity and leave plenty of space to help our students understand what's happening in the world around them and how they can make change. Let's prioritize time for TRUE collaboration between educators, families and students. Let's say we are in this together and mean it. Our students deserve it

**OSEA Comments – Amy Knutson – President**

Good evening School board members, school staff, and community members, My name is Amy Knutson. This year I am taking over the role of OSEA Chapter president for the Beaverton School District. I have some very large shoes to fill as Dianna Hess has moved into a new role in the Superintendent's office and I would like to thank her for all that she contributed to the organization over her many years of Service.

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I know that this year is a year unlike any other year and I am thankful for the support of my executive team and of the classified members as we work together to make this year successful.

I would like to thank the School board and the District administration for recognizing all of the ways that classified staff can still contribute to the success of our students and families. Classified employees within the district choose these jobs because we care about the students in our community and we know that there is so much more that goes into a child's educational success than just the time spent with their teachers. Custodial, maintenance, food service, transportation, office and technical support, health services, campus support, and instructional support employees have always played important roles in the overall success of our students and we are prepared to roll up our sleeves and get creative to find new ways to support our community during the time of Comprehensive Distance Learning. We are committed to flexibility and collaboration during this time and we welcome the challenges that we can help to solve.

We look forward to the day that we will be able to physically welcome our students back into the buildings, but until then, we will be here working behind the scenes to make the 2020-2021 school year as successful as it can be.

Thank you to all the dedicated classified staff for your patience and your flexibility through this difficult season full of unanswered questions. And thank you to the school board for the opportunity to continue serving our community.

**Public Comments** - Board Member Becky Tymchuk stated there were 2 comments received, see Public Comments attachment for a full listing of public comments submitted.

## REPORTS

### A. **Superintendent Comments** – Don Grotting

Our main goal is a successful return to school with Comprehensive Distance Learning this year. The district is in process of engaging in professional development in the areas of equity and racism. Our goal is to reduce the timeframe for the training of our staff. We want it to be completed within 3 years. Another goal we have is to improve fiscal reporting and transparency regarding what we are facing in the next biennium. As of today, we are reporting that we are down 1100 students from this time last year. This is a trend across districts. We are close to hiring our Administrator in HR who will be working with our diverse staff. All students that qualify for free and reduced lunch will be receiving a Student Success Kit.

### B. **Comprehensive Distance Learning Update** – Ginny Hansmann, Brian Sica, Danielle Hudson, Toshiko Maurizio, Kelly Raf

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.

**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.

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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 a minimum of one advisory class per week. Behavioral Health and Wellness team members will also be offering parent training opportunities to assist families.

Professional development will be offered to building administrators in order to assist them with developing their own staff wellness plan for their building.

**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.

**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.

**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 staff

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## Questions/Comments:

Susan: What are the skill sets of the social workers? *Our social workers are able to provide mental health counseling in a school setting.* Have we worked out a system for the students who are finding it difficult that because of their living environment? *We still do not have a plan for that because of the required safety precautions. We are partnering with our faith partners to help us to provide additional spaces for students that don't have a place to learn.* Is there any potential to connect students socially? *Yes, we do have some opportunities for students to socially engage. We cannot direct students to places working with faith partners. We also cannot send our BSD staff to into homes or community partners for safety reasons.*

Tom: I am wondering about proactive community outreach? How are we communicating some of these new services? Capacity, are our care teams able to reach out to large group of disconnected families? *We have built in time in teachers schedules to do some outreach and our teams to be able to physically reach out. Staff members can go with a partner to engage with students.* How are you planning to engage our homeless students differently? *We have the HELP Center that can offer assistance to these students and families. Our biggest challenge is finding out where these students are living. Then to figure out how to get the supports to them.*

Anne: I'm excited to see what you are doing. I am curious about what attendance will look like? *Advisory is imbedded in AT accept on Wednesday.* How do we ensure students engage? *We plan to have student family connection time in advisory for the teacher to connect with them.*

Donna: Commends the teams for a lot of great thought in the plans. Do you intend to use volunteers? *Virtual volunteers with two adults in each breakout room for safety.*

Tom: Thanks for the info on the outreach, I don't want to lose sight of our BIPOC families. What kind of additional outreach do we have to reach them in a culturally responsive way? *We have been working with our BIPOC community groups. We are making a coordinated effort to reach them. We owe you as a board a report as to who hasn't had a voice or spoken up. We will work on another report.*

Susan: How many in the multilingual world? *ELL is 12% of the district which is 4,860 students and 103+ languages. We will be calling each family to ensure they are ready for learning. Parent Academy will be provided for families in other languages. Our multilingual staff have reached out to all the families that left messages this summer. There is an app "Talking Points" that translates text messages to families that is currently free. It has 100+ languages for communicating with our families.*

Becky: So with the enrollment in FLEX and the student deficit are we seeing approximately 2400 students not in their home schools? *Yes that is what it looks like.*

Anne: Do we expect to have the 12 additional teachers hired and assigned by September 14<sup>th</sup>? *Yes, that is the expectation.*

Eric: This is impressive with 1,300 students, does this mean we have brought in additional students from outside our district? *Yes, at this time we have picked up some students and are hoping to pull in additional students.*

Susan: It appears that there is a communication gap out there? *Yes, Community Involvement is working and trying to identify these families to help them. We have sent out multiple communications, email, social media, external partners and most recently at the food sites.* Can we proactively go out to students homes now? *Staff just reported back to work today but there is time for staff to reach out next week to families in each school communities. Enrollment rolls over and we are trying to verify where students are and what they need help with. MLD department is providing hard copies to families that need a family guidebook in their language.* Are copies being provided to families that are not a part of the MLD groups? *Yes, there were fliers provided at the lunch sites and*

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meal boxes, along with the student success kits for our families that qualify for free and reduced meals.

LeAnn: Is the equipment that is required for FLEX being provided to students so all can participate? Yes, they are all getting Chromebooks for older and iPads for the younger kids and we are working on getting connectivity for all students that need it. There are multiple ways for all families to get connected. We are making sure all families have access to what they need.

**DISCUSSION ITEMS**

**A. Budget Committee Member Selection Process – Mike Schofield**

The Budget Committee has two vacancies:

Zone	Board Member	Current Budget Committee Member	Term Expiration
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

2019-2020 will end with a 54 million dollar ending year balance, we are in good shape there. A good deal of that will be dedicated to purchasing PPE and back filling the SIA and making sure we have enough hot spots. We budgeted 32 million for the SIA. We didn't hire a number of positions once we went into CDL this Spring. We did hire 12 new social workers. We are upside down in the SIA. We will have a 3-4-billion-dollar shortfall that will bear down on us this winter. That's a 12 to 18% decrease, every 5% in decrease for funding for us is about 25-million-dollar decrease. Which for us could be a 75-million-dollar deficit.

Our next big hurdle is hiring in the CDL environment. If we don't have work for support staff, what do we do with those folks. For example, we know we need bus drivers but while we are in CDL what do we do with those folks. We are working on that right now? We are trying to reactive and responsible with that.

**Questions/Comments:**

Tom: Are you looking at 3-4 billion reduction over the biennium? Yes, if it is proportional then we are looking at about 75 million reduction. There is another forecast coming at the end of September. We did have other savings from the furloughs in July that saved about a million dollars. There will be a decrease in funds paid to PERS as the OR Supreme Court upheld the PERS Reform. We have to keep our advocacy up at the state level.

Becky: Will we put out an all call for the openings on the Budget Committee? We will tonight after the meeting.

**B. School Board Goals – Becky Tymchuk**

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

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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.*

**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.*

Questions/Comments: None

- C. **First Reading of School Board Policy JHH** – Becky Tymchuk, Danielle Hudson  
Senate Bill 52 requires all OR school districts must develop a Suicide Prevention Policy.

**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;

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

Questions/Comments:

Susan: Is there postvention procedures for families dealing with an attempt? *We are not always notified when this happens. Our staff are trained to listen to the school chatter so that we can step in and help the families and then intervene and create a plan for those families.*

Anne: It is really important for this process. I noticed that in the packet that there is bracketed language. Is this language you are asking for to be in the policy? *Yes, it is. So we'll want to bring those brackets out.*

**ACTION ITEMS**

- A. **Consent Agenda** – Becky Tymchuk
  1. **Personnel**  
BE IT RESOLVED that the employee(s) who are recommended herein for administrator and teacher elections, leaves of absence, and resignations/terminations are accepted by the School Board as submitted at this meeting.
  2. **Approval of School Board Meeting Minutes**  
BE IT RESOLVED that the minutes of the August 10, 2020 Work Session are hereby approved.
  3. **Grant Report**  
BE IT RESOLVED that the Grant report be and hereby is approved as submitted.

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4. **Public Contracts**

BE IT RESOLVED that the School Board authorize the Superintendent or designee to obligate the District for the public contract items as submitted at this meeting.

5. **Social Studies Curriculum Project**

BE IT RESOLVED that the School Board approve the Social Studies Curriculum Project.

6. **Approval of Supt. Goals for Comprehensive Distance Learning**

BE IT RESOLVED that the School Board approve the Superintendent goals for 2020 – 2022.

7. **Approval of School Board/Supt. Operating Agreements**

BE IT RESOLVED that the School Board approve the School Board/Superintendent Operating Agreements for the 2020 – 2021 school year.

8. **Approval of School Board Committees**

BE IT RESOLVED that the School Board approve the School Board Committees and Special Assignments as submitted at this meeting.

LeeAnn 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 7 to 0 by Becky Tymchuk, Tom Collett, Anne Bryan, Donna Tyner, Eric Simpson, LeeAnn Larsen, and Susan Greenberg.

Questions/Comments: None

**BOARD COMMUNICATION – Board Members**

A. **Individual School Board Member Comments**

Becky: Wants to extend thanks to the Nutritional Services staff for ensuring our students are receiving meals. Normally there is a two-week break before school starts and with the help of Charity, Carl and Don we were able to address this and continue. We were able to have Congresswoman Suzanne Bonamici tour Aloha Huber Park and get her support with the USDA in how we are supporting students with continuing meals. I was able to participate in the Ready, Reset, Play program. The Anti-bias training was amazing, it was a well-run day. I spent several hours with a Highland Park staff meeting with students on their own time, it was eye opening the dedication of our staff.

Superintendent Grotting stated we have amazing teachers and support staff. Your support as a Board goes a long way. There is a lot of “We” going on right now.

Deputy Superintendent Mead stated the meal program has been extended for children ages 1-18 through December 31 thanks to Congresswoman Bonamici’s support

**ADJOURNMENT**

Becky Tymchuk adjourned the meeting at 8:43 p.m.

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Submitted by Dianna Hess

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Becky Tymchuk, School Board Chair

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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	
Aloha High School and West Tualatin View Lift Replacement	Nathan Potter	ITB 20-0003	Paradigm Construction	\$293,900	10/1/2020	2/26/2021	Authorization to Award Contract
Design Build Services for Bethany Roof & HVAC Replacement Project	Aaron Boyle	RFP 20-0002	Kirby Nagelhout Construction Co.	\$1,548,000	10/2020	9/2021	Authorization to Award Contract
OETC Chromebook Purchase	Kevin McMillian	Cooperative Contract OETC-16R-Computers	OETC	\$944,040.90	9/14/2020	6/30/2024	Authorization to Award Contract
Early College High School and Career Encounters	Michael Crandall	IGA	PCC	\$2,181,500	7/1/2020	6/30/2021	Authorization to Award Contract
Full-Service Maintenance for the District copiers	Larry Pelatt	Cooperative Contract OETC-16R-Copiers-POA	Pacific Office Automation	\$300,000	7/1/2020	6/30/2021	Authorization to Award Contract



**PROJECT NAME:** Aloha High School and West Tualatin View Lift Replacement

**PROJECT TIMELINE:** 10/1/2020-02/26/2021

**PROJECT BUDGET:** \$1,271,879.20

**PROJECT SCOPE:** At Aloha High School Stadium and West Tualatin Elementary remove existing and replace wheelchair lifts for accessibility to upper seating at AHS and lower floor at WTV.

**CONTRACT NAME:** Aloha High School and West Tualatin View Lift Replacement

**RECOMMENDED BY:** Nathan Potter

**SOLICITATION METHOD:** ITB 20-0003

**CONTRACT TIMELINE:** 10/1/2020-02/26/2021

**CONTRACT AMOUNT:** \$293,900.00

**CONTRACT SCOPE:** Provide all labor and materials to remove and replace existing exterior building lifts at Aloha High School Stadium and West Tualatin View Elementary to full working order. Add ADA actuators and door operators with post at West Tualatin View.

**RECOMMENDATION:** Authorization to Award Contract to Paradigm Construction.

**FUNDING SOURCE:** 2014 Bond



**PROJECT NAME:** Bethany Roof & HVAC

**PROJECTTIMELINE:** 6/2020–9/2021

**PROJECT BUDGET:** \$2,230,000.00

**PROJECT SCOPE:** Roof overlay and rooftop unit replacement

**CONTRACT NAME:** Design Build Services for Bethany Roof & HVAC Replacement Project

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** Request for Proposal (RFP) 20-0002

**CONTRACTTIMELINE:** 10/2020–9/2021

**CONTRACT AMOUNT:** \$1,548,000.00

**CONTRACT SCOPE:** Roof overlay and rooftop unit replacement design build services.

**RECOMMENDATION:** Authorization to Award Contract to Kirby Nagelhout Construction Co.

**FUNDING SOURCE:** 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; Bethany Roof & HVAC



**PROJECT NAME:** OETC Chromebook Purchase

**PROJECT TIMELINE:** 9/14/2020–6/30/2024

**PROJECT BUDGET:** \$944,040.90

**PROJECT SCOPE:** Additional Chromebooks to support Device Replacement for the Elementary and Middle Schools as proposed in the Bond. This will also add 3 years of filtering for the chromebooks.

**CONTRACT NAME:** OETC Chromebook Purchase

**RECOMMENDED BY:** Kevin McMillian, Administrator for Information Technology

**SOLICITATION METHOD:** Cooperative Contract OETC-16R-Computers

**CONTRACT TIMELINE:** 9/14/2020–6/30/2024

**CONTRACT AMOUNT:** \$944,040.90

**CONTRACT SCOPE:** Additional Chromebooks to support Device Replacement for the Elementary and Middle Schools as proposed in the Bond. This will also add 3 years of filtering for the chromebooks.

**RECOMMENDATION:** Authorization to award contract to OETC.

**FUNDING SOURCE:** Bond Fund



**PROJECT NAME:** Early College High School, Opportunity Knock, and Career Encounters

**PROJECTTIMELINE:** 7/1/2020–6/30/2021

**PROJECT BUDGET:** \$2,181,500

**PROJECT SCOPE:** Provide tuition for District students attending Early College High School, Opportunity Knocks, and Career Encounters

**CONTRACT NAME:** Early College High School and Career Encounters

**RECOMMENDED BY:** Michael Crandall

**SOLICITATION METHOD:** Intergovernmental Agreement (IGA)

**CONTRACTTIMELINE:** 7/1/2020–6/30/2021

**CONTRACT AMOUNT:** \$2,181,500

**CONTRACT SCOPE:** Provide tuition for District students attending Early College High School, Career Encounters and Opportunity Knocks.

**RECOMMENDATION:** Authorization to Award Contract to Portland Community College

**FUNDING SOURCE:** General Fund – Funding approved in 2020-2021 Adopted Budget



**PROJECT NAME:** Full-Service Maintenance for the District copiers

**PROJECT TIMELINE:** 7/1/2020 – 6/30/2021

**PROJECT BUDGET:** \$300,000.00

**PROJECT SCOPE:** Pacific Office Automation to provide all labor and parts, including but not limited to toner cartridges, to perform full-service maintenance for the District copiers.

**CONTRACT NAME:** Full-Service Maintenance for the District copiers

**RECOMMENDED BY:** Larry Pelatt

**SOLICITATION METHOD:** Cooperative Contract OETC-16R-Copiers-POA

**CONTRACT TIMELINE:** 7/1/2020 – 6/30/2021

**CONTRACT AMOUNT:** \$300,000.00

**CONTRACT SCOPE:** Pacific Office Automation to provide all labor and parts, including but not limited to toner cartridges, to perform full-service maintenance for the District copiers.

**RECOMMENDATION:** Authorization to Award Contract to Pacific Office Automation

**FUNDING SOURCE:** General fund and bond



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## SECOND READING OF SCHOOL BOARD POLICY

### **POLICY ISSUE/SITUATION:**

Attached is the second reading of School Board policy:

- JHH – Student Suicide Prevention

### **BACKGROUND INFORMATION**

Senate Bill 52 -- known as Adi's Act -- requires school districts to adopt a policy on student suicide prevention, which is essential to creating an educational environment centered on student safety with an emphasis on assisting students prone to a high risk of suicide.

Every student deserves equitable and supportive services in order to feel safe when seeking help, and Adi's Act will provide every school district with a policy model that reflects national best practices. Youth -- particularly LGBTQ youth, youth with disabilities, and youth experiencing homelessness -- are deeply affected by the current lack of resources needed to support them.

Every student in Oregon should be safe, supported, and affirmed while at school.

### **RECOMMENDATION:**

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

### **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 crisis<sup>1</sup>; and

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<sup>1</sup> “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.<sup>2</sup>

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

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 339.343](#)

[OAR 581-022-2510](#)

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<sup>2</sup> ODE will provide a list of available programs.



### **Adoption of Indigenous Peoples' Day and Native American/Alaska Native Heritage Month**

**POLICY ISSUE/SITUATION:** Adoption of a resolution to acknowledge the second Monday in October as Indigenous People's Day and the month of November as Native American/Alaska Native Heritage Month.

**RECOMMENDATION:** The Beaverton School District Board adopts the proposed resolution.

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

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



**BEAVERTON SCHOOL DISTRICT  
BOARD OF DIRECTORS**

**A resolution in support of acknowledging Indigenous Peoples' Day, on the second Monday of October beginning in 2020 and acknowledging November as Native American/Alaska Native Heritage Month within the Beaverton School District**

**WHEREAS**, the Beaverton School District recognizes that the Indigenous Peoples of the lands that would later become known as the Americas have occupied these lands since time immemorial as the original inhabitants; and

**WHEREAS**, the Board recognizes that the Tualatin Valley was the land of the Atfalati band of the Kalapuya Indians, after whom the Valley is named; and

**WHEREAS**, the Board recognizes the area currently known as Beaverton was a Native American village called Chakeipi, or "Place of the Beaver"; and

**WHEREAS**, the Board recognizes that the Beaverton School District is built upon the homelands and villages, and traditional use areas of the Kalapuyan of this region, without whom the building of the District would not be possible; and

**WHEREAS**, the current number of Portland/Metro's Native population is estimated to be nearly 70,000, the current Native American population of Washington County is estimated to be 10,437, and is composed of people belonging to a multitude of Indigenous nations; further the current number of BSD students who self identify as Indigenous presently stands at 3,512 (12% of BSD students) and is expected to continue to grow; and

**WHEREAS**, the Board recognizes the value of the many contributions that have been made and continue to be made to our community by Indigenous Peoples through advances in education, medicine, art, culture, and public service; and

**WHEREAS**, the Board has established that each student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, languages, ideas, beliefs and values within a school community; and

**WHEREAS**, the Board has a responsibility to work to counteract ramifications of the American Indian genocide, historic forced assimilation practices and lasting systematic racism towards Indigenous Peoples of the United States, which perpetuates high rates of poverty and income inequality, exacerbating disproportionate health, education, and social crises; and

**WHEREAS**, the District has an adopted equity policy that states our commitment to closing the access, opportunity, and advancement gaps for Indigenous Peoples and creating an educational environment where all students can benefit equally from the educational programs offered; and

**WHEREAS**, the District is working towards eliminating the racial predictability and disproportionality on all aspects of education and has established an Office of Equity and Inclusion

**WHEREAS**, the idea of Indigenous Peoples' Day was first proposed in 1977 by a delegation of Native Nations to the United Nations; and

**WHEREAS**, in 2016 the City of Beaverton has formally adopted a resolution declaring the second Monday of October Indigenous Peoples' Day in the City of Beaverton and encourages other institutions to participate and recognize the day; and

**WHEREAS**, On August 3, 1990, President of the United States George H. W. Bush declared the month of November as National American Indian Heritage Month, thereafter commonly referred to as Native American Heritage Month. Thus, Native American/Alaska Native Heritage Month is an opportunity to consider and recognize the contributions of Native Americans to the history of the United States and Oregon; and

**WHEREAS**, Oregon's Senate Bill 13, "Tribal History/Shared History" enacted in 2017 and created by Oregon's nine federally recognized tribes, directs the Oregon Department of Education (ODE) to create K-12 Native American Curriculum for inclusion in all Oregon public schools; and

**WHEREAS**, the Beaverton School District supports the professional development of educators in order to facilitate the teaching of statewide curriculum relating to the Native American experience in Oregon, including tribal history, tribal sovereignty, culture, treaty rights, government, socioeconomic experiences, and current events;

**NOW, THEREFORE BE IT RESOLVED** that every second Monday of October will be celebrated as Indigenous Peoples' Day and that the month of November shall be promoted as Native American/Alaska Native Heritage Month within the Beaverton School District.

**And, BE IT FURTHER RESOLVED** that the District shall encourage staff to utilize the second Monday in October, named henceforth as Indigenous Solidarity Day, as an opportunity to reflect upon the continued resilience and contributions of the Indigenous Peoples of this land, to celebrate the thriving cultures and values of the Indigenous Peoples of our region, and to stand in solidarity with Indigenous Peoples elsewhere.

**And, BE IT FURTHER RESOLVED** the month of November is a time to celebrate the rich and diverse cultures, to raise awareness about our shared history, and to acknowledge the important contributions of the Native American community to ~~the~~ <sup>our</sup> day. The board encourages staff, students, and the

community to observe, recognize, and to learn from the past and present in order to better understand the experiences that shape the United States.

**And, BE IT FURTHER RESOLVED** that District calendars and websites shall reference the second Monday of October as Indigenous Peoples' Day and the month of November as Native American/Alaskan Native Heritage Month.

**And, BE IT FURTHER RESOLVED** that the Board strongly encourages our staff and community to observe, recognize, and celebrate the culture, heritage, and contributions of Native Americans to our country, our state, our cities, and our schools.

By: Beaverton School District School Board

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Becky Tymchuk, Chair

Resources and Precedents:

[The City of Beaverton recognizes Indigenous People's Day](#)

[Beaverton puts kibosh on Columbus Day, honors indigenous people](#)

[The City of Portland recognizes Indigenous People's Day](#)

[Eugene/Springfield celebrate Indigenous People's Day](#)

[Multnomah County Board recognizes Indigenous People's Day](#)

[City Of Seattle recognizes Indigenous People's Day](#)

[The State of Oregon recognizes Indigenous People's Day](#)

[Portland Public Schools recognize Indigenous People's Day](#)

[Reynolds School District recognizes Indigenous People's Day](#)

[David Douglas School District recognizes Indigenous People's Day](#)

[Salem-Keizer Public Schools Board of Directors Approves Native American Heritage Month Proclamation](#)

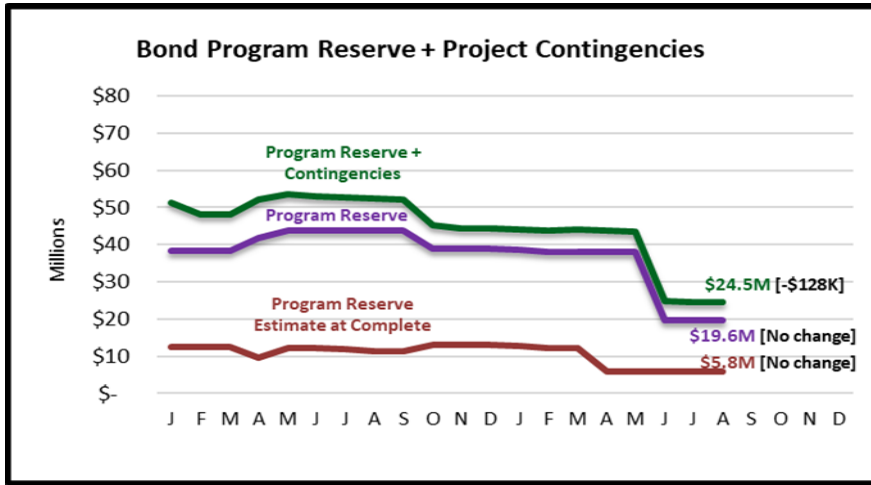
[Bend-Lapine School District recognizes Indigenous People's Day over Columbus Day, following the state of Oregon](#)

# Bond Program Status Report

Through August 2020

# 2014 Bond Program Executive Summary

August 2020



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

Bond Program Funding Total	\$	807,348,435
Revised Approved Current Budget	- \$	787,699,684
Bond Program Reserve	\$	19,648,751
Bond Program Reserve	\$	19,648,751
Net Contingency Balance	+ \$	4,851,698
Bond Program Reserve + Contingencies	\$	24,500,449
Bond Program Funding Total	\$	807,348,435
Program Estimate at Complete (EAC)	- \$	801,499,684
Projected Program Reserve Estimate at Complete	\$	5,848,751

**Budget Perspective**

This month the overall Program Reserve was unchanged, while the Reserve + Project Contingencies decreased by \$128K. All projects remain within their current approved budgets. Primary cost events were:

- ACMA's current contingency decreased by (\$67K) due to costs associated with code changes, tie-in of the security system to the existing PAC building, and additional structural framing.
- \$395K was transferred from the District-Wide ADA Compliance project to the Security Upgrades project. This was due to the incorporation of scope for ADA operators at the high schools, as well as a new ADA ramp at Westview, into the final Security Upgrades perimeter hardening group.
- Five Oaks' current contingency decreased by (\$60K) due to the submission of additional preconstruction costs from the contractor, though the project team is working to mitigate this claim.
- AHS Seismic's current contingency decreased by (\$83K) due to anticipated cost events coming in higher than initial estimates.

**Schedule Perspective**

- ACMA has completed roofing, and landscaping continues. Installation of metal wall panels on the east side ongoing. Ongoing interior work includes: concrete polishing, painting, and installation of insulation, drywall, ceiling grids, and AV wiring.
- AHS Seismic has completed the roofing membrane, with detailing ongoing. Full interior punch walk planned for early-September.
- Beaver Acres Seismic has completed the repipe scope of work. The window replacement and interior finishes are ongoing. Reroof, as well as roofing seismic upgrades, are ongoing.
- Maintenance Facility's substantial completion date has been moved out a year. We are in process for obtaining the necessary permitting to address the storm water drainage requirements. This was a lengthy process and required a review by the Army Corps of Engineers. We anticipate restarting work in spring 2021 and being complete by the end of summer.
- Interior Locks is scheduled to have all portable work completed this month. Surveys for additional areas of refuge have been completed, and the next phase of work is expected to start being contracted out soon—starting with the purchase of hardware in September.
- Terra Linda Plumbing has water turned on for the whole building, and punch work has begun. Final plumbing permit approval scheduled for mid-September.

**Challenges and Opportunities**

- COVID-19: Staff is working remotely and keeping Project Management efforts moving forward. With no students and staff in the buildings most projects were able to start ahead of schedule. There have been some supply chain issues and delays with equipment, which is impacting our HVAC and electrical projects.
- Raleigh Park HVAC and Electrical: schedule has moved to the watchlist due to COVID-related factory delays. The project team is working on solutions to mitigate that impact and keep the schedule on track.



# 2014 Bond Program Scorecard

Data as of August 31, 2020

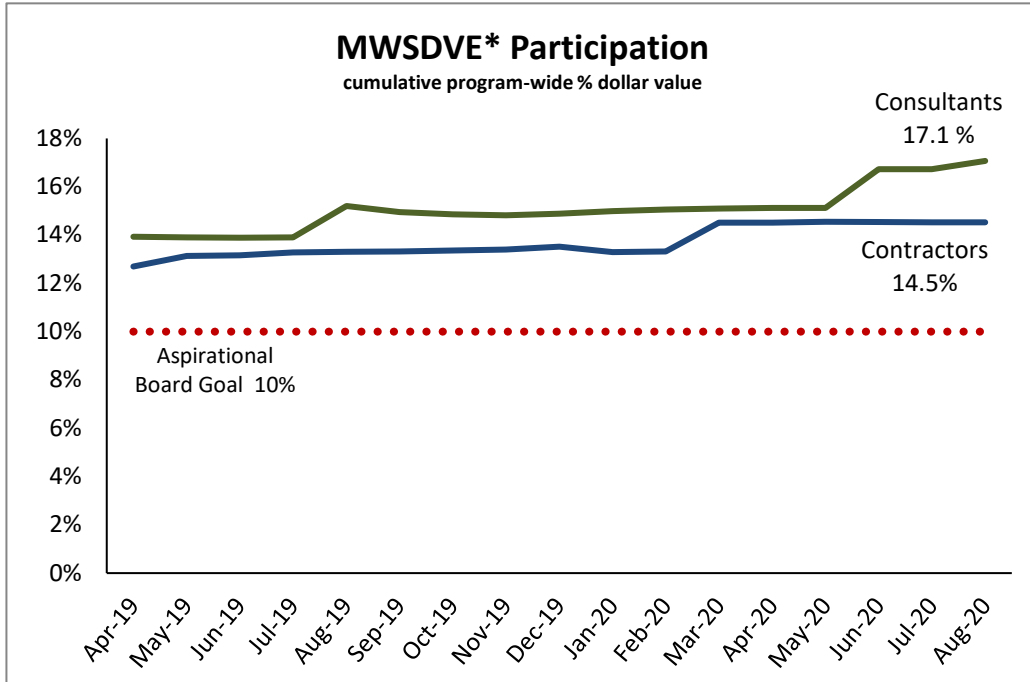
August 2020

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

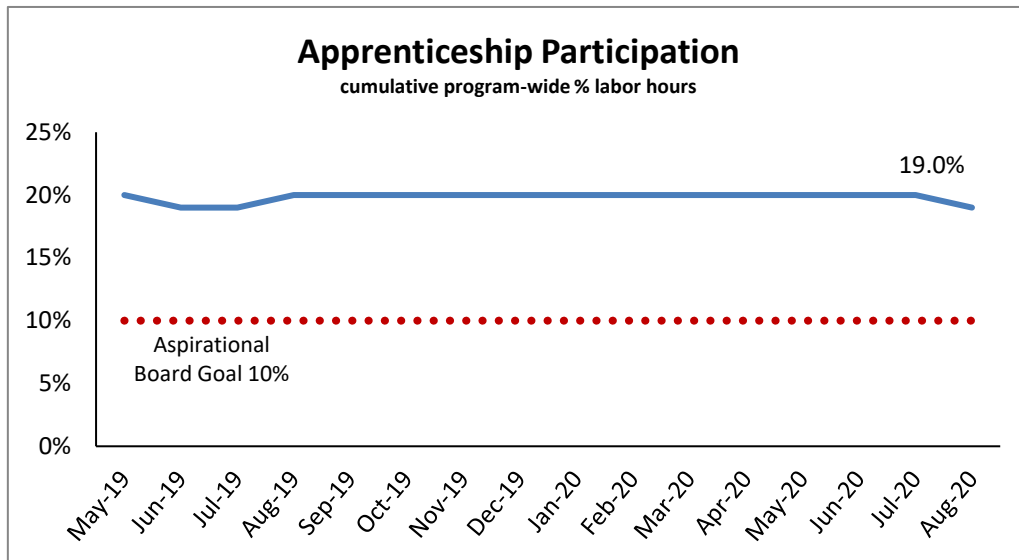
Current Performance Metrics	ACMA Replacement	Five Oaks Renovation	Maintenance Facility	Aloha High School Seismic & Roofing	Highland Park & Whitford HVAC	Beaver Acres Seismic & Renovation	Raleigh Park HVAC & Electrical	Barnes Roof	Terra Linda Repipe
Overall Budget Performance	On Track	On Track	On Track	On Track	On Track	On Track	On Track	On Track	On Track
Budget Percent Complete	67.00%	82.00%	84.00%	72.00%	55.00%	27.00%	39.00%	25.00%	36.00%
Overall Schedule Performance	On Track	On Track	Watchlist	On Track	On Track	Watchlist	Watchlist	On Track	On Track
Schedule Percent Complete	74.00%	89.00%	60.00%	90.00%	67.00%	85.00%	93.00%	65.00%	95.00%
Schedule Milestones									
	ACMA Renovation	Five Oaks Renovation	Maintenance Facility	Aloha High School Seismic & Roofing	Highland Park & Whitford HVAC	Beaver Acres Seismic & Renovation	Raleigh Park HVAC & Electrical	Barnes Roof	Terra Linda Repipe
Design Team Contracted	5-2016	6-2016	6-2016	9-2018	9-2018	8-2019	8-2019	8-2019	7-2019
Design - Schematic Design	3-2018	10-2017	3-2017	11-2018	10-2018	10-2019	12-2019	10-2019	9-2019
Design - Design Development	8-2018	11-2017	10-2018	1-2019	11-2018	11-2019	1-2020	11-2019	12-2019
Design - Construction Documents	2-2019	5-2018	1-2019	3-2019	3-2019	1-2020	2-2020	1-2020	1-2020
Permitting - Land Use	1-2019	3-2018	1-2019	N/A	N/A	N/A	N/A	N/A	N/A
Permitting - Site Development	5-2019	7-2018	4-2019	N/A	N/A	N/A	N/A	N/A	N/A
Permitting - Building	7-2019	6-2018	4-2019	11-2019	5-2020	4-2020	4-2020	7-2020	4-2020
Construction - Contract Award	5-2019	9-2017	7-2017	2-2019	8-2019	3-2020	3-2020	6-2020	3-2020
Construction - Start	7-2019	6-2018	3-2019	6-2019	4-2020	5-2020	5-2020	7-2020	5-2020
Construction - Finish	(8-2021)	(10-2020)	(10-2021)	(9-2020)	(9-2020)	(9-2020)	(9-2020)	(10-2020)	(9-2020)
Owner Activities - FF&E Ordered	(2-2021)	3-2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Owner Activities - FF&E Delivered	(5-2021)	8-2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Owner Activities - Occupancy	(6-2021)	(10-2020)	(10-2021)	(9-2020)	(9-2020)	(9-2020)	(9-2020)	(10-2020)	(9-2020)
Project Complete (Month - Year)	<b>(8-2021)</b>	<b>(12-2020)</b>	(10-2021)	<b>(9-2020)</b>	<b>(8-2020)</b>	<b>(9-2020)</b>	<b>(9-2020)</b>	<b>(10-2020)</b>	<b>(9-2020)</b>
Equity Goals									
Participation	Target %	Current %	Change %						
MWSDVE - Consultants	10.0%	17.1%	0.40%						
MWSDVE - Contractors	10.0%	14.5%	No change						
Apprenticeship	10.0%	19.0%	-1.00%						

# 2014 Construction Bond Program

## Equity Performance August 2020 Report



\*Minority, Women and Service Disabled Veteran Owned Enterprises



# 2014 Bond Program Financial Status Report

## Financial Summary

Data as of August 31, 2020

Project List	Original Budget Allocations	Revised Approved Current Budget	July-20 Est @ Comp	August-20 Est @ Comp	Net Contingency Balance		Budget Summary Notes
ACMA Replacement	\$ 28,300,000	\$ 37,570,155	\$ 37,570,155	\$ 37,570,155	\$ 2,188,826	6.2%	Current contingency decreased by <b>(\$67K)</b> due to city code changes, security tie-in to PAC building, and additional structural framing
AHS Title IX Compliance	\$ 2,000,000	\$ 3,453,433	\$ 3,453,433	\$ 3,453,433			<b>Completed; Final Cost</b>
Capital Center Improvements & Data Center	\$ 5,000,000	\$ 12,820,187	\$ 12,820,187	\$ 12,820,187			<b>Completed; Final Cost</b>
District-Wide ADA Compliance	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 1,604,693			Current budget decreased by <b>(\$395K)</b> due to transfer of budget and scope into the Security Upgrades project
District-Wide Communication System	\$ 7,200,000	\$ 5,282,072	\$ 5,282,072	\$ 5,282,072			<b>Completed; Final Cost</b>
District-Wide Facility Repairs	\$ 98,000,000	\$ 107,298,325	\$ 121,098,325	\$ 121,098,325			
District-Wide HVAC Controls	\$ 800,000	\$ 800,000	\$ 800,000	\$ 800,000			Projects in Process; budget 33% complete
Domestic / Fire Line Separation	\$ 800,000	\$ 977,120	\$ 977,120	\$ 977,120			Budget 0% complete
Five Oaks MS Renovation & Expansion	\$ 21,100,000	\$ 28,576,419	\$ 28,576,419	\$ 28,576,419	\$ 119,002	0.4%	Current contingency decreased by <b>(\$60K)</b> due to additional preconstruction costs
Green Energy Technology	\$ 5,000,000	<i>(Budget Moved to Other Projects)</i>					<b>Scope completed via new schools and rebuilds</b>
Hazeldale K-5 Replacement	\$ 24,600,000	\$ 31,756,091	\$ 31,756,091	\$ 31,756,091	\$ 120,024		In Close-Out; Construction Completed 2018
IT Data Center @ Capital Center	\$ 2,900,000	<i>(Budget Moved to CC Project)</i>					<b>Scope completed via Capital Center Improvements</b>
Kitchen Improvements	\$ 800,000	\$ 977,120	\$ 977,120	\$ 977,120			Projects in Process; budget 17% complete
Land for new K-5 @ So. Cooper Mountain	\$ 3,000,000	\$ 7,800,000	\$ 7,800,000	\$ 7,800,000			In Close-Out; Purchase completed 2019
Maintenance Facility Improvements Phase I	\$ 10,000,000	\$ 11,263,990	\$ 11,263,990	\$ 11,263,990	\$ 130,060	1.2%	
McKay ADA Improvements	\$ 400,000	\$ 634,540	\$ 634,540	\$ 634,540			<b>Completed; Final Cost</b>
New HS: Mountainside	\$ 109,000,000	\$ 184,135,294	\$ 184,135,294	\$ 184,135,294	\$ 362,300		In Close-Out; Construction Completed 2017
New ES: Sato K5	\$ 25,000,000	\$ 38,175,000	\$ 38,175,000	\$ 38,175,000	\$ 83,666		In Close-Out; Construction Completed 2017
New MS @ Timberland	\$ 51,600,000	\$ 61,371,096	\$ 61,371,096	\$ 61,371,096	\$ 261,073		Construction completed 2016; remaining budget reserved for final outfitting
Raleigh Hills K-8 Improvements	\$ 9,700,000	\$ 1,419,490	\$ 1,419,490	\$ 1,419,490			<b>Completed; Final Cost</b>
Raleigh Hills K-8 Improvements (Funding Hold)	\$ -	\$ 11,821,753	\$ 11,821,753	\$ 11,821,753			
Security Upgrades	\$ 10,000,000	\$ 17,982,307	\$ 17,982,307	\$ 18,377,614			Current budget increased by <b>+\$395K</b> due to transfer of budget and scope from the District-Wide ADA Compliance project
Seismic Upgrades	\$ 4,200,000	\$ 23,754,138	\$ 23,754,138	\$ 23,754,138			

# 2014 Bond Program Financial Status Report

## Financial Summary

Data as of August 31, 2020

Project List	Original Budget Allocations	Revised Approved Current Budget	July-20 Est @ Comp	August-20 Est @ Comp	Net Contingency Balance		Budget Summary Notes
SHS Title IX Compliance	\$ 2,000,000	\$ 4,285,317	\$ 4,285,317	\$ 4,285,317			Completed; Final Cost
Springville K-8 Improvements	\$ 2,000,000	\$ 510,016	\$ 510,016	\$ 510,016			Completed; Final Cost
Vose K-5 Replacement	\$ 24,800,000	\$ 33,846,280	\$ 33,846,280	\$ 33,846,280			Completed; Final Cost
William Walker K-5 Replacement	\$ 24,600,000	\$ 36,684,200	\$ 36,684,200	\$ 36,684,200	\$ 1,586,747	4.5%	
Added Projects	\$ -	\$ 6,516,007	\$ 6,516,007	\$ 6,516,007			
Program Contingency	\$ 45,400,000						
Program Inflation	\$ 52,800,000						
Pre-Bond Expenditure Reimbursements	\$ 1,000,000	\$ 998,828	\$ 998,828	\$ 998,828			Completed; Final Cost
Bond Management Costs	\$ 20,000,000	\$ 30,990,506	\$ 30,990,506	\$ 30,990,506			
Bond Issuance Costs	\$ 6,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000			
<b>Construction Subtotal</b>	<b>\$ 600,000,000</b>	<b>\$ 707,699,684</b>	<b>\$ 721,499,684</b>	<b>\$ 721,499,684</b>	<b>\$ 4,851,698</b>		
Learning Technology	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000			
Critical Equipment	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000			
<b>Tech &amp; Equip Subtotal</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>			
<b>Grand Totals</b>	<b>\$ 680,000,000</b>	<b>\$ 787,699,684</b>	<b>\$ 801,499,684</b>	<b>\$ 801,499,684</b>	<b>\$ 4,851,698</b>		Contingency Balance change of (\$128K)
<b>Added Funding to Bond Program</b>							
Bond Premium (First Bond Sale)	\$ 63,295,961						
Bond Premium (Second Bond Sale)	\$ 30,270,107						
Interest Earnings (First Bond Sale)	\$ 5,340,214						
Interest Earnings (Second Bond Sale)	\$ 13,236,261						
Other Additional Funding (see Tab)	\$ 15,205,892						
<b>Grand Total Added Funding</b>	<b>\$ 127,348,435</b>						
<b>GRAND TOTAL 2014 BOND FUNDING</b>	<b>\$ 807,348,435</b>						Total Funding Unchanged
<b>Program Reserve</b>		<b>\$ 19,648,751</b>	<b>\$ 5,848,751</b>	<b>\$ 5,848,751</b>			Program Reserve Unchanged
<b>Program Reserve + Project Contingencies</b>						<b>\$ 24,500,449</b>	Change of (\$128K)

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

Data as of August 31, 2020

Source	Funding	Assigned to Projects	Assigned to Program Reserve	Budget Summary Notes
Remaining 2006 Bond Savings	\$ 576,615	Mountainside HS	\$ -	
Capital Center Rent Revenue Balance	\$ 433,385	Mountainside HS	\$ -	
Construction Excise Tax Revenue	\$ 1,130,655	Capital Center	\$ -	
Construction Excise Tax Revenue forecasted to 2021	\$ 5,021,577		\$5,021,577	
THPRD reimb.	\$ 449,783		\$ 449,783	
SB 1149 reimb.	\$ 2,704,083	District-wide Repairs	\$ -	
ETO reimb.	\$ 1,362,287	District-wide Repairs	\$ 1,312,626	
Facility grants	\$ 3,027,507		\$ 3,027,507	
Sato: TVWD Reimbursement	\$ 500,000	Sato K-5	\$ -	
<b>TOTAL</b>	<b>\$15,205,892</b>		<b>\$9,811,493</b>	

2014 Bond Program Financial Status Report  
Added Projects

Data as of August 31, 2020

Added Projects	Approved by & Date	Original Budget	Revised Approved Current Budget	July-20 Est @ Comp	August-20 Est @ Comp	Net Contingency Balance	Budget Summary Notes
Seclusion Rooms Alterations	Safety Comm 5/19/14		\$ 99,368	\$ 99,368	\$ 99,368	\$ -	Completed; Final Cost
Portable Relocations 2014	Sr LT 5/20/14		\$ 591,685	\$ 591,685	\$ 591,685	\$ -	Completed; Final Cost
Portable Relocations 2015	Sr LT 3/2015		\$ 294,257	\$ 294,257	\$ 294,257	\$ -	Completed; Final Cost
Title IX Projects - Group II	Sr LT 3/2015		\$ 1,030,697	\$ 1,030,697	\$ 1,030,697	\$ -	Completed; Final Cost
Classroom Door Locks	SB 6/18/18		\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ -	Budget 54% complete; phase 2 surveys ongoing
Security Upgrades: Classroom Walls	SB 6/15/20		\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ -	Scheduled to begin 2021
Security Upgrades: Paging	SB 6/15/20		\$ 500,000	\$ 500,000	\$ 500,000	\$ -	Scheduled to begin 2021
<b>Added Projects Total</b>		\$ -	\$ 6,516,007	\$ 6,516,007	\$ 6,516,007		

# 2014 Bond Program Financial Status Report

Data as of August 31, 2020

## District-Wide Repair Projects

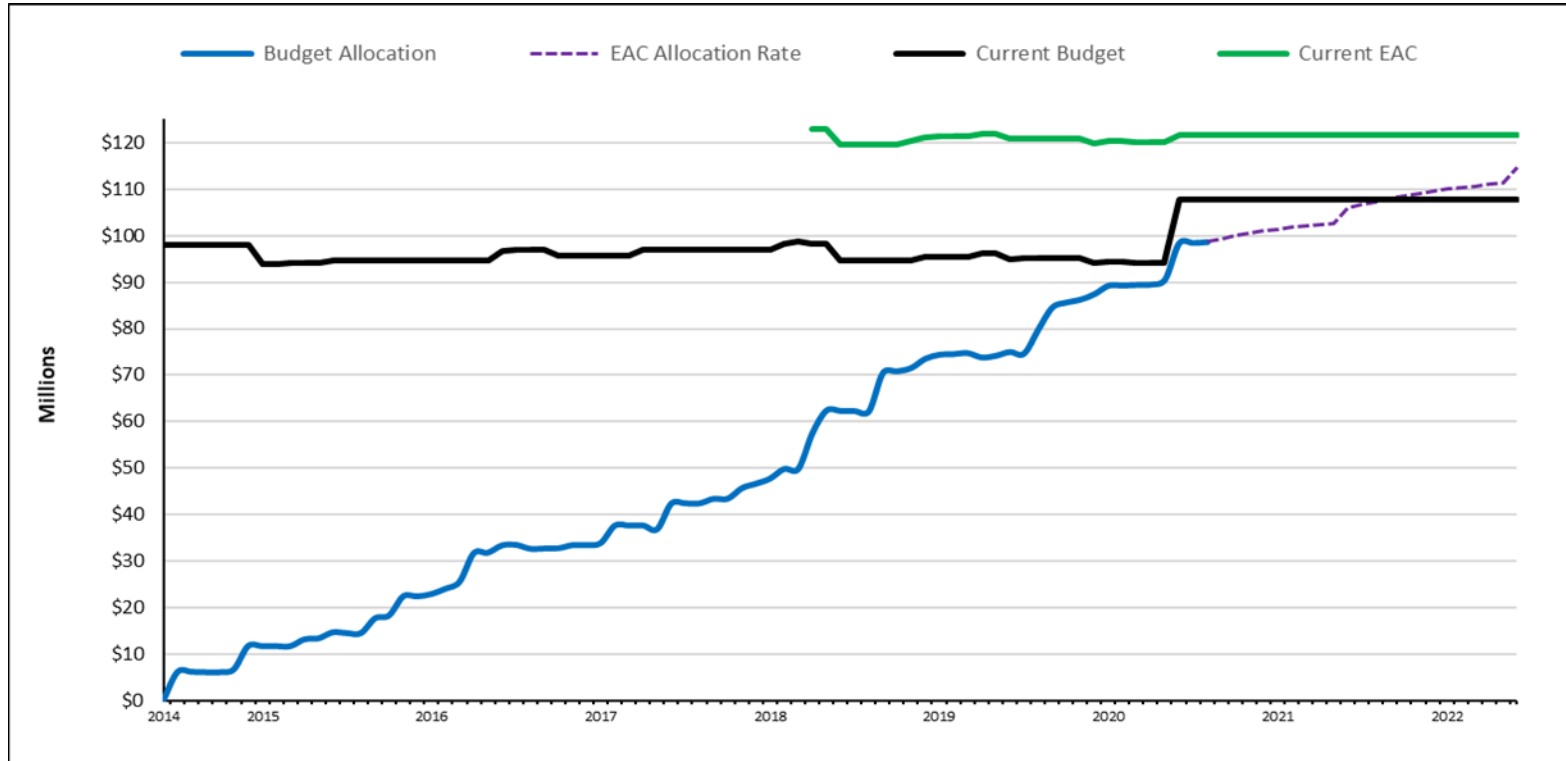
"The \$98M"

Project	Initial Budget	Revised Approved Current Budget	July-20 Est @ Comp	August-20 Est @ Comp	Net Contingency Balance	Budget Summary Notes
Completed Projects	\$ 24,993,905	\$ 51,256,479	\$ 51,132,297	\$ 51,256,480		<b>Completed; Final Cost</b>
Hiteon Flood Rebuild	\$ -	\$ 124,183	\$ 135,000	\$ 124,183	Completed; Final Cost	
Projects in Close-out	\$ 1,140,000	\$ 6,916,012	\$ 6,861,649	\$ 6,916,012	\$ 256,052	3.8%
District-Wide Auditorium Upgrades	\$ 4,384,538	\$ 6,475,346	\$ 6,475,346	\$ 6,475,346		
Highland Park & Whitford HVAC	\$ 1,402,000	\$ 11,008,407	\$ 11,008,407	\$ 11,008,407	\$ 324,520	3.0%
HVAC Controls User Interface Upgrade	\$ 180,000	\$ 180,000	\$ 180,000	\$ 180,000		
New Schools Post-Warranty Fund	\$ -	\$ 150,000	\$ 150,000	\$ 150,000		
Barnes Roof	\$ 592,000	\$ 1,530,762	\$ 1,530,762	\$ 1,530,762	\$ 88,000	6.1%
Raleigh Park HVAC & Electrical	\$ 437,000	\$ 3,247,000	\$ 3,427,000	\$ 3,427,000	\$ 245,000	8.2%
Raleigh Park Sewer	\$ 47,000	\$ 250,000	\$ 250,000	\$ 250,000		Scheduled to begin 2021
Terra Linda Repipe and Restroom Remodel	\$ 1,068,000	\$ 1,736,000	\$ 1,736,000	\$ 1,736,000	\$ 173,600	11.1%
AHS Fire Alarm Replacement	\$ -	\$ 189,363	\$ 189,363	\$ 189,363		
Chehalem Repipe	\$ -	\$ 500,000	\$ 500,000	\$ 500,000		Project added from Program Reserve; scheduled to begin 2021
McKinley Repipe	\$ -	\$ 500,000	\$ 500,000	\$ 500,000		Project added from Program Reserve; scheduled to begin 2021
Hiteon HVAC Controls Upgrade	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 10,500	5.5%
2021 Roof Replacements	\$ 1,972,000	\$ 4,239,000	\$ 4,239,000	\$ 4,239,000	\$ 395,685	10.3%
Bethany Roof & HVAC	\$ 982,000	\$ 2,230,000	\$ 2,230,000	\$ 2,230,000	\$ 223,000	11.1%
Maint Dept Repair & Improvement Projects*	\$ 7,870,070	\$ 7,870,070	\$ 7,865,806	\$ 7,870,070	\$ 7,870,070	
<b>Repair Projects Total</b>	<b>\$ 45,268,514</b>	<b>\$ 98,478,440</b>	<b>\$ 98,475,630</b>	<b>\$ 98,658,440</b>		
<b>Repair Program Balance Available</b>	<b>\$ 52,731,486</b>	<b>\$ 8,819,885</b>	<b>\$ 8,822,695</b>	<b>\$ 8,639,885</b>		
<b>Repair Program EAC Balance</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 13,800,000</b>	<b>\$ 13,800,000</b>		
<b>Repair Program Budget (Less Transfers In/Out)</b>	<b>\$ 98,000,000</b>	<b>\$ 107,298,325</b>	<b>\$ 121,098,325</b>	<b>\$ 121,098,325</b>		
*Budget and Est @ Comp. will increase each month as additional Maintenance Dept. managed Repair Projects are scheduled.						
<b>Transfer Tracking</b>						
Initial Budget	\$ 98,000,000					
Previous Transfers	\$ (4,279,836)					
SB 1149 Reimbursements	\$ 2,704,083					
ETO Reimbursements	\$ 49,661					
Door Replacement(s) transferred to Security Upgrades	\$ (9,446)					
Transfer from contingencies for Post-Warranty Fund	\$ 150,000					
Cooper Mnt Roofing transferred to Cooper Mnt Seismic	\$ (128,000)					
Beaver Acres Roofing transferred to Beaver Acres Seismic	\$ (1,138,000)					
Additional Funding - Hiteon Flood Rebuild - Approved 7.24.19	\$ 105,000					
Beaver Acres Windows transferred to Beaver Acres Seismic	\$ (605,000)					
Beaver Acres Re-Pipe transferred to Beaver Acres Seismic	\$ (489,500)					
Additional Funding - AHS Fire Alarm - Approved 1.9.2020	\$ 150,000					
AHS Access Control transferred from Security Upgrades	\$ 39,363					
SRHS Vestibule Door(s) transferred to Security Upgrades	\$ (250,000)					
Additional Funding - Budget Increase - Approved 6.15.2020	\$ 12,000,000					
Additional Funding - Chehalem Repipe - Approved 6.15.2020	\$ 500,000					
Additional Funding - McKinley Repipe - Approved 6.15.2020	\$ 500,000					
Balance	\$ 107,298,325			135		

# 2014 Bond Program Financial Status Report

## District-Wide Repair Projects Budget Allocation Rate

Data as of August 31, 2020



**2014 Bond Program Financial Status Report**  
**Seismic Projects**

Data as of August 31, 2020

<b>Seismic Projects</b>	<b>Original Budget</b>	<b>Revised Approved Current Budget</b>	<b>July-20 Est @ Comp</b>	<b>August-20 Est @ Comp</b>	<b>Net Contingency Balance</b>	<b>Budget Summary Notes</b>	
A/E Scoping/Surveys	\$ -	\$ 222,058	\$ 222,058	\$ 222,058	\$ -	In Close-Out; Study completed 2019	
Aloha HS	\$ 1,732,898	\$ 19,339,227	\$ 19,339,227	\$ 19,339,227	\$ 1,127,131 6.2%	Current contingency decreased by <b>(\$83K)</b> due to anticipated cost events coming in higher than initial estimates	
Beaver Acres ES	\$ 1,714,444	\$ 8,232,283	\$ 8,232,283	\$ 8,232,283	\$ 816,300 11.0%		
Beaverton HS	\$ 246,184	<i>(Budget Transferred to Seismic Program) (Budget Moved to Facility Repairs)</i>					<b>Scope completed via BHS Gym Ceiling project</b>
Cedar Mill ES	\$ 144,771						
Cooper Mt. ES	\$ 361,703	\$ 3,320,475	\$ 3,320,475	\$ 3,320,475	\$ 332,500 11.1%	Scheduled to begin 2021	
(Projects Financially Complete)							
<b>Seismic Projects Total</b>	<b>\$ 4,200,000</b>	<b>\$ 31,114,043</b>	<b>\$ 31,114,043</b>	<b>\$ 31,114,043</b>			
TAPS Seismic Grant	\$ -	\$ (22,545)	\$ (22,545)	\$ (22,545)			
AHS Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)			
Beaver Acres Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)			
Cooper Mnt Seismic Rehabilitation Grant	\$ -	\$ (2,337,360)	\$ (2,337,360)	\$ (2,337,360)			
<b>Seismic Program Bond Cost Balance</b>	<b>\$ 4,200,000</b>	<b>\$ 23,754,138</b>	<b>\$ 23,754,138</b>	<b>\$ 23,754,138</b>			
<b>Seismic Program Less Transfers In/Out</b>	<b>\$ 23,754,138</b>						
<b>Transfer Tracking</b>							
Initial Budget	\$ 4,200,000						
Program Escalation	\$ 1,006,740						
AHS Roofing - From Facility Repairs	\$ 575,193						
Beaver Acres Roofing - From Facility Repairs	\$ 1,138,000						
AHS Roofing - Balance From Facility Repairs	\$ 3,477,807						
Program Reserve - Approved by School Board 6.18.18	\$ 5,450,000						
Transfer to Facility Repairs - Cedar Mill	\$ (166,052)						
Cooper Mnt Roofing - From Facility Repairs	\$ 128,000						
Program Reserve - Approved by School Board 10.28.19	\$ 6,849,950						
Beaver Acres Windows - From Facility Repairs	\$ 605,000						
Beaver Acres Re-pipe - From Facility Repairs	\$ 489,500						
Balance	\$ 23,754,138						

2014 Bond Program Learning Technology/Classroom Systems  
and Critical Equipment Purchases  
August 31, 2020

Data as of August 31, 2020

Learning Technology/Classroom Systems (\$56 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2020-21 Budget	2020-21 Expenditures as of 8/31/2020	Annual Description of Expenditures
Networking Upgrades	\$ 9,132,995	60%	\$ 5,462,550	\$ 2,200,000	\$ 1,280	Maintaining current wireless networking capacity and addressing areas of need. Outdoor wireless access at the high schools is complete and includes athletic fields, press boxes and concession stands. Construction of the Dark Fiber ring is complete and in production.
Digital Curriculum Development	\$ 5,316,951	74%	\$ 3,944,446	\$ 713,941	\$ 57,435	Salary to maintain five digital curriculum specialists. Digital Curriculum Specialists are responsible for curating and developing high quality digital curriculum and materials that align to our Standards Based Learning System. This team was a valuable resource last spring when we were pressed to provide additional resources for district teachers during the COVID 19 remote learning implementation.
Future Ready Schools	\$ 31,485,163	94%	\$ 29,739,280	\$ 6,930,531	\$ 5,184,647	18,000 chromebooks for elementary and middle school students have been ordered and received. We will be distributing the second round of bond funded elementary and middle school student devices in September 2020. The purchase concludes the Future Ready bond expenditures which provided 2 rounds of student devices through the life of the bond.
Technology Modernization	\$ 2,819,901	82%	\$ 2,325,926	\$ 435,553	\$ 141,578	Continued Business Continuity Plan (BCP) updates. For 2020, updates and Central Office Conference room technology refresh. Pilot classroom technology solutions for hybrid instruction.
Other Technology/Curriculum Projects	\$ 7,244,990	93%	\$ 6,764,505	\$ -	\$ -	Completed Technology/Curriculum Projects. Includes: student laptop replacements in 2014-15, high school science technology in 2015-16, positive change grants 2014-15 through 2016-17.
<b>Learning Technology/ Classroom Systems Total</b>	<b>\$ 56,000,000</b>	<b>86%</b>	<b>\$ 48,236,707</b>	<b>\$ 10,280,025</b>	<b>\$ 5,384,940</b>	

2014 Bond Program Learning Technology/Classroom Systems  
and Critical Equipment Purchases  
August 31, 2020

Data as of August 31, 2020

Critical Equipment (\$24 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2020-21 Budget	2020-21 Expenditures as of 8/31/2020	Annual Description of Expenditures
Buses	\$ 16,000,000	98%	\$ 15,720,388	\$ 281,112	\$ -	Approximately \$2 million/year over eight years. In first year, \$4.25 million will be spent and \$2million/year will be spent in years two through five. In year six, approximately \$3.75 million will be spent. \$0 will be spent in the eighth year. Received \$1500 in rebate for buses purchased in 2019-20.
Copiers	\$ 2,343,215	65%	\$ 1,527,770	\$ 300,000	\$ -	Approximately \$375,000/year over eight years.
Athletic Equipment	\$ 1,021,737	19%	\$ 194,063	\$ 668,702	\$ -	Approximately \$100,000/year over three years beginning in year 2. \$75,970 was transferred in year 2 to the Scoreboard Replacements Project. An additional \$800,000 will be split over years six through eight.
Maintenance Equipment	\$ 2,289,219	39%	\$ 887,838	\$ 1,031,537	\$ 69,375	Approximately \$120,000/year over four years beginning in year 2. Year 2 will have \$185,000. An additional \$1.7 million will be split over the final three years of the bond, beginning in year six.
Early Learning Playground Equipment	\$ 27,366	34%	\$ 9,366	\$ 6,000	\$ -	Playground equipment for Early Learning program at seven elementary schools.
Other Equipment Purchases	\$ 2,318,463	100%	\$ 2,318,462	\$ -	\$ -	Other critical equipment purchases as needed. Purchase of \$15,000 towards new locker banks at Stoller in 14-15, \$250,000 towards new musical instruments in 14-15 and 15-16, \$184,050 for cafeteria table replacements in 15-16, \$1,397,733 for classroom furniture for full day kindergarten in 2015-16, \$344,973 for high school scoreboard replacements in 2015-16 and 2016-17, \$121,066 towards BSD's portion of shock pad installation at SW Quadrant Park with THPRD in 2016-17 and InTouch Printers in 2018.
<b>Critical Equipment Total</b>	<b>\$ 24,000,000</b>	<b>86%</b>	<b>\$ 20,657,887</b>	<b>\$ 2,287,351</b>	<b>\$ 69,375</b>	
<b>Grand Total</b>	<b>\$ 80,000,000</b>	<b>86%</b>	<b>\$ 68,894,594</b>	<b>\$ 12,567,376</b>	<b>\$ 5,454,315</b>	
<b>Total Bond Funds Remaining</b>	<b>\$ 11,105,406</b>					

### BOND PROGRAM CASH FLOW

